

TEMPUS

WOODFORD HOUSE MAGAZINE • ISSUE 11 • AUTUMN-WINTER 2018



WOODFORD
HOUSE

HOME TO EXCELLENCE

1894 **125** 2019



Celebrate with us 125 years of history

Friday 22 February – Sunday 24 February 2019

Join us for a weekend of special events as we honour and celebrate the vision of our Founders. Woodford House has proudly provided more than 5000 girls with a world-class education across 125 years.

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Woodford House is seeking naming right sponsors from individuals or organisations for key events during the weekend including the 125th Celebration Cocktail Party and Gala Lunch.

For further information please contact:
Mr Ted Jones, Business and Operations Manager
Mobile: 027 491 1688 Email: ted.jones@woodford.school.nz



Home to Excellence **Principal's Perspective**

At Woodford House, we encourage girls to strive for personal excellence in all their pursuits and, this year, we continue to focus on cultivating a culture of excellence in every area of the School, from teaching and learning to boarding, the administration and the grounds and facilities that our girls live and learn in every day.

As part of this effective internal evaluation, we invited independent reviewer Lara Meyer, an evidence-based Educational Consultant, to Woodford House with the aim that her findings would assist in future planning and provide a focused approach to school-wide improvement.

The School Improvement Review assessed our school across nine domains of effective school practice, including resources, data collection, teaching practices and school culture. The results highlighted a number of outstanding areas and the valuable feedback will be used to develop strategies to further enhance optimal student outcomes (Read the findings on page 9).

This focus on internal evaluation and continuous improvement aligns directly with our new brand strategy and tagline of "Home to Excellence".

Our strategy and tagline are the result of extensive research, consultation and experts working together to distil the essence of Woodford House in a succinct way that the entire community can be proud of.

The 'Home' affirms that we are, first and foremost, a boarding school for girls – a home away from home that is inclusive. We are also the only school in New Zealand to be called a house, not a school or college, making it truly unique to us. The word 'Excellence' comes from the standards we set, the results we see and the vision we have for girls' education.

The combination of 'Home' and 'Excellence' has been curated intentionally to highlight the importance of a holistic education. When effective teaching and learning is supported by a high level of pastoral care, students can accelerate their learning and reach personal bests.

While a culture of excellence is a focus for us this year, it certainly isn't a new concept at Woodford House. This is evident when reading the remarkable stories that follow, from our current girls' outstanding NZQA Scholarship results to Old Girls who are leading rich and meaningful lives.

Woodford House truly is a Home to Excellence. ♦

Julie Peterson, Woodford House Principal

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Tempus is the official magazine of Woodford House. It is designed to share information with our school parents, families, Old Girls, and the wider community. It is prepared and distributed by Woodford House, copyright 2018. All editorial and advertising enquiries should be addressed to:

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FEATURE STORY

HOME TO EXCELLENCE

During the past two years, we have been looking at the Woodford House brand and how we can distil who we are and what our purpose is in a succinct way that the entire community can be proud of ...

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ARTS CLOSEUP

PRIORITISING PERFORMANCES

The benefits of learning a musical instrument are well known ...

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HOME TO EXCELLENCE

BY CHLOE JOHNSON
COMMUNICATIONS AND DEVELOPMENT MANAGER

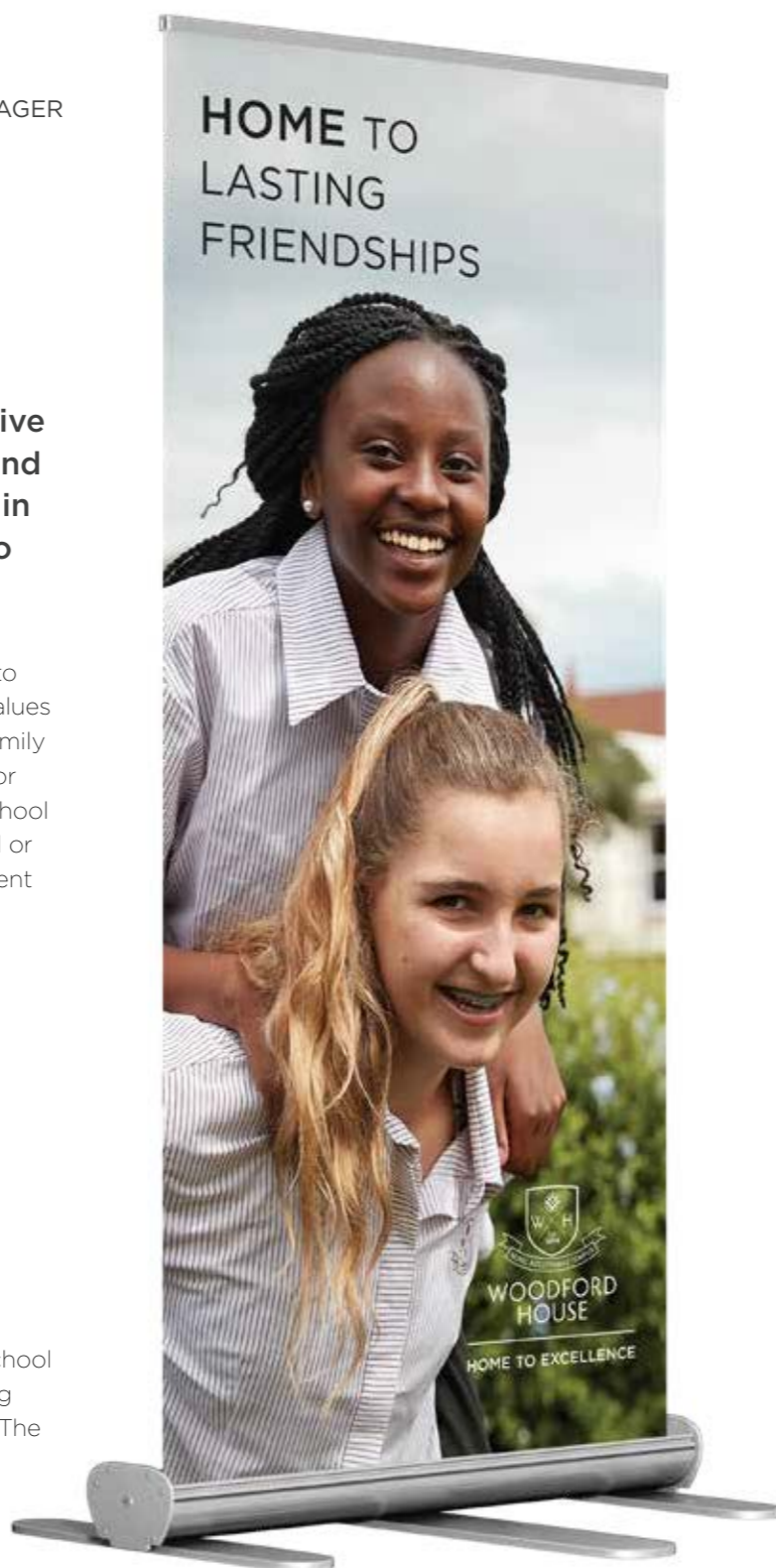
During the past two years, we have been looking at the Woodford House brand and how we can distil who we are and what our purpose is in a succinct way that the entire community can be proud of. Extensive research, community consultation and working with experts have resulted in a new look and feel that is unique to Woodford House.

Our team has developed a new tagline of 'Home to Excellence', which encompasses two important values of Woodford House. The 'Home' represents our family focused approach as a leading boarding school for girls. It also acknowledges that we are the only school in New Zealand to be called a house, not a school or college. The 'Excellence' represents our commitment to provide an exceptional education for every girl, so she can achieve her personal excellence.

The pursuit of excellence and empowering our students to be 'better than the day before' have always been prominent at Woodford House. This tagline allows us to showcase our culture of excellence through rich story-telling.

Throughout the year, we will share stories of excellence on the School's website, social media channels and in our publications such as the Prospectus and *Tempus*.

Home to Excellence has already come to life at school as students and staff pledged what they are going to do to reach their personal excellence this year. The pledges have been turned into visual art displays across the School for everyone to enjoy. ♦



Woodford House is home to ...

Lasting Friendships

Friendships last a lifetime at Woodford House. Girls are well connected from the day they arrive to the day they graduate, and beyond. Making friends is an important part of a girl's development as it provides them with a true sense of belonging.

Faith and Hope

Our beautiful Chapel sits at the centre of the School and represents the heart of the Woodford House Special Character. The spiritual ethos equips our girls to be good citizens imbued with a deep sense of purpose and love for humanity.

Curious Minds

Curiosity is an important intellectual trait that keeps the mind stimulated. Our girls are encouraged to be curious, ask questions and challenge theories as this often leads to great discoveries and wonderful opportunities.

A Sense of Belonging

Our girls are part of an extended family and feel comfortable, nurtured and safe in their home away from home. Girls who are deeply cared for, included and respected as individuals will feel a strong sense of belonging. This then leads to self-belief and becoming the best they can be.

Fighting Spirit

The Woodford House spirit is intangible but ever present in our girls. True grit and determination forms the glue that binds our unique community and the belief that, together, we can achieve anything.

Courageous Acts

Every girl at Woodford House is encouraged to step outside of her comfort zone as this is essential to personal discovery and growth. While courage is defined as being brave and confident enough to do what you believe in, we recognise that looks different for each girl.



YEAR 12 STUDENTS AWARDED SCHOLARSHIPS

BY CHLOE JOHNSON, Communications & Development Manager

The power of setting goals, believing in yourself and having a healthy appetite for learning has paid dividends for three Year 12 students who have been awarded a New Zealand Scholarship, a monetary award that recognises top scholars throughout the country.

