



ST STITHIANS
COLLEGE

Reflections by the Chair of Council

and

An extract from the Rector's final Report to Council

The Virtual Farewell to Tim Nuttall

Thursday 9 April 2020

The Chair of Council, Carel Nolte

Our society has been disrupted by the Covid-19 epidemic in ways last seen during the world wars. And during these times where we are physically apart, under conditions of the national lockdown, it is even more important to remain socially connected.

It is therefore a great joy for me that the St Stithians community can celebrate the contribution of Dr Tim Nuttall as he ends his service to our College on the 30th of April with this virtual event.

While we had planned a large, physical farewell with our Methodist family leading the way in our special Chapel, ably supported by our parents, staff, pupils, alumni and the broader educational community, this virtual celebration will, I am sure, enable even more parts of our community to join. Not only in acknowledging Tim, but all who make a massive contribution to #SaintsExcellence. Thank you, One and All, who have made the event possible and all who are joining.

A special element being the Chairman of the St Stithians College Council, is that you get to serve and lead with a variety of phenomenal people. Too many to mention. Once a term we get together as the Council to ensure the governance we all exercise – often daily – via our various Council committees and roles – is adequately interrogated and calibrated to ensure our College continues to go from strength to strength. During these Council meetings our report runs into a few hundred pages. With an enterprise consisting of seven schools, there is a lot to celebrate and be proud of!

I take the liberty in sharing an extract of Tim's final report to Council. It is a piece beautifully written – as we have come to expect from our articulate Rector who chooses his words wisely. It is a wonderful history of Tim's time as the leader of Saints.

Many of you will see yourselves reflected in the writing and remember being a part of numerous achievements detailed. It left me with a sense of gratitude but also immense excitement for our next chapter. Celeste Gilardi as our fourth rector will indeed stand on the shoulders of giants and make her own, excellent contribution.

As you read the report, I encourage you to see how vast our contribution is to not only our direct community but also far beyond. And what a privilege we have, especially during this time of

immense distress and trauma suffered by most of us, to remain a beacon of hope and an institution that promotes and delivers excellence on so many fronts.

Nginyabonga, Tim. We will miss your intellect, humour, integrity and selfless leadership. But we are happy in the knowledge that your legacy remains strong. We are, indeed, #StrongerTogether.

Extract from the Rector's Report to Council, March 2020

Tim Nuttall

Reflections on autobiography and institutional biography

Where to begin? – as I reflect from the vantage point at the ending of my tenure as Rector of St Stithians, a truly remarkable South African school of global significance. My journey has traversed seven years at the helm of our College of seven schools, a symmetry that appeals to my interest in number patterns. This period has been a high point in my diverse career as educationalist and leader.

Each of us has a distinctive personal story (stories) to tell. It is usually true, in our places of work and I include St Stithians, that we do not take enough time to tell our stories and to listen to one another's journeys through life. I take this opportunity of my last Council Report as Rector to weave in autobiographical themes as I reflect on the biography of St Stithians.

My decision to become a teacher germinated when, as a second-year undergraduate student at the University of Natal in 1979, I volunteered to teach History classes on Saturdays in a church hall to eager school students from the townships of Pietermaritzburg. Fast-forward to 2014 and my motivation to integrate the Thandulwazi Academy as the seventh school of St Stithians. My volunteer teaching in 1979 flowed from my Christian faith and anti-apartheid student activism; and connected me with a strong genetic line of teachers (and church ministers) in my family's ancestry. I changed my degree course from law to focus on majors in History, English and Economic History, with the intention to become a teacher.

Winning a Rhodes Scholarship in 1982 to study Philosophy, Politics and Economics (PPE) at Oxford University opened alternative vistas of working in corporate South Africa (Anglo American was a big recruiter of Rhodes Scholars in those days) or in corporate Britain. South Africa's political conflict intensified in the mid-1980s and many fellow South Africans studying in the UK at that time were either in exile or had decided to emigrate. My pull back to South Africa and to an educational career was, however, strong: my doctoral studies at Oxford explored a chosen topic of South African twentieth century History, and Margie Shaw and I landed back in the country in 1986 amidst states of emergency and mass stayaways. Together, as life partners, we have found purposeful and differing careers in the field of education.

