

Play the Game

WINTER

2020



Engaging Young Writers
Acceleration and
Enrichment
Remote Learning

Year 5 and Year 6 Camps
Youth Participation in Sport
Sailing
Swimming Sports

National Triathlon
Champions
A Good Innings - Four
Generations of Huttons



From the Headmaster



It is my pleasure to bring to you this very special edition of *Play the Game*.

As a year, 2020 brought with it much excitement and anticipation, however, no one expected it to test us the way it has to date. As we moved comfortably into the regular challenges of a new school year – growing friendship circles, taking on greater learning responsibilities and trying new endeavours – little did we expect to be challenged in areas of resilience, capacity, inventiveness and resolve.

The COVID-19 pandemic may very well be a once in a lifetime event and we will all remember the events that shaped our nation's response. I spoke to the boys at a recent Assembly about a major cyclone and flood during my primary years of education and the impact it had on me, my family and my school.

Drawing parallels between this event and COVID-19, what shone through were the many positives to emerge from moments of despair. Teddy bears and Easter Bunnies in windows to make neighbourhood walks more enjoyable, home baking, growing vegetables, greater awareness of

neighbours, more family time, the use of technology for learning more so than entertainment, and perhaps a deeper understanding of kindness and an appreciation of the simple things, will be the things we look back on with a sense of achievement.

In the words of disabled US athlete, author and motivational speaker, Roger Crawford, "Being challenged in life is inevitable, being defeated is optional."

Thank you to the parents and caregivers for your unwavering support during these uncertain times. Thank you also to the professional and caring teaching and non-teaching staff for providing outstanding service and ensuring a sense of routine and normality over such a demanding period of time. Lastly thank you to the Trust Board for their leadership during this time, along with the caring support of the Medbury School Foundation, the Medbury Parents' Association and the Medbury Old Boys' Association.

As we move forward, we continue to 'Play up! Play up! And play the game!'

Ian Macpherson

From the Head Boy



I am proud to lead Medbury as Head Boy in 2020.

I began my journey at Medbury as a Year Five student in 2017. I remember walking through the Medbury gates in my new uniform with freshly polished shoes and my new short haircut. Being able to lead from the front wearing a prefects tie has been a goal since that day.

At Medbury the mission is to 'Unlock Every Boy's Potential'. I have learnt that this means offering us the opportunity to be involved in a wide range of subjects and activities. I have tried my best to

participate in as many as possible, from Cricket to Drama, Chess to Kapahaka and Multi-sport.

This year I am looking forward to leading the school alongside our Year 8 group. We are excited about the fun activities ahead, such as the North Island sports tour, School Production, and Year 8 Camp. I feel honoured and privileged to be a Medbury boy.

'Play up! Play up! And play the game'.

Henry Hiatt



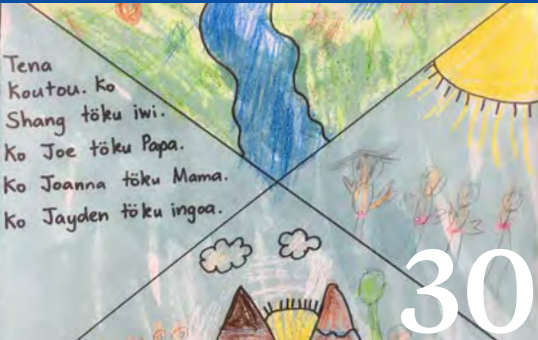
Contents

Editor

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4 Teaching and Learning

- 4 Remote Learning
- 8 More, please!
- 12 Engaging Young Writers
- 16 Class Trips and Camps
- 22 Acceleration and Enrichment
- 24 Mathematics and Literacy



26 The Arts

- 26 Year 5 and Year 6 Art
- 28 Year 7 and Year 8 Art
- 30 Years 1 to 4 Art

32 Sports

- 32 Youth Participation in Sport
- 33 Sailing, Surfing and Polo
- 36 Swimming Sports
- 39 Triathlon National Champions
- 41 Huxster Mountain Bike Race
- 42 Summer Sports Exchanges



44 The Medbury Family

- 44 Community at Medbury
- 47 A Good Innings - Four Generations of Huttons
- 49 From the Boarding House
- 51 From the Trust Board
- 53 The Medbury Parents' Association
- 55 The Medbury Old Boys' Association
- 57 The Medbury School Foundation

Generating exciting learning opportunities.



^ Micah Hocquard
Deputy Headmaster

Remote Learning

With the Global Pandemic and lockdown closing schools across the country, many found themselves in the unique position of having to deliver online programmes for their students.

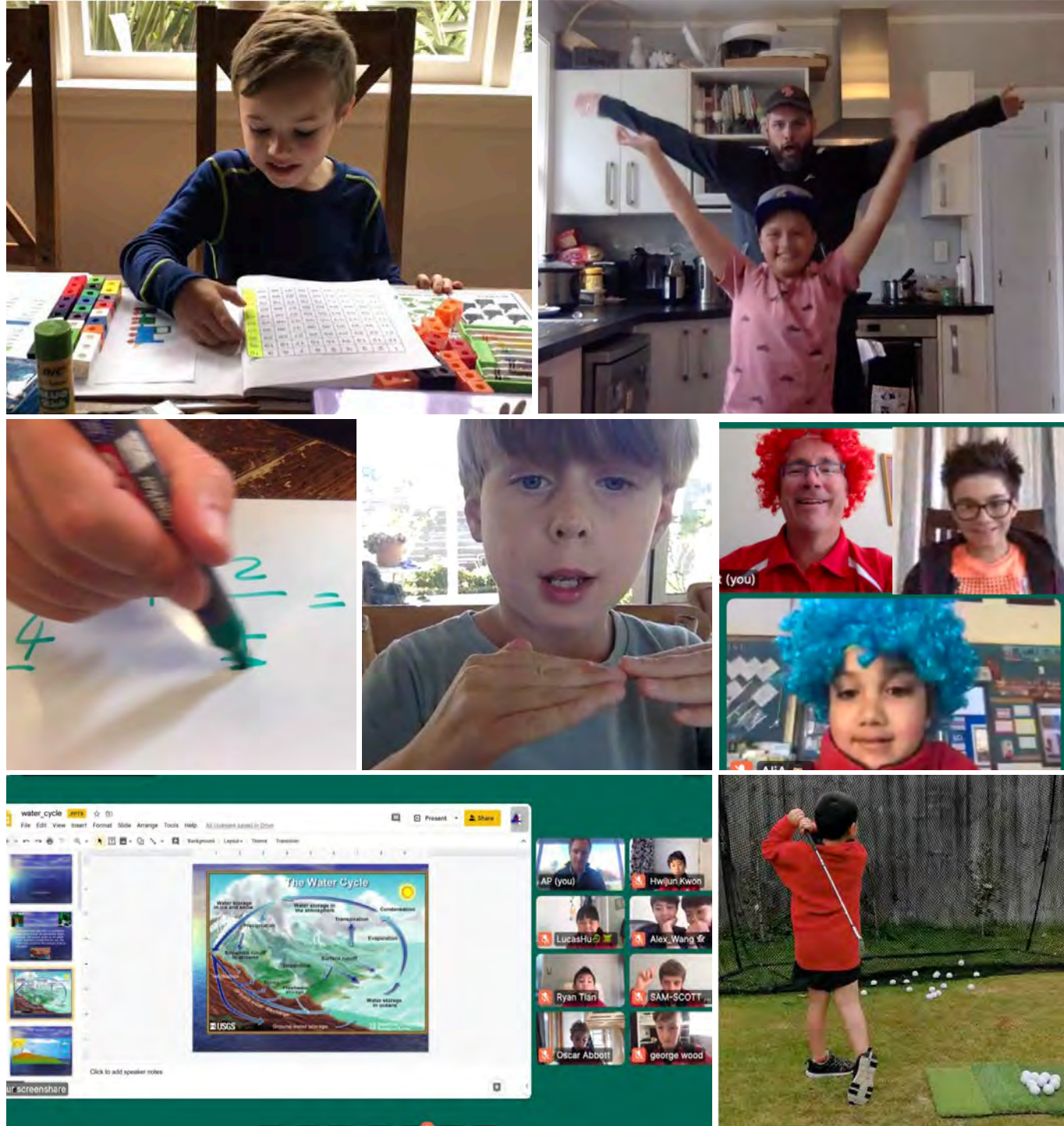
At Medbury, we had been busily preparing behind the scenes, so when schools were closed near the end of March we were able to jump into action, delivering remote learning the very next day. It was something new for the whole Medbury community. Teachers were getting used to setting tasks via Seesaw and Google Classroom and teaching through video conferencing,

boys were adapting to being away from their classrooms and friends and parents were adjusting to supporting their sons while managing to work from home.

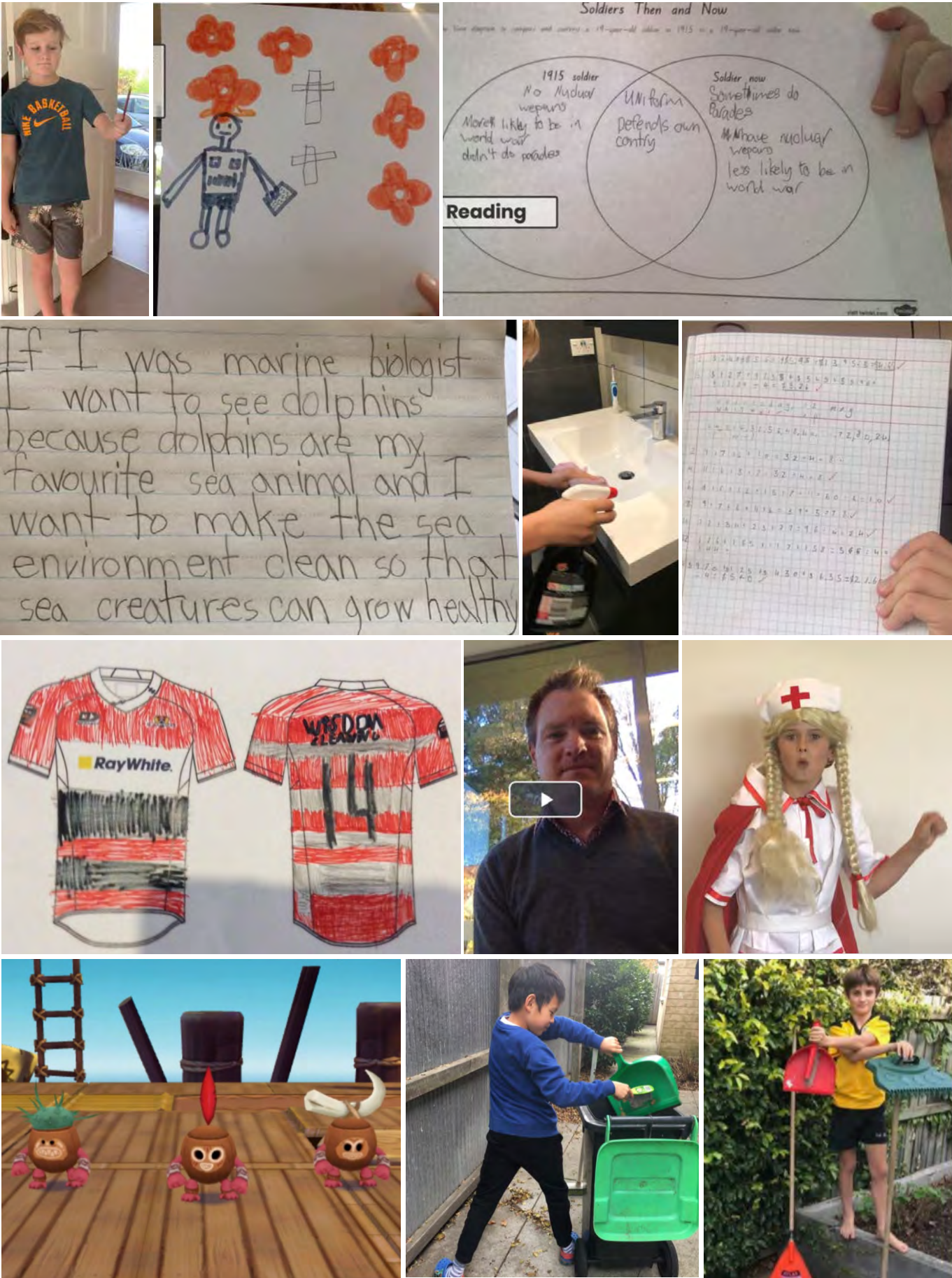
We decided to keep our school term dates the same, which meant we had 9 days of remote learning before the end of Term 1. This period generated some exciting learning opportunities and it was great to see the teachers and boys interacting via video conferencing. This would prove to be one of the most valuable tools of remote learning as it allowed the boys to connect with peers and teachers in a way that was

more meaningful. Everyone's digital technology skills were vastly improved and boys were learning how to submit tasks on Seesaw and Google Classroom, whether these were videos, images or maths tasks.