About NZQA Scholarship

New Zealand Qualifications Award's Scholarship is a monetary award to recognise top scholars throughout the country.

Scholarship students sit a challenging examination at the end of the year, which is in addition to their National Certificate of Educational Achievement (NCEA) studies. Scholarship is an award and does not generate or contribute to NCEA credits.

In 2017, more than 9800 students entered New Zealand Scholarship across 35 subjects and 2413 students were awarded one or more scholarships.

Scholarship students are expected to synthesise and integrate concepts, and to apply higher level thinking based on in-school and independent learning. ♦

The New Zealand Qualifications Award's (NZQA) Scholarship was primarily designed for Year 13 students who are going on to full-time tertiary study, so to receive the award in Year 12 is extraordinary.

Madeleine Fenn, Georgia Trent and Emily Park were thrilled to learn of their Scholarships alongside four Year 13 students, Catherine Nettlingham, Tajpreet Padda, Susannah Hansen and Elizabeth Dawson.

This year, Woodford House celebrated its highest number of Scholarships with 10 being awarded across the curriculum areas of English, accounting, chemistry, history, physical education, music and design.

Madeleine, who received two Scholarships in history and English, believes her success was the result of passion combined with extensive reading.

"Choosing subjects you are passionately interested in and that you genuinely love learning about really helps. Also, reading and absorbing as much information as you can," Madeleine says.

In addition to gaining two Scholarships, Madeleine received Excellence Endorsements in all five of her courses last year.

This year, Madeleine has raised the bar and intends on sitting

Scholarship in five courses - geography, English, classics, art and history.

This year's Head Prefect, Georgia Trent, received a Scholarship in physical education, and Head of Music, Emily Park, received a Scholarship in music.

Both students are immensely passionate about their respective areas which, like Madeleine, they believe contributes to their Scholarship success.

Emily has been a keen musician for 10 years and is involved in a range of extra-curricular activities such as the chapel choir, chamber music and itinerant music lessons.

She says Woodford House has provided her with the opportunity to experience operas, productions and concerts outside of school, which has continued to fuel her love of music.

"My teachers and the Visual and Performing Arts Department have been opening my eyes to the world of music for many years, providing me with experiences that I can translate into my work," Emily says.

Madeleine, Georgia and Emily also credit the School's Scholarship Academy, which supports girls in their studies while creating links with academics in our community. ♦

HOME TO COURAGEOUS ACTS: FROM LEG BRACES TO A BALLET POINTE

BY CHLOE JOHNSON, Communications & Development Manager



Watching Amelia Ashby dance is like poetry; she is graceful, elegant and always smiling. Her dancing draws you to the stage.

Her long limbs provide fluid movement with a gracious presence that would fool anyone into thinking it all comes naturally for the Year 9 student at Woodford House.

The truth is that every pointe, every pirouette, every plié is a rewarding chapter in the story of a determined girl who was once unable to walk without assistance.

Amelia was born with hip dysplasia, curvature of the spine and a torticollis, a rare condition which affects the neck muscles, causing the head to twist to one side. At 15 months old Amelia suffered a second stroke, leading to a diagnosis of cerebral palsy.

As a little girl, Amelia wore leg braces and special walking boots

with iron supports for her ankles. She relied on railings for stairs, a standing frame to support her spine and a lot of time on the floor to strengthen her muscles.

"I also had to wear a special helmet, like the rugby players, with a cone on the back for 23 hours a day for many months to stop my face sliding around my skull and to help strengthen my neck due to the torticollis," Amelia says.

Amelia has had more medical attention than many of us would have in a life time. During her treatment, a specialist recommended Amelia start dancing as it could help with her balance and to strengthen her hips and spine.

Since that day, Amelia has

used ballet to build her physical strength, keep active, make friends and gain self-confidence.

While sheer determination, courage and passion have taken Amelia from leg braces to a ballet pointe, she also has a strong support network to thank.

"Having a mum who pushed me all the way, constantly saying I could do it and that I was as good as anyone else. My teachers treated me the same as the other dancers. My mum never allowed my examiners to know of my disability - I have passed all with them not knowing my background."

Amelia says she'll continue ballet for as long as her body allows and looks forward to participating in school productions. ♦

Culture of Excellence

BY ABBY BESWICK, WRITER



The pursuit of excellence and empowering our students to shine have always been prominent in Woodford House culture.

As part of this, we are committed to continually looking for ways to improve our school and the education we offer. In February we invited independent reviewer Lara Meyer to Woodford House, with the aim that her findings would assist in future planning and provide a focused approach to school-wide improvement.

The School Improvement Review assessed our school across nine domains of effective school practice including resources, data collection, teaching practices and school culture. The results highlighted a number of outstanding areas and the valuable feedback will be used to develop strategies to further enhance optimal student learning. Significant findings were:

Improvement agenda

The Senior Leadership Team has clear targets to improve student performances, with an effective focus on core learning priorities and a strong belief further improvement is possible. The Senior Leadership Team is eager to learn from research evidence, international experience and other schools that have achieved significant improvements.

Data

The School is implementing a plan for the collection, analysis and use of student achievement and wellbeing data, including test

results in areas such as literacy, numeracy and science. Data is used throughout the School to identify gaps in student learning and to monitor improvement over time. Staff show a sophisticated understanding of student assessment and data concepts.

A culture that promotes learning

"The school ethos is built around high expectations and a commitment to excellence. There is an expectation that every student will learn and achieve positive outcomes," Lara says.

There is a happy and optimistic feel to the School, no obvious behavioural problems, high rates of engagement and a strong sense of pride in the School. Interactions are focused on the learning and wellbeing of students, and continually improving the School's ability to meet their needs.

Targeted use of school resources

The Principal and other school leaders have given a very high priority to understanding and addressing the learning needs of all students. This is shown by the use of systematic strategies to assess student needs and finding creative solutions.

An expert teaching team

The teaching staff are experts in their fields and, with school leaders, take responsibility for improving student learning and wellbeing. High priority is placed on professional development for staff.

Systematic curriculum delivery

The School's curriculum delivery plan reflects a shared vision and addresses all learning areas. Key competencies are understood, valued and used as active learning streams for all students.

Differentiated teaching and learning

School leaders encourage teachers to tailor their teaching to student needs. This includes use of assessments to identify student progress and identify gaps.

Effective pedagogical practices

School leaders are committed to continuous improvement in teaching practices throughout the School and expect team leaders and teachers to identify ways of doing this. It's clearly understood what students need to learn.

School community partnerships

The School has a range of current partnerships with families, local businesses and organisations, each aimed at enhancing student outcomes.

Creating a culture of excellence relies on a highly collaborative approach - working together towards the same goal. This review shows our investment of time, effort and expertise continues to ensure Woodford House drives towards this. It has also provided us with opportunities to develop new strategies for supporting girls in their educational goals and growth as women. Woodford House is a school we can be proud of, and remains one where every student has the opportunity to excel. ♦

Home to Curious Minds

BY CHLOE JOHNSON, Communications & Development Manager

Curiosity is an important intellectual trait that is encouraged and embraced at Woodford House.

Being curious keeps your mind stimulated and opens up a world of opportunities, which Year 9 student Ella Simmons knows all about.

Ella loves learning and can often be found acquiring knowledge in the classroom or through reading books, watching the news and researching on the internet. Her inquisitive nature, combined with a passion for the ocean, has helped Ella become a budding conservationist.

During the past few years, Ella has been learning about pollution, climate change and rubbish, and how they affect our environment.

"The sea is a beautiful thing. It takes up more than 70 per cent of the world, and when I look at it, it makes me feel really small. I spend quite a bit of time by the sea, as I do surf life saving, and it is really sad that humans are

causing the death of many sea creatures.

She says it is important to save the sea life because every living thing in the world is dependent on every other living thing in some way or another.

"Humans are dependent on the sea, as it provides food, oxygen, and even business, among many other benefits."

Last year, Ella wrote a poem for New Zealand's Seaweek about how humans are killing sea turtles. Her poem not only won prizes, but it was turned into a video by Auckland Zoo and shared on their Facebook page, reaching more than 3000 people.

"I particularly care for the turtles because some species are critically endangered and I'd like to help this."

It is Ella's curious mind that is helping save the environment one key message at a time. ♦



Ella Simmons with a red-eared terrapin.

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GEN Z: HUNGRY FOR A GOOD STORY

BY STEPHANIE RUSSELL, DEPUTY PRINCIPAL - STUDENT WELLBEING

It was always going to take more than a box of barley sugars, a carton of Just Juice and the 40-hour famine initiative to inspire our Generation Z digital natives. At Woodford House, we have been challenged on how we best inspire our girls to think global and act local.

Gone are the days of videos of starving African children that once prompted the mass Generation Y uptake of the 40-hour Famine. Gone are the days of 'slacktivist' Millennials. Instead, Generation Z is a sophisticated cohort, born in the late 1990s to the first decade of the 2000s. They are recognised worldwide for their technological skill, their social consciousness, their pragmatic optimism and their motivated focus on solutions.

Canadian social activist Craig Kielburger, co-founder of youth development charity Free the Children, believes "this generation is growing up in the shadow of 9/11, growing up with global issues like climate change and poverty dominating the news, at a level where they understand how interconnected we are in this world. In previous generations, there was a feeling that when you were young, you were a passive bystander, an adult in waiting, but

today, because of technology, young people have this sense of self-confidence and a belief they can change the world".