From the beginning of my appointment in 1989 as a History lecturer and later Associate Professor at the University in Natal, my educational purpose has been to make a difference in the lives of individuals and to co-create a new society beyond apartheid. This purpose has remained as a core motivation from those heady days in the death throes of apartheid to the continuing and massive challenges of transforming South Africa at the dawn of the 2020s.

Through my career since the mid-1980s, generations of university students and then school students have inspired me and I, in turn, have inspired and helped to educate thousands of young South Africans who have gone on to shape our world, from the national cabinet to corporate boardrooms to

activist NGOs to church leaders to teachers and principals. One of the joys of being a teacher and educational leader is the feedback one receives, often many years later, from former students. The seeds planted yield a harvest. Alongside the students, the educators with and among whom I have worked over the past 35 years have galvanised, stimulated and energised my vision and impact. The world of education is a truly rewarding, fulfilling and intensely human space.

It was a big shift to move from the position of University Professor to Deputy Head of School, when I was appointed to this role at St Andrew's College in 2002. The chemistry of this 'leap' involved a decision to reinvent myself; the willingness of the Head of St Andrew's, Antony Clark, to take a bet on a university academic making a successful transition to school leadership; and a family that was willing to migrate across South Africa.

I found that I thrived in the world of school leadership; with the added dimensions that I had returned to the school that educated me (the son of an Anglican priest and a nurse) in the 1970s. St Andrew's – one of South Africa's famous boys' boarding schools – turned 150 in 2005 and it was a privilege to play a leading role in those celebrations and reinventions; and to be instrumental in founding the College's Development Office (an originator role I repeated at Somerset College in 2012 and then at Stithians in 2015, with the creation of our Advancement Office). From those early days at St Andrew's as I made the transition from university to school, I have sought to infuse a research mindset and reflective culture into school life. Fast forward to 2016 and my promotion of St Stithians as a research institute, now taking root in exciting and innovative ways that promise to enhance Saints uniquely as a site where new knowledge is generated and thought leadership enhanced.

In a circle of history, I was Deputy Head from 2003 to 2008 to Headmaster David Wylde, who moved to St Andrew's from his position as the first Rector of St Stithians. At St Andrew's and its neighbouring Diocesan School for Girls (DSG), I experienced first-hand the wonderful opportunities (and challenges) of co-linking a boys' school and a girls' school. This model had been a key inspiration for the St Stithians decision in the early 1990s to create girls' schools on a campus occupied by two boys' schools. Having experienced both the St Andrew's- DSG model and now the St Stithians model (which did not take on the form of the Grahamstown schools), I have a deep appreciation of the value-add of boys' and girls' schools interacting in synergy.

If the circle is one metaphor of my career, the image of leaping is another. Finding the courage to leap (take a risk) is role-modelled in the waterfall jump off a rockface at Kamoka Bush School – and I find myself wondering how many of the Grade 9s will apply that courage to their future life journeys. I seem not to be daunted by the prospect of the leap.

After seven years at St Andrew's I took on a consultancy with a Berlin-based German school group that had an exciting vision of founding four international schools – in Tsavo Kenya, Jerusalem Israel, Istanbul Turkey and Hyderabad India. During 2009 I worked on leading the Kenyan school project – an environmental school to be created on the border of Kenya's largest national park.

The exciting vision of the German-funded Phorms schools floundered in the aftermath of the 2008 global recession. I returned to South Africa having engaged in exciting vistas and new networks of international education and local relevance. Still with an appetite for consultancy, I was contracted by the Historic Schools Restoration Project (HSRP) to work with rejuvenating nine once-famous and pre-apartheid church schools: Healdtown College outside Fort Beaufort; St Matthews High School Keiskammahoek; Adams College near Amanzimtoti; Ohlange and Inanda Seminary in greater Durban; Inkamana High School and Vryheid Comprehensive in Vryheid KwaZulu-Natal; Lemana High School in Louis Trichardt; and Tiger Kloof near Vryburg in North West. During 2009-2010, my horizons were

broadened and enriched: from Tsavo in Kenya to this diverse group of schools across South Africa that had educated generations of leading black South Africans before being strangled by Bantu Education.