Not only were the boys completing academic classwork, but many were also taking part in a range of specialist activities. It was great to see some boys creating obstacle courses and work out routines for the All Blacks, constructing musical instruments out of household items or making their own lip sync videos to songs for Drama.



- ^ From left to right, across the page:
1. Theodore Gilmore, 1H skip counting in tens.
 2. Cole Moffatt, 6B and his father completing a Drama Lip Sync Challenge.
 3. A remote learning Mathematics video.
 4. Fraser Douglas, 2M completing a SOLFA Music task where the boys communicate the 'do, re, mi' scale through hand gestures.
 5. Some faces from a Whereby screenshot of a 'Wig Day' for class 6D: Mr Durant, Toby Sharr and Ali Mann.
 6. Mr Pilgrim's online lesson on 'The Water Cycle'.
 7. Jason Gong, 2M completing a driving range challenge.



...the Medbury Community took it in their stride to push forward during an unprecedented time of change and uncertainty.



Reflections and feedback

After the first round of online learning, we moved into our much deserved school holiday break. We were pretty lucky with stunning autumnal weather. We were still in lockdown by the time Term 2 rolled around. After some reflections and feedback from our initial remote learning period, a few minor changes were made for our second round. We would increase our video conferencing capabilities, reestablish our House Points system and introduce a new Digital Challenge Badge programme. All of these assisted with improving and maintaining the boys' engagement with remote learning. We ended up awarding a total of 335 badges to 244 boys.

During lockdown a number of Medbury boys also managed to check off some of the criteria towards a Community Service badge as they were able to give back and help out at home.

When we look back at the remote learning period, we are very proud of how the Medbury Community took it in their stride to push forward during an unprecedented time of change and uncertainty. The boys were incredible at adapting to a new way of learning and the teachers did a phenomenal job of delivering a learning programme from afar.

E tu kahikatea

At the end of Term 1 the staff sung and discussed one of our waiata 'E Tu Kahikatea'. When we look at the meaning of this waiata, it ties in brilliantly with our recent experiences. We learnt a lot during lockdown, we braved the storm and it is great being back at Medbury together.

E tu kahikatea
Hei whakapae ururoa
Awhi mai awhi atu
Tatou tatou e

Stand like the kahikatea (tree)
To brave the storms
Embrace and receive
We are one together

- From left to right, across the page:
1. A magic trick challenge by Arthur Croy, 6J.
 2. A drawing of Flanders Field.
 3. Reading work - Soldiers then and now.
 4. Writing in response to 'If I was a marine biologist' as part of 'The Sea' topic.
 5. Cleaning the bathroom for Life Skills.
 6. Mathematics homework completed!
 7. In response to a design a rugby jersey 'can do' activity.
 8. Mr Pilgrim's Daily Story video.
 9. Louis Hiatt, 6D singing his own original COVID-19 song to Jolene.
 10. Warrior dance from the Moana code website.
 11. Life Skills - Angrid Qiu, 6B sweeping up the leaves.
 12. 'After' photo of a yard clean up by Sam Scott, 5O for Life Skills.

What drives boys to take on more work when life at Medbury is already so busy?

Ian Macpherson, Headmaster

More, Please!

We are all familiar with the classic line from Charles Dickens' *Oliver Twist*, "Please, sir, I want some more." I reference this not as a negative, as young Oliver did, wanting more food to help survive his arduous life, but as a positive, with many Medbury boys seeking more opportunities to build capacity and grow areas of interest.

What drives boys to take on more work when life at Medbury is already so busy?

There are many benefits to being busy. On a mental level,

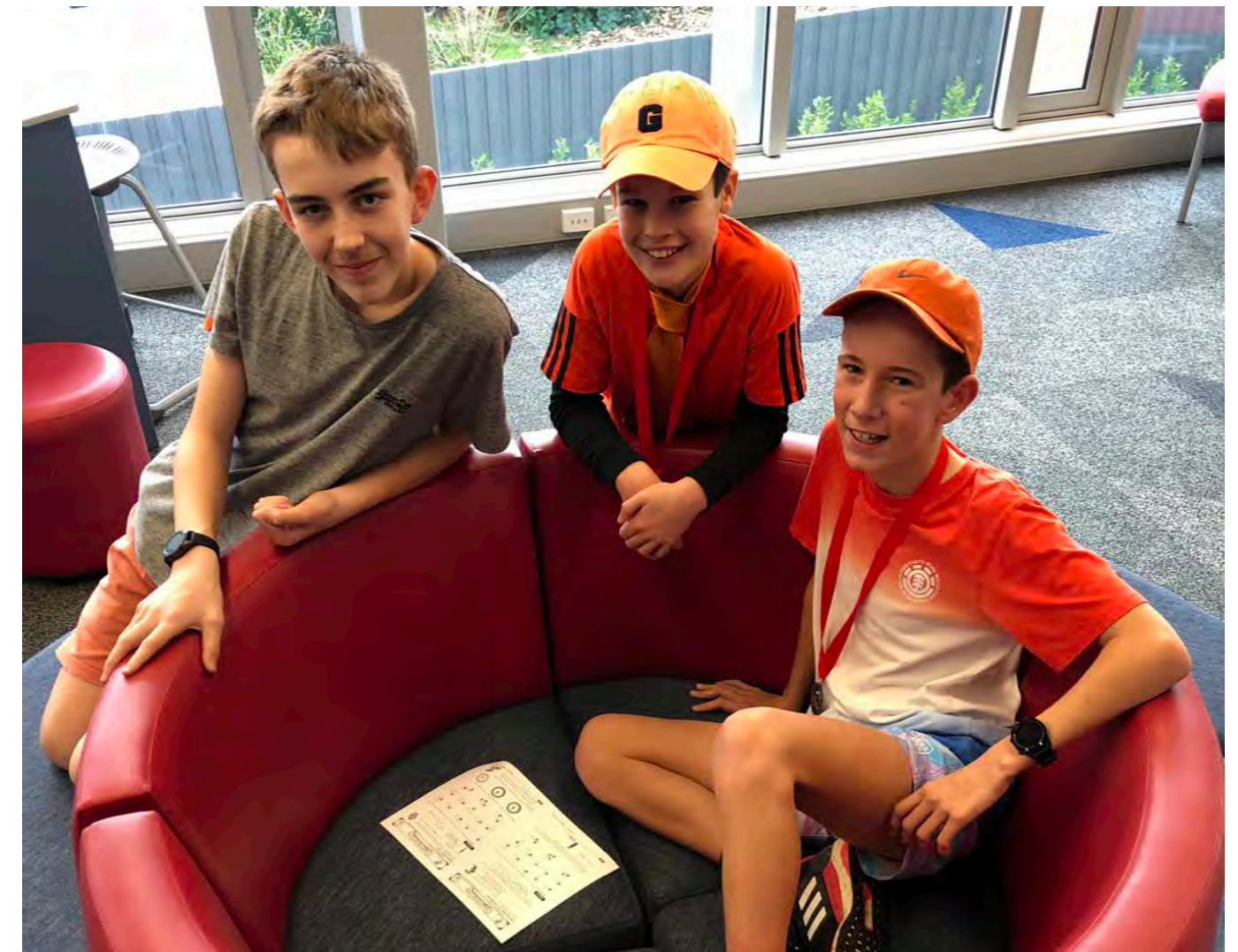
for example, staying busy forces your brain to come up with new solutions. Your brain is also challenged to become more creative and to, often, think outside the box.

Doing more, and enjoying doing extra, involves ability, motivation and attitude. Lou Holtz explained this as:

- **Ability** is what you are capable of doing.
- **Motivation** determines what you do.
- **Attitude** determines how well you do it.

Interestingly, there are ten things that all boys can do that require zero talent, those being:

1. Being on time
2. Making an effort
3. Having high energy
4. Having a positive attitude
5. Being passionate
6. Using good body language
7. Being coachable
8. Doing a little extra
9. Being prepared
10. Having a strong work ethic.



Mathletics medal winners (photo taken on the orange-themed 'Mufti Day for Malawi').

More work in Mathematics, surely not! Yet a number of boys enjoy the challenge provided by Mathletics and Mangahigh.

Mathletics

Mathletics is an interactive online platform that uses rewards, certificates, games and live competitions to engage students and make learning Maths more fun. By earning 1000 points in a week, a student earns a certificate. Only one certificate can be achieved in a week. If more than 1000 points are earned,

the points accumulate. The student earning the most points in a week can win the trophy and become 'Student of the Week'. After five bronze certificates, a student receives a silver and after four silver certificates, he receives a gold.

One of the favourite activities is the 'live Mathletics' race. Pupils can compete with their classmates, their school or internationally, against peers and compare performance matched to their skill level rather than age. Curriculum activities provide practice to master

concepts and can be set at individual or group levels to ensure students achieve success. Content covers all Mathematics strands, with excellent resources including workbooks, interactive demonstrations, a Maths dictionary and sing along times tables.

Mangahigh

Mangahigh is an interactive platform for students to work individually at their own pace while still being able to do the fun, competitive games that help



^ Cohnor Walsh, Gold Badge recipient.

them build their skills. Excellent games targeting specific areas are engaging and make the students think and apply knowledge. One example is 'Tangled Web', which works on angle rules.

Teachers can set Prodigy tasks for their students and are also able to gauge their mastery and suggest additional topics for them to work on if they are struggling or need additional help. You can also inject a little healthy competition into the mix by adding your class

to public leaderboards, where students can see how they stack up against others at Medbury and in other schools nationally. A further competition is a "Fai-to." A class can compete with another school over a period of time to win this competition.

Medbury also offers a wide variety of extra-curricular activities, competitions, community service, clubs and music options.

Boys learn new skills with many looking at trying a range of

experiences across their Medbury journey, whilst others look to raise their skill levels across specific areas of interest.

Boys can earn bronze, silver and gold badges in a number of areas as their interest and competitiveness grow. Cohnor Walsh is a fine example of a boy passionate about Digital Technologies who joined the ICT Crew, moving quickly through the levels to be the youngest boy awarded a Gold Badge.



^ Alexander Dy, the first Medbury Boy to receive a Digital Challenge Badge, on a congratulatory conference call with Mr Pilgrim, Mr Macpherson, Mr Hocquard and Mrs Erasmus during the lock down.

More recently, more than 300 Digital Challenge Badges were awarded to boys for outstanding work during COVID-19 Alert Level 3 restrictions.

Why do more? In the words of William Arthur Ward,

Do more than belong: participate.
Do more than care: help.
Do more than believe: practice.
Do more than be fair: be kind.
Do more than forgive: forget.
Do more than dream: work.



^ The Digital Challenge Badges awarded during Alert Level 3.

Engaging Young Writers

A STEAM initiative inspires

Recognising that starting school is a special time for their boys, Medbury School presents New Entrants with a cuddly toy, Medbury Bear.

Understanding the connection boys have between Medbury and their bear, Year 1 teacher, Dahl Robertson set about implementing a STEAM initiative. It leveraged the enthusiasm the boys have for their Medbury Bear and went on to be integrated across the Literacy Programme.

Intent at first on developing the boys' fine motor skills, an Arts plan was devised - drawing and sculpting a Medbury Bear. Support and practise led to each boy making their own polymer clay Medbury Bear.