Our active Generation Z love to build empathy through storytelling. This reflects their

"Generation Z is a sophisticated cohort, born in the late 1990s to the first decade of the 2000s."

daily crafting of personal stories on social media. This bears out local parental observations of time spent on carefully curated Instagram stories and short lived Snapchat threads. It hasn't happened if it hasn't been posted and liked. Why so? Neuroscience

has shown that narrative is very useful in conveying information: stories evoke emotion and empathy and release dopamine into the system. Called 'Ghandi neurons,' these pathways allow us to respond as if we were also experiencing the event and really feel for the people to whom we watch or listen. Empathy and understanding of one another can translate into positive action locally and globally.

The Senior Curator of Public Programmes at the National Library of New Zealand, Zoe Roland, said, "oral and personal narrative storytelling as a community-focused history cannot be underestimated in its ability to shape and lead 'compassionate citizenship'."

It has been heartening to witness this Generation Z magic at Woodford House. The year began with a Service focus for Year 12 students where the Red [👉](#)



Deputy Principal - Student Wellbeing
Mrs Stephanie Russell



Year 12 students with refugee Mayada Ali
and members of the Red Cross.

Cross addressed us on the topical issue of refugees. We heard from 18-year-old Mayada Ali, a refugee from Iraq and Syria, who is in Year 12 at Palmerston North Girls' High School. Her story was harrowing and eye-opening as she spoke of her journey to freely enjoy an education.

"For me, my childhood memories are the war in Iraq. My sibling and I did not go to school every day because there were terrorists and tanks everywhere.... After seven years another war started with conflict in Aleppo. One of my friends died in a bomb attack. That really made me sad. We started moving from city to city in Syria for our safety. It was better to stay home and I couldn't go to school

in my last years because it wasn't safe," Mayada said.

She ended with, "I am happy because I have a safe life, I am happy because I go to school every day and because I have freedom. Whatever the life circumstances are, never give up, be a strong person".

Her story prompted action from two of our Year 12 students, Katarina Porima and Scarlett Neilson, who became part of the first National Red Cross Youth Ambassadors group.

"I've always been interested in Foreign Affairs, so I was inspired when Red Cross came and said that we could have an opportunity to be a part of that," Katarina said.

Our girls hope to expose New Zealand youth to what Red Cross do and to work here at Woodford House.

Spoken like a true Generation Z, Scarlett says: "I think my drive comes from helping others. When the Red Cross visited us I saw an opportunity to incorporate service into my future career".

Lara Bowering, new owner of the Havelock North Physiotherapy Clinic, spoke thoughtfully at the Prefects' Servant Leadership dinner for Woodford House, Iona College and Lindisfarne College in March. Lara outlined how, at 17 years old, poised to study aeronautical engineering, she volunteered in Africa for a year at remote and

desperate HIV camps and later with landmine survivors. This time influenced her course of study and her future. Lara is still fully immersed in service work all over the globe, even as she operates her two physiotherapy practices in Tauranga and Havelock North. An early adopter, she challenged the Generation Z listeners to consider that being humanitarian and successful in business were not mutually exclusive. Her time working alongside agencies and organisations in Nepal, Cambodia, Thailand, Vietnam and India resonated with the Prefects who had travelled, or are travelling this year, to similar overseas service destinations. Her advice? "Don't think of 'what'

"For me, my childhood memories are the war in Iraq. My sibling and I did not go to school every day because there were terrorists and tanks everywhere."

you're doing, think of the 'who' and the 'why'. The problems are so big. Sometimes all you can do is be in the moment with the person."

Service Prefect Lucy Roberts says, "Lara has seen and done so much in so many places. We're all keen to have her speak again".

It is great to see the academic research supports what is already in process at Woodford House. Our girls are already thinking

and acting on a global and local stage. They are energised and inspired by a strong personal story and, having heard the maxim "be the change you want to see in the world", many are working to be similar role models themselves. If you know an inspirational storyteller or have an inspirational story, please make contact with the School. We all love a good story. ♦

Entrepreneurship Education

BY TONI DUNSTAN, DIRECTOR OF INNOVATION

“If the skills students learn are aligned to growth industries and sectors where there is the greatest job security, entrepreneurship would become a core subject for all students.”

The NZ Curriculum - Education for Enterprise

The importance of preparing our students for a fast changing future is (or should be) at the forefront of educational thinking. We are experiencing an unprecedented rate of economic and social change. As educators, we are having to prepare our students for problems, technologies and jobs that are currently unknown. It is therefore important to provide our students with real world learning opportunities that will enable them to be prepared with a portfolio of 21st Century skills.

As a consequence of this environment, and as Head of Business Studies at Woodford House, I am interested in the best way to help students develop entrepreneurship as a valuable 21st Century skill.

According to statistics released by the Ministry of Business, Innovation and Employment, small businesses count for 97% of enterprises in New Zealand. They are crucial to our economy and are often referred to as ‘the engine room of growth’.

With technology such as Shopify and Facebook Shop becoming so accessible, it is



Director of Innovation
Toni Dunstan

perhaps easier than ever to start a business. The challenge, however, is developing that business into a sustainable and profitable one.

I believe it is vitally important to encourage our students to develop their own business ideas, and expose them to alternative career opportunities, including self-employment as an entrepreneur. As technology further disrupts education, students will question the value of the education they are receiving and its relevance to future employment.

This year, Woodford House introduced a Level 3 (Year 13) business studies course into the curriculum aimed at providing students with experiential learning in a business context.

This course incorporates the Young Enterprise Scheme (YES), a national programme where students work as a team to establish an innovative and sustainable business. Students

learn about business planning and operations, and develop a range of 21st Century personal and business skills. They also consult with, and create, valuable networks in their community.

Although we are only half way through the programme, it is the most rewarding involvement I have had in education to date. The students are completely engaged, committed to their area of interest and accountable to not just themselves, but to each other in their groups. The students are so engaged in their businesses that sometimes I feel I’m interrupting their learning when I need to speak in class.

There is no denying the world is changing faster than we can keep up and some would argue that education has a lot of transforming to do. But I believe our role as educators is simple: it is to help our students act with passion and purpose in the world. Now, what an exciting future that will be. ♦

Young Enterprise Groups

MyTAPP

Group: **Sophie Svenson, Monique Way, Bridget de Lautour, Francesca Arlidge**

MyTAPP is a 21st century tutoring app for android and iPhone. The proposed idea is a service where high school and university students can connect with tutors through the App for free. Users can either look for a tutor, or post their profile to become a tutor.

Bayuble

Group: **Sarah Wixon, Rylie Bensemann, Zoe Rookes, Maggie Peacock**

This group has developed an idea to revolutionise the stickers found on fruits such as apples, bananas and oranges. They hope to create a new type of sticker, an ‘Uble’ that is soluble in water. This will encourage fruit-purchasers to wash their fruit, in order to get the sticker off - whilst hygienically washing away and removing any germs and/or spray chemicals from the fruit.

Te Ranu

Group: **Briana Lyons, Lucy Roberts, Hanna Ellingham, Arshdeep Shetra**

Te Ranu (The Sauce) is a healthy alternative to tomato sauce. After winning the CREST product development challenge last year, this group is looking to further develop their product and produce it.

Rain Works

Group: **Jessica Guy, Ava Bake, Jemima Peck, Katie McNeill**

Rain Works has developed an idea to change children’s perceptions of drinking water by creating a new name and concept. The group aims to develop a revolutionary 350ml boxed water, disguised as ‘Rain Juice’. They want to encourage children to make healthy diet choices and discourage them from wanting the artificial, sugary, modern beverages that are dominating the shelves. Their overall objective is to change the mindsets and negative

connotations that many children have around drinking water, in order to improve the health and wellbeing of New Zealand’s future.

Hikoi

Group: **Georgia Trent, Isabelle Lyons, Caitlin Hooker, Lucy Sinton**

Hikoi is a user friendly app that presents the trails of Te Mata Peak in Havelock North. The group appreciates the extensive range of trails available to walk, cycle and run, but feels there is an opportunity to communicate them in an effective way for both locals and tourists.



L-R: Katie McNeill, Ava Bake, Jessica Guy, Jemima Peck.

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A GLOBAL PERSPECTIVE



BY GABRIELLE NGUYEN, DIRECTOR OF INTERNATIONAL STUDENTS

When we lift our eyes and look beyond New Zealand, it is remarkable how fast the political, social, technological and educational landscape is changing worldwide.

China is registering more Intellectual Property Rights than any other country and, thanks to social media platforms and software such as WeChat and Alipay, the Chinese society has become almost cashless. In Europe, Finland is building a wall-less school where classes are determined by topics of interest, not by age. Japan is developing robots to replace human beings in certain jobs. Careers that exist now might disappear, not in 50 years' time, but in five years' time because of the rapid development of digital technologies and the

unstoppable force of globalisation.

Our young people can no longer be content with obsolete skills. To stay relevant and employable, our students need to acquire a range of specific future-focused skills.

In 2017, the Economist Intelligence Unit commissioned a study to evaluate the world's education systems to see how well we are preparing our children for an ever-evolving and complex future. The index scored each education system in three categories: policy, teaching, and socio-economic environments. In summary, the study recognised

that a generally open society, which is fair and inclusive, prepares its younger generations better for the challenges of a changing future.

Woodford House recognises the importance of promoting cultural intelligence and global citizenship to our young women and, as a result, introduced a new Global Prefect role this year, which is held by Sarah Wixon.

The Global Prefect works closely with the International Department to help establish a positive and welcoming school environment where diversity is embraced.

