

Play the Game

SPRING

2020



Scholarship Winners
The Material World
Collaboration
EI Baseline Results

Year 8 Production *Imagine*
Senior Music Competition
Tuesdays@5
Art Across the Year Groups

Cross Country
Day Boys v Boarders Rugby
Winter Sports Exchanges
Centenary 2023



From the Headmaster



How does one explain the challenges put in front of us this term? When so many around us talk about what they have missed out on in 2020, I would like to focus on the great many opportunities the boys have had during this ‘on and off again’ year.

In our Medbury Service Sending Prayers, we say, “I asked for strength and God gave me difficulties to make me strong”. Our response to meeting and overcoming changes in our normal programme this year has been met with creativity, patience and resilience. This Spring edition of *Play the Game* clearly illustrates Medbury boys enjoying a wide variety of engaging learning experiences that occurred both within and beyond the traditional classroom setting. As a school, we have worked incredibly hard to maintain our routines and when needed, modify programmes to meet health requirements in order for boys to enjoy their Medbury experience.

Leading the charge, as always, is our professional and dedicated staff, who always have front and centre, the boys’ best interests at heart. As specialists in boys’ education, the staff continue to identify where they can support boys’ learning. The pastoral care provided by all staff sets Medbury apart with both academic and corporate staff willing, ready and able to help any boy at any time.

It is hard to believe we are preparing for the final sprint to the end of the year. Our thoughts are with the Year 8 cohort as they savour their final term as Medbury boys. Each boy will be working on reaching individual goals that will ultimately contribute to their lasting legacy. What an exciting final chapter to their Medbury journey! And in doing so, remember, *Play up! Play up! and play the game!*

Ian Macpherson
Headmaster

Scholarship Winners

Congratulations to the following boys who received Scholarships for 2021:

From top left to right: James Floyd (Academic Scholarship to Christ’s College), Euan McVicar (General Excellence Scholarship to Christ’s College), Richard Yeoh (Specialist Music Programme Scholarship to Burnside High School), Ollie Young (General Excellence Scholarship to Christ’s College), Liam Hall (Sports Scholarship to St Andrew’s College), Henry Hiatt, (General Excellence Scholarship to Christ’s College), Cole Moffatt (Medbury School Music Scholarship) and James Saunders (Performing Arts Scholarship to Christ’s College).





George Menzies, 8L



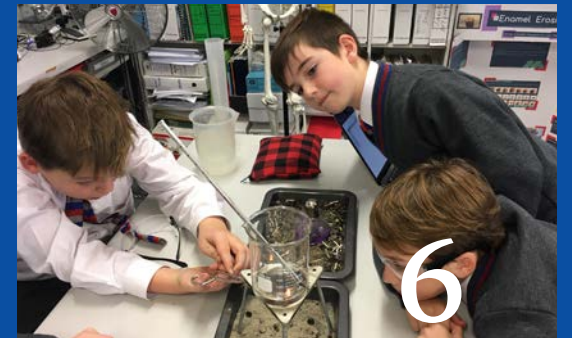
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Collaboration across the curriculum areas.



▲ Tanya Princeton, Year 4 Teacher and Head of Social Sciences

Uniting concepts and skills to increase engagement

During Term 2 the Year 4 boys immersed themselves in a study of the Aboriginal people.

Our main achievement objectives were to understand

- How people make choices to meet their needs and wants
- How cultural practices reflect and express people's customs, traditions and values
- That people have social, cultural and economic roles, rights and responsibilities.

We covered the key competencies of thinking, relating to others, managing ourselves, using language, symbols and texts, participating and contributing.

As Head of Social Science at Medbury School, I encourage collaboration between specialists

in the planning process. Our Units of Inquiry are shared with the ICT, EAL and Art teachers. This cohesive approach ensures that students are given the opportunities to develop connections across curriculum subjects.

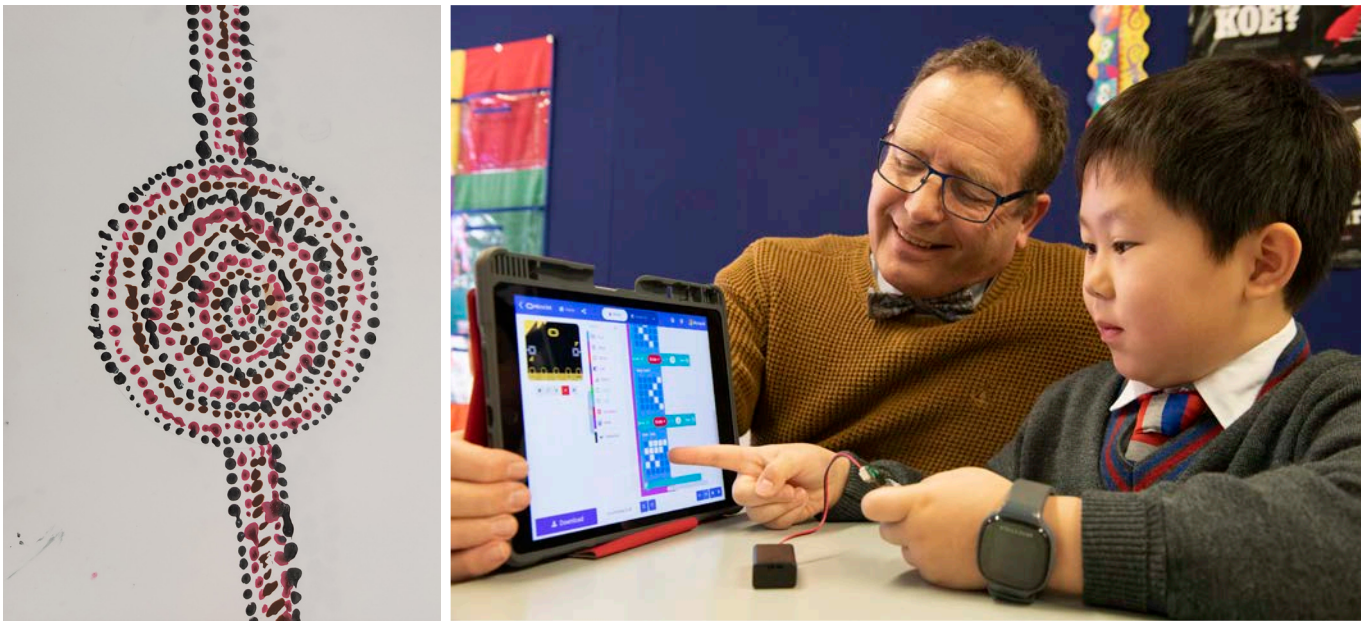
As teachers, we endeavour to support the skills necessary for life-long learners. This multi-disciplinary approach integrates Reading, Writing, Oral Communication, Art, ICT and Social Sciences.

For example, the boys undertook an inquiry research task on a component of Aboriginal life and used their oral skills to report back to the class. Some students also shared their findings during our Lower Middle School Assembly. In addition, for Art they

experimented with Aboriginal dot art 'pointillism' as well as decorating boomerangs with symbolic designs.

This unit of inquiry tied in well with our school wide theme for 2021 of *Imagination*. Students learned all about Aboriginal *Dreamtime* beliefs. They heard animal legends and then wrote their own versions. They particularly enjoyed researching Sacred Indigenous sites such as Ulluru and the Devil's Pool.

Social Sciences connect students with the real world. In today's interconnected world, students must be prepared to interact with people of all cultures and communities. At Medbury we aim to give students the tools to do just this.



ICT Director/Digital Technologies Specialist Mr Grieve says "The new Digital Technologies curriculum seeks to bring design processes and thinking into the class topics. The boys used Microbit (computers on a ship) and programmed their LED lights to tell a story in a similar way to the 'Dot Paintings' of traditional Aborigines.

Microbit are tiny computers that have a range of different inputs and access to an online simulator

to test your program in also. These were very successful, with all boys able to code a simple story and re tell it. The boys have learned to use 'if statements', loops and variables to solve the communication issue."