Baked and hardened, the polymer clay bears ventured across the road to the College of Engineering, School of Mechanical Engineering at the University of Canterbury. All lined up in a Print Lab; the bears were scanned. With their own STL file, the bears returned to the classroom. Photos and video footage of the process were shared with the boys.

In the classroom the bears inspired writing.

The jumbled up sentence activity required the boys to construct a meaningful sentence from the five words on the board.

Working through several jumbled up sentences, the boys realised success when they suggested a word that had a capital letter as the first word in the sentence.

With the words relating to something that was special to the boys, they remained engaged and eager to unjumble the sentences.

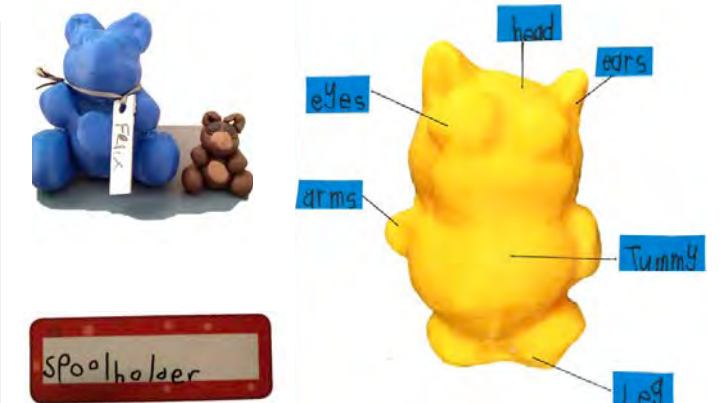
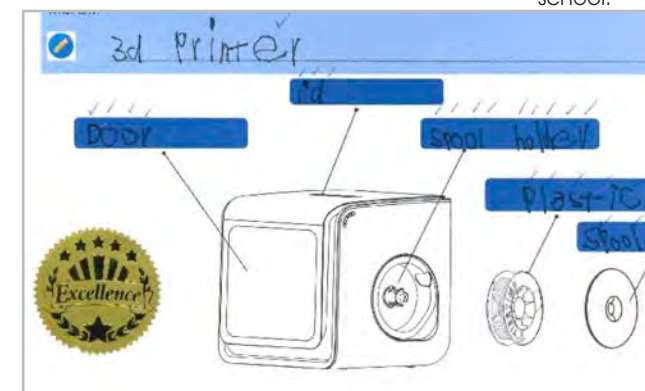
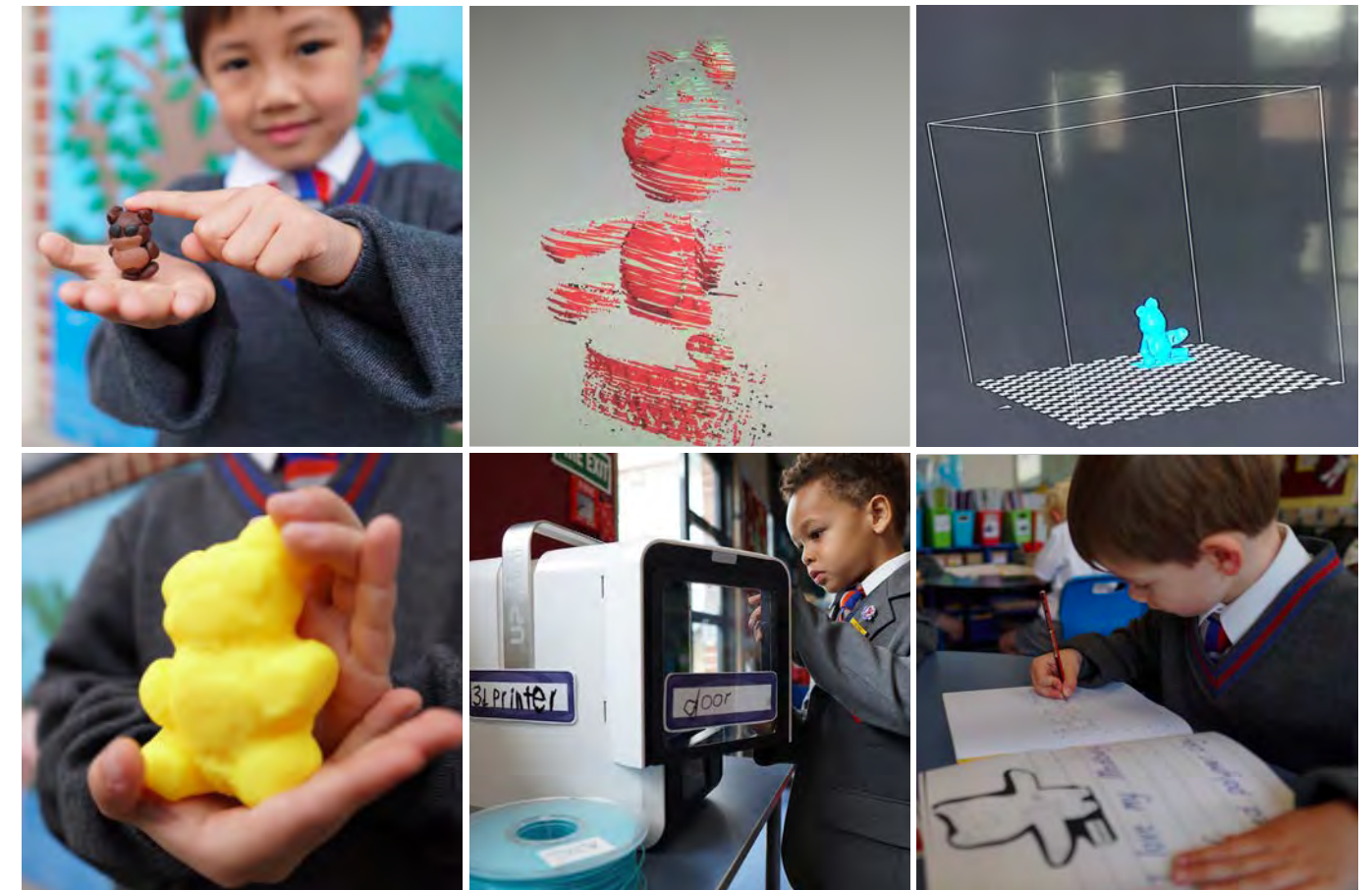
Knowing the importance of teaching 'Concepts About Print' established by Marie Clay, jumbled up sentences are a good activity for building the boys' sentence structure knowledge. The clear objective and the playfulness of the activity helps the boys to remain on task. The progression through to writing a sentence by themselves was seamless.

As their confidence grew, the boys were ready to write their own sentences.

A well practised Guided Writing approach assists the boys. From the book "I've Got Something to Say" by Gail Loane (2010), Loane encourages teachers to give writers access to the writing model. Circulated, scaled down photocopies allow the boys to view the model with ease and serve as a guide as the boys take to writing.

The literacy coverage:

- Imaginative writing - the boys published an adventure involving their bears.
- Descriptive writing - an opportunity to expose the boys to adjectives relevant and unique to their bear.
- Procedural writing - this involved the boys writing about the 3D printing process. They went on to edit their writing with the help of a buddy check to ensure that they had correctly sequenced the process.
- Map drawing and labelling of our school - this activity was to ensure the bears knew their way around our school. The boys explored maps that helped them to build their understanding of a map layout - specifically the concept of "a bird's eye view".
- Name labels for each bear.
- Labelling the 3D printer.
- Labelling the body parts of their bears.
- Reading - self-published writing on offer in the boys' class library allows them to enjoy the writing of others.
- The boys took it upon themselves to share their own picture books about bears and the class reading programme texts focused on bears.



^ From left to right, across the page:

1. An example of the clay polymer bears the boys created.
2. A scanned bear starts to appear on screen.
3. Projecting files onto the class television screen prompts discussions and supports the boys with their oral language development.
4. A 3D printed bear.
5. The boys identify and label the parts of the 3D Printer. Using their best handwriting skills the boys work to implement their phonological awareness to create the labels. New to school, the few boys that were reluctant to say goodbye to their parent became quick to settle and eager to see what the printer was up to.
6. Boys were ready to write their own sentences.
7. A jumbled up sentence.
8. Creating a worksheet supports the boys' specialised vocabulary and builds their confidence with making marks on a page.
9. Name labels for our bears. Young writers benefit from endless opportunities to write their own name.
10. Label created by boys who were just 3 weeks into starting school. Labelling provides the boys with a purpose beyond their regular handwriting book and is a manageable sized task for young writers.
11. Labelling our printed bears' body parts. By 5 year olds, 11 weeks into starting school.



Educational Opportunities Abound

Year 8 Options Programme

In the Year 8 Options Programme, we had a choice between Golf Academy, World of Sports, Photography, T-shirt design, Drama, Clay Modelling and 2D, 3D Animation

Each of the different options were fun in their own way and all included entertaining tasks to complete whilst developing new skills.

Golf was a popular option and included looking at our technique and a putting competition at the conclusion of each lesson. Clay Modelling was exceptionally fun too, thanks to Mrs Johnson. Clay modelling was hard because getting the clay into the right shape took patience and hard work. The boys particularly loved making eels out of the clay.

Overall, the Year 8 Options Programme has helped us bond with boys from other classes and other teachers. We have enjoyed choosing between the options in Term 1 and Term 2.

William Foulds, 8L



Year 6 Science and Technology Evening

On Tuesday 10 March, the whole of Year 6 was invited to the Science and Technology Evening with Mr Taylor and Mr Collins.

This year we were told that the theme was Bridge Making and that we were making bridges with limited newspaper, string and cellotape.

This was a very hard task. We had to race the clock and solve the problem, which was to design and construct a bridge that could carry a 300g car.

My (Louis's) group was made of me, my mum, George Ranken and his dad. My (Josh's) group was made of me, my mum, Soko Selan,

Charlie Robinson and his mum. Sadly, neither of us won but it was a fun experience.

In third place was a group called 'John Ree Doo', with Harry Reekie, Benji Johnson and Harry Doody. Their bridge height was 268cm.

In second place was 'Team Yeet', with Will Hayes and Ali Mann. Their bridge height was officially 275cm.

In first place was team 'The Bridge of Medbury', made up of Jacob Haley, Toby Sharr and Duncan Price with 293cm overall length and height.

Mr Taylor said length, height and distance between supports, were

all taken into consideration when judging the final constructions.

So, in conclusion, you could say this was a very interesting night as there were such a wide range of designs. Well done to all the boys for participating.

Josh Manenge and Louis Hiatt, 6D

Class Trips and Camps

Year 4 Rocky Shore Trips

On Monday 9 March we were very excited about the Rocky Shore. When we arrived we met our guides, Georgina and Alice from the Christchurch City Council. We were split up into groups and I eventually discovered I was doing the tidal zones. The other group darted off towards the rock pools. We were walking like crabs. Mrs Allen was a hungry seagull and she loves crabs for dinner!



Me, Eli and Ferg had to save our fellow crabs by telling the teacher how crabs protect themselves. Then, we had to huddle together like mussels. Both the groups then came together, and then they swapped so we were doing the rock pool discovery.

We were given a clipboard and a piece of paper. We had to find lots of different sea creatures. I went with Eli. At the start we found a real living jellyfish! But it wasn't a huge one though, plus it wasn't pink. Then we found a tiny crab. After that we got to touch a living starfish! It was so bumpy and spiky.

We also found a triple fin fish, a sea anemone, a blue tube and a neptune necklace. After that we came together and built a 3D sea monster. It was part human, part shark and part jellyfish. We went around looking at the other sea monsters. It was really fun!

My favourite part was the rock pool discovery. I absolutely loved it and I wish I could go back!

Ryan Collins, 4P



Enriching class trips add depth and value to our learning programmes. Due to Alert Level restrictions, the Air Force Museum came to visit us instead.

Understanding the experiences of Prisoners of War

On Tuesday 2 June Mr Davey from the Air Force Museum came to visit the Year 6 classes, to talk to us about being prisoners of war. Mr Davey told us about the survival kit they used when Allies were shot down over enemy territory. It consisted of long-lasting chewing gum, chocolate, condensed milk, a small blade and a compass.