An initiative that Sarah, together with the whole student Prefect team, started is a weekly Perspective Post aimed at informing our community of world issues and global perspectives. The posts also encourage their peers to take action and be responsible global citizens.

In addition to learning about global citizenship, Woodford House provides our students with the opportunity to live and learn from a variety of cultures. We are honoured to have international

We also offer a range of opportunities for our students to visit international schools. Last year, Year 12 student Olivia Eames spent two weeks at our sister school, Chengdu Wanda No. 7 School in China where she learnt the Chinese language, enjoyed the local food and saw pandas. She also attended classes in Chinese and gained a greater empathy and respect for international students studying in New Zealand.

The world has changed, and is

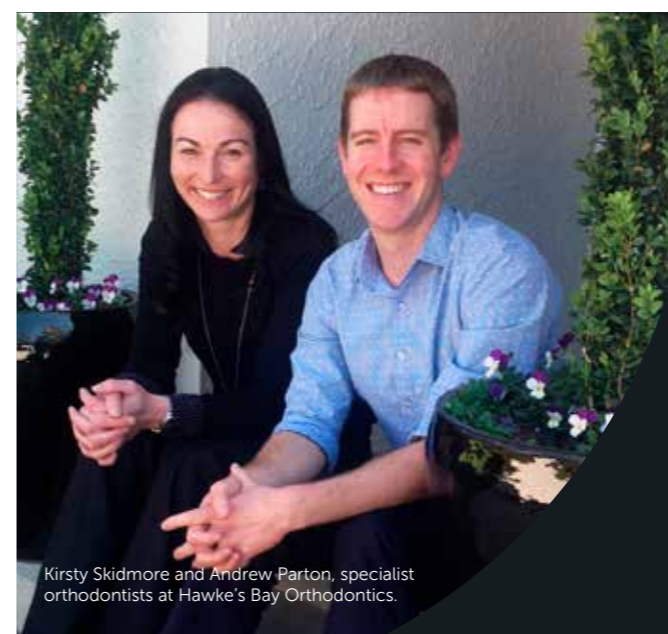
“Our young people can no longer be content with obsolete skills. To stay relevant and employable, our students need to acquire a range of specific future-focused skills.”

students from Thailand, Germany, Vietnam, China, Japan, Futuna Island, South Korea, and Taiwan. This allows our New Zealand students to access a cosmopolitan world beyond Woodford House.

still changing rapidly; therefore, education cannot stay in the industrial age. It has to move on and prepare for the information and innovation era. Our students will not only have to compete

locally, they must compete across global borders for the best education and employment opportunities. At Woodford House, we are committed to preparing our girls for such a future. ♦

Olivia Eames in China with Mrs Julie Peterson and Mrs Gabrielle Nguyen.



Kirsty Skidmore and Andrew Parton, specialist orthodontists at Hawke's Bay Orthodontics.

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PRIORITISING PERFORMANCES

BY JOSEPHINE CARPENTER, DIRECTOR OF PERFORMING ARTS

The benefits of learning a musical instrument are well known – memory capacity, perseverance, concentration, promoting happiness, and support with mathematics and reading skills. These are just some of the benefits that have been proven in numerous studies such as Nina Kraus, Dana L. Strait, Emergence of biological markers of musicianship with school-based music instruction, *Annals of the New York Academy of Sciences*, 2015.



Performing Arts
Prefect Amelia Foster

At Woodford House, the combination of expert music teachers and a purpose-built performing arts centre supports the growth of girls who learn an instrument.

In addition to the benefits already highlighted, we know key attributes such as courage and resilience are developed when a musician performs their art to an audience.

While there are many opportunities for our girls to showcase their talents at Woodford House, the Performing Arts Department has identified 'performing' as a strategic

maximising practise time.

Each week, their teachers may reward the student with a P4 sticker, based on their proven commitment that week to the four 'Ps'.

When students have earned a collection of P4 stickers, they will be invited to an evening with professional performers where they will be inspired by their musical journeys. Girls may also be invited after performing in front of an audience – this may be at a school assembly or to the wider community.

“While there are many opportunities for our girls to showcase their talents at Woodford House, the Performing Arts Department has identified ‘performing’ as a strategic priority this year.”

priority this year. As a result, a programme called P4 was developed to ensure every student has the opportunity, and is encouraged, to perform.

The four 'Ps' stand for Punctual (arriving on time to the lesson), Prepared (all materials ready) Practise (evidence of practise since the last lesson) and, of course, Performance.

All music students have a practise book with tips for

The inaugural P4 evening will be held this term with musicians from Hawke's Bay-based folk group, The Rambling. One of the musicians, Emily Mackie, has a BMus (Hons) and was an adjudicator for the School's House Music Cup. The other band members have also completed tertiary studies and are working locally while pursuing their love of music and the dream of being professional musicians. Their stories will inspire girls who

wish to include music as part of life's journey.

Performing to an audience takes courage, but the rewards are enormous. P4 aims to support every girl to experience this thrill.

Evita Production

The excitement was palpable at assembly when we announced *Evita* as this year's production with Lindisfarne College. The selection of one of Andrew Lloyd Weber's most successful musicals lead to *Don't Cry for Me Argentina* being played on repeat around the School.

A 70-strong cast of singers, dancers and actors was formed between the two schools after a week of auditions and call backs which involved the aspirants, singing, dancing and acting. Since then, the cast have been rehearsing three times a week and are enjoying the passion of Latin music and the life story of Eva Peron.

Mrs Kathy Atkin, who teaches at both schools and has led two previous productions, *Lion King* and *Peter Pan*, is the Director, and is ably supported by our Head of Music, Ms Tess Tobin as Musical Director.

The choreographer is our 2017 Artist in Residence, Champa Maciel, who brings a wealth of experience and knowledge in dancing and performing on stage.

The title role, which was keenly contested, will be played by Communications Prefect, Bella Christie. Bella is a soloist with the Chapel Choir and recently represented Woodford House singing the national anthem at the Horse of the Year show. ♦

Performances will be from 20-24 June at the Lowe Walker Performing Arts Centre, Lindisfarne College. Tickets are available from: www.woodford.school.nz

A SENSE OF ADVENTURE

BY ALEX NIXON, DIRECTOR OF SPORT

There is substantial research to suggest that well-constructed outdoor education programmes positively impact young people's self-perception, their understandings of their own personal strengths, limitations and the value they bring to a team.



Left: Year 10 students at camp
Right: Rosa Chrystall and Anna McMillan, Year 10
Bottom: Gladys Lao, Year 10.



At Woodford House, outdoor education provides an increasingly important supplementary learning environment to the traditional academic environment. Outdoor education is an important opportunity to apply the cross-functional knowledge acquired in the classroom in unique ways that deepen understanding. During outdoor education, our girls achieve valuable and highly transferable skills such as independence, self-reliance, confidence and leadership. Facing challenges with a framework of

safety and support allows the girls to grow together as both individuals and year groups.

Creating and applying 'Key Objectives' for each year group is an important aspect of our outdoor education programme. Below are the key objectives that underpin the creation and implementation of each programme. These objectives show that a lot of thought has gone into making sure there is a logical progression to the teachings, learnings and outcomes that stem from outdoor education.

“During outdoor education, our girls achieve valuable and highly transferable skills such as independence, self-reliance, confidence and leadership.”

Year 7/8

Encourage group cohesion, personal challenge, leadership and cultural integration. Offer direct experiences that provide relevant, challenging learning opportunities for reflective thinking.

Year 9

Team cooperation, communication, commitment, participation and environmental appreciation.

Year 10

Introduce a range of pursuits to challenge individuals and enhance year group dynamics. Increase personal confidence and awareness through achievement and group work, while learning skills used in the outdoors. Groups will be introduced to a variety of outdoor recreational skills used in the challenging outdoor environments of lakes, rivers, native bush, caves and mountains.

Year 11

Building on the skills and experiences already attained in outdoor environments. Use outdoor education as a mechanism to deal with stress and prepare mentally for pressures associated with external assessments.

Year 12

A strong theme of developing group cohesion and providing leadership experiences. The programme is designed to test the individual's personal capabilities whilst offering fun experiences that strengthen the group in preparation for the responsibilities associated with leading the School.

Year 13

Encourage responsibility for leadership roles in the School and the qualities needed for the teamwork and support required for a successful year.

The aforementioned objectives have been created in a way that not only build on student skill-sets year on year, but also offer tangible skills and mechanisms that can be transferred to the challenges that each girl will encounter during each respective year level.

An important statement that resonated with me during the recent Hillary Outdoor Education programme was that 'adventure' is any action a person takes where they are not 100% sure what the outcome will be. For our girls this could be an activity such as rock climbing or kayaking, or something smaller but equally as intimidating, such as expressing an opinion or asking a question. It is these steps into the unknown during outdoor education, no matter how big or small, that enable our girls to develop confidence, resilience and empathy while discovering new passions and unearthing new skills.

The key to successful outdoor education programmes is 'active learning'. At Woodford House the lessons learned and applied in exciting new environments help the girls build lasting memories and deeper understandings of the world around them, and hopefully inspire a sense of adventure to last a lifetime. ♦

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Top left:
Madeleine Thompson and Fenn Braithwaite with their host sisters.

Main image:
Madeleine Thompson with her host sister Prim Wiphatphumiprates.

Below:
Fenn Braithwaite with her host sister and friends.



“I experienced some unusual things like minus 16-degree weather, snow, squirrels, yellow school buses and even fire hydrants that come out of the ground!”

HARPETH HALL

During the summer holidays, Fenn Braithwaite and I were lucky enough to participate in a school exchange to Harpeth Hall in Nashville, Tennessee in the United States.