If there had been a good funding model and a continuation of the political will to restore the historic church schools, I might still be in that role of Education Officer for the HSRP, such was the profound importance of re-creating that proud legacy. But neither funding nor political will was sustained. President Thabo Mbeki, whose father Govan was at Healdtown with Nelson Mandela, had supported the project, but his successor, Jacob Zuma, did not. I chose to leave the world of education consulting and was appointed Head of Somerset College Senior School in Somerset West in 2011.

Somerset College, founded in 1998 on a vineyard with amazing views of the Helderberg mountains, had become an influential young co-educational school in a short space of time. The school was an ambitious teenager and was experiencing a growth spurt, but needed new vision, direction and cohesion: a context that suited my leadership style and I quickly thrived in this space. I enjoyed a good relationship with the Board Chair, and we created lift-off in a number of projects. From day one of the school, the Somerset College Trek, a 28-day journey on foot, bicycle and water undertaken by the Grade 9s through the stunning scenery of the mountains and farmlands of the Western Cape, was a distinguishing feature. My engagement with the Trek experience reinforced my belief in the huge value of outdoor education. I had been an initiator of the Fish River Journey experience for the Grade 10s at St Andrew's and DSG, another remarkable outdoor challenge that shaped young lives. Fast forward to my appreciation for and support of Kamoka Bush School, founded in 2011 and now well integrated into the educational offering of St Stithians as our sixth school.

I remember very clearly the executive search phone call one morning in late 2012: would I be interested in the position of Rector at St Stithians? It was certainly too soon to leave Somerset College, but the Rector role presented a once-in-a-lifetime opportunity. Nine months later, in August 2013, the yes to that executive search question saw me arrive at this beautiful African highveld campus to take up the helm of one of South Africa's most impressive and impactful schools. Having worked in three other provinces, I had circled to Gauteng and Johannesburg, the centre of gravity of independent schooling in the country, and – as it true in so many other sectors – a place of amazing stretch, energy, can-do thinking and the leading edge.

Biographical sketch and highlights: St Stithians 2013-2020 from a Rector's vantage point

I like to think of a school having a biography, rather than a history. It is a semantic point, but the term biography speaks of a life story, of character and personality. It is the task of school leaders and governors to inspire and shape the biography (or biographies) of the institutions they lead, bringing to the task the distinctive influence of their autobiographies.

In my very first (August 2013) meeting with the College Executive, I asked each member to draw a diagram which depicted their portrayal of St Stithians as an educational entity. A diagram has the advantage of stripping out words and highlights points of emphasis and relationships. I had my ideas as the newly arrived Rector, and through the diagram exercise I wanted to get into the headspace of the Heads of School, Heads of Campus Departments and the Superintendent Chaplain.

That diagram exercise of the College Executive in August 2013 planted the seeds of a new Statement of Intent and Purpose, and the 2025 Strategy Framework, which were approved by the Council in March 2015. I regard it as a great collective achievement of the College Executive, the wider StratPlan Group and the Council, that within 20 months of my arrival and 24 months of Carel Nolte's appointment as Chair of Council, we had crafted and approved a new language and strategy to

influence and guide our College. We embraced new futures and priorities, with reference to past formulations.

At the centre of this institutional re-visioning was the effective and positive relationship between Chair of Council and Rector, enabling fresh thinking and execution expectations. It is a testament to the quality of this relationship that what began on an excellent footing has continued to grow and mature through active engagement on issues, mutual respect, commitment and appreciation. I express a heartfelt thank you to Carel Nolte for our journey together. I am also very appreciative of the close relationship with our Deputy Chair, Ntombi Langa-Royds, another critical ingredient of leadership success and significance at St Stithians during these years.