Mr Davey showed us a special kind of boot that was worn by pilots in the Royal New Zealand Air Force. The boot was 80 years old, dating back to World War 2 and we were all able to inspect the boot close up. The 'flying boot' was a civilian shoe with wool around the top part of the boot, which was designed to be cut away. There was a pocket to hold a razor blade to cut the wool off, to disguise the boot as a shoe, so escaped pilots could blend in.

The main reason Mr Davey came to see us was to talk to us about prisoner of war (P.O.W.) camps. He spoke to us about identification tags (a.k.a. dog tags) and the Geneva Convention. Some of the countries didn't sign the Convention, which sets the standards for humanitarian treatment in war. The visit will help all of the Year 6 boys with our learning and enquiry during Topic and in Writing. We would like to thank Mr Davey for the time he spent with each of our classes.

Gus Menzies and Ali Mann, 6D





Year 5 Camp at Living Springs

On 12 February, both of the Year 5 classes went on camp to Living Springs with Miss Osborne, Mrs Bowden-Smith and Mr Ogston, as well as ten parents.

We were there for three days and two nights. We spent our first day at the Living Springs Farm where

we went horse riding, milked a cow, fed some farm animals, and went for a ride on the tractor.

On the other days we did all kinds of activities such as archery tag, bouldering (which is like climbing), mini-golf, the monorail, zipline, and outdoor survival skills.

Our favourite activities were playing Animal Survival tag and air rifles.

Matthew Bennett and Rio Wang, 50



Year 6 Camp at Wainui Heights

On Monday 16 March we drove off into the lush plains of New Zealand, having one of the most beautiful views of our blessed land.

We had so many 'once in a lifetime' experiences. The game 'Colours' was a hit for most of us. We went bonkers - chasing each

other and putting paint in our hair! Other mind-blowing activities included: Coasteering, Archery, Kayaking, Low Ropes and Search and Rescue.

This amazing experience will mark a great moment in our childhood. Thank you Wainui YMCA, teachers,

parents, and staff for letting us have this incredible opportunity.

Connor MacKenzie, 6B



Year 7 High Ropes Challenge

For a school trip, Year 7 did the high ropes challenge at the Christchurch Ropes Course at the Groyes.

The ladder was hard because every time you climbed higher, the gaps would get bigger. I liked the challenge of this one and I got quite far in it. My favourite

one was the flying kiwi because you had to run one way, and the people holding the rope had to run the other way to make you go up. I would have liked to try to stand still on the flying kiwi, instead of running, to see what it did differently. My least favourite one was when we were standing

on a log and, without getting off the log, we had to get into order of height. We also did it again for our birthdays. This was hard because I stood up on the tallest end and had to move a long way past people to get to the right spot.

Oscar Opie, 7C

“We got to hold a real dinosaur fossil and saw a huge dinosaur footprint. The footprint was so big that it could fit Miss McGarry in it.”

Junior School Museum Trip

On 4 March we went to the Canterbury Museum by the Botanical Gardens.

We saw really cool dinosaur skeletons. We learnt that Allosaurus have three claws and T-Rex have two claws. We got to hold a real dinosaur fossil and saw a huge dinosaur footprint. The footprint was so big that it could fit Miss McGarry in it.

We went into a room called the Discovery Room. Inside the Discovery Room were two

tarantulas. We saw a little house filled with puppets and we made a show.

There was also a room which had butterflies on the ceiling. There were big butterflies and small butterflies and they were 3-dimensional. There was a table full of bones for us to hold.

We had morning tea together in the Botanical Gardens.

Elliott Scott and James Fry, 2M



Meet the Teacher

Alex Seales joined the staff as a Year 8 teacher at the beginning of 2020. She was previously at Heaton Intermediate and Lomond School in Scotland. We asked her to share how she is finding life at Medbury.

Hello, my name is Alex Seales and I am loving my time at Medbury so far this year. I have grown up in Tai Tapu and feel lucky to be part of a rural community, and I am now loving being part of the Medbury community.

It has been an interesting start to the year with COVID-19 but I have been so impressed with all the boys and how they have conducted themselves during this time.

During my holidays I love to travel and explore New Zealand. In recent years, I have been lucky enough to live in Scotland and travel to some amazing places whilst living overseas. I love exploring the South Island and finding remote, backcountry places.

I am looking forward to continuing at Medbury this year and am excited to watch the boys progress and be part of setting up the Year 8s for life after Medbury.





Acceleration and Enrichment

A variety of approaches

The goal of the Acceleration and Enrichment programme at Medbury is: *For all boys at Medbury to be suitably challenged and extended in all areas of their education.*

As a school, we do not affiliate ourselves with one specific programme but rather use a variety of approaches to help extend the wide range of abilities and interests shown by our students.

Gagne’s Differentiated Model of Giftedness and Talent (2015) makes a distinction between gifts and talent, in which ‘gifts’ refers to a student’s innate potential and ‘talent’ refers to their current level of ability. We aim to extend not only those who are already achieving well but also those with innate abilities who need extra support to unlock their potential.

The term ‘Acceleration’ means teaching boys at higher curriculum levels than expected for their age. This is achieved through Streamed Mathematics classes and differentiated instruction within the classroom. The term ‘Enrichment’ means increasing the depth and complexity of instruction and learning tasks. This is achieved through the way in which our teachers deliver thought-provoking lessons, together with a selection of extension programmes.



Scott Johnson

Extension opportunities that are provided at Medbury include:

- Future Problem Solving
- Philosophy for Children (P4C)
- EPro8 Science and Technology Challenge
- CREST Science Fair
- Cantamaths Problem Solving Competition
- Aristotle Emotional Intelligence Program (Swinburne University)
- Scenario Writing (science fiction writing competition for Years 7-8)
- Writing Workshops from the School for Young Writers
- Banqer (financial literacy)
- Speech and Drama
- Specialist Music Itinerant Programmes.

There is also a broad range of extra-curricular opportunities, including, but not limited to Chess, Robotics, Drama Troupe, Sports Academies, Choirs, Rock Bands, Orchestra and Jazz Band.

Scott Johnson, Year 6 Team Leader, Year 6 Teacher, and Acceleration and Enrichment Coordinator



Mathematics and Literacy

Basic facts, growth mindset and more...

The Mathematics and Literacy Open Day was cancelled due to the COVID-19 lockdown, so we interviewed Miss Osborne instead, to ask her about some of the terminology, and find out what parents can do from home.

What are the mathematics 'basic facts' at Medbury?

Basic facts examples are: number bonds, times tables, division facts, and rounding numbers. Fluency refers to the ability to automatically recall these accurately and effortlessly.

Why do we focus on boys learning these facts?

If boys are fluent, there is less confusion and greater accuracy. There is less anxiety for boys as they try to solve more complex problems if they can do the simple calculations with ease.

How can you help your son to learn his basic facts?

- Ask their Mathematics teacher what their next steps are.
- Start with the easy facts, look for patterns and use knowledge of doubles.
- Make it fun and reward boys as they progress.

- Model using basic facts in everyday situations.

Activities you could try at home: Skip counting, playing addition or multiplication games with dice games or playing cards.

What is a 'growth mindset'?

Jo Boaler is a British education author and Professor of Mathematics Education at Stanford University. She has developed this concept in relation to teaching problem solving, and we are steadily integrating it into our programme at Medbury. Jo believes that brains can grow, adapt and change. This means there is no such thing as a 'mathematics person' - all students can learn mathematics. New neural pathways can be created when students develop a growth mindset approach to learning.

How can parents encourage and model a growth mindset?

- By encouraging boys to believe in themselves and reassuring them that they can learn anything.
- By reminding boys that the more they work, the smarter they will get.

How can parents encourage their sons to read?

Choice - Boys' reading attentiveness increases when they are actively involved in the selection of texts.

Role models - exposing your son to male reading role models will have a significant impact on their perception of reading.

Read together - family reading time at home can encourage boys to develop as readers and develop a love for books.

Books as gifts - books make wonderful gifts.

Read Aloud - research has found that many boys find this enjoyable and beneficial far beyond their early years.

How can parents assist with literacy?

Talk while doing everyday things.

Read books, sing, and say rhymes with your son.

Provide your son with writing materials and the time and space to use them.

Go to museums, visit libraries and enjoy hobbies that broaden your son's knowledge of the world beyond their home and neighbourhood.



The Arts at Medbury

Year 5 Heart Art

We have been making Heart Art because hearts represent love and kindness. First we made hearts using crayon and dye, then we painted hearts and then we made hearts out of white clay. We were making them for Mother's Day but halfway through we went into lockdown.

Hwijun Kwon, 5O



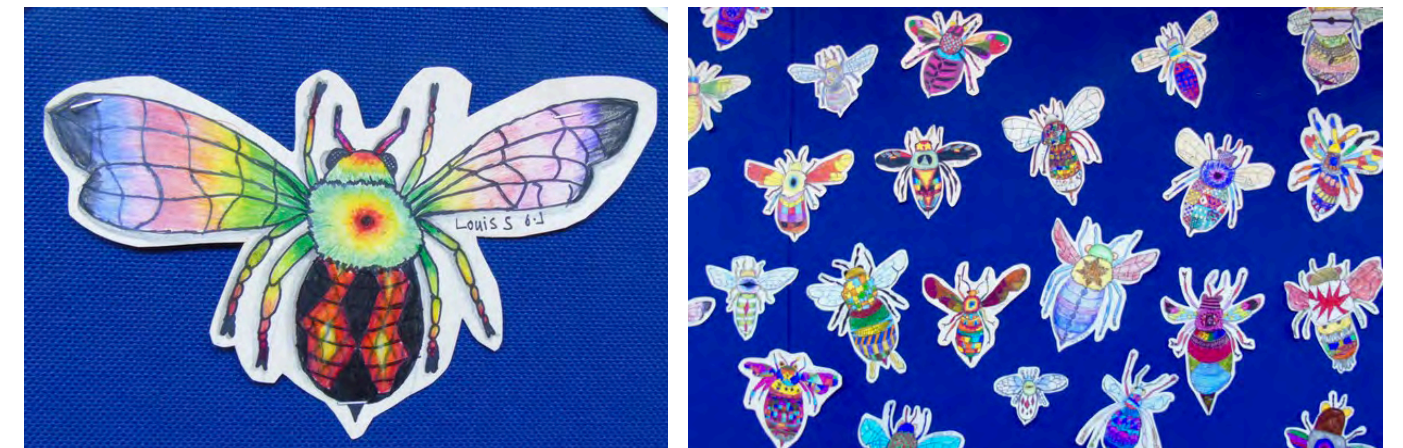
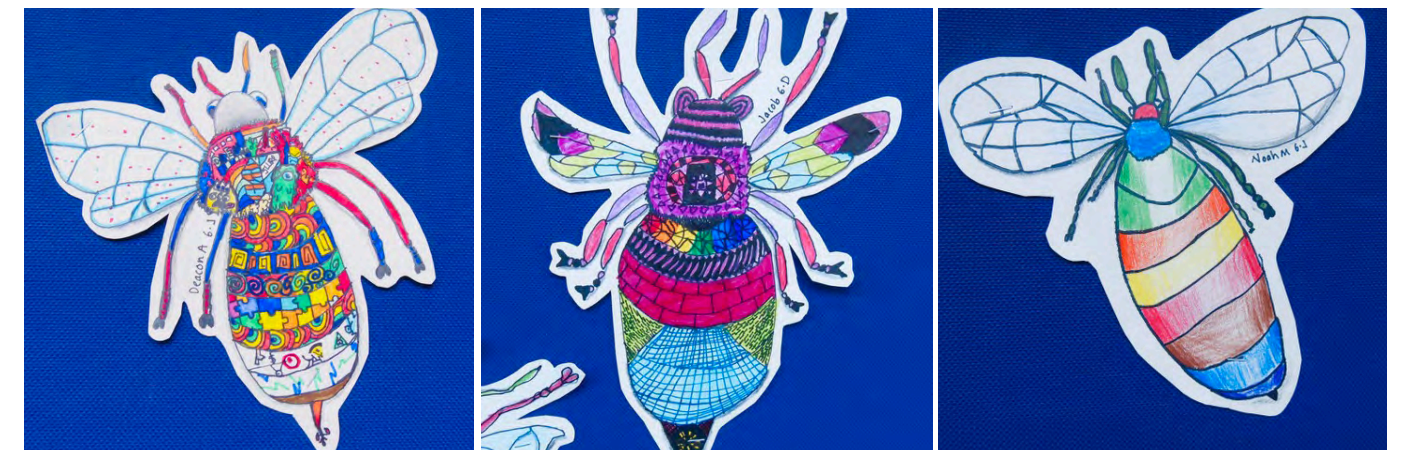
Year 6 Collaborative Murals

'Cass' by Rita Angus (top left) and 'Starry Night' by Vincent Van Gogh (top right).