By encouraging cross curricular integration, students are not just learning in a fragmented way and in isolation. We are uniting concepts and skills from various disciplines.

Students are able to generate

meaning, make connections, compare, draw conclusions and make predictions. The acquisition of these attributes demonstrates higher order thinking.

Cross-curricular instruction increases student motivation, improvement of the learning process and opens pathways for further discoveries. It also encourages critical thinking, interaction and reflection.

The Material World



^ Jan Taylor
Head of Science

Recently the Years 4 to 8 boys have been working on chemistry related topics. The phrase we use in school circles for chemistry is 'the material world'.

It goes without saying that the New Zealand Curriculum provides a framework for teachers to plan activities and cover important learning areas. All of our science teaching at Medbury has an emphasis on the *nature of science*.

What does this mean? Importance is placed on the following attributes; the ability to understand scientific ideas, learning how to investigate, learning how to communicate ideas and how to engage in positive ways to contribute and participate in science.

Looking at the range of photos in this article, we can see boys eagerly engaged in practical investigations. It is activities like these that contribute towards a student's appreciation of what the nature of science is about. Using the material world context, an important focus over the past term has been the development of investigation skills. Setting walnuts on fire, dropping Universal Indicator into an acid solution, placing magnesium ribbon into hydrochloric acid, were part of our recent investigations where boys were engaged in the following:

- Building on prior experience.
- Working together to share ideas and combine knowledge.
- Asking or answering questions and finding evidence.
- Using an investigation to develop explanations.

They are learning how to use a range of scientific methods such as changing single variables, measuring variables, repeating experiments, observing and recording.

All of these activities provide wonderful opportunities to record data on spreadsheets so that they can analyse graphs and communicate findings.

In all of our activities we are aiming to develop the so called *Science Capabilities*.

These include the ability to gather data, use or critique evidence and interpret findings. The final attribute included in the list of capabilities, and harder to measure, is how learning in science has led to changes in thinking or action in everyday life.





What comes next on the Emotional Intelligence journey?



^ Amos Pilgrim
Assistant Principal

Reading the individual and cohort data

Emotional Intelligence can be defined as
“... *a set of abilities relating to emotions and the processing of emotional information*”
(Salovey and Mayer, 1990)

The four categories that boys learn about in class and were tested on courtesy of the Aristotle Programme are:

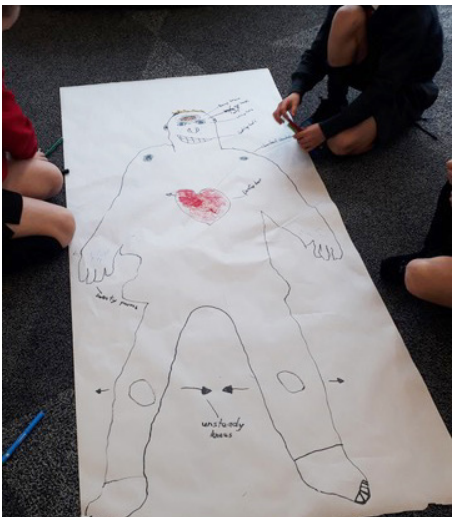
- Emotional Awareness and Expression
- Understanding of Emotions of Others
- Emotional Reasoning
- Emotional Management and Control

Benefits of developing students’ Emotional Intelligence are many and various. Students who have

well-developed abilities to identify emotions in themselves will typically experience a wider range of emotions and also possess some insight into the causes of their feelings. These students are also better equipped to be able to accurately and appropriately express to others how they’re feeling.

“We do crawling, tapping our knees and running to wake our bodies up”

Fraser Douglas, 2M



^ Year 5 boys in action doing the third activity in the Building Blocks Development Program - Emotions and my Body, Miss McGarry reading *Sometimes I'm a Bomboloo* prior to a discussion time, and Year 3 boys working together on an activity around emotions.

Effective emotional expression is not always about becoming more emotional, but altering the manner in which an emotion is conveyed to suit the recipient.

Accurate portrayal of emotion forms a key component to building trust and, therefore, strong relationships with teachers, peers and family.

To ensure that programmes are high quality and implemented in each homeroom, we timetabled

Emotional Intelligence lessons once a week during Terms 3 and 4 and have been in regular contact with Swinburne University for professional development.

We now have individual EI data in each of the four categories as well as overall cohort data.

In a recent newsletter, Mr Macpherson explained that “Raw scores are converted to a percentage ranking compared to the responses of an Australian

normative sample.

These percentiles represent student scores relative to the normative benchmarks. The lowest score in the normative benchmark is assigned a percentile score of 1 and the highest score assigned a percentile score of 99. When looking at student profiles, high scores indicate strengths where lower scores indicate opportunities for development.



“We’re better at recognising others’ emotions and we can act on it.”

Lower Middle School Student



^ Staff Professional Development on 7 September.

“We meditate because it gives our mind a rest after lunch”

Riley Gale, 2M



^ Junior School boys using their faces to express the emotions on their ‘celebrity heads’.

Sample Profile 1

- Emotional Recognition (Awareness) and Expression (ERE) – 62
- Understanding the Emotions of Others (UEO) – 77
- Emotional Reasoning (ER) – 57
- Emotional Management and Control (EMC) – 81

This student shows high ERE, UEO and EMC, indicating awareness of his own emotions and the emotions of others, whilst the EM figure of 57 indicates a balance when applying analytical and emotional decision-making.

Sample Profile 2

- ERE – 52
- UEO – 71
- ER – 34
- EMC – 12

This student relies more on an analytical approach to emotional decision-making, whilst also struggling with emotional management and control favouring at times more negative emotions.

The combinations are of course numerous and it is also important to remember that this is a self-report on how students see themselves at the time of taking the EI testing.

We will look at a follow-up test next year to map changes with each boy’s EI profile. In the meantime, boys will continue engaging in the EI curriculum developed by Swinburne University and refined by Medbury.”

Staff received Professional Development in Week 8 of Term 3 to understand how to better analyse data and use this information to meet the needs of the boys.

Armed with this information, teachers can cater for the needs of individuals and tailor lessons to the needs of the group by creating personalised learning programmes.

This information is available to all staff, including Boarding, to better understand the strengths, and areas for development, of our student community.

Year 7 Team Leader Brendan Collins

says that senior boys enjoy the opportunity to go back in time by sitting in a circle and having the opportunity to share with each other.

“Having a forum to express themselves as well as hear what has been happening to their peers within the structure of an Aristotle lesson is beneficial for encouraging them to be aware of both their feelings and the impact they have on others.

The effect that words in particular have on boys when they struggle to express themselves is a key focus as they grow and become young men.”

You might like to ask your son about what he is doing in the Aristotle EI Programme, and about the understanding he has of his own and other’s emotional intelligence.

Freddy’s Fabulous Friendship Cake

To reinforce what they had been learning in the Aristotle Programme, 4B came up with their own list of ingredients to make the perfect friendship.

The boys thought about the qualities that make a good friend. For example how they might behave, and how they might make those around them feel.

Ingredients:

- 1 cup of Generosity
- 3 teaspoons of Kindness
- 4 tablespoons of Loyalty
- 3 cups of Trust
- 1 litre of Anti-Bullying liquid
- 1 teaspoon of Fairness
- 2 cups of Pride
- 2 teaspoons of Honesty
- (Optional: Chocolate Inclusiveness Ice-cream and Respect topping)

Steps:

1. Heat the oven to 150 degrees Celsius.
2. Pour 1 litre of Anti-Bullying liquid into a large pot.
3. Mix into the liquid the 1 teaspoon of Fairness.
4. Combine the 3 cups of Trust, 4 tablespoons of Loyalty and the 1 cup of Generosity into a medium sized pot. After stirring let it sit for 20 minutes so the Generosity soaks into the mixture fully.
5. Slowly add the Trust, Loyalty and Generosity mixture to the large pot of Anti-Bullying and Fairness liquid. At this point also add the 3 teaspoons of Kindness. Once added, stir vigorously. Let this sit for 5 minutes so the Kindness spreads around.
6. Bake in the oven for 20 minutes.
7. While the cake is cooking start making the icing mixture

- by mixing together the 2 teaspoons of Honesty and 2 cups of Pride.
8. After taking the cake out of the oven let it sit until it cools off.
 9. Once the cake is cool to touch, spread the Honesty and Pride icing generously over the top of the cake.
 10. Dessert is served. Enjoy with a side serving of Chocolate Inclusiveness Ice-cream and a little bit of Respect on top.