Harpeth Hall is an all-girls private school with about 700 students. Each year, the School runs a programme called Winterim for Freshman and Sophomore students where students choose four subjects, which are not your typical subjects. There were about 30 different choices in the areas of Fine Arts, Fitness, Science, Technology, Engineering and Mathematics (STEM), Humanities and Global Perspective.

For my classes I chose Hamilton; An American Musical, (a musical about Alexander Hamilton, one of the founding fathers of America), short history, public history, which both Fenn and I were part of where we studied museums, and capoeira, a Brazilian Martial art.

While there, I experienced

some unusual things like minus 16-degree weather, snow, squirrels, yellow school buses and even fire hydrants that come out of the ground! My host family, the Wiphatphumiprates, were from Thailand, so I was treated to the best Thai food. They also took me to lots of places in Nashville such as Obry Land Hotel - a huge hotel that had an indoor city - it was full of trees, restaurants and a river inside the building. We were lucky enough to have three snow days while we were there too. I went sledding in the streets, looked at the Christmas lights and even saw a reindeer. It was an incredibly memorable experience that I highly recommend.

BY MADELEINE THOMPSON



I chose completely different classes from Maddy, only sharing public history together. I took yoga (Harpeth Hall has a purpose built yoga studio in their gym), microbiology and an incredibly eye opening history class about genocide.

My microbiology teacher, Dr Schot, had two turtles called Tryrone and Big Mama that wandered freely around the classroom and were fed vegetables.

Along with attending classes at school, my homestay sister, Reese, showed me all the fantastic sights of Nashville. Fortunately, her mum ran a

lifestyle blog based out of Nashville so she knew all the coolest restaurants and shops. On my first full day, Reese took me to the ice skating rink where I got to meet her lovely friends and make a fool out of myself. We then went to another friend's house for New Year's Eve, which was a bit strange because New

Zealand had celebrated the new year 19 hours earlier.

About halfway through our time there, we finally got snow. To our dismay, school was cancelled so we spent the day watching Netflix and eating junk food. The local food was amazing. Reese's family baked fresh southern biscuits for breakfast every morning and even cooked classic fried chicken. I may or may not have achieved my ideal summer body, but when in Rome, right? ♦

BY FENN BRAITHWAITE



DIGITAL VS DAYLIGHT

BY KELLY IVES, DIRECTOR OF BOARDING

Being a physical education and health teacher means spending time outdoors is in my DNA and my Degree. It also means that spending time indoors with technology doesn't always bode well for me.

In a professional capacity, and in my role as a parent to four children, I continually ask, "technology, how much is too much?"

YouTube, Google Docs, Spreadsheets, PowerPoint Presentations, the list goes on. For many parents like myself, it is a minefield. Social media accounts and Apps have an additional list of their own: Twitter, Snapchat, Instagram, Facebook, Messenger – and there will probably be a new one next week.

However, I believe the real debate is not about what technology is available, but how much time our children are spending on devices.

Customer experience psychologist Dr Liraz Margalit says our young people are becoming addicted to screen time and compared it to the class A drug, cocaine.

She says the brain's response to pleasure is through a release of dopamine. Hits of dopamine in the brain can feel almost addictive, and when a child gets too used to an immediate stimuli response, he or she will learn to always prefer smartphone-style interaction – that is, immediate

gratification and response, over real-world connection.

Dr Aric Sigman, an Associate Fellow of the British Psychological Society and a fellow of Britain's Royal Society of Medicine, says a child's developing brain may be permanently damaged if they get hooked on digital devices.

unanswered questions is, what long term effect is it having on the developing brain, whether the child is a toddler or a teenager?

I remember my parents and grandparents saying, "if you watch too much TV you'll get square eyes". In the short space of 20-25 years, since I was a

“Due to screen time being a fairly new phenomenon, one of the big unanswered questions is, what long term effect is it having on the developing brain?”

“The ability to focus, to concentrate, to lend attention, to sense other people's attitudes and communicate with them, to build a large vocabulary - all those abilities are harmed,” Dr Sigman says.

“Put more simply, parents who jump to screen time in a bid to give their children an educational edge may actually be doing significantly more harm than good, and they need to dole out future screen time in an age-appropriate matter.”

Due to screen time being a fairly new phenomenon, one of the big

teenager, we have gone from worrying about how much TV our children are watching to juggling the multiple devices they are exposed to, and for how long.

The concern is no longer square eyes, but detrimental effects on mental and physical wellbeing. There are numerous articles that claim increased depression rates as well as concerns over cyber bullying and a lack of confidence in verbal communication.

Technology has advanced rapidly for those of us who were raised in the 80s and 90s, and



while it all seems a bit grim, there are also strong arguments towards the positive effects of technology, when used appropriately. For example, advances in medicine, modern machinery, international business and the ability to connect with people anywhere, anytime. Technology has certainly enhanced our lives and made things easier and more convenient. However, just like certain foods, I believe technology should be consumed in moderation.

Staying safe online

Limiting the amount of time our children spend on digital devices is just one way to look after their

health and safety. The other, when it comes to technology, is monitoring what type of content they are consuming and engaging with.

In a New Zealand Herald article, *Parents warned over disturbing 'elsagate' content targeting kids on YouTube*, cyber safety expert and former online detective, Brett Lee, said he was confounded by a disturbing trend of videos featuring popular children's characters in sexual and violent scenarios.

Is this really the way of the future? I would like to hope not, but the reality tells a different story.

At Woodford House, we are

constantly monitoring our firewall restrictions to ensure, to the best of our ability, undesirable and heinous content does not get through to our girls. Staff are regularly offered professional development opportunities to stay up-to-date with trends and risks around cyber safety as well as ways to use technology and applications for positive learning opportunities.

We were fortunate to welcome cyber safety expert, John Parsons, to Woodford House last year where he held information sessions for parents, staff and students.

Listening to John was intimidating and scary, but also empowering. The main message I took away as a parent and a teacher was to continue the verbal communication with young people.

He says it is important to keep talking to our children and students so we are aware of their online activity. He also encouraged parents to connect with their children on social media by following their pages to track any online activity.

Like anything new in the world, education is vital so we can make informed decisions that best support our young people's health and wellbeing. ♦

A Fresh Approach to Food Services

BY ANDREA JACKSON, COMMUNICATIONS AND MARKETING COORDINATOR



Orton Tailored Cuisine Head Chef Nick Haszard serves the girls lunch.

Along with the updated menus, Woodford House welcomes Head Chef Nick Haszard and his team of 10 kitchen staff. Steamed Asian buns, Chimichurri beef and butterscotch self-saucing pudding are just a few of the delicious new options on offer in the dining room.

Woodford House has proudly partnered with Orton Tailored Cuisine, a highly respected and well known catering company in Hawke's Bay, with a shared philosophy of using high quality, fresh, seasonal and locally sourced food. In the capable hands of Nick and the kitchen team, Orton Tailored Cuisine are providing our girls with healthy, nutritionally balanced and delicious food choices every day.

Nick joined Woodford House following an illustrious international career, working in Australia, Canada, South Africa, the United

Kingdom and a Michelin starred restaurant in the south of France. Holding senior positions at some of the world's finest restaurants such as Jamie's Italian in Sydney and Dine in Auckland, Nick embraced the opportunity to work with culinary icons, Jamie Oliver and Peter Gordon.

"Working with Peter Gordon was one of the most liberating experiences of my career. To work with someone who believes in you that much was truly inspirational," Nick says.

These professional connections have shaped Nick's career and helped spark an instant rapport when he met Sam Orton, owner of Orton Tailored Cuisine, after settling in Hawke's Bay with his wife Amelia and son Thomas after 14 years away from home.

"Sam oozes passion and has huge experience in the industry.

He is all about people and always takes time to listen."

Nick is keen to impart his experience and knowledge, not only to his team but to the girls, to help promote a positive food culture.

"I love food and I want the girls to be able to ask questions and share their thoughts and ideas about cooking and eating," Nick says.

"I want breakfast, lunch and dinner to be the best part of the girls' day. Even if they are having a bad day, I want the dining room to be a place where they can sit down, enjoy good food and forget their worries."

Orton Tailored Cuisine has brought a fresh approach to food at Woodford House and we look forward to the educational benefits for the girls around nutrition, food production and understanding ingredients. ♦

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CHAPEL CELEBRATES 90TH BIRTHDAY

BY REVEREND DR DEBORAH WILSON

Sursum Corda! Lift up your hearts! These are the words that stand above our main Chapel entrance and echo the introduction to the great thanksgiving prayer of the Anglican Eucharistic liturgy.

Our beautiful Chapel of St Francis is 90 years old this year. It still lies, as it did in 1928, physically (and deliberately so) at the centre of our campus. As Chaplain, I begin most of my mornings there, reciting the prayers and lectionary readings for the day ahead. It is humbling to think that generations of young women have filled this place with music and prayer for the past nine decades.

Whilst our school always maintained a strong link with the parish church of St Luke, it was always the intention of our Founders to establish a chapel at the "school on the hill". The Foundation stone was laid in December 1927 and the Chapel completed and dedicated on 28th July, 1928. However, wooden cladding filled the place where the great focal point, the East window, would be put.

The story of the East window is itself one of sacrifice, courage and resilience. In order to fund it, every girl in the School gave away something she really treasured to the School's 'sacrifice shop', and during the mid-year holidays of 1928, each student committed to earning some money for the project. When the window finally arrived from Liverpool on 2nd October, 1928 it dropped from the crane in Napier and had to be returned to England. In August 1929, it was put in the Chapel. However, it was damaged by the earthquake in 1931 and returned to England for repair. It returned in March of the following year. How precious that symbol of sacrifice and resilience must have seemed to the girls who worshipped there during the dark days of World War II and beyond.