Imaginative Insects

Our school theme this year is Imagination. In Art we have been drawing insects so we decided to decorate them by using our imagination. We covered them in all sorts of patterns and used felt pens and pencils to add colour and shading.

Noah Madgwick, 6J





Year 7 Miro inspired Art works

In Year 7 we have been studying the work of the Spanish artist Joan Miro. He combines abstract art with surrealism and uses child-like symbols and bright bold colours.

We were inspired by his art, to create our own imaginative masterpieces. It was fun to use spray paint, watercolours, and Indian ink.

The finished products have really brightened up the whole school.

Charlie Wood, 7F



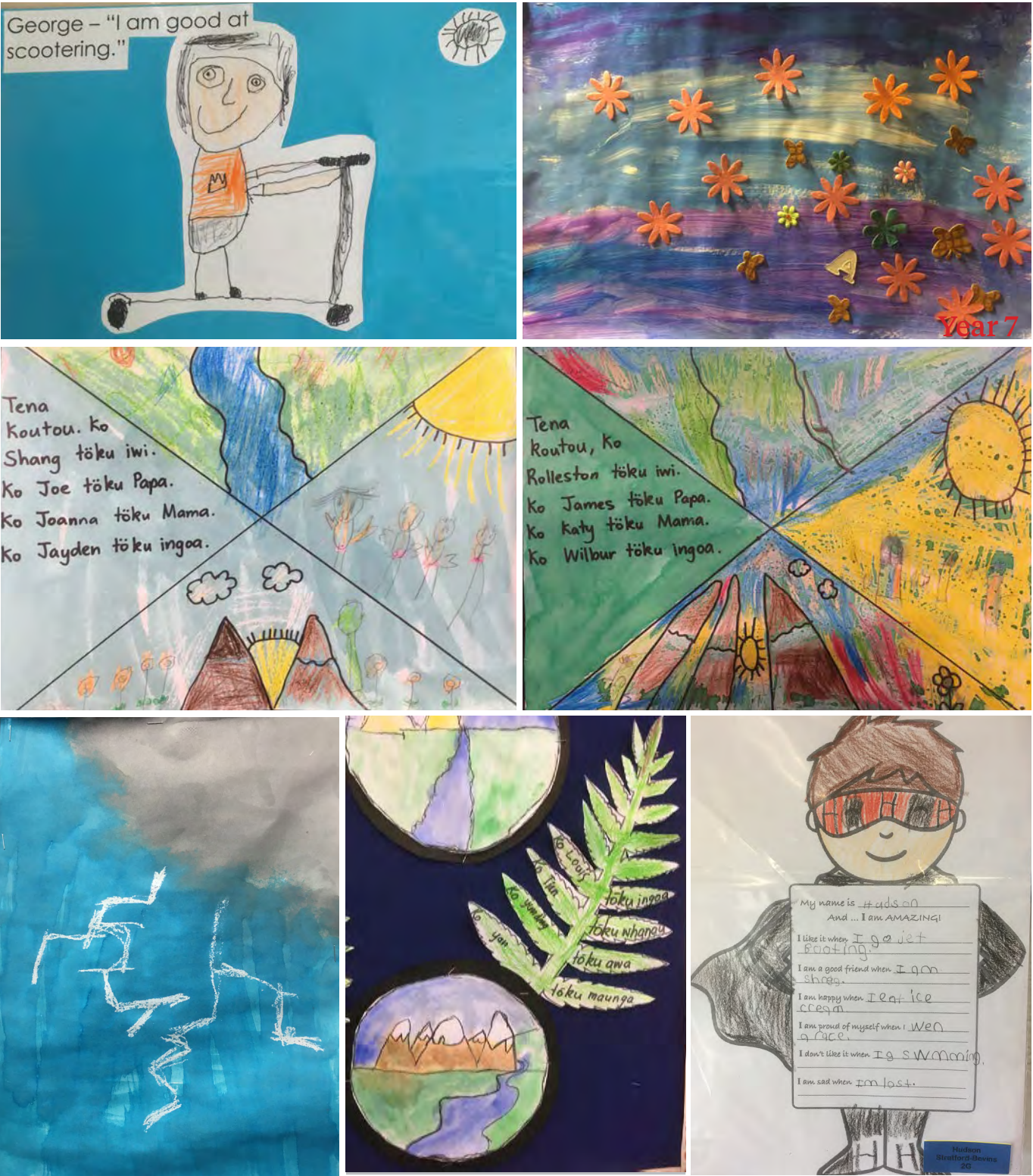
Year 8 Hei Tiki

Year 8 learnt about traditional Maori Tiki then we had to design our own. We had to create three tiki designs to choose from, and then we picked our best design to develop it into an artwork. They are displayed in The Foundation Building and in the school corridors.

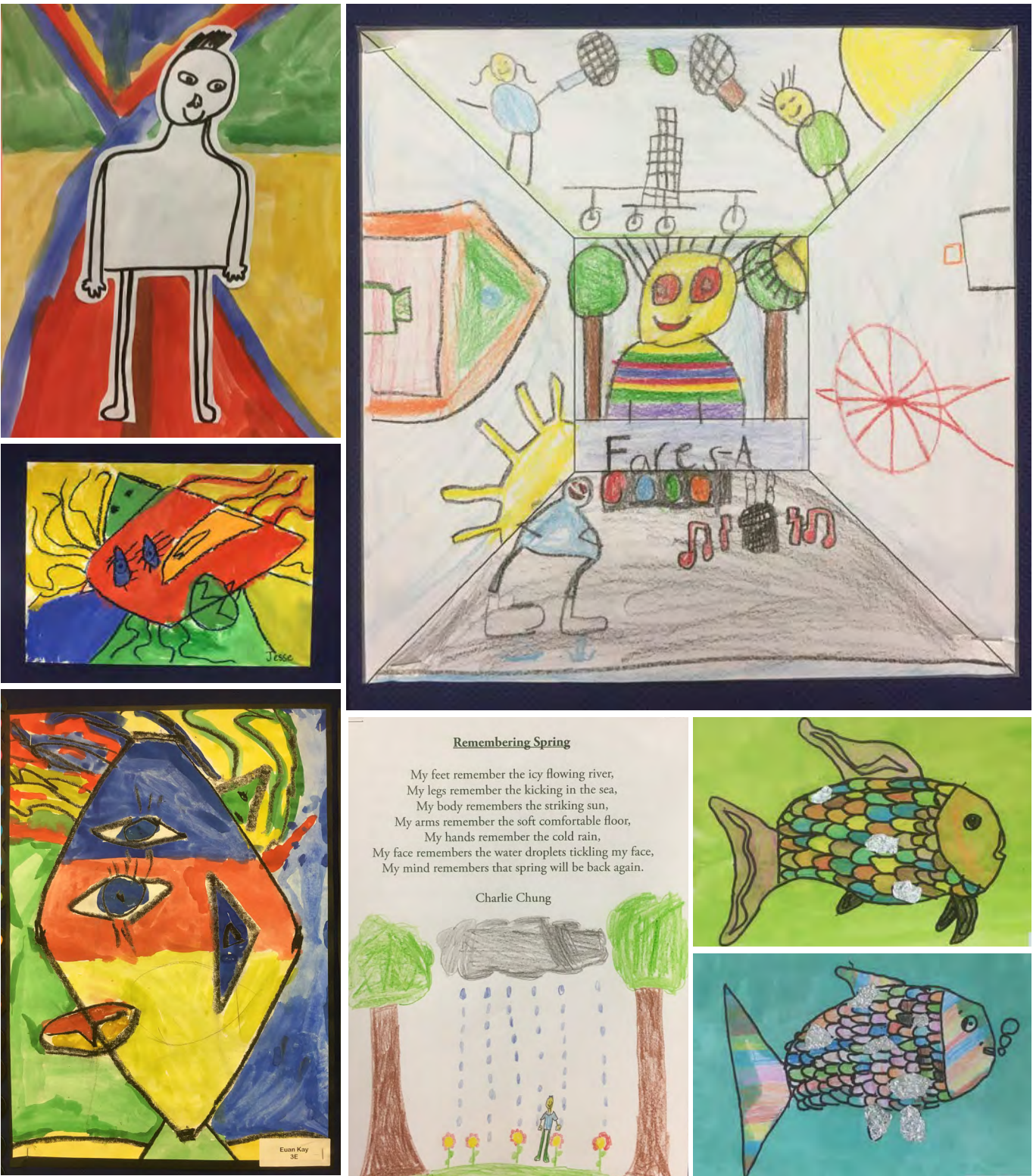
Thomas Blain, 8L



Years 1 to 4 Art



- The artwork by George Wilson, 1R on the scooter was all about celebrating what we can do and what we think we are good at.
- 'Starry Nights' by Theodore Gilmore, 1H - Monet paintings with collage.
- Jayden Shang's visual Mihi, 1H - introducing people and places important to us.
- Wilbur Rolleston's visual Mihi, 1H.
- Orson Ma, 2M - lightening 'wax resist' with watercolours and crayon.
- Louis Tian's visual Mihi, 2M.
- Hudson Stratford-Bevens, 2G writes about himself as part of an 'All about me' topic.



- 'Drawing of Me' by Arjun Solai, 3S - a water colour background was painted using Tempera Palette Paints. The boys drew a picture of how they see themselves. They enjoyed painting patterns and bright colours.
- This snapshot of the things that Fares Abu Hussein, 3S enjoys doing made up a 'quilt' that depicted the interests of the boys in 3S.
- Pablo Picasso Self Portrait by Jesse Biddles, 3S.
- Pablo Picasso Self Portrait by Euan Kay, 3S - the Year 3 boys explored Pablo Picasso's style of art called Cubism. They used a range of shapes to form a Self Portrait. Like Pablo, they created this from a different point of view. Pastel and Water colour paints were used to create this artwork.
- 'Remembering Spring' poetry by Charlie Chung, 4B.
- Fish artwork by Lucas Zhang, 4B (top) and Eli Coles, 4B - using drawing, collage and painting techniques.

Youth participation in sport - what's changing?

Brad Gilbert, Director of Sport



Balance is Better - Sport NZ

In New Zealand, numbers of youth participating in sport are decreasing. Our youth are missing out on the opportunity to be physically active and to reach their full potential.

A study by the National Alliance of Sports tells us that over 70% of young athletes leave competitive sports by the age of 14. In answer to this alarming statistic, Sport New Zealand has developed the 'Balance is Better' initiative with the aim of increasing our numbers in youth sport.

Sport New Zealand has recognized three problems that they believe are keeping the participation levels down. These being: high

performance behaviours creeping into youth sport; too much pressure to be the best and win; and youth specialising in one sport.

It is important to remember the main reasons youth participate in sport. National research shows that young people play sport to have fun, be with their friends, and to develop and learn new skills. When young people stop enjoying a sport, they often drop out, which has a negative effect on their Hauora (social, spiritual, mental and physical well-being).

There are many things that we can do as adults that will have a positive influence on youth sport. Encouraging children to

wait before specialising in one sport, even if they excel at a particular sport, and giving them the opportunity to experience a variety of sports and playing positions, will help to ensure enjoyment of sport in the long term.

What is important is that the focus is on learning, development and participant enjoyment of the game, not on the result of matches.