Freddy Rolleston, 4B



Trips and visits

Year 2 visit from Willowbank

The Year 2 classes enjoyed a visit from Willowbank Wildlife Reserve on Tuesday 25 August, and learned about kiwi and tuatara conservation.

Today when the tuatara came to visit Medbury, we learned that a tuatara only needs to breathe once an hour. Tuataras eat plenty of worms and beetles. Tuataras are green and can camouflage. We also learned about how to take care of kiwis as if they're our pets.

Fraser Douglas, 2M



Today a tuatara came to visit. It was given some insects. It ate them fast and it didn't have any table manners at all! One of the insects went below the cage. The tuatara was still like a statue. The tuatara is green and can camouflage into trees and grass. A tuatara only needs to breathe once an hour.

Freddie Smulders, 2M

A tuatara came to visit us from Willowbank. It was very fast when it was getting food from the presenter. They are brown and green. They can be quite long. There are 75,000 of them. They only need to breathe once an hour. They only live in New Zealand.

Felix Stevens, 2M



The boys viewed a kiwi egg and touched a kiwi specimen skin. >



"My favourite part was when I wrote my own name in Egyptian hieroglyphics - it looked astonishing!"

Year 4 Ancient Egypt Museum Trip

On Friday 23 July, the Year 4 classes took a Red Bus to the Canterbury Museum. We met our guide Anthony and he welcomed us. Our Term 3 topic was Ancient Egypt.

First, we strolled to the bird room and learned all about the mummification process. It was splendid and as crazy as the most insane thing you've ever heard! The most disgusting thing was when the mummifiers or embalmers whisked the brain into a liquid and then let it flow out through the nose!



All of the internal organs were removed, except for the heart. The Ancient Egyptians believed that all of their feelings came from their heart so it was very important, hence why they left it.

Next we walked to see the Museum's Mummy. Her name was Tash Pen Conshu and she is 2200 years old and her sarcophagus is 2400 years old. Her teeth were not broken! This is very weird because they are usually worn out.

Finally we ambled back to the bird room, where there were a lot of stamps set out on the floor. We used the stamps to write our names in hieroglyphics. We wrote our normal names then our names without their vowels and then we stamped our names in hieroglyphics.

My favourite part was when I wrote my own name in Egyptian hieroglyphics - it looked astonishing! It was a fantastic trip that all of the boys and teachers enjoyed.

Lucas Zhang, 4B





Enriching class trips add depth and value to our learning programmes. Due to Alert Level restrictions at the time, Ferrymead Historic Park came to visit us instead.



Immigration

The first activity we did was immigration and we had to pick an artifact that represented a job from the 1800's. I got a cooking pot so that meant I was a cook. Next we got a ticket for the ship. We had to fill out and depending on our job we would given a good birth or a horrible place to stay on the ship to New Zealand.

George Wood, 5O

School

Secondly we went to the school activity. We lined up in front of the classroom and the teacher, who was dressed up, told us what to do. Firstly we did reading and sang "God Save the King". After that we started doing Writing and we copied sayings and wrote them down with an ink pen. Last of all we did Maths and the teacher called out numbers and we would write them down and add them up on our slates.

Sam Coles, 5O

Crafts

One of the activities was crafts. There were four different crafts to choose from. They were: making a thaumatrope (an illusion) where you put a fish on one side and a fishbowl on the other side and you spun it fast and it made the illusion of the fish in the bowl, tripod making with three sticks and rope to make a pyramid type object, blanket making, and rope making.

I chose to do the rope making. You use a strip of a cabbage tree (similar to flax) and tie a knot at the end and make it all stringy. You then put it into two parts and twist both sides and then twist them together. In the process, your thumb gets really sore!

George Clark, 5B



Chess Tournament

On Friday 7 August two teams of chess players from Medbury headed to Te Hapua Halswell Library. The rules and regulations were explained and everyone took their seats.

The Years 7 and 8 team of Ryan Zhang, Finlay Benson, Oliver Finn and Ason Gu settled down to play five rounds of chess.

The competition was hard fought with many tough opponents and at the end of the day we managed to secure 4th place after winning 3 of the 5 rounds.

The Year 6 team of Toby Sharr, Cody Wu, Louis Hiatt and Josh Manenge came up against some very experienced opposition. Pawns fell and Queens were toppled but they battled on to take out 7th place in the tournament. It was a challenging day but lots of fun and a great experience for us all.

Thank you to our coaches, Mr Benson and Mr Hartwell, who stayed for the day and all the parents who helped with transport.

Ryan Zhang, 7B and Finlay Benson, 7F

International Antarctic Centre

On Thursday 27 August Year 6 went on a trip to the International Antarctic Centre.

We went into a snow room that had an igloo and even skidoos. The temperature was -8° and as we experienced an Antarctic blizzard it got down to -20°. It was very realistic and showed us how hard it must have been for voyagers like Amundsen, Shackleton and Scott to withstand the bitter cold without modern clothing and equipment.

We also watched *Little Blue* and *White-flipped* penguins at feeding time in the penguin rescue centre. When our instructor started talking, all the penguins stopped and listened in as well.

We watched a 4D movie called *Ice Voyage*. During the movie we got sprayed with misty water and cold air blew on us too. We learnt about life on the Antarctic continent and how climate change is affecting the Antarctic ecosystem and the whole planet. Thank you to the staff at the Centre for allowing us to visit on a day that was not open to the public.

Kourosh Langley, 6B and Fred Fastier, 6J





EPro 8 Semi-Finals

The EPro 8 Semi-Final competition was held on the evening of Tuesday 1 September.

In the team were Charlie de Costobadie, Tinura Gajamange, James Johnson and Benson Huang. We had qualified after coming second in the starting competition. In the starting competition we had to make a robotic creature. We made a Falcon. For the body we made a rectangular box with a tail and mechanical wings that are connected to a crank handle which made the wings go up and down. We also made feet which made the Falcon stand upright.

On the competition night some of us had already been at after school RoboProgers, and then Tuesdays@5, so we stopped by McDonald's to get us pumped up and ready for the two and a half hour competition ahead of us.

When it started, we started a bit slow but ended up in a tie for third

place. There were four topics, a roller coaster, tower of hell, Maui and the sun and making a fully robotic grocery trolley, which was the one we made.

We started with the structure of the grocery trolley and got 40 points from that. After that we added on another 30 points to get to third equal with another four teams.

We then made the robot fully automatic and moved all the way up to first place. Our team and another team were first equal for quite a bit of time. Charlie did all the maths which scored us another 40 points. We had a good lead until the last ten minutes and we got pushed to second place then to third place... then we knew we had to work triple time!

One of our wheels kept falling apart so we all decided to ditch the grocery trolley and started the roller coaster which was quite simple. All we needed to do was to build a structure approximately

1.5m high, and with a sign persuading the person to come and ride the roller coaster.

Suddenly, in the last two minutes we got pushed to fifth. The timer ended and when it came to the last few seconds of judging our structure was too high and the sign wasn't strong enough to stay.

In the end we came fourth but the boys had a really fun time in this amazing and fun competition.

James Johnson and
Benson Huang, 8E

Year 6 Writing Workshop

The time had come for a small group of Year 6 writers to take part in an epic writing workshop. The teacher's name was Melanie Dickson and she made it a great experience for us. The ideas she gave us inspired us to do some of our best and exciting writing and the tips she gave made our writing pieces even greater. It was super fun and exciting.