Another angle on the diagrammatic approach was to articulate visual images of the role of Rector as chief executive. The one I popularised from the beginning is that the Rector is 'on the bridge', a connector and releaser of energy across the ecosystem and, specifically, optimising the roles of the College Executive. We concretised this in thoughts of building a physical 'bridge' (an administration building and staff and student centre) across the field, but this did not gain traction. Due to the imperative of creating vibrant and distinctive 'communities of belonging' in each school, there is an inbuilt centrifugal tendency at St Stithians. The strength of the 'bridge' – represented in the Rector, the College Executive and the Council – is critical in holding the overall unity of St Stithians while embracing the diversity of the seven schools.

A second Rector image is that of the helicopter pilot, identifying and implementing patterns and perspectives 'from above'. The aerial photographs of our campus flowed from this image, informing our Buildings and Landscape 2053 Master Plans. A third Rector image, *twiga* in Swahili and linked to my love of giraffe fostered during my time at Tsavo in Kenya, was that of the Rector striding across the savanna and gaining perspective above the thorn trees.

Through our Statement of Intent and Purpose, we set ourselves the mantra 'Inspiring Excellence. Making a World of Difference' and we clarified in simple language why we exist. In Strategy 2025, we crystallised six strategic themes:

- School Character
- Synergy Projects
- People Growth and Talent Development
- Community Engagement Curriculum
- Institutional Advancement and Sustainability
- Facilities 2030

In the year 2020 we are at the half-way point of the 2025 Strategy. Many important milestones have been reached and outcomes achieved. Institutional alignment has been enhanced. Our chosen College-wide theme for 2020 to 'Be Stronger One and All' is both an affirmation of our positives as well as a call for us to do more to strengthen Saints culture. The Council Committees and the Council have worked effectively to fulfil their governance mandate and to influence and guide the College Executive. The executive team has actively fleshed out vision, strategy and implementation. I have had the privilege of close working relations with excellent and committed parent, past-parent and alumni volunteers in our Council Committees. Relations between the Old Stithian Association and the Rector's Office were at a low point in 2013; it was a top priority for me to repair and move beyond this and success has flowed.

The organisational health of the College Executive is strong (and always an intentional focus), creating platforms of accountability, trust and performance that reinforce the College's strategic intent. St Stithians is a top-performing College of seven schools. It is right and appropriate that we are humbly proud of our achievements, in so many spheres, and that we continuously strive to do better. The culture of St Stithians is one of high expectations and an emphasis on right relations. We are a Christian school, strengthened by the move over the last two years to increase our number of chaplains from three to five. I have much appreciated positive relations with the two District Bishops who have held office during my tenure at St Stithians.

We are a proudly South African school, embracing diversity and transformation as imperatives, affirming human dignity, wanting to be a community of belonging for all South Africans, and engaging with communities and issues beyond the school gates. The current process of appointing our first full-time Campus Director of Diversity and Transformation, working with school-based Directors, is a signal of integration of this priority into the College's culture. Through membership of organisations such as Round Square, the National Coalition of Girls' Schools, the International Boys' Schools Coalition and Global Connections, St Stithians is also an internationally-minded and global institution, informing our strong national identity.

I do not intend to elaborate in detail on the six strategic themes of Strategy 2025, but rather to re-affirm why they are critically important to our College during this phase of its biography. It is the responsibility and opportunity of our leadership to give expression to each theme in time and place. School Character ensures that we are self-conscious and affirming of our biography (who are we?). We draw on the core values that underpin all that we do, while being dynamic, innovative and agile in living out our priorities. The theme Synergy Projects ensures a strategic focus on optimising the unique Saints model and the value-add that is inherent in the size and structure of the College. We have made strides in moving synergistic thinking from the periphery to the centre of Saints culture, with the lead coming from the College Executive. At the heart of synergy are the commitment to relationship and working together as well as the optimising of processes and systems. People Growth and Talent Development brings human capital to the fore in our policies, procedures and choices; and this focus has ensured a motivated, skilled and accountable staff advancing our educational mission.