It is wonderful to gaze at that window, as I do most days. Some of the world's oldest cathedrals, including Liverpool Cathedral, are home to such rose windows – also known as Catherine windows. The rose window is one of the most classic examples of the mandala (a tool for meditation and prayer) in Christianity. These windows are created using geometric segments and contain extremely intricate patterns made from different colours of glass, all of which extend out from a central starting point in the middle of the circle; a point

“How precious that symbol of sacrifice and resilience must have seemed to the girls who worshipped there during the dark days of World War II and beyond.”

that naturally draws our hearts and minds. The theme of our east window is that of 'worship' with angels all around the circle, and so fittingly, the dove of the Holy Spirit and of peace is right at the centre.

As a school, we have built our strategic planning upon the

structure of the rose window with our four cornerstones and our strategic targets. Whilst our pedagogical thinking is always to keep the girl at the centre, our hearts focus on the centre point of our rose window - the Holy Spirit, the spirit of God, who feeds and empowers all that we do. ♦



1928

LOOKING BACK 100 YEARS

We live in a world that is fast moving and rapidly changing. This is most obvious when you look back at the past 100 years at Woodford House.

Changes in uniform, the types of subjects that were available, different leadership styles and the expectations of students are all interesting parts of our history. As we head into our 125th Anniversary next year, **Archivist Shiree Hickey** takes a look back at what Woodford House was like 100 years ago and then just 50 years ago.



Woodford House in 1968.



Woodford House A Hockey team 1964.



Students doing military-styled exercise in 1918.

1918

During 1918, World War One ended and its effect on Woodford House was evident. Many fathers and brothers went overseas and some were killed. The supply of school teachers, mostly unmarried at that time, were predominantly from England, but this was temporarily stopped. German teachers returned home because of strong anti-German feelings in the community.

Our students of 1918 sewed for the Red Cross and held concerts in aid of the War Fund. Everything went towards the war effort, there were no school prizes and they

did lots of knitting for the Armed Forces. Saturday mornings were devoted to mending clothes, darning stockings and the weekly hair wash (girls were only allowed to wash their hair once a week back then). This was followed by working off 'hard labour' on Sunday such as hoeing up the driveway garden or cleaning the senior girls' shoes.

The girls couldn't go out much as there wasn't really a Village. They would go to church every Sunday and every other Sunday would go home in the afternoon. Every morning at school there would be roll call and a prayer, followed by

Drill, a military-styled exercise.

The Boarding Houses were freezing as there were no heaters. Girls had a cold bath every other day, which was timetabled, and once a week they could have a hot bath.

Miss Annie Mabel Hodge, the founding Principal, was known to have dressed beautifully with her lovely long dresses that often flowed with a train. Miss Hodge wanted her students to become nice young ladies and to get married. The reality of a young woman's future back then was that it would be spent serving husbands and families.

At the end of 1918 the influenza epidemic occurred. The School was put into quarantine and only the doctor was allowed in the gate. Fortunately, very few girls developed influenza because most students led healthy, active lives.

1968

The new headmistress, Miss Kathleen Bell, who had taken over in 1964, was bringing about change in a time where people wanted to relax the rules. It was the era of the Beatles, free love and mini-skirts. Educationally, from the late 1960s, the country saw the beginning of a more student centric style of education and there was the introduction of parental involvement.

Miss Bell, however, was known to be a very strict Principal who commanded a lot of respect. She had piercing blue eyes and a hairstyle that never strayed. She had a rule that your hair should be an inch above your collar, a senior could have long hair if in plaits or a pony tail, which had to be just above your neck, not at the top of your head. She was also known to be very good at music.

The previous Principal, Miss Lucy Hogg (1948-1963), had seen it as her responsibility to be frugal with money, so the domestic hostel had no electric plugs, there was only one open fire, the lights often failed due to an overloaded switchboard, all of the wiring needed renewing and many other basics required repairing or upgrading.

There was a staff house which accommodated 18 staff onsite until it became obsolete. In 1980, it was converted to what we now call the Morea Boarding House. Haddington, which was accommodation for the domestic staff, was converted to a boarding house in 1969. It then became the Music Department and, in 2017, it was demolished and replaced with the Dame Kate Harcourt Performing Arts Centre. A Chapel upgrade was previously completed with two new transepts that seated another 90 people.

Students who had good results aspired to attend university or secure training places in hospitals and secretarial positions. There was a strong sense of service to others and students were very involved in fundraising for those less fortunate. ♦



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WHOGA NEWS

It was a pleasure to be part of the Leavers' Service in the Chapel at the end of last year. The young women leaving Woodford House were presented with their Leavers' Badge and a card welcoming them to the Woodford House Old Girls' Association.

Our time at Woodford House is a very special time in our lives. It is a brief moment, usually 5 - 7 years, for our secondary schooling. We grow, mature, develop and learn. We form some of our best and closest friendships - many of which will last our lifetime. We are part of Woodford House for a short time and members of the Woodford House Old Girls' Association for a lifetime.

The Leaver's Badge is a symbol of our connection to the School, which was such a big part of our lives, and our connection to each other. It is immediately recognisable. One of our Executive Members was wearing her badge as she flew from Wellington to Hawke's Bay for our most recent meeting. She sat next to a young woman who asked her when she attended Woodford House after seeing her badge. The young woman was also an Old Girl and Head Prefect. They had plenty to reminisce about and enjoyed the flight, which may have been so different if our Executive Member wasn't wearing her badge.

The aim of the Old Girls' Association is to keep Old Girls' connected with the School. We are working closely with the School, the Woodford House Foundation and the Parents' Association to bring Woodford House to you with a regional

roadshow. A successful evening was held in Wellington at the end of last year and a special evening in Auckland this year, which was well attended. If you did not receive an invitation to these events, it means we do not have the correct contact details for you. Please update your details in one of the following ways:

- **Online at** woodford.school.nz/update-your-details
- **Email** whoga@woodford.school.nz
- **Telephone:** 06 873 0700
- **Writing to:** Private Bag 1001, Havelock North, 4157

We are also looking for one contact person per year group who can pass on important updates and key information to your group. If you are the person who organises your reunions, please email us at: whoga@woodford.school.nz
We would love to be more connected with you all.

Mary Sherratt, WHOGA President

OLD GIRL UPDATES

Marriages

- **Penelope Dick** (nee Ashworth) married Ernie Ford on 8 October 2017.

Graduations

- **Ella Davis** graduated from Lincoln University (2014-2017) with a Bachelor of Agricultural Science (BAGSc).

Deaths

It is with sadness we advise the following Old Girls have passed away. Our condolences to their families.

- **Alison Dawn Blundell** on 8 August 2017 (WH: 1936 - 1939)
- **Mary Dixon** (nee MacArthur) on 10 August 2017 (WH: 1954-1957)
- **Helen Tommy** (nee Lockyer) on 5 November 2017 (WH: 1948-1951)
- **Sally Hobbs** (nee Hall) on 29 June 2017 (WH 1922-1924)
- **Gabrielle Skerman** (nee de Lautour) on 2 November 2017 (WH: 1949-1953)
- **Eileen Mary Ellery** (nee Austin) on 2 August 2017 (WH: 1940 - 1943)
- **Diana Mowat-Smith** on 17 March 2018 (WH: 1951 - 1956)



Wick Nixon
nee Ellingham
Woodford House: 1986 -1991

Discipline, honesty, trust, hard work and giving everything a go were the key learnings from Wick Nixon's time at Woodford House. They provided a fantastic foundation for starting her own business, Wicked Wellbeing, in 2015 where she inspires and educates healthy eating.

Wick helps people (mothers especially) understand that although they have modern, busy lives, that

doesn't have to mean that healthy eating is time consuming, difficult and expensive.

OLD GIRL SPOTLIGHT

"Having three young children of my own, I totally get the challenges and unfortunately nutrition is one of the first things that is dropped. Through my two award winning healthy kids lunchbox cookbooks, my live cooking workshops and events, and The Wicked Healthy Tribe (my online tribe of women who want to prioritise their own health and fitness), I show them how to do it in a sustainable and achievable way."

Reflecting on her journey, Wick recalls an early love of Home Economics with Mrs Margaret Ellis and Mrs Pam Knight while at Woodford House, and credits various mentors and coaches that have inspired and believed in her along the way.

Her advice when choosing a career? "Don't rush it. Follow what your passion is, even if you don't know what the path is yet."

Wick's business goal for this year is to create a membership site for women who need a down-to-earth, real community to be part of, with no hard and fast rules.

"I also want to give back and help families that struggle to put food on the table." ♦

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OLD GIRL BOARD MEMBERS

Natalie Stent

WH: 1981 - 1986 DAY GIRL

Natalie Stent has a sincere love of learning that she largely attributes to her education at Woodford House. Although she is a successful business woman, dentist, advisor, member of the Woodford House Board of Trustees and mother, Natalie continues to challenge herself both professionally and personally.

Since graduating from Woodford House in 1986, Natalie has built an impressive list of credentials and holds a number of tertiary qualifications.

With a keen interest in science and working with her hands, Natalie pursued dentistry as a career despite it being a very male dominated industry in the 90s.

"Never once did I think that because I am a female I couldn't do it. I can attribute my confidence to my parents and my high schooling for that," Natalie says.