Deacon Ash and Max Wilkinson, 6J



Future Problem Solving (FPS)

Seventy Medbury boys are currently in the FPS programme, which is an enrichment programme in which students look for solutions to problems the world may face in the years ahead. It involves students in Years 5 to 8 with high abilities in Reading, Writing and Creativity.



HIT Lab

The Term 3 FPS topic this year was Gamification. In Week 5, two researchers from HIT Lab at Canterbury University ran three sessions to talk to us about what they do in HIT lab. They shared a lot of facts about immersive gaming, such as Augmented Reality and Virtual Reality. One of the speakers is trying to create a VR game to help students with ADHD learn better. We also got to test two educational games and discussed the game mechanics involved.

Tom Eyre-Walker, 6J

FPS Lockup

In Week 7 an FPS qualifying 'lockup' was held on the topic of Gamification. We had to go through the full FPS process, starting with a one-page future scene. All the teams did very well. The Middle School teams got two hours and the Seniors got two hours and 15 minutes to complete it. Lots of teams even finished before the time limit. My favourite part was doing the challenges, partly because I was the expert and it was the first step.

Eason Li, 6J





The Great Christchurch Technology Challenge

The time had come. It was time for the cooking competition!

We had been invited to a fierce competition on Thursday 20 August open to Years 7 and 8 students from the greater Christchurch area. Our team walked into the kitchen at Kirkwood Intermediate, not very ready for what was to come next.

We had a limited amount of ingredients set out on the table in front of us and a variety of equipment. The challenge was to make anything you wanted, but it had to include as many ingredients as possible to get more points. Inside the box there was another box with mystery ingredients. We had to use at least 7 of the 10 ingredients in the

mystery box. However the second box could only be opened at half time. Due to the limited amount of supplies, each person from the group was allowed to bring one ingredient worth no more than \$3.00.

As the competition started, we opened our box and discussed what we were making. The brief was to develop a themed celebration meal. Hugo and Lachlan were in charge of making the pizza and the lava cake. William and Kennedy on the other hand were going to incorporate the mystery box ingredients. Inside there were rice and a lot of vegetables. After consideration, we decided to make risotto because there was rice, plus this

dish was Italian so it fitted perfectly since we made pizza .

We made a margarita pizza and it turned out very delicious. We had no experience with making risotto but I think we soaked the vegetables very well and the broth was absorbed. This dish did not go as well as the pizza but it still tasted extremely wonderful. The judge said that it was a bit bland because we didn't add a lot of spice. In the end I think we did very well. We submitted our online entry on the night and hope we win against the 32 other teams.

Hugo Winters, 8D and Kennedy Xiao, 8S



West African Drum and Dance

The West African drumming and dancing was held on Thursday 17 September and it was a really cool and fun experience.

We were blown away by how loud it was. It was fantastic and was a great opportunity to learn some

new songs and experience playing the instruments. It was pretty nice to listen to all of the people sing, play and dance to the drums.

Our favourite part was when the teachers got up and danced to the music. I found that very

amusing. It was also enjoyable to learn a new instrument for some people.

Nikau Crosby and Jamie Wyeth, 7C

“As Alert Level restrictions cancelled the Year 7 Camp, the Year 7 teachers decided to take the Year 7s on some field trips.”



Mega Air

As Alert Level restrictions cancelled the Year 7 Camp, the Year 7 teachers decided to take the Year 7s on some field trips. One of those field trips was Mega Air.

On Tuesday 15 September the Medbury Year 7 boys hopped on some buses and took a short ride over to Mega Air in Hornby. After we arrived we had a quick briefing before having our first of two, one

hour sessions. We then all went out and had some fun. We are sure that 50% of us learned how to do a flip and we are also sure that all of us went on to the dodgeball courts. Apart from some minimal injuries, it was a really fun day and we all really enjoyed it.

Jack Wyllie and Jackson Grace 7C



Surf Day

On Wednesday 16 September, the Year 7 boys went to Scarborough Beach for a 'Learn to Surf' lesson.

When we got there we put our bags away and sat down on a white mat ready for the introduction. After the introduction, Toby, the instructor, took us down to the beach for the briefing. Once the briefing was over, we all got our wet suits on and dashed for the beach.

Group one was the first group in the water. As other boys were on the beach playing, group one was out surfing the waves and grasping the fundamentals to be a world-

class surfer. The instructors were amazing at getting every boy up and surfing. Later in the day, we got our wetsuits back on and learnt about boogie boarding. The instructor was very good at explaining what we needed to do. It was a fun day out at the beach, almost like a summer's day except for the gusty northerly that came up around lunchtime. We cannot wait to do this again in Year 8.

Loch Alexander and Alexey Bazhak, 7C



Top Team

On Thursday 17 September, Top Team from Sport Canterbury came to organize some fabulous activities for us.

We were divided into twelve teams doing twelve different activities, including three water activities.

My favourite one was the catapult, where we needed to launch little sandbags in a catapult to our team mates.

Another favourite was the leaking tube, where we needed to pour water into a high tube with holes leaking water out in order for the tennis ball at the bottom to pop out.

Unfortunately, our team was not one of the teams that scored high and received certificates. The activities we did required a lot of teamwork, communication and leadership, and we enjoyed them very much.

