

Ad Astra

Issue No 142 | **June 2022**

Fulfilling Lives:

BACK AFTER A
COVID-FORCED HIATUS

Jill Humble

A celebration of a life shared

Recognising our 2021 VCE High-Achievers

From the Editor

The extraordinary events of the last two years are now simply another milestone in our College's history to be tucked away in archives or buried in our time capsule! (Hopefully, soon to be joined by our COVID masks!) Since the start of 2022, we have slowly turned the tap of 'life' back on as we cautiously found a pathway through the pandemic. Now, almost everything is back to normal. And College life has been busy!

In this edition, our Leaders of Learning talk about the opportunities provided for students to develop their communication skills through active literacy, becoming competent writers and perfecting their public speaking skills (from page 22).

We also hear from student recipients of the Glenwood Award. A scholarship is a gift that keeps on giving, and you can read about what the opportunity has meant to five of our students. (page 62).

But it isn't just our students who have enjoyed the normality. Our events schedule, too, has been wonderfully busy. A full line-up of parent and Old Collegian events have filled the calendar, including a number of postponed reunions. You will find event photos throughout the magazine, with complete galleries online.

The year to date, however, has not been without some lows, and we sadly bid 'farewell' to Jill Humble earlier this year. Jill was the largest benefactor to the College, and her generous contribution enabled the building of the Keith Humble Centre of Music and Performing Arts back in 2006. The unwavering support Jill provided to her husband's musical journey is admirable. From page 46, you can read their story – a tale of two adventurous, creative people bound by love and their shared passion for music.

We hope you enjoy the many diverse articles in this edition. We look forward to the next half of the year and all the opportunities it presents.

Mike Howell,

Director of Community Relations

Editorial Team

Emma Chandler
Mike Howell

Nicole Roache
Niki Nurnaitis

Design

Emma Chandler
Sam McIntosh

Contributors

Melissa Barnes
Christie Barrett
Adrian Blades
Chris Bowker
Scott Chirnside
Sophie Dudley
Leanne Earl
Emily Fitzsimons

Joan Gill
Kevin Jess
Lachy Joyce
Peter Lawson
Shannyn Leach
James Legoe
Andrew Mckie
Kylie Mackey

Dr Peter Miller
Prof. Richard Page
Lucy Simms
Greg Smith
Caroline Stok
Sondra Wood
Steve Wright
Kristina Zeravica



Cover image and above: Rani Mamootil, Year 11 student and Kamila woman on the Fulfilling Lives trip to Lilla

In this edition

Our College

- 4** Let the games begin...
A message from the Chair of Council
- 6** Collective efficacy: succeeding together
A message from the Principal
- 8** From our College Co-Captains
- 10** The key to wellbeing
- 12** An authentic, rainbow-filled life
- 14** Geelong Design Week- Belonging to the Barwon: Creating Art that Talks
- 16** A celebration of our 2021 Year 12 achievers
- 20** A day in the life of a Boarder at TGC
- 29** From our Chaplains
- 30** School Activities
- 34** Staff departures
- 36** The Geelong College Autumn Ball

Senior School

- 18** Year 11 and 12 Fulfilling Lives
- 22** The power of the spoken word

Middle School

- 24** The Written Word at Middle School

Junior School

- 26** Active literacy: Bringing our story to life

Our Community

- | | | |
|---|--|-------------------------------------|
| 38 Mentoring is the answer | 56 OGC News | 72 Australia Day Honours |
| 40 A 'pivot' is never a backwards step | 60 Foundation President's Report | 74 OGCA Events |
| 42 Building bridges | 62 The Glenwood Award – an opportunity for current students | 77 Parent Events |
| 46 Memories of a shared life | 65 2021 Donor List | 80 The Albert Bell Club |
| 52 A woman ahead of her time | 66 Life after College | 81 Old Geelong Football Club |
| 54 OGCA President's report | | 82 Farewells |



Let the games begin....

PROF. RICHARD PAGE, CHAIR OF COUNCIL

We are far from Olympia and Ancient Greece, but the increase in activity around the school grounds especially on a Saturday might well form a mini-Olympics in their own right.

Schools are supposed to be a hive of activity, colour and motion and it has been fantastic to see vibrancy across all sections of the school during recess, lunch, sports training and of course weekend sport.

Sport of course is a visible example of the rich and diverse content provided under the liberal educational experience on offer at The Geelong College. This is combined with music,

arts, experiential education, not to mention the length and breadth of traditional education on offer during the course of a normal school week.

As restrictions have eased, the school has been able to deliver normal classes, sport and extra-curricular activities including use of the Otway Campus. This has been welcomed by all as we learn to function and adapt to the COVID normal environment.

Thanks must go out to all the staff for their ongoing commitment to enable this, despite challenges created by unplanned leave.

The greater school community has also enjoyed re-connecting at various school functions including the fabulous sell-out Autumn Ball enjoyed by a large number, eager to make the most of a long-awaited night out.

“As restrictions have eased, the school has been able to deliver normal classes, sport and extra-curricular activities..This has been welcomed by all as we learn to function and adapt to the COVID normal environment. “

Special thanks must go to all of the organisers from the SSPA and PSPA led by Kay Tait and Sara Selvaraju respectively.

The wonderful grounds and facilities enjoyed by students and families are the legacy of previous school leaders, Principals and School Councils' planning and 'paying forward' for the benefit of those that follow. The foresight, generosity and commitment shown in the past benefits our community now and into the future.

The growth and increasing demand for the Geelong and Surf Coast lifestyle has surged over the last few years as many families have re-examined their priorities. In turn this has increased pressure for student places at various levels within the school.