The fourth theme, Community Engagement Curriculum, formalises the outward-facing character of St Stithians and commits the College to a structured and intentional approach. Institutional Advancement and Sustainability orients the College to look to the long-term future and to reinforce our community of belonging and culture of giving. Facilities 2030 commits the College to medium and long-term planning of major projects, recognising that facilities shape and reinforce the quality of education offered.

Seeking a meaningful long-term reference point, I promoted the concept of Saints 2053, the centenary year. We do not know what the world will be like in 2053. What we do know is that an organisation which is collectively 'on the move' towards the future creates purpose, energy and unity. There is real value in promoting the three faces of past, present and future in the Saints Journey. We need to reflect on where we have come from, to have a clear sense of who we are in the present, and to be future-oriented. We are committed to the long-term future and progress of South Africa as a country with its complex tapestry of challenges and opportunities.

Specific impact markers

Against the above broad canvas of progress in strategy and critical relationships over the past seven years, and not wanting to repeat points already made, I highlight the following specific projects or

aspects of leadership which I have initiated or where I have had a direct positive impact (and not single-handedly, as there are always other leaders involved in such instances):

I will simply list these in alphabetical order, without much elaboration:

1. Academic planning – chairing termly meetings of the Heads of School and Academic Deputies in the three Prep Schools; and the two Colleges.
2. Akhani Flats purchase – injection of 23 apartments into the College’s housing stock, diversifying opportunities for attracting and retaining staff.
3. Athletic development – appointing a sports scientist to create a campus-wide framework; with the same individual being a successful Director of Hockey (and current national senior coach).
4. Budget Salient Points – developing a comprehensive document and framework for the detailed rationale, assumptions, debates and record relating to the annual budget.
5. Campus Departments – creating deputy head positions and appointing specialists to ensure better capacity to deliver on the needs, plans and strategy of the College.
6. Capital development levy – introduced to increase revenue for capital expenditure, alongside upward adjustment of the entrance fee; critical to enable increased annual capex opportunities.
7. Classroom renovations, school improvements and Schools Minor Projects – through large capex projects and an annual budget allocation for Heads to focus on their small-project priorities. Large school-based capex projects have included the Athena Art Centre (Girls’ College), the Amphitheatre (Girls’ College), the Boys’ Prep New Classroom Building, the Boys’ College new classrooms and administration redesign, and the Girls’ Prep new classrooms rebuild. For Junior Prep, see below.
8. College Exco – creating better coherence, common purpose and organisational health in and across the College’s executive team of 12 individuals leading the schools, the campus departments and the chaplaincy.
9. College’s Policies – global framework created for categorising over 100 policies and procedures.
10. Communications and Media – positively handling various complex media situations, to the benefit of St Stithians; while recognising that I should have done more from the Rector’s Office to develop a profile through writing and published thought-leadership.
11. Diversity and Transformation – active and public ownership and leadership of this crucial and strategic ‘space’ as the Rector, creating momentum, direction and accountability.
12. Founders’ Day celebrations – carrying forward and developing the legacy of high-quality, symbolic and meaningful events.
13. ICT leadership as CEO – growing the role of our ICT Manager, promoting the appointment of Digital Learning Coaches in each school, moving to a Managed Services Provider, cloud services and capacity for digital learning, and large capex investment in IT infrastructure.
14. Junior Prep as the Gateway to Saints – conceptually, academically and physically, through the building of Dace Hall, the new entrance and car park. Supporting the Pre-Primary Project as a strategic new initiative.
15. Landscape Master Plan 2053 – active support for this new project, optimising the uniqueness of the Saints campus and ecology. A Gardener’s Legacy -- commissioning and oversight of Pauline Dickson’s writing and remarkable publication on campus landscape stories since the 1980s.
16. Marimbas – appointing a Campus Director of Marimba, promoting this distinctively African (Southern African) musical instrument and genre as a hallmark of Saints culture.