Ericsson Ye, 7F

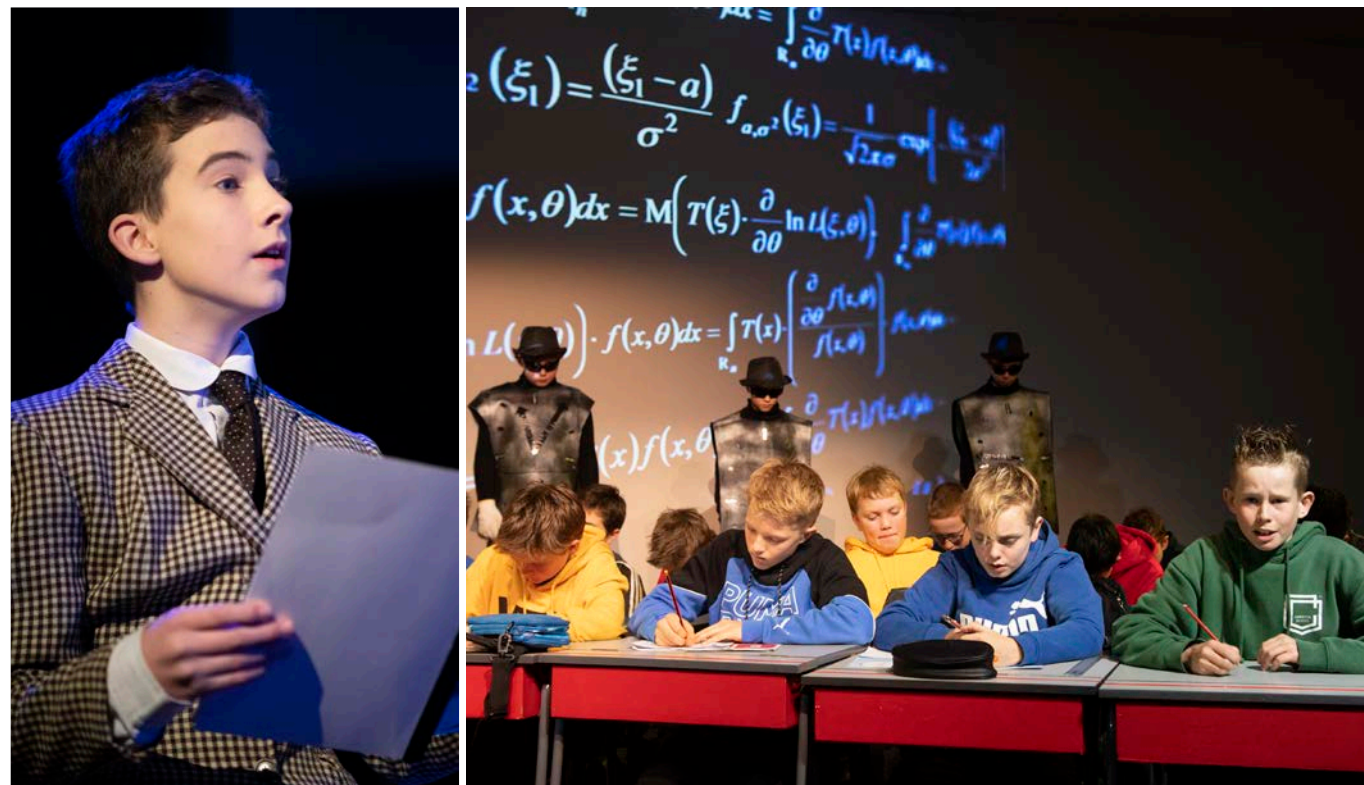
Imagine

Drama is a big part of Medbury, and a big part of Drama is using your imagination. Theatre uses movement, colour, sound and words to create something entertaining and thought provoking.

The 2020 theme for the whole school is *Imagine*. Each of the four Year 8 classes presented a one act play and each play had a central character who has a vivid imagination. The four plays were connected by a group of clowns wearing vivid colours signifying different emotions: Joy, Anxiety, Anger, Sadness and Disgust. They were challenged by the clown called *Imagination*.



^ The clowns connected the four plays and signified different emotions.



This is a Test

Many of the senior boys in the audience could relate to the main character, Alan, in *This is a Test*.

Alan feels pressured to do well and he can't sleep as he is so anxious. He has a domineering mother who appears to him in a dream; she is determined that he has to be the best in the class even if that is not

very possible for him. The teacher is a maniac and all the other students cheat. Life seems very unfair for Alan but he is a funny character and we all laughed at his insecurities. It made us realize that if you study properly then tests wouldn't be so terrifying.

Boy Overboard (an extract)

Life has been unfair for Jamal and Bibi in *Boy Overboard* as they are living the life of refugees.

They really try to stay positive and their dream of being football stars gives them hope.

This play reminded us that no matter how hard it gets, we must remain hopeful and we must not give up. It also made us appreciate how much we take for granted in NZ and how lucky our lives are.





Ernie's Incredible Illucinations

Ernie, the central character in *Ernie's Incredible Illucinations* is a good reminder to us all not to block out our wild and silly ideas but to let them flow and just have fun.

Do you know that adults laugh on average just 20 times a day compared to children who laugh more

than 300 times a day? On reflection this play made us think that even if life gets a bit boring (it will) you can make fun out of thin air by using your imagination.

Those Were the Days

Those Were the Days is set in a retirement home; Max and Jake remember the fun books they read when they were young.

The opening lines are based on Monty Python's The Four Yorkshiremen: "When I was young we used to ... read books!" Each memory takes them back into their youth when they were once "young, strong and adventurous". The thought struck us that all old people were once young... even our parents! It's a difficult thought to get your head around.

Thank you to everyone who helped; to Ms Fitzgerald who tolerated and supported us, the gappies (Justine

Siddall, Kayla Pretorius) who learned all the sound/ screen cues so professionally, Mrs Keleghan who whipped up amazing costumes, Mr Grieve, Mr Codd and the whole Tech team for organising and setting up the lighting and sound.

Look at all the things we can do when we put our heads down and work hard together - even when COVID-19 tries to shut us down. Long may the imagination reign.

Latham Luke, 8L (Head of Drama),
and Simon Clayton, 8L





Senior Music Competition

First-time experience for many boys

All the boys were looking forward to the Annual Music Extravaganza this year, but sadly it was cancelled due to COVID-19 Alert Level restrictions.

The House singing competition that features in the Extravaganza would have been enjoyed by all the boys as they would have been able to sing their House songs.

Instead, we live streamed the Senior Music Competition for all the parents and friends who were unable to attend in person. The competition was very exciting. There were many boys participating and all of them enjoyed it. It was really fun seeing the finalists getting to perform their pieces. Some of the boys have never entered the competition before, so it would have been a good first-time experience for them.

There were performances by instrumental groups; *Arrows* (Otis Wheeler, James Hunter, Tate Aikawa, Patrick Aitken and Sam Moffatt); *Creyke Road Crew* (Matthew Geddes, James Saunders, Harry Flatman, Thomas Gough and Kennedy Xiao); and *Sticks and Strings* (Henry Murfitt, Arthur Meares, Liam Singer, Josh Brown and Angus Davidson).

Piano soloists included Ericsson Ye, Bill Li and Harry Flatman and there were three vocal groups; Charlie Wood and Felix Thomas; Ollie Young and Lochie Horne; and Oscar Stove and Charlie de Costobadie.

Other soloists included brass and woodwind (Oscar Stove and Jake Elvidge); vocal (James Saunders, Oscar Stove and Richard Yeoh); and strings soloists (James Saunders, Ryan Zhang and Richard Yeoh).

The Orchestra also played a Medley of Songs from this term’s repertoire.

Personally, I feel that the Senior Music Competition has given me a lot of courage. I have had to get over my stage fright and perform in front of many people.

I feel like the boys did exceptionally well. So I would like to encourage other boys to enter the Senior Music Competition.

Thank you to the adjudicators Kirsty Currie and Greg Pearce and to the accompanists, conductors, compères and everyone else involved in coordinating the competition.

Richard Yeoh, 8E

Results

Vocal Solo: Oscar Stove

Vocal Group: Charlie Wood and Felix Thomas

Piano Solo: Bill Li

Strings: Richard Yeoh

Brass/Woodwind: Oscar Stove

Instrumental Group: *The Creyke Road Crew* of James Saunders, Harry Flatman, Matthew Geddes, Kennedy Xiao and Thomas Gough.

RJM Buchanan Trophy:
Oscar Stove

Mrs FE Norman Cup:
Richard Yeoh

Piano Solo Trophy:
Bill Li







Tuesdays@5

Every Tuesday in Term 3 until Week 7, all the students who have itinerant music lessons at Medbury are encouraged to perform something they have learned.

These special performances show the different instruments people play and showcases the musical talents of the Medbury boys.

These performances usually go for one hour. Because of COVID-19, there were a limited number of seats available so sometimes the Tuesdays@5 were split into two different sections.

Some instruments we play are piano, guitar, bass, drums and there is also singing. At the end

of each show, our Music Director Mrs Badger gave a little speech, thanking all the music tutors for all their hard work in helping us.

Kennedy Xiao, 8S

Art at Medbury

Year 6 Coil Pots

To make a coil pot, you firstly roll a ball of clay and make a pinch pot. Then you go over to the clay extruder or coil machine and pull down the handle until the coils come out. It's like strings of noodles but much thicker. Next you have to join the coils onto the pinch pot and then it has to dry out before it goes in the kiln. After that we did a dip glazing and re-fired the clay.

Carter Paul, 6B



Year 7 Bunnies

To make the bunnies we joined two pinch pots for the body then added heads and ears. When the clay had dried it was bisque fired and then we did a dip glazing and I chose pink. Next the rabbits had a glaze firing, which is hotter, and then they were done. I really enjoyed working with clay and I love my rabbit.

Simon Lai, 7C



Year 6 Clay Animal Faces

To make the animal faces, first we made them out of clay and waited for them to dry. Then Mrs Johnson fired them in the kiln and after that we waxed the bottom of the clay and then we glazed the animals. Back they went, into the kiln, for a final glaze firing. Then we attached string and hung them on the wall.