There are interesting articles and videos to watch on the 'Balance is Better' website: www.balanceisbetter.org.nz



Year 8 Sailing Day

On 10 February 2020, classes 8E and 8L enjoyed their Sailing Day at Lake Roto Kohatu, followed by 8D and 8S on 11 February.

The bus picked us up from Medbury and dropped us at the lake. Our instructor for the day was Peter. Firstly, he ran us through all of the names of the parts of a sail boat, and demonstrated how to set up a boat.

Then we split into class groups of three and built our own boat. Once we finished our boat, we headed over to a point where we were taught the basics of sailing, including how to catch wind. All throughout the day we had various challenges and races. One challenge was to capsize your boat (flip it over to the right), then you had to reflip it and sail back to

your team. Another highlight was having to move around the front, back and sides in a circle inside your boat, then sail back to your team. A lot of us fell off and it was hilarious. We would like to thank Peter for teaching us how to nail the basics and sail.

George Mehrtens and
Jackson Hart, 8D



Year 8 Surf Day

In Term 1 the Year 8 classes, split across two days, went to Sumner Beach for a Surf day. When we arrived we were taught how to treat and ride the boogie boards and surfboards. After all the explaining had been done, one class was in the water and the

other had free time on the beach. After the first group had 30 minutes surfing and boogie boarding it was the other group's turn. The groups in the water were split into two different groups, one surfed and one boogie boarded. After 30 minutes everyone had lunch

before going back into the water. Overall the day was great and everyone had a fun time either trying boogie boarding and surfing for the first time or doing it again.

Ollie Young and Ali Coles, 8D

Polo at Medbury

On Sunday 1 March Medbury and many other schools had their first polo tournament for 2020.

South Island SUPA Polo invited a school from Hamilton who played extremely well, winning all their matches in the A grade tournament. Medbury had entered the tournament with three teams, two in the C and D grade and one in the B grade.

The A team's first match was challenging as it was the first match with a new team. We lost 3-0 to Christchurch Combined B, though our second match was much more successful with us winning 3-0 to Rangī Ruru. Our last match was a close one with Christ's College just beating us 1-0.

For some boys, this was their second tournament, and it was

noticeable how much they had improved. We had great support from spectators, including Mr and Mrs Macpherson. I would like to thank the Wood family and all those who helped, without whom this tournament would not have been possible.

Freddy Scott, 8S
Head of Polo





Swimming Sports

Competing for the George Abbott Cup

On Tuesday 3 March, the annual Medbury Swimming Sports were held. All boys had the opportunity to gain points for their respective Houses, with the goal of winning the George Abbott Cup for the House Champions.

It didn't matter what heat the boys were swimming in, as all races were worth the same amount of house points. The events in which they could compete were freestyle, backstroke, breaststroke, medley and for the Years 7 and 8 boys butterfly.

All the boys arrived in their Physical Education gear ready for a wild day at Wharenui Swimming Complex. The day included not only swimming, but also supporting their House and peers.

The amazing stand-outs of the day were Olli Aitken in Year 8, Luke Manderson and Tate Aikawa in Year 7, Harry Reekie in Year 6 and Zac Hibbs in Year 5.

There was a fantastic amount of records broken - Olli Aitken broke 6 and Tate Aikawa broke 3.

At the end of the events the House Relays were held. Creyke House broke the existing record when they won the Year 7 relay and Ilam House broke the record when they won the Year 8 relay. The overall House Champion was Creyke House.

There was a good crowd of parents supporting their children in the races.

We would like to say thank you to all the boys in Year 8 who helped the younger kids swim. And thank you also to Mr Gilbert, Mr Ogston and the rest of the staff who were timing and calling out boys.

Overall this was an amazing day and all boys should be proud.

Harry Hegan, 8D and George Wilson, 8S

The following boys made the Medbury swim team for 2020:

Year 5: Zac Hibbs, George Clark, Oscar Abbott, Chia-Heng Lin and Sam Coles.

Year 6: Harry Reekie, Benji Johnson, Kourosh Langley, Harry Blakely and Marcus Luke.

Year 7: Luke Manderson, Tate Aikawa, Cullen Brown and Jackson Grace.

Year 8: Olli Aitken, Harry Hegan, Lachie Beirne, James Floyd, Talan Harrison, George Wilson, Liam Hall and Ali Coles.

	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
25m Freestyle	Bruno Ash	Alexander Marr	George Wood	Harry Reekie	Luke Manderson	Olli Aitken
25m Backstroke	Noah Zhang	Sam Maxwell	Zac Hibbs	Harry Blakely	Tate Aikawa	Olli Aitken
25m Breaststroke	-	-	Zac Hibbs	Harry Reekie	Jackson Grace	Talan Harrison
25m Butterfly	-	-	-	-	Tate Aikawa	Olli Aitken
50m Freestyle	Noah Zhang	Alexander Marr	Zac Hibbs	Harry Reekie	Luke Manderson	Olli Aitken
100m Freestyle	-	-	Zac Hibbs	Harry Reekie	Luke Manderson	Olli Aitken
100m Medley	-	-	Zac Hibbs	Harry Reekie	Tate Aikawa	Olli Aitken



Medbury Triathlon

On Friday 21 February, a group of Medbury boys went to Lake Crichton to compete in the Medbury Triathlon Championships which were held in conjunction with the Lake Crichton Triathlon Series.

This was a great event and everyone had lots of fun. The lake was very warm so no one got cold and we were out of the water before we knew it, with only a 150m swim. The bike ride was pretty hard because of the head wind and I think we all struggled.

Olli Aitken came first place for Medbury, with Henry Hiatt and James Saunders rounding out the top three overall. Harry Reekie won the Middle School Triathlon.

I would like to thank Mr Gilbert and Mr Wilson from Selwyn Sport Trust for organizing this amazing event, as well as all the parents for supporting the Medbury boys through the race.

James Saunders, 8D



Medbury Duathlon

On Friday 6 March, a group of Years 5 to 8 boys from Medbury School competed in the Lake Crichton Triathlon Series to determine who the Medbury Duathlon Champions were for 2020.

It was very windy and the boys had to negotiate chilly conditions on the bike and parts of the run. I enjoyed the two runs and the warm food afterwards.

The Senior School Champion was Olli Aitken and the Middle School Champion was Noah Madgwick. The Lake Crichton Series is a great opportunity for boys to have fun and develop their Multi-sport skills. I would recommend this fun and enjoyable event to all Medbury boys.

Jack Howard, 7F

▼ New Zealand Schools Tri Nationals in Wanaka. Story on Page 39. ►



NZ Schools Tri Nationals - National Champions!

On Friday 14 February, a group of Medbury triathletes headed down to Wanaka to compete in the NZ Schools Triathlon Championships.

We all had butterflies in our stomachs when we went past the Wanaka sign, excited for the race and the experience which was to be had. On Saturday some of the team went down to the lakefront to watch the Wanaka Challenge start.

All the boys spent the rest of the day relaxing and preparing for the big race ahead. The next morning everyone got up at 5:00 am and had to be down at transition by 6:00 am. All the boys were extremely nervous and were eager to get on with the race.

As soon as we all lined up on the start line, the horn went. For the swim, we had to go out to a buoy, then across and back down to a blue mat which took you over some scaffolding and into transition. It was then a quick bike

and run down the main road to the finishing shoot where everyone was given t-shirts and water. All the boys did extremely well and all should be proud of their accomplishments.

In the afternoon there was a 4 person Tag Team Tri. Each team was given an ankle band with a timing chip which you had to take off and strap onto the next person in your team. Well done to the Medbury and Cust team winning the under 13 Mixed race, and the two Medbury teams which came 1st and 2nd in the male only race.

Well done to all the Medbury boys for winning the cup for the school who accumulated the most points.

Thank you to Mr Gilbert and Mr Ogston for all your work. All the boys really appreciated your help; it could not happen without you.

Olli Aitken, 8S

Results

Tag Team Mixed Intermediate Champions:

Medbury/Cust (Henry Hiatt and Olli Aitken).

Tag Team Males Intermediate Champions:

Medbury School (Jake Bennett, Jackson Grace, Jack Wyllie and Otis Wheeler with second place to Medbury (Nisal Pathirana, Jack Howard, Cohnor Walsh and Louis Fogarty)).

New Zealand Triathlon Males Point Champions:

Medbury School (Ollie Young, Henry Hiatt, Olli Aitken, James Saunders, Louis Fogarty, Nisal Pathirana, Jake Bennett, Jack Howard, Jack Wyllie, Otis Wheeler, Jackson Grace and Cohnor Walsh).

Boys Intermediate Individual Champion:

Olli Aitken.



Junior School and Lower Middle School Swim Week

Years 1 and 2 enjoyed a brilliant week at Wharenui Swimming Pool.

The boys were grouped according to their abilities and many new skills were developed. Boys gained confidence in the water with lots of games and activities that used equipment such as a noodle or kick board.

They worked hard through the week and were very quiet on the bus ride home on the Friday! Well done boys!

The Years 3 and 4 boys built on skills learned previously in preparation for the Medbury Swimming Sports.

Boys worked hard in their groups to further develop their stroke technique and to gain further confidence in the water. Some boys learned to dive while others mastered the basics of backstroke and freestyle. A highlight for some was the opportunity to take part in a relay race on the final day

of lessons. This proved to be the prelude to a very competitive Years 3 and 4 House relay at the Swimming Sports.

Mrs Henderson
Year 1 Teacher and Transition to
School Programme Leader
and Miss Sutherland
Lower Middle School Team Leader



Teams show grit at the Canterbury Huxster Mountain Bike Race at McLeans Island.

Medbury Rockets take off!

On 4 March, over 60 Medbury boys arrived at McLeans Island Forest Park for the Canterbury Huxster Mountain Bike Race 2020.

The Huxster Mountain Bike Race is a relay race, with the option to do it as an individual in the intermediate division. How it works is you have a set amount of time and you need to get in the most laps possible.

Medbury did exceptionally well, with the Year 5 Medbury Rockets consisting of Zac Hibbs and Alex Cosgriff placing third against 81 teams in the Years 5 and 6 Male Primary School Division, with

seven laps of 4 kilometres, and an average lap time of 12 minutes, 11 seconds.

Year 6 students Matthew Burton-Lyall and Marcus Luke also raced very well to receive a fifth place medal.

In the intermediate individual division, we had Michael Weber take home a silver medal. Michael made 9 laps with an average time of 19 minutes 45 seconds. However, with or without a placing, all the boys gave it their all and had a great time.

Hugo Arthur, 8L





Summer Sports Exchange with St Andrew’s Preparatory School, 19 February

At the start of Term 1, Medbury visited St Andrew’s Preparatory School to play our annual summer sport exchange. The 1st XI had a convincing win by 86 runs. George Mehrtens stood out for the team scoring 86 off just 76 balls. The wickets were all

spread amongst the players with Harry Flatman, Olli Aitken and Louie Garry all getting two wickets each. The other two cricket teams also had good wins, with the tennis team drawing in matches won, but losing on count back 58-52.

I would like to thank all the supporters for watching the games, and all the coaches for giving up their time and helping our boys out.

Harry Flatman, 8D



Summer Sports Exchange with Cathedral Grammar, 16 March

We arrived at Hagley Park early in the morning to start the exchange. The number one pair Tate Aikawa and Tasman Daly had an excellent start to the day with a near clean sweep of 4-0, 4-1. This was followed by the same result for the pairing of myself and Patrick Aitken. Both doubles, Yul Kwon and Max Uren, and Hugo Arthur and Ali Coles,

beat their opponents 4-0, 4-0. After that, we moved onto the singles which all of our players won convincingly. Yul Kwon had another great game, winning over his opponent in straight sets. The second eleven cricket team, captained by Jack Bishop had a great game. They started off with

Medbury winning the toss and electing to bat first. They made an impressive 201 runs for 5, which put pressure on the opposition. Medbury ended up beating the Cathedral Grammar team by 26 runs. Jake Elvidge got an impressive score of 74 not out.