17. Operations and Grounds Depot relocation from behind the girls' schools to more appropriate locations on the campus edge, purchasing the Semono Building and building the new Grounds Depot, creating opportunity for re-imagining the vacated space and specifically the building of a new hall in the precinct of the girls' schools.
18. Performance Management – influencing, with the Head of HR, a campus-wide framework and instrument to replace a variety of tools in operation. Developing the Distinguished Performer Reward – recognising 10% of top-impact staff on an annual basis (a scheme not without controversy in the collegial culture of school staffrooms).
19. Procurement Policy – influencing a major overhaul and improvement of procurement processes and capacity and supporting capacity building in the Finance Department to implement.
20. Risk Framework and Register – creating, with the Director of Strategy and Projects, a comprehensive risk management tool, managed from the Rector's Office.
21. Saints Sports Festivals – developing a whole-College concept of multi-sport festivals under the leadership of the Rector and Head of Advancement; introducing the Prep Festival; professionalising the festivals while maintaining the critical parent-staff partnership.
22. Sports Pavilions – three new facilities providing much-needed change rooms, ablutions, sports offices and social gathering spaces for parents, staff and spectators.
23. Staffrooms: creation of two new staffrooms in the boys' schools – important places of gathering and connection; 2020 will see the new staffroom being designed in the Semono building; and future staffroom projects are necessary in the Junior Prep and Girls' Prep.
24. StratPlan – enlarging and mobilising the Strategic Planning Group of 32 senior staff to create, review and implement Strategy 2025.
25. Student admissions matrix – specifically for Grade R and the simultaneous application of criteria for siblings, transformation targets, and children of alumni, removing a controversial vertical hierarchy in place in 2013.
26. Sustainability and Strategic Fundraising – bringing these concepts into the Council structure (evolution from the Foundation model) and creating the Advancement Office as the agency for execution. Whilst the Advancement Office has achieved remarkable success in Thandulwazi fundraising, the wider project of strategic fundraising has not yet gained enough traction. This space remains a critical Rector and Council area of responsibility and leadership.
27. Thandulwazi Academy – creating a full-time staff complement (co-funded with the Thandulwazi Trust) to formalise the transition from an NGO to a more structured learning organisation as the seventh school of St Stithians, in collaboration with the Thandulwazi Trust. Working with the Head of Thandulwazi and the Chair of the Thandulwazi Trust to create an MOU between the Trust and the Council, a task nearing completion.

To the Rector's role I have brought a blend of academic leadership, business acumen (and propensity to learn on the job in this space has been a great development opportunity) and diverse experiences of school leadership in managing and optimising the complex stakeholder relations of governors, staff, parents, students, alumni, competitor schools, educational associations, the Department of Education and other state entities.

Whilst there is always room for improvement, I count it a blessing to be leaving St Stithians when the College is in a good place according to the many markers of a high-functioning and organisationally healthy school. The nature of the transition to my successor, Celeste Gilardi, reinforces this positivity. I record here what I have said publicly that I am delighted with Celeste's appointment; I wish her well as she moves into the role and I know that she will thrive and grow in it.

A few thoughts about the future

St Stithians College is well-placed to continue inspiring excellence and making a world of difference as a leading South African school, facing proactively into the challenges and opportunities of our society. We can be assured that changes will accelerate. Institutional agility, while holding fast to core values, will be critical. In due course, the next strategic framework (2025-2035?) will be developed to identify pivotal priorities during the next phase.

Online schooling is the next frontier, and I anticipate that the associated development of new learning and teaching methodologies will be accompanied by greater flexibility in how schools are organised: specialist teachers teaching across schools; the embrace of more experiential learning; the rising importance of emotional and social intelligences; the loosening of student grade cohorts as individual learning pathways become more influential in defining academic progression; and more choices in how students navigate the final phase of schooling (Grades 10-12).

As our society becomes more conscious of the gender identity spectrum, the binary structure of boys' and girls' schools may be a limiting factor to our broad vision of being a school of diversity and inclusion. The counter reality will be the continuing validity of boys-only and girls-only education, based on differences in learning styles and social and emotional development paths. At Stithians this gendered space is overlaid with opportunities for synergy, a value proposition that is not available to standalone girls' and boys' schools.