Ollie Orchard, 6J





Years 6 to 8 Hands of Imagination
For this piece of Art we had to design a hand that had things other than fingers. Mine was a lolly theme. Instead of fingers I added on candy floss, lolly strings, a doughnut, a hot chocolate straw and a candy bowl. It was lots of fun and we used our imaginations.
Harry Macauley, 7B

Year 8 Butterflies
For the MPA fundraiser we had to come up with a suitable design for a calendar, card or diary. I designed mine around the theme of butterflies and I aimed to make it realistic. It was lots of fun and I enjoyed it.
Tinura Gajamange, 8S



Year 5 Floral Art Work
It took me about 3 weeks to create my floral art work. I chose my favourite colours and I'm very proud of my work.
Nixon Dooley, 5O

Years 5 to 8 Still Life
To do a still life you have to observe the objects carefully and then very gently draw the outlines. After that you add in the details and shading and finally you add the colour.
Andy Li, 5B





Art in the Junior School

From left to right:

- Springtime woven tree by James Fry, 2M
- 'The Tooth Fairy' drawing by Lucas Xu, 1H
- Bioluminescent two-toned fish print by Remi Read, 1M
- The colour yellow by Andrew Wang, 2G
- Octopus collage with colour paper by Jack Harrison, 1M
- Jellyfish collage with streamers and painted bubblewrap background by Luobby Luo, 1M
- 'The Tooth Fairy' by Ryan Che, 1R
- Seasons of the year with painting and collage by Elliott Scott, 2M



Art in the Lower Middle School

From left to right:

- Tree collage by Samuel Taylor, 3E
- "Here are some of the advertisements we saw before we bought tickets for this luxurious cruise liner". Advertisement by Chenyi Dai, 3E
- Pastel Koru art by James Dou, 4P
- Egyptian drawing using crayons and dye by Frazer Kukard, 4P
- Boomerang with dot art by Max Cosgriff, 4B.
- Taniwha by Bruno Ash, 3S

Woven into the fabric that makes Medbury special

Achieving common goals together

Over nearly 100 years sport has been woven into the fabric that makes Medbury special. There has, and always will be, many positive reasons for boys to be playing sport.

First and foremost, sport provides a chance of exercise. Exercise is important in youth as it helps improve the cardiovascular system, and also helps build strong bones and muscles. Exercise also releases natural chemicals in the body called endorphins. These chemicals make you feel good and can lead to increased self-esteem.

Sport also helps with building teamwork and leadership skills. In sport we have a common goal, whether it be to score a try or to stop the opposition from scoring runs.

Everyone in the team wants to achieve the common goal and using teamwork is critical to success. These common goals help with building communication skills, as well as problem-solving and listening skills which can be used in everyday life.

Lastly, sport can help with social development. Not only does sport

build on communication skills, but also provides opportunities to express and work on our emotions. Sport helps develop important social skills like sharing equipment and ideas, as well as learning to co-operate in small groups.

Sport is an important aspect for growing our youth. It provides plenty of opportunities to practice life-long skills. I encourage everyone to get out there and give a sport a go!



^ Brad Gilbert
Director of Sport



Flips and Tumbles

The Year 3 and Year 4 classes took part in *Flips and Tumbles* in the first half of Term 3.

Flips and Tumbles is a gymnastics session where you learn how to do gymnastics skills. The coaches were good because they helped us to learn new moves, gave us

good tips and it was okay to make small mistakes. They taught us activities that were fun, such as somersaults, back rolls, front rolls and hug jumps.

We jumped on trampolines and landed on mats. It was very exciting learning how to do flips!

At the end of each session we played a game and warmed down. *Flips and Tumbles* was lots of fun in our opinion.

Arjun Solai, William Valentine and Finn Veitch, 3S



Cross Country

Medbury School Cross Country

The Medbury Cross Country was held on Wednesday 17 June at Fendalton Park on a clear ‘blue sky’ day.

The first two races were the Years 7 and 8 boys, followed by the Years 5 and 6 boys. We witnessed some fantastic finishes and plenty of boys who never gave up.

After morning tea, the Years 1 to 4 boys raced. We had some incredible running and some outstanding results. The boys returned back to school with smiles and a little less energy in their legs. They should be proud of their efforts.

Thank you to Mr Gilbert and Mr Ogston for organising this fantastic event. Also a big thanks to Mrs Keleghan for the trophies and the certificates.

Thanks to all the boys and parents for coming out to watch.

First place:

- Year 1 Will Parkinson
 - Year 2 Hudson Stratford-Bevins
 - Year 3 Bruno Ash
 - Year 4 William Chambers
 - Year 5 George Wood
 - Year 6 Harry Blakely
 - Year 7 Jackson Grace
 - Year 8 Henry Hiatt
- House Result: Clyde

Independent Schools’ Cross Country

The boys who qualified, based on their times at the Medbury Cross Country, then competed at the ISSA Zones on Tuesday 28 July.

The qualifying boys met at the flag pole with their gear and nervous expressions on their faces. Lucky for the boys, it was not raining. Once we arrived at Ascot Park, we went for a jog around the track before the race briefing.

The Year 5 boys were up first. The race came down to a fantastic sprint finish between two Medbury boys to decide first place. We then witnessed a strong Year 6 running group with five of the six Medbury boys qualifying for the Canterbury Primary Schools (CPS) event.

In a tough Year 7 group, Nisal Pathirana fought his way to qualification. In the final race of the day, the Year 8 boys came out strong, resulting in four of the six boys qualifying for the CPS event.

Unfortunately the CPS Cross Country was cancelled for 2020 but well done to the boys listed below who qualified.

CPS Qualifiers:

- Year 5 Sam Coles, Alex Cosgriff and George Wood
- Year 6 Harry Blakely, Henry Cooney, Louis Hiatt, Benji Johnson and Noah Madgwick
- Year 7 Nisal Pathirana
- Year 8 Olli Aitken, Ben Campbell, Liam Hall and Henry Hiatt.

Thank you to the teachers and parents who drove the boys out to the ISSA event and well done to all the boys who competed.

Ben Campbell, 8D



Day Boys v Boarders

On Friday 28 August, it was the annual Boarders versus Day Boys rugby match. We were competing for the Forbes Brothers Family Cup.

It was a sunny afternoon for running rugby. There was a lot of excitement amongst the boys. Being part of the Boarders team, we were definitely hoping for a victory. Our team was made up of Year 7 and Year 8 casual and permanent Boarders and the Day Boy team of Year 8 students.

The match started off at high speed with the Boarders scoring early through Todd Williams. Angus Wallis converted the try directly in front of the posts and the Boarders went ahead 7-0. After the restart, the Boarders scored again with Charlie Somerville dotting down on the white line. The conversion was not successful and the score stayed at 12-0 to the Boarders. The Day Boys then fought back and the match was on! Euan McVicar then scored a great team try which was converted by Harry Flatman and the score was 12-7. Later in the first half, there were more team tries from both sides and the half time score was 17-19 in favour of the Day Boys.

The second half was another close battle. The Day Boys scored two quick tries and then the Boarders fought back with Gus Quirk scoring. The match continued to be close but at the final whistle, the Day Boys won 48-32. It was a great game to be part of and hopefully, the Boarders can win back the trophy next year.

Lochie Horne, 8S

The ski season that hardly was

Alert Level 2 restrictions meant that the 2020 ISSA Ski Championships and the 2020 Primary and Intermediate School Ski Race Day were ultimately cancelled.

This was a disappointment to the boys looking to form a Ski Team but did not stop them enjoying time on the slopes and honing their skills throughout the ski season. Below are some of their lighthearted thoughts on the season.

Ms Fitzgerald, Manager

"George Menzies was learning to fly sideways doing Lincoln Loops but all the time he was dreaming of whooshing through the plastic GS gates with a compulsory Medbury sticker on his helmet."

"Hugo Arthur was skiing at Hutt & Coronet with dreams of wearing the mighty Medbury sticker and racing for Medbury. He wanted that sticker even though it leaves marks on your helmet no matter how hard you try to get it off."

"Seb Gray, at Porter Heights, was cartwheeling in and out of gates whilst training for the Nationals all the time trusting that our Medbury ski teams were likely to be victorious in the ISSA."