Hugo Buchan, 8D



Community at Medbury



Founders Day Service

The Founders Day Service was held on 9 February and celebrated the founders of Medbury School.

During the service, which Years 7 and 8 boys attended, we were shown an illustration which really gripped our imagination.

The point of the illustration was to

show that the values of Medbury School need to be the foundation for everything that happens here.

First of all, we filled up a jar full of sand and then tried to balance stones which represented the values, only to find that they couldn't balance. Then the Chaplain suggested putting the

stones in first, at the base, or core, of the jar. This meant that they couldn't fall out of the jar.

The point of the talk was to explain that Medbury is based on core Christian traditional values.

Charlie de Costobadie, 7C

Harvest Festival Service



The stage at The Medbury Centre was overflowing! The time had come for the Annual Harvest Festival Service, on Sunday 15 March.

The festival was attended by boys in Years 1 to 6 and their singing was phenomenal.

The gym was loaded up with boys, parents and teachers

and everyone marvelled at the generous donations to the Christchurch City Mission.

As our Medbury Choristers solemnly proceeded through the gym, everyone fell silent before we began the opening hymn.

The Choristers sang beautifully. We were treated to a wonderful sermon, and at the end the

offertory came around and donations filled the baskets. Thank you to everyone who contributed to those people in need.

Charlie Robinson, 6J

Community Service

My name is Ben Rowe and I am the Head of Community Service for 2020. I would like to introduce to you the House Leaders and their charities of choice. We have:

- Felix Stanton, Head of Creyke House: supporting Koru Care Christchurch;
- James Floyd, Head of Hamilton: backing Orana Wildlife Park;
- Matthew Geddes, Head of Ilam: raising money for Westpac Rescue Helicopter; and
- Simon Clayton, Head of Clyde House: pushing hard for Child Cancer Foundation.

All of these charities were carefully chosen by the boys and staff and I look forward to seeing how much money they can raise.

We are planning a circus-themed mufti day at the end of Term 2, where boys will be invited to bring a gold coin donation for their House charity.

Our three goals this year are to:

1. Raise \$2,000 as a School
2. Increase numbers of boys participating in Community Service Badges
3. Demonstrate acts of kindness.

To help reach these goals, we held

a 'Mufti Day for Malawi' on Friday 5 June.

Boys wore orange to raise money to fight hunger and injustice in Malawi through the World Vision 40 Hour Famine. We were excited to not only reach our goal of \$2,000, but well and truly surpass it.

We learned that 71.9% of Malawians are subsistence farmers, which means they grow all the food that they eat rather than shop for it.

The money raised will help World Vision to "build resilient and sustainable farming, and reduce the impact of climate change on these communities".

Ben Rowe, 8S





^ From left to right:

Major George F Hutton in his Royal Welch Fusiliers dress uniform.

George FH Hutton captaining the 2nd XV (he later captained the firsts).

The Medbury boarders picnicking on DA Hutton's farm in 1986 (Mr Mercer visible).

Captain George Arthur Hutton, pictured before departing for World War Two.

Michael Hutton with a black eye from a ball in a 1st XI cricket match (wearing his colours cap).

David Hutton, Hamish Hutton, and George, Charles and Louis Hutton.

Medbury boys being shuffled up Mt Cheeseman on one of Bangor's farm Landrovers in 1977.

A good innings

Medbury families tend to have long, happy associations with the school. A new boy in Mr Black's 4B class this year is George Hutton. He's the fourth generation of Huttons to attend Medbury and to board. His great grandfather, Captain George Arthur Hutton, who served in WW2 in North Africa and Italy, then farmed at Darfield, started at Medbury in 1928. George's grandfather David, a farmer too, started in 1956 and his father Hamish started in 1983. George also has two younger brothers Charlie and Louis who are booked in and can't wait to start.

The broader Hutton family have done their bit over the years to keep the school roll topped up. George is the fourth George Hutton to attend. His great uncle George EJ Hutton attended Medbury and his two sons George FH and Michael. GFH was captain of the firsts for cricket and rugby. Michael was head boy and captain of the First XI.

GA Hutton's third son, Jonathan, attended and two further grandsons Tim and Sam Gardner. James Saunders in Year 8, and George and Arthur Gould who both attended are all GA's great grandsons.

GA had many nephews, great nephews and great, great nephews attend as well. Two of GA's sisters married old boys Hamish Deans and the artist Austen Deans. Their descendants Jim, Tim, Rupert, Sebastian, Hugo, Alistair and Nick Deans all attended and also Marcus and Sam Dampier-Crossley.

Hendrik Todhunter in Year 7 is a great, great nephew of GA's. David and Stephen Goodman who attended are both GA's great nephews and David's sons Thomas, Timothy, James, and George are GA's great, great nephews.

The family association with the school goes back to the beginning. GA's father, Major George F Hutton, who has now had 29 descendants attend Medbury, attended a prep school in England. But after he arrived in NZ to be ADC to the Governor General, WW1 broke out and he enlisted with the NZEF. He was Commanding Officer of the Nelson Squadron and also briefly the Canterbury Mounted Rifles and Otago Infantry Regiment at Gallipoli. Wounded on Hill 60, he won a DSO. After WW1 he gave support to his friend Eric Chennells, also a Gallipoli veteran, when he was establishing Medbury in the 1920s.

George is very proud to be attending Medbury given his family's long innings at the School. He has made lots of new friends, he's enjoying class and he's trying to make the most of the amazing range of opportunities the School offers. He's really looking forward to seeing his two brothers in the Medbury uniform soon too.

Hamish Hutton



^ George Hutton, 4B

George's interview

Grandpa, what was your happiest memory of life at Medbury in the 1950s?

I remember all the boys heading out onto the rugby field to watch the big delta winged Vulcan bomber from England flying over Christchurch on its round the world record setting journey. That was really fun.

What other happy memories do you have at Medbury?

I enjoyed playing cricket. I was a left hand spin bowler which was useful. I made lots of good friends at Medbury who have stayed close friends for life.

Dad, what is your happiest memory of your time at Medbury in the 1980s?

When I first started boarding I found Mr Mercer's morning runs scary. But after a bit I loved them. We were so fit. We could sprint right around the Memorial Ave block. I really enjoyed publishing the Borderline magazine with Willy Trolove.



From the Boarding House



John Ogston

Highlights in the Boarding Calendar

We have approximately 25 permanent and permanent casual boarders who are part of the Boarding House family this year.

In Term 1 we welcomed Richard Bath as one of our Boarding House Masters and three South African gap tutors, Justine Siddall, Kayla Pretorius and Philip Theunissen. All three gap students made a great start to their time at Medbury and got stuck in to a range of activities including tree climbing, coasteering, surfing and hydro sliding.

At the beginning of the term new boarders joined us from a range of locations including Banks Peninsula, the Ashburton District, North Canterbury, Tekapo and as far as Papua New Guinea! At the beginning of Term 2 we also welcomed Angus Wallis from Wanaka. Many of the boys had their first taste of boarding in late 2019 during the New Boarders' Weekend. The new boys were welcomed by their boarding brothers to a weekend of treasure hunting, swimming and high rope dashing at Adrenaline Forest.

A highlight of the Boarding House calendar is always the Term 1 surf day at Sumner. All boys and a number of staff suited up and showed their stuff on the waves after a lesson on the Esplanade. Listening to the boys at the end of the day, I'm sure the waves had grown 4 feet and they were hanging 10, but they all slept soundly that night! Another highlight has been the introduction of Boarders' fitness on a Tuesday morning.

Despite this being voluntary, each week has seen over a dozen boys raring to go in their togs/running gear at 6.45am. Even swimming in the dark toward the end of Term 1 didn't discourage the boys!

Obviously Term 1 finished in less than ideal circumstances. Congratulations to all the boys who adapted to the 'new normal' of the lockdown period and engaged with their online learning. A big congratulations also to the caregivers who adapted seamlessly to their new teaching role! The boys all returned in Term 2 with gusto and it was great to see the boys excitedly reacquainting with all their Boarding House brothers.

Despite the term's truncated beginning, it has been extremely busy. The Years 7 and 8 boys sat their assessments and exams and many of our Year 8s also sat scholarship exams. I wish all the boys well with their results. We planned a 'Friday night in' for 19 June when all the boys stayed in and enjoyed an action packed night together on site.

On behalf of myself and my wife, it is a privilege to be raising our son amongst the boys in the Boarding House. Seeing the boys take Otis under their wing is treasured by Kim and I.

John Ogston
Director of Boarding



50 ^ New Parents' Drinks 4 March

From the Trust Board



^ Anthea Herron

The Medbury Family

He waka eke noa – We are all in this together

Who would have predicted that, only a few weeks after these photos were taken at the lovely gathering for new Medbury parents, we would all be in strict lockdown, our borders closed with life as we knew it so changed?

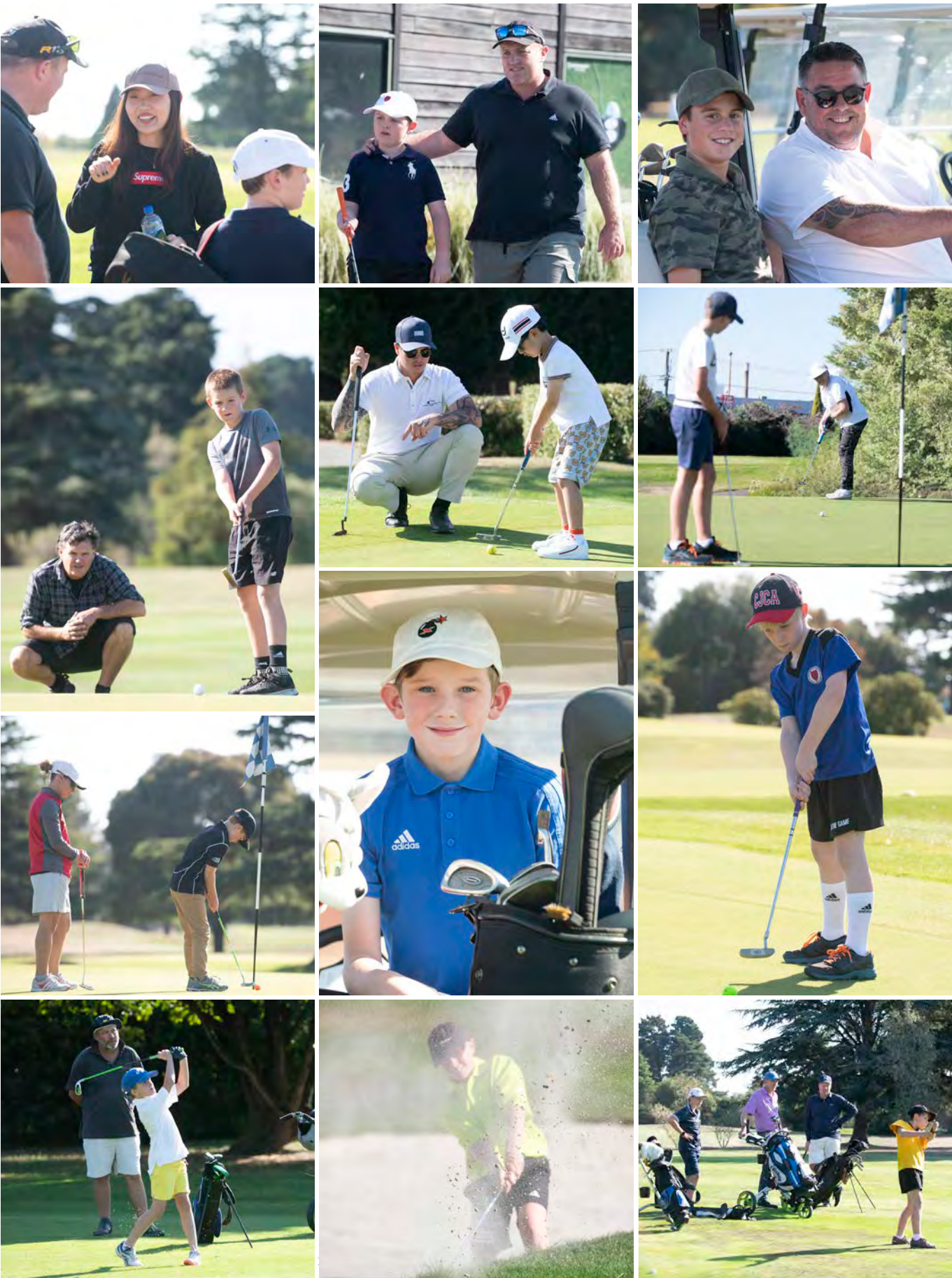
As I write this, the Medbury community is emerging from lockdown and the boys and staff are very close to achieving 'back to normal'.