"The 'girls can do anything' attitude was loud and clear and Woodford House taught me how to study well."

After graduating from Otago University with a Bachelor of Dental Science, Natalie worked as a dental house surgeon at Napier Hospital for a year. In 1993, she bought her own practice in Hastings then sold it nine years later. She started another one in Havelock North, and continues to run Peak Dental today.

In 2015, she completed a Masters in Restorative and Aesthetic Dentistry (cosmetic dentistry) through the University of Manchester in the United Kingdom. This was an intensive two-year programme consisting of

online lectures and webinars, and several hands-on four-day sessions in the United Kingdom.

"I got to know a whole class of dentists from all over the world who also love doing what I love doing. Doing my Masters has ensured that I am right up to date with the latest techniques and materials. It is very important to stay current and not fall behind the trends."

Natalie's desire to keep learning did not stop there. She is currently studying the Economics of Healthcare through the University of Aberdeen. This is to increase her knowledge in public health, which she needs for the hospital element of her career.

"This has been my most challenging learning so far. I studied sciences, music and languages through school, so it has been challenging to learn about economics, and complete and pass the assignments."

In addition to running her own practice, studying and being a supportive mother to Year 13 student Amelia Foster and two sons, Natalie gives talks to caregivers at rest homes on delivering good oral hygiene to their residents.

She also works for the Hawke's Bay District Health Board in the Emergency Department and is a member of the Ministry of Health's Health and Disciplinary Tribunal.

"I am on call for the Health Board one week out of every six for their dental and maxillofacial trauma. I stitch up a lot of lips and faces. We also see a lot of people, sadly, with life threatening dental infections that could die without urgent treatment. The infection can block off their airway, so time is pretty important in these cases. There is a lot of poverty in Hawkes Bay."



Woodford House is extremely fortunate to have Natalie on its Board of Trustees. Her professional expertise and long-standing relationship with the School are invaluable.

"Through my role on the Board, I hope to maintain the traditions of Woodford House, whilst ensuring the environment and learning stays current, modern, appropriate and, of course, excellent."

When asked what advice she would give to our current students, she said:

"You can do anything that you set your mind to. You may not get into your university course or get the ideal job to start with, but keep in mind your goal and work hard and you will get there in the end."

"Keep your head up high, even after you have been knocked down, and work hard to achieve your goals. Work hard and play hard. That was my motto through university."

Natalie says it's important that you enjoy your career or pathway.

"If you love it, then going to work or lectures is easy. If you don't, consider changing. Don't study something that you aren't really interested in just because it is a family tradition, or because you are good at a particular subject. You have to be passionate about something to really do well in it. If you are unsure of the path that you want to take, consider taking a year off after you finish school to explore the country, the world, earn some money. Things might be a little clearer once you have stepped back from the school environment for a little while and experienced a bit more of life." ♦

OLD GIRL BOARD MEMBERS

Louise Trent

WH: 1982 - 1986 BOARDER

Ever since Louise Trent was a little girl, she had her sights set on reaching the moon – and that was quite literal as she dreamt of becoming an astronaut.

Her interest in flying was a driver in attending Woodford House.

"We lived in Ormondville, a small rural community in Hawke's Bay. There were only five children in my year throughout primary school ... I'd had my heart set on becoming an astronaut, and that wasn't going to happen in Ormondville," Louise says.

Sadly, a year before she was due to start at Woodford House, her father died suddenly and her mother changed her mind on where she would attend high school.

"I begged her to reconsider. This was ironic as I was incredibly shy but I had a fierce curiosity and hunger for knowledge."

Despite the devastation and grief, her mum knew Woodford House was the right school for Louise so allowed her to attend as a boarder.

"My love of learning was nurtured by some really special teachers who genuinely cared about me. They gave me the belief and confidence that I could try anything."

She says life was busy at Woodford House – something our current girls can relate to.

"Doing all sorts of activities set me up for a life of wanting as many experiences and adventures as possible. I also had a streak of quiet mischief throughout school and it is some of these antics along with strong school friendships that I remem-

ber the most. Long before horses were allowed my pet possum Mozart roamed the school..."

Louise says she also enjoyed Chapel for its music and daily quiet contemplation.

"It was literally the only time we were mentally still - a prelude to mindfulness."

Louise is now an experienced doctor and mother of three children.

"The astronaut thing didn't work out," she laughs. "In 1986 women weren't even allowed to fly military jets. The pragmatist in me chose medicine."

After graduating from Woodford House, Louise went to Auckland Medical School. She was a junior doctor for 10 years training in Anaesthesia and then Intensive Care Medicine. Although she has Fellowship qualifications in both, her passion is working as an Intensivist, a specialist doctor who cares for critically ill patients.

"I love it because it encompasses so much of medicine, from babies to the elderly and all medical and surgical disease processes plus technology and it's a real team effort too."

"It can be complex and challenging at times, however, doing the simple things well and being compassionate goes a long way. Even after doing this job for a long time I still feel privileged and humbled to be responsible for the care given to critically ill patients. Life can be a fragile thing."

Louise has an interest in medical education and also teaches and supervises junior doctors.

Amongst her busy work life, Louise loves a good passion project. One of her favourites



was competing in a half ironman.

"It was slightly crazy thinking back. My kids were quite young at the time and I didn't want the training to interfere with precious family time so I squeezed training in at odd times. I'd start a 3-hour bike ride at 9pm and then a 10km run afterwards."

At the moment Louise's energy is going into a new project creating a sustainable off-the-grid home and garden.

Louise joined the Woodford House Board of Trustees this year to help ensure student and staff welfare continues to be a priority.

"It's important we create a kind, safe and inclusive journey for all girls so they enjoy the learning moment. I also hope to encourage a bit more DIY mucking in attitude from the school community where we really get behind the teachers and school for our girls."

She says 21st Century learning "genuinely fascinates me".

"This generation has some wicked problems to crack. Being involved in this small way reminds me how incredibly hard teachers and schools are working to set children up to problem-solve creatively."

It's evident Louise's journey since leaving Woodford House has been rich with purpose and meaningful for herself and those around her. They say that if you miss the moon you'll land among the stars – a place full of brightness where you are destined to shine. That has certainly been the case for Louise. ♦

OLD GIRL SPOTLIGHT

Kate Cullwick (nee Watson) and Prue Watson

Kate: Woodford House 1985 -1988 ♦ **Prue:** Woodford House 1987-1991



Sisters Kate Cullwick and Prue Watson were born and bred in rural Gisborne where their parents still farm. Kate attended Woodford House from 3rd to 6th Form while Prue started in Form 2 and stayed until 6th Form, both as boarders. Their mother, Evelyn Watson (nee Tomleson), is also an Old Girl.

Between then and now, Kate has been a travel agent and a veterinarian. A desire to work from home while she raised their young children saw Kate head down the entrepreneurial route, eventually teaming up with her sister, Prue, to develop their online linen store, Foxtrot Home.

Prue attended the University of Otago and graduated with

a Bachelor of Arts majoring in English Literature and a Bachelor of Commerce Majoring in Marketing. After University, Prue moved to Auckland where she started a career in marketing at a large international publishing company. She then eventually moved to Sydney where she became the Head of Marketing for Procter and Gamble Professional Care for Australia and New Zealand. Returning to New Zealand in 2012, Prue is now based in Auckland and works full time in marketing while helping build the Foxtrot Home business after hours and in the weekends.

Foxtrot Home is an online store offering beautiful French linen bedding. After extensive

research, the sisters discovered there was room in the market for more affordably priced luxury linen. The unique price point and exceptional customer service have seen the business far exceed the sisters' expectations.

While Kate and Prue were not close during their younger years, they are now best friends and work very well as business partners. Prue holds all of the stock in Auckland and is charged with distribution to customers in New Zealand and Australia. Kate runs the ins and outs from her home office. They collaborate every evening making business decisions via Facebook Messenger and Facetime. ♦

A Medical School tradition

BY ABBY BESWICK, WRITER

When Molly Reynolds passed on her university notes to peers, she never realised she was establishing a tradition of helping other Woodford House Old Girls pursue a career in medicine.

Now in the final year of a Bachelor of Medicine and Bachelor of Surgery at Otago University, Molly is due to graduate in November. Although she is at the end of her studies, she still remembers the difficulties of that first year and wanted to help other Old Girls facing the same challenges of entering Medical School. Sharing resources seemed the best way to go, and so it was a "natural progression", she says.

"Health Science can be a gruelling year so any help is great - especially from a familiar source," Molly says.

Molly studied first year Health Science in 2013 and was helpfully given some electronic notes from another Old Girl, Evie Beamish, who was a year ahead of her. Fast forward a year, and Molly then passed her textbooks, notes and past papers to the next intake of Old Girls studying medicine at Otago. A new Woodford House tradition had begun.

Four Woodford House Old Girls over consecutive years have benefitted from the tradition, including Elsa Gordon (physiotherapy graduate), Helaina Snell (postgraduate medicine), Lucy McHugh (3rd year medicine) and Hannah



Hannah Stone and Lucy McHugh at Otago University.

Stone (2nd year medicine). With each year the notes continue to evolve, as girls add, delete and edit information to keep them up-to-date.

The most recent Old Girl to take part is Hannah Stone, who is studying a Bachelor of Medicine and a Bachelor of Surgery. When she opened the boxes that had been passed on, she was surprised to find additional notes and resources "which were really helpful", along with the usual papers.

"There were lots of completed practice exams that were really helpful because we had access to all of those exams but not answers to them", she says.

While a little surprised the girls could read her handwriting, Molly is happy her past papers have been helpful to others, and the "more the merrier", she says.