"Henry Hiatt and his intrepid father went to the terrain park to try and land a backflip. His father barely survived and is currently nursing a ripped calf."

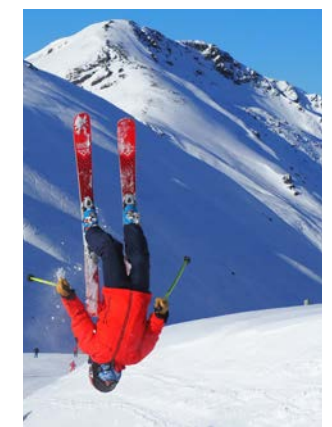
"Lachie Beirne's father went skiing on the best powder day of 2020 and didn't take his own son."

Lachie is now planning a trip to Japan - without his dad."

"Josh Brown was training in Kea Club at Mt Hutt. He enjoyed the free lunches enormously and especially liked it when Spike and Shred (the Kiwi and Kea mascots) turned up for the day. He proudly wore the Medbury sticker on his helmet for the whole season."

We all trained as best we could, we all expected to race for Medbury and... we actually expected to win a few medals... but both events got cancelled. We are now in training for a winter Olympics instead.

George Menzies, 8L; Hugo Arthur, 8L; Seb Gray, 7M; Henry Hiatt, 8E; Lachie Beirne, 8E; and Josh Brown, 7F.



Caption from Page 2: George Menzies spent two weeks in the July holidays training with the Treble Cone Freeride Team in Wanaka in preparation for the New Zealand Junior Freeride Tour. George was coached by Craig Murray who has been competing in the World Freeride Tour. Craig was ranked 4th in the world, before the competition was cancelled due to COVID-19, so George enjoyed skiing with one of his idols.

Canterbury Schools' Cycling Champions!

This year we had a record number of 21 boys join the Medbury Cycling Team for 2020.

Every Monday and Friday team members attended lunchtime training sessions. Due to COVID-19, official racing did not start until Term 3, all of the Term 2 weekly events were cancelled!

The first race of the cycling season began with an 8km individual time trial. I felt very nervous because I was not familiar with the course. I was pleased with my effort because I finished in the top four, meaning that I could ride in the top team.

All of the boys, including me, were disappointed when we heard that

the South Island Road Cycling Championship event in Blenheim was cancelled. This event was to include an individual time trial, hill climb, criterium and a road race.

Wednesday 2 September was a big day for us because it was our first real event where we would find out what we were up against. The event was the 15km Canterbury Schools' Teams Time Trials for boys under 14. It was held at Tai Tapu.

I rode in the top team and my job was to ride as hard as possible at the start to keep the other boys' legs fresh for the remainder of the race.

The time stops on the third rider to cross the finishing line. Medbury's

first team won the race by more than two minutes at 25:54.80! Our second team came third at 28:51.65.

This was a proud moment for Medbury as we were awarded the Kevin Searle Cup, as winners of the Canterbury Schools' Teams Time Trial competition. Our second team received bronze medals in this event.

I would like to thank Mr Taylor for managing our teams. I would also like to thank all of our parents who helped out with transport and support for the team.

Jake Bennett, 7B



Winter Sports Exchange

Medbury put on a beautiful warm afternoon for both spectators and players to host the annual St Andrews College Preparatory School winter Sports Exchange.

St Andrews College (StAC) had a strong start to rugby scoring the first try. Mr Devereux had a team talk with the boys and from that point on Medbury started putting points on the board. The second half of the game was a lot more even, with both sides enjoying the game which was played with a great display of sportsmanship and grit. The final result was 44-21 to Medbury.

Hockey was an extremely tough game. The game started off with a kick and a roar. It was a very close game with the ball going back and forward and both teams having even possession. There were a lot of shots at goal from both teams but the goalies put on an impressive performance to keep most of them out. The last five minutes were all in Medburys defensive half with StAC getting two quick penalty corners in the last minute of the game. They managed to score on full time resulting in a 2-1 win to StAC.

Medbury showed a lot of determination in the three football games, unfortunately though we didn't manage to secure a win. The teams all enjoyed their games and dug deep, while showing some impressive skills. It was a new and challenging experience for some of the teams playing full field and eleven aside for the first time. Medbury 13 Red lost 1-4, Medbury 12 Red lost 3-5 and Medbury 12 Blue lost 4-1.

Overall it was a great day of sport. I would like to thank Mr Gilbert for organising a great afternoon of sport.

Jack Bishop, 8E



Winter Sports Exchange with Huntley School

The Huntley Exchange took place at Medbury on Thursday 20 August. Despite Alert Level 2, Huntley still came to Christchurch to play annual fixtures in football, rugby and hockey.

It was great to see some of the players that hosted us last year on the North Island Tour and we enjoyed taking our turn hosting.

At the start of the football game, there was a one minute silence in memory of young Old Boy, William Quin (former Ilam Vice-Captain, Class of 2012) who was recently taken from us. Will was a former member of the 1st XI, and involved in a number of other activities and is remembered for personifying the Medbury Values.

Football

In football, the Medbury 1st XI adjusted well to the smaller goals and pitch, winning 3-1 convincingly. Ewan Whiteside won Player of the Day, scoring 2 goals, while Ollie Young sealed the victory with the 3rd. Huntley then made it 3-1 with a penalty with a few minutes to spare. It was a shame not to get a clean sheet,



but the boys played well and it was a well-deserved win.

Rugby

In the first half the teams were very evenly matched. At half time the score sat at 0-0. In the second half, Huntley opened the scoring and converted the kick, putting them in front, 7-0. Sam Cochrane finally broke through the Huntley defence and scored. Ben Campbell then converted the

kick. With seconds to go, Medbury conceded a penalty in front of the posts, which was calmly converted by Huntley, giving them the win, 10-7, in the final seconds of the game. Sam Cochrane was Player of the Day.

Hockey

The hockey match started off extremely well for Medbury, with two goals being scored in the first five minutes. The first goal was by

Felix Stanton; the second goal was scored by Liam Hall off a penalty corner. Huntley then put on the pressure, just missing two goals, which Loch Alexander saved brilliantly. Just before halftime, Huntley had the ball in the circle and scored a great goal. The final score was 2-1 to Medbury. Henry Hiatt was Player of the Day.

Ewan Whiteside, 8E



From the Boarding House



John Ogston

Highlights of Term 3

Term 3 proved to be another busy term at Medbury School and in the Boarding House.

After an interrupted start to the season many of the boys got stuck in to their Winter codes. This saw the number of boys staying in on a Friday night increase. Mr Black was beaming ear to ear as he loves nothing more than 90 minutes of Friday night football in the gym to finish off the week!

Many of our boarders also participated in sports exchanges during the term against St Andrews College Preparatory School and Huntley School, with boys experiencing both victory and defeat. All games were played in good spirits with the boys involved upholding the Medbury values.

Then who could forget the nail biting Boarders v Day boys on The Medbury Green! All of the Boarding staff were extremely proud of how the boarders (many who were not regular rugby players) trained and performed on the day. Congratulations to Mr Theunissen and Mr Dormer who did a sterling job coaching the boys.

It was a shame that COVID-19 required Student-led conferences to be held at home. I was lucky enough to see many of our boarding boys in rehearsal for these and I could see the time and effort they had put in. I hope whanau enjoyed seeing their son take the mic at home!

A highlight of the term for many of the boarders was the visit from the Cheapskates Skateskool. They provided the equipment and expertise and delivered a skateboard session for all the boys. Instructor George had them 'popping ollies', 'grinding rails', and pulling off some 'gnarly moves' in no time! I am sure I saw Mrs Black getting some air!

I wish all the boys a happy and safe holiday break and look forward to seeing them back raring to go for Term 4.

John Ogston
Director of Boarding

... 'popping ollies',
'grinding rails' and
'gnarly moves'
...I am sure I saw
Mrs Black getting
some air!