Very early discussions have begun about a formal partnership between St Stithians College and Penryn College: this will be an interesting space as these two connected schools explore new synergies and sharing of expertise and perhaps resources. As we engage with Penryn, I find myself asking the question: should St Stithians develop a group structure, opening licensed schools elsewhere in the country and continent?

This report is being completed during the week in which President Ramaphosa declared a national disaster in response to the onset of the Covid-19 epidemic in South Africa, with the nationwide closing of schools. As a society and as a schooling system, with St Stithians moving into an innovative online and distance learning offering from Grades R to 12, we are entering uncharted territory which will demand new leadership attributes, amidst the unprecedented global impact of Covid-19.

Group Director of Schools, Shrewsbury International Asia

It was announced in August 2019 that I had been appointed as the Founding Principal of a new Shrewsbury International School in Shanghai, China. In February 2020 it was announced that I had been appointed as the Group Director of Schools for Shrewsbury International Asia (SIA). The Group Director role involves oversight of the six schools in the SIA: two existing schools in Bangkok, Thailand, one existing school in Hong Kong; and the three schools to be established in China – two in Guangzhou and one in Shanghai. The six schools are licensed in conjunction with the 468-year-old Shrewsbury School in the United Kingdom. I will be moving with Margie to Bangkok at the end of May 2020, the Covid-19 epidemic permitting; and the plan is that we will be based there for 8-12 months before moving to China, most likely to be based in Guangzhou or Shanghai.

The move from Shanghai Principal to SIA Group Director involved a further round of global search by the company. My appointment means that I will continue in the role of strategic and executive leadership that I have enjoyed and grown in at St Stithians – on a new and very different canvas, spanning countries, regional languages and cultures and diverse political systems. To return to one of

the metaphors of my autobiography above, my next 'leap' is to a totally new context and experience. I am energised and excited by this prospect.

Gratitude

I conclude my final report with profound gratitude to the many people who have shaped and influenced my experiences as Rector. I begin with my family – Margie, Josh and Lalage, fellow travellers with a husband and father who has thrived as an educational leader; for their incredible generosity and support.

Next, to the members of the College Executive Committee: the past seven years have been a remarkable leadership journey as we, collectively, have taken daily, weekly and annual responsibility for the spaceship of St Stithians and brought it to the place it occupies today. It has been a rare opportunity for me to appoint seven of the twelve current Exco members; and to be currently leading the recruitment of the eighth, our next Head of the Girls' Prep.

Within the Rector's Office, thank you to the assistants who have helped organise and support my daily life over the seven years: Sonia Willoughby, Jill Wheeler, Yolande Marsh, Fiona Schwartz and Mandy Kwant. Kagiso Seshoka's arrival as Director of Strategy and Projects in September 2018 brought fresh perspectives, corporate experience and project management insights to the Rector's Office. I wish Kagiso and Mandy well as they leave Saints in March and April respectively.

Then to the wider ring of the StratPlan group and beyond to members of the campus committees that have contributed so valuably to College leadership and to my growth and learning.

In the governance sphere, I have worked with and been inspired by amazing individuals in the Council Committees and Council. To the Council Committee Chairs, your leadership, expertise and commitment has been outstanding. To former District Bishop and now Chair of the Church Committee, and to the current District Bishop, I say thank you for spiritual friendship and guidance. To the Chair of the St Stithians College Endowment Fund Trust, your long serving roles on Council and now the Trust have been critical in shaping the character of this great school. To the former and current Chairs of the Thandulwazi Trust, thank you for your support of the vision and purpose of the Thandulwazi Academy and its ambitions.

Providing both head and heart in ample measure, the Chair and Deputy Chair of Council have led our College with rare distinction these last seven years. It has indeed been a privilege to work and serve alongside you, and under your guidance.

These relationships I will treasure deeply as I move on – and remember.

Thank you. Ngiyabonga. Kea Leboha. Enkosi. Dankie .

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