She also loves hearing from girls who have made it into the courses they wanted following Health Science, including

medicine and physiotherapy.

"Hannah Stone messaged just the other day saying thank you for all of my past exam papers covered in scribbles ... and told me she got into medicine which is so cool."

The girls stay in touch through social media and, in addition to the notes, are always on hand to give each other friendship, support and stress relief during the year. It's simply another way Woodford House girls continue to have each other's backs.

As part of her final year elective, Molly recently spent five weeks in Vanuatu, working at Vila Central Hospital doing obstetrics, gynaecology and general medicine. She is now in Mauritius for six weeks, doing paediatrics and general surgery.

While no longer actively part of the Medical School tradition, she hopes it will continue so more girls studying Health Sciences can benefit during what can be a really difficult year. ♦

OLD GIRL SPOTLIGHT

Caroline Jack

nee Freeman

Woodford House: 1989 - 1993

Caroline Jack with her daughter Eliza, aged 9.

As a mother of three children, Woodford House Old Girl and entrepreneur, Caroline Jack knows first-hand the intrepidation, self-doubt and insecurities that can surface when entering the workforce after taking time out to raise a family.

However, she also knows that mothers are extremely resilient, reliable, self-motivated and excellent at negotiating and multi-tasking, all skills which are invaluable to businesses.

Sometimes, she says, women just need support to build up their confidence to feel work-ready. That is why, in 2017, Caroline co-founded Indigo Pursuit in the United Kingdom, a social enterprise that works with women wanting to resume a career after being out of the workforce for several years.

Indigo Pursuit offers women career coaching, which reviews their education, experience, skill set and natural ability. They work with

clients to define the challenge, culture and type of role that will suit them.

Caroline, who lives in Scotland with her family, says gender diversity at senior level in the United Kingdom continues to be an issue.

"This is because businesses, up until now, have not been flexible to accommodate the needs of a working mum. It's vital to find businesses that are accommodating to women who want to be the best mum they can be as well as pursue a great career.

"A brilliant woman is going to want to be a brilliant mum, so businesses need to attract these women by allowing them to work more flexibly."

Caroline is on a mission to make this happen and has been invited to the Scottish Parliament to deliver her message.

Caroline says Woodford House armed her with tools that she still uses today – organisational

skills, making the right choices, believing in yourself and giving everything a go.

Although she lives on the other side of the world, she still feels incredibly close to her Woodford House friends.

"We called ourselves the "Class of 93". Without a doubt my Woodford House years were the most fun years of my life; how could they not be with Anna Williams in your class," she laughs.

Her advice to the younger generation is to believe in who you are, not what you've been told you are.

"Put yourself out there as you have nothing to lose. If someone tells you 'no', just go on to the next opportunity. Also, make the most of your amazing network and contacts that somewhere like Woodford House gives you access to – use those networks, and when the door is open, walk right through it with confidence." ♦

BOARD REPORT

BY PHIL WILLIAMS

The momentum of recent years has been sustained into 2018 with Woodford House continuing to excel in many areas.

The ongoing investment over recent years, made possible by your continuing support, has been focused on providing the infrastructure and human resources to allow our girls to achieve their best. Exceptional facilities, coupled with small class sizes and motivated and passionate staff, are a powerful combination for success and this is being manifested in the outstanding academic results our girls achieve.

Our results for 2017 again saw us celebrate 100% pass rates in NCEA Levels 1 and 2 and a 97% pass rate in Level 3. We also had a 94% pass rate in University Entrance. Whilst this is an impressive result in itself, it is the significant level of endorsements which truly stands us apart. An endorsement is given to students who consistently perform above the achieved level. In 2017, 83.6% of girls passed their Year Level with a Merit or Excellence endorsement.

In addition, Woodford House is celebrating its highest number of NZQA Scholarships this year. Ten Scholarships were awarded to Year 12 and 13 students across the curriculum areas including

English, Accounting, Chemistry, History, Physical Education, Music and Design.

These are outstanding achievements which we should all be very proud of.

This success is being reflected in our roll growth with 330 students receiving an outstanding education this year. This is the highest our roll has been in many years.

With this year's Open Day being more successful than ever before we have a large pipeline of families looking to educate their daughters at Woodford House.

In my time as Chairman, I've had the privilege of working with some exceptional people, but one needs to be singled out. Our Principal, Mrs Julie Peterson, leads a dynamic and passionate team of highly skilled professionals and has shown great leadership and vision to achieve the successes mentioned above. It was gratifying, but not surprising, that Mrs Peterson was recognised in two independent external reviews as an outstanding Principal. The size and demands of her role are enormous and we owe her a great deal of thanks.

It continues to be an exciting time to be part of the Woodford House community and I look forward to reporting on our ongoing successes as the year evolves. ♦

PARENTS' ASSOCIATION NEWS

BY MARY ROOKES, PRESIDENT

The Parents' Association's role at Woodford House is to provide a place where parents can meet each other socially, help with school activities and become more involved with the school community.

We work with the Foundation and the Old Girls' Association to provide the 'extras' that make Woodford House special. We ended last year with a parent event during a lovely balmy evening at Birdwoods Gallery - lots of fun was had by all and it was a great way to finish a busy year.

This year started with a hiss and roar, as it always does. It was really nice for the Parents' Association Committee to chat with most of the new girls' parents before the start of the year – answering any

questions and hopefully allaying most of the nerves. It was lovely to meet some of you in person at the Twilight Swimming Sports and Athletics, and hear how your girls were getting on.

The Twilight Swimming Sports is always a busy time for the Parents' Association ensuring everyone who wants to be fed and watered, is. We do this with our "famous" Woodford House cordials, BBQ and Juicy stalls. I must take a moment to thank Jo Dowley for all her hard work making the cordials, and this year selling a record 250 glasses of deliciousness. The money raised at the Swimming Sports will be going towards the end-of-year book vouchers, which are given out to girls at Prize Giving.

The night before the Athletic Sports, we hosted drinks in the Bernard L Chambers Founders' Room. It was a lovely casual catch up and great to meet so many new faces. The highlight of the evening

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was the superb food that Orton Tailored Cuisine supplied. Following on from that, parents will be invited to enjoy a meal with their daughters in Term 2 on a Sunday night before Chapel so you can experience dining at Woodford House, too.

We have a couple of other exciting things happening this year. One is the reprinting of the

Woodford House and Hereworth cookbook - Hawke's Bay on a Platter; this will be released later on in the year. Plus, a big social night is planned with the Foundation and the Old Girls' Association to continue fundraising for the Founders' Walkway Project. The Parents' Association has already donated \$30,000 for a fitness trail, which will be part of the overall project - this is a very exciting undertaking. ♦

FOUNDATION NEWS BY ANA WARD, CHAIR

The Woodford House Foundation has entered a new era, and it is an honour to introduce myself as the new Chair.

I feel privileged to follow in the inspirational footsteps of Sue Perry who has provided 18 years of service to Woodford House, first as a member of the Old Girls' Association and then as Chair of the Foundation. On behalf of the Woodford House community, we sincerely thank Sue for her unwavering commitment to our school.

The Woodford House Foundation was founded in the School's centennial year of 1994 with the purpose to pursue philanthropy, so the special characteristics of the School could be enhanced and provided in perpetuity.

Although I am a Nga Tawa Old Girl, my life has been blessed by the Woodford House spirit in abundance. Not only were my good friends Woodford Girls, but my great grandmother was a founding student in 1911, my Grandmother, mother, aunts and cousins are all Old Girls, and so is my daughter Olivia Ward, who graduated 18 months ago as a fifth-generation student of Woodford House. I have also been president of the Parent's Association and served on the Board of Proprietors.

It was through the education of Olivia that I understood what it meant to be a Woodford Girl. Oliva was Sports Prefect with academic colours and is now studying business on a hockey scholarship in Rhode Island. You might say she must be one of those girls where everything comes naturally but, no, she is a girl challenged with dyslexia and has had to work so hard every step of the way. It was Woodford House that taught her to chase her dreams and that there are no ceilings in life. It was Woodford House that gave her the confidence to skype Yale and Harvard before settling with Providence. It was the School's nurturing environment that enabled her to play U21 representative hockey at only 17 years of age.

There are so many other girls like Olivia and these success stories wouldn't be possible without the support of you and the Woodford House Foundation.

Our purpose is to ensure that every student is afforded the best possible education experience that Woodford House can offer each and every day. A robust Woodford House Foundation Fund empowers us to provide day-to-day excellence to all our students, both future and current, fulfilling our mission and developing leaders who are difference-makers in their workplaces and communities.

In recent years, the Foundation has supported the School with the refurbishment of the Woodford Block, which included earthquake strengthening. We have upgraded boarding houses, renovated the kitchen and dining room, and established the Bernard L Chambers Founders' Room. The Chapel also underwent major earthquake strengthening. These enhancements to the School campus help us attract and retain more students and will contribute to the Woodford House experience that boasts of a beautiful campus, a strong values-based and family focused community, accessible education offerings and rigorous academic standards. Without the Foundation, Woodford House would not be what it is today, and the students would not be the people they are today.

It was a pleasure to host an event in Wellington last year and Auckland earlier this year, which brought members of the Woodford House community together. We will continue to work closely with the Woodford House Old Girls' Association and the School to host more events around the country. These events are a great way to reconnect with your school, which helped shape who you are today. It is also an opportunity to stay abreast of the latest developments at Woodford House and how you can contribute to ensuring we provide a world class education, now and for many years to come. We look forward to seeing many of you in the near future. ♦

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