Centenary 2023



Elizabeth Macpherson

The Countdown is On...

Medbury has taken one of its first formal steps towards our Centenary in 2023 with the appointment of Elizabeth Macpherson as Centenary Events Manager.

It is time to pull out the diaries and mark the date with Thursday 9 February only 2 years, 3 months, 3 weeks and a matter of days away at the time of publication of this edition of *Play the Game*.

So who is counting? We are! The Medbury community will start the official countdown throughout Term 4 towards the School's Centenary as we begin planning for a host of 100th birthday celebrations in 2023.

We have 100 years of memories to compile and Old Boys, former staff, and past parents to find and we need your help. In the coming months, we will be reaching out to all past and present Medburians to ensure we have your correct contact details and to seek your help in filling class roles, staff rosters, MPA committees and past parents for as far back as we can.

And that is not all! We would love to hear from you to gather stories, photos, memorabilia, old uniforms – any

piece of Medbury history that you are able to share with the rest of the Medbury family when we celebrate 100 years of educating boys.

While we will begin reaching out to the Medbury family in coming months, you do not need to wait to hear from us. If you have any stories you would like to share, or if you would like to come into the school to look through past photos from your year group to help us identify past students and staff, please let us know and we will put the kettle on.

We would also like your ideas on how you would like to celebrate the School's Centenary with your year group. If you would like to be involved in the Centenary, please call Elizabeth Macpherson on 03 351 6169 or via email at Elizabeth.Macpherson@medbury.school.nz. We would love to hear from you!

Elizabeth Macpherson
Centenary Events Manager
Medbury School

2	3	3	1 less
Years	Months	Weeks	Day



From the Trust Board



^ Anthea Herron

Incredible Staff, Steady Stewardship

Despite 2020 being a strange and somewhat wobbly year for many of us, this edition of *Play the Game* shows us how life at Medbury has continued 'as normal' in so many ways.

Many visits and trips to interesting places have gone ahead, the always amazing Year 8 production wowed the audience and the sports events and exchanges have been as nail biting as ever (with live streaming making crowd logistics easier!).

This is all down to our incredible staff who this year have gone above and beyond to ensure continuity and stability for the boys. The Trust Board is extremely grateful for the steady stewardship of the Headmaster and we thank each and every member of staff for their dedication and commitment to the School during this somewhat unpredictable year.

'Perseverance' is the Medbury value that comes to mind with so many other values applicable, given the extraordinary time and effort given by all staff this year.

As you know, the Trust Board is responsible for the strategic direction and educational, financial and overall management of Medbury. There is no doubt that moving forward with our planning for the School in uncertain times provides its challenges. As the saying goes, predictions are difficult, especially about the future. While 'uncertainty', as a concept, is everywhere we look these days, uncertainty is the very reason Medbury has its Strategic Plan in place. Without uncertainty we would just plan to go from A to B with no thought of adapting to what the future brings. By constantly referring to our Strategic Plan, the Board is able to account for uncertainty in a clear and robust way with proper planning for different eventualities. Having said all that, we do hope for more settled times ahead.

Anthea Herron
Chair
Medbury School Trust Board.

'Perseverance' is the Medbury value that comes to mind...

The Medbury Old Boys' Association



^ Andrew Yee

Leaving a Positive Legacy

At the end of Term 3, I enjoyed attending a Years 7 and 8 Assembly where I was interviewed by the Prefects. I thought it was a very timely interview heading into the final term, with the Year 8s thinking about High School, and the Year 7s thinking about taking over the leadership roles of the School.

As expected, many of the questions were around High School and what to expect moving to a new school. Reflecting back on my time in Year 8, we were also lucky enough to have an Old Boy come and talk to us about what to expect in the future, which helped us a great deal. I was honoured to be able to have the opportunity to do this for the current senior school and I was able to echo the same advice which was given to me all those years back; 'As long as you live and work by the Medbury values and what you have learned here, you will be just fine.' One thing that really stands out is that although the architecture and personnel at the School have changed, the core principles and values have remained, and this is what separates Medbury from other schools. There is no doubt in my mind that Medbury, with its highly regarded teaching staff and leadership under Mr Macpherson, will have set the boys up to be able to succeed in anything they set their mind to, not only in High School, but also for the rest of their lives.

Andrew Yee
President
Medbury Old Boys' Association



The Medbury Parents' Association



^ Hayley Middleton

Opportunities and Achievements

What a spectacular opportunity 2020 has provided to stop, take a breath, reflect and adjust our armour. Looking both left and right it is with much pleasure that I reflect on what the MPA team have managed to achieve thus far.

The Medbury Business Directory has managed to evolve as intended with the inclusion of company logos. The uptake of this has been amazing and continues to be an ongoing opportunity. As I type the directory profiles 73 Medbury associated businesses and/or services.

The 2020 Quiz Night – "An Essential Night Out" has been exceptionally supported with tickets selling out in 8 days. With the date moved to Saturday 31 October, the excitement continues to build for a super fun night out and the hard-working sub-committee will not disappoint. Be sure to check out a new initiative which utilises the School's technology and provides the opportunity to bid on some amazing auction items leading up to the event, giving those who are not attending a chance to win too!

This year's Breakfast with the Boys guest speakers are double amputee, mountaineer, Paralympian silver medal cyclist and motivational speaker, Mark Inglis and renowned (Britten) motor cycle engineer, true entrepreneur and Medbury parent, Wayne Alexander. Working off their first meeting in 1997 they will deliver inspirational examples of where sheer grit, determination and challenging the status quo has led to greatness.

2020 will see the inaugural launch of the Year 8 Leavers Hoodie. The boys excitedly voted on their preferred design which will be available in time for the Year 8 camp.

The Art Card Fundraiser was bought back by request and has once again been a huge success. A very special thanks must go to Head of Art, Sandra who has been our lead supporter ensuring the boys produced stunning bright and colourful art works that can be used for any occasion.

And be sure to keep your eyes peeled for our annual Christmas Cake Orders, as this year we are the 'exclusive school' partner with the coveted Crowe & Co. We cannot wait and feel very lucky to secure this stunning point of difference.

Of course none of this would be possible without the incredible talent and passion that sits within the MPA committee. Our newest members Janelle Pritchard, Sally Bettman and Annabel Shand bring an impressive portfolio of experience in the areas of events, fundraising, marketing, investment and business process and have hit the ground running in what is indeed a 'unique' year. Together we thrive and feel fortunate to represent the parent voice within the Medbury community. It's hugely rewarding to see the culmination of ideas and tenacity.

Hayley Middleton
President
Medbury Parents' Association

The Medbury School Foundation



^ Board members

Top left: Andrew Taylor, George Forbes (Chairman), Michael Flatman (Trust Board representative)

Middle: Phillippa Luxton-Pye, Brian Loughhead (Business Manager)

Front: Jane Northcote, Anthea Herron (Trust Board Chair), John McBrearty

Absent: Ben Voice, Ian Macpherson (Headmaster).

New Member Appointed

Since its formation in 1983 the Medbury School Foundation has stood as a resource to protect Medbury and to provide it with support during some of its most important moments of the last 37 years.

My sincere thanks to all my fellow Board of Management members for their continued efforts as this extraordinary year unfolds, and as the general economic situation develops.

A special thank you to Jane Northcote (pictured in the front row, far left) who retired from the Board at the recent Annual General Meeting on 10 August 2020 after a decade of service. Jane has diligently provided a balanced and hugely valued contribution throughout those years and the Foundation is appreciative of all that she has done for the Medbury family.

We also welcomed Andrew Taylor (pictured in the back row, far left) to the Board at our 2020 AGM. Andrew is an Old Boy and a former parent. Andrew's father, Bill Taylor, is a past Foundation Board Chairman and this long-running family connection is symbolic of the inter-generational strength within the Medbury community.

George Forbes
Chairman
Medbury School Foundation



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