The last couple of months have called on all of us to be resourceful, resilient, pragmatic and kind to each other. The Medbury community deserves to be proud of everything it has achieved over this time. My heartfelt admiration and thanks go to the Headmaster and Staff who have remained level headed and calm while at the same time being extremely organised and ensuring the boys remained happy and engaged in their learning programmes. I also want to thank the parents and caregivers who have supported the School and the Board during these strange times, while at the same time managing their own work and personal pressures. We are all truly lucky to be a part of this community and indeed to live in a country such as Aotearoa New Zealand.

The Medbury 2023 Strategic Plan provides that the Board must maintain a balance between the economic sustainability of the school and the Medbury family culture. The Board has held numerous Zoom meetings over the last few weeks to address, first and foremost, the health and wellbeing of the Medbury family. We have also had to assess the current and potential economic impact of the pandemic on the financial sustainability of the school and the wider Medbury community. Nobody can accurately predict how we will all be affected going forward, and as a Board, we are constantly assessing the situation and how we are best placed to support the community during these uncertain times.

Again, I thank you all for your continuing support as we navigate the way ahead. *He waka eke noa – We are all in this together.*

Anthea Herron
Chair
Medbury School Trust Board



^ MPA Golf Tournament Thursday 12 March

The Medbury Parents' Association



^ Hayley Middleton

The Medbury Family

Supporting the Medbury community

Thursday 12 March saw the Medbury Parents' Association's calendar of events in full swing with the hugely popular annual MPA Golf Tournament held at the Russley Golf Club. Sixty players enjoyed a stunning evening of competition and fun and while the 'QBE \$30,000 hole in one' wasn't taken out, it came pretty close. A sincere thank you to our event sponsors BDO, Forsyth Barr, McMillan Civil and QBE and to our fabulous MPA Committee members Melanie Grace and Haidee Stratford for making it happen.

Next up was the highly unscheduled event of the COVID-19 lockdown, which posed a real threat to our goals for 2020. But in true MPA fashion we got together (online) and developed initiatives that would continue to engage and support the Medbury community.

First, was the Business and Services Directory – a list of businesses owned, and services provided by, current parents and caregivers. It made perfect sense to launch this at a time where supporting local has quite possibly never been as vital. There are currently 70 businesses and services listed on the directory. If you haven't yet taken a look I encourage you to do so. You will find it under 'Links' on the school app and on the website. This project will continue to evolve so it is never too late to submit your information.

Our next initiative was a pivot in response to restrictions on gatherings of more than 10 people. Along with the rest of the world, we embraced 'Zoom' and, in lieu of the annual 'Breakfast with the Boys', set up an online webinar for over 50 boys to enjoy. In the hot seat was Canterbury's own professional mountain bike competitor Anton Cooper, who entertained and inspired the audience as he described the journey to living his dream travelling and competing around the world. Hosted by our very own Director of Boarding, John Ogston, boys were able to post questions which Anton very generously went over time to answer. While breakfast was not on the menu, this forum has a future of its own, so be sure to keep an eye out for what's up next in the 'MPA Speaker Series'.

The 2020 ship is now steady and we very much look forward to delivering initiatives that engage you and continue to reinforce the knowledge that you made the very best decision by choosing Medbury.

Hayley Middleton
President
Medbury Parents' Association



^ L to R: Jacob in Lonato, Italy, Racing at the Rok World Final 2019, Winning Podium at the Rok World Final 2019, FIA Karting Academy, racing in Lonato Italy, Jacob being interviewed on the grid of the final of the Bridgestone Trophy at the Rok World Final in 2019, Jacob with F1 driver Felipe Massa, in Sarno, Italy at the FIA Academy.

Alumni profile - Jacob Douglas

While in Year 8 at Medbury School, Jacob Douglas became the first New Zealander ever to represent his country twice at the Rok World Finals.

Jacob Douglas has been involved in motor racing since he was eight years old and is closely following the career path of Medbury Old Boy Marcus Armstrong who now races in Europe for Ferrari. Jacob is trained and coached by Marcus’s coach Matthew Hamilton.

In his last year at Medbury in 2018, Jacob was the defending New Zealand Vortex Rok Champion and became the first boy ever to ‘back to back’ the Championship. Five days later he travelled to South East Asia and won the Championship of Thailand, making him three times National Champion.

The following day Jacob raced the International Rok Cup round which proved a harder nut to crack, but again he found his speed and finished second. In October, Jacob represented New Zealand at the Rok World Finals in Italy, achieving his goal of finishing in

the top 10, and making him the first New Zealander ever to represent his country twice at the World Finals.

As he moved on to secondary school, Jacob represented New Zealand at the FIA Karting Academy over 3 rounds in Germany and Italy where he competed against 50 of the top junior drivers in the world. He also raced again at the Rok World Finals in Italy where, in an exciting final, he won the Bridgestone Trophy.

2020 saw him competing in the City of Sails in Auckland, placing second overall. The first of five rounds of the Australian Kart Championship was held February, then in May, with travel limited due to the COVID-19 pandemic, he competed in his first ever simulator race against some of the best drivers in New Zealand including Greg Murphy, Scott McLaughlin, Hayden Paddon and Medbury Old Boy Marcus Armstrong.

Medbury School is proud of Jacob and wishes him every success as he pursues his dream.

The Medbury Old Boys’ Association



^ Andrew Yee

Achieving goals and future focussed

The second year of my time in this role has been a bumpy ride, but I can safely say we achieved most of the goals which we set at the start of 2019.

We had a successful 5 Years On event, which is always appreciated by teachers and past students who attend.

The Annual Dinner last year was less of a success, as we tried to implement a few changes to the format. This has been a valuable lesson to avoid fixing something that was not broken. This year, if the current COVID-19 alert level status safely allows us to do so, we plan to revert to our old format, with a view of attracting the numbers that we saw in 2018.

Outside of these two main events we organise for our membership, we had the goals of: becoming more involved within the School; achieving charitable status aligned with our other association peers; and becoming more operationally efficient.

To be more involved with the school, we have started a speaker series at Medbury assemblies throughout the year. Old Boys are invited back to reflect on their time at the school and some key lessons learned, which helped shape their success today. We hope to continue this once alert levels have decreased and it is safe to do so.

In terms of charitable status, with the help of Andrew Springford and Sam Wheelans, our application was

successful at the start of this year.

A big goal we are working towards is becoming more relevant heading into the 2023 Centenary, so focus will be put toward achieving a better social media presence to extend our reach to Old Boys.

As with many other charitable groups, we will always face the challenge of limited time and resources, so a big focus moving forward should be on bringing the Association and Committee to a point of more autonomy. At present, it is a big help having Elizabeth Macpherson kindly donating her time to assist us with minute taking, along with the school office helping us with some of our administration. We thank them for this assistance. We will be exploring all of our options to see what the most sustainable long term plan is for all parties involved.

I want to finish by thanking my fellow committee members, including the ones who have recently retired, and I look forward to seeing the Association’s presence grow over the next few years.

Andrew Yee
President
Medbury Old Boys’ Association

2019 Top Student Successes



Academic

National Future Problem Solvers
1st — Year 6
Finals — Year 8

Canterbury Cantamaths
1st — Year 7
3rd — Year 8

EPro8 Science and Technology
Canterbury Grand Finals

Niwa Canterbury-Westland Science
3rd = Year 8 Science Award
Best Exhibit Category Winner

Secondary School Scholarships
7 Scholarships Accepted

Otago Problem Solving Competition
22 Excellence Awards
28 Merit Awards
2nd — Year 7

International Competitions and Assessments for Schools (ICAS)
31 Distinctions
1 High Distinction



Cultural

Rockshop Bandquest
Winner — Rockstar Styles Award
3rd — Original Song
5th — Overall

Christchurch Primary Schools' Music Festival
3 selected for Rep Choir
1 selected for Rep Orchestra

Christchurch Instruments Competition
Gold and Silver Awards

Theatresports
Finals at The Court Theatre
Only Primary School to achieve this

Music Examinations
High Distinction Awarded to
Year 3 Student for Piano

Speech Examinations
13 Honours
4 Honours Plus

Chess
3rd — Canterbury Competition
9th — Regional Champs



Sporting

Cricket
Gold at ANZ National Primary School
Cup Cricket Championships

Triathlon
Multiple Silver Awards at Nationals

Athletics
Multiple Gold, Silver and Bronze at
Regional Championships

Tennis
Gold — Year 6 Canterbury
Championships

Cross Country
Five Canterbury Representatives

Hockey
Three Canterbury Representatives
Four to Canterbury Development
Programme

Cycling
Multiple Gold and Multiple Bronze at
the South Island Championships

Fencing
Gold, Silver and Bronze at Regional
Championships

Skiing
Silver and Bronze at ISSA Porters
Independent Schools Competition
Bronze at Mt Cheeseman
Intermediate Schools Race

Karate
Bronze at National Championships

Swimming
Gold and Silver at the Regional
Championships

Water Polo
One Canterbury Representative

The Medbury School Foundation



George Forbes

A period for rallying together

The last few months have obviously been an extraordinarily unusual and complex period for Medbury, the Medbury family, and for people everywhere. Great progress with containing COVID-19 has occurred in New Zealand, but the wider outcome clearly remains far from certain presently.

However, it was very evident that in response to this unique challenge, the Medbury Trust Board, the Headmaster, and the Medbury staff pulled out all the stops to develop and roll out an innovative learning programme, and then a successful school restart for the boys. On behalf of the board of the Medbury School Foundation, I want to lend our voice to the chorus of thanks and admiration, for all that was done and that is being done, to maintain and enhance the Medbury experience for its pupils and families.

Like many others, the Foundation has not been unaffected by the dramatic volatility of the global markets, although careful management and more recent market movements have, to date, limited much of the negative impact.

The Foundation was pleased to lend its support to the Trust Board and the school with its full financial

underwrite of the recent COVID-19 related tuition fee discount. Thank you to all those parents and fee-payers who so generously chose to give their discounted fee amount back to the Foundation. Working with the Headmaster and the Trust Board, the Foundation is continuing to look at further avenues of possible support as the general economic situation develops.

While there is no doubt that this period will leave its distinctive mark, this challenge is also a period for rallying together. In that vein, verses of the Medbury poem *Vitāi Lampada* resonate. In Sir Henry Newbolt's words, it was the voice of a schoolboy that ultimately rallied the ranks of the regiment so battle-worn and blinded by dust and smoke, as he called out, Play up! play up! and play the game! There is also much to be learnt by us all from how these particular school boys have already so ably handled this extraordinary moment in history.

George Forbes
Chairman
Medbury School Foundation

Award Winning Teachers

Independent Schools of New Zealand (ISNZ) Honours Awards

- Kerri Fitzgerald, Service to Drama
- Lesley Bath, Service to Learning Support



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Published twice a year in Autumn and Spring, the *Play the Game* magazine is read by the wider Medbury Community and funded by our advertisers.

All current families of Medbury receive copies and hundreds of copies are given each year to prospective families. *Friends of Medbury*, which includes past parents and old boys, receive a digital copy. Advertiser interest is strong, and there is often a waitlist, so please contact us if you would like to advertise with *Play the Game* in the future and we can send you the ad specifications.

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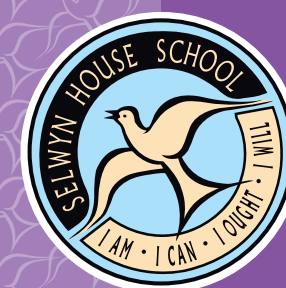
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