Council is aware and is examining options for growth, while conscious of maintaining the cultural and learning experience at the school.

Planning in recent years has led to the commencement of the exciting Gym Project supported by the Bellerin Campaign at the Senior School.

We are pleased to have engaged Lyons Construction to deliver the landmark project with the support of The Geelong College Foundation.

The Bellerin Project will provide state of the art, fit-for-purpose indoor facilities that meet the contemporary standards for a range of indoor court-based sports. It will also provide weights for strength and conditioning, an aerobics space, appropriate changing areas, additional teaching and learning spaces and underground car parking.

It is the largest building footprint to be undertaken at College, and we are grateful for everyone's patience during the disruption as we enter the construction phase.

We are grateful for the opportunities that have returned. whilst enjoying the seasonal change, warm coats and fires that come with winter.

I have spoken in the past of the joy of family pets and sadly note we have farewelled one of our long-term family companions. I pay tribute and vale our dear Golden Retriever, Sam.

It does cause pause to reflect of fond memories and life phases as families grow. Most of all it is a reminder to be gentle, patient and kind to each other and make the most of one and other's company.



The long-awaited SSPA/PSPA Autumn Ball was held

Dr Peter Miller, Prof. Richard Page, Kay Tait, Sara Selvaraju and Simon Young.



Contracts were signed for the Bellerin Gym Project

Prof. Richard Page and Dr Peter Miller with representatives from Lyon's Construction.



Collective efficacy: succeeding together

DR PETER MILLER, PRINCIPAL

From time to time I find it interesting to review earlier editions of Ad Astra to reflect on the events of the time and the priorities of the moment.

In my Ad Astra article of December 2019 I wrote about the pace of change and referenced an observation of a speaker at a conference I had attended in September of that year which was: “We are seeing change at the fastest rate ever. We are also seeing it at the slowest rate we will ever see again”. I recall thinking at that time how implausible this seemed and it filled me with some nervousness.

Little did I know the nature and level of change we were about to embark upon in a matter of weeks with the declaration of a global pandemic.

So much changed and so much needed to be learned by all of us. The statement was and remains completely true.

Despite enormous changes, and perhaps as a consequence of them, the belief by staff in the significance of their impact upon students remains strong.

The term “collective efficacy” refers to the shared belief that all school staff (teachers and support staff) can have a positive impact on student achievement. In some contexts the term refers to the impact of teachers alone. However, in the context of The Geelong College, collective efficacy can be extended to apply to all staff and potentially to all members of the College community whether they are teachers or not. This includes volunteers and potentially parents.

Regardless of our role in this community our interactions with young people shape their experiences and can have positive impacts on their achievements. This is not a task for teachers alone.

The Victorian Department of Education and Training website describes collective efficacy as evident when teachers see themselves as part of a team working for their students. Teachers in schools with a high degree of collective efficacy display a positive attitude towards professional learning, look to evidence-based instructional strategies and pursue academic results.

A feature of a strong community at The Geelong College is a sense of shared aspirations for all students by all staff and parents.

- We enjoy the achievements of our students, their learning along the way and the opportunities to guide them on their journey.
- We provide opportunities for our parents and members of the wider Geelong community for learning through the Centre for Learning, Research and Innovation (CLRI) as well as other experiences.
- We believe in a shared responsibility to advance our knowledge and practices among us so to assist in student achievement. Facilitating positive outcomes for our young people is not only the domain of our teachers, although they are central to it.

Collective efficacy for teachers is assisted by the sharing of experiences across contexts and between schools. Teachers engaged in professional groups support the implementation, facilitation, connection and sharing of practices to enhance student outcomes.

We establish groups of staff working together within and across the Junior, Middle and Senior Schools for curriculum and co-curricular activities.

“The term ‘collective efficacy’ refers to the shared belief that all school staff...can have a positive impact on student achievement.”

Some of these groups extend to members of the community other than teachers, especially through co-curricular opportunities.

Within the context of The Geelong College academic pursuits are a key outcome. At the same time we are looking to ensure our students are well-rounded and able to engage successfully with the world beyond the College gates well into the future.

This requires positive outcomes in social, emotional and academic endeavours. Therefore, a sense of collective efficacy beyond teacher actions alone is prevalent here.

I am not looking to dilute the concept of collective efficacy in the context of teachers, I am looking to extend it.

We need to understand that attending The Geelong College is more than simply enrolling as a student, becoming a member of the parent body, or working in a school. Engaging with The Geelong College is not a straightforward transaction. This is well understood by staff and parents as they actively seek to be constructively involved in the development of young people and to facilitate a positive impact upon them.

The educational academics reading this article may feel I am “drawing a long-bow” by extending the notion of collective efficacy in this way.

My reason for extending this is that I firmly believe we have managed to successfully negotiate a period of furious change through high levels of collaboration and engagement across our community.

The rates of change have demanded a good understanding of the principles behind decisions and a shared understanding of our purpose. Facilitating a positive impact on students, regardless of the circumstances, is our purpose and collective efficacy enables it.

Although I believe collective efficacy is evident at The Geelong College it is something we are consciously seeking to develop in all aspects of our practices. Opportunities for staff professional learning, parent information and community engagement in a variety of learning opportunities are all components of this.

It is important to recognise that underpinning collective efficacy are mutual respect, shared aspirations and collaboration. We must be aware of these values and look to craft them in an effort to sustain the positive outcomes for our students.

Once again, I trust you enjoy reading this edition of Ad Astra whether that is when it is first released or at some point in the future with the benefit of hindsight. The range of activities and experiences enhancing student outcomes are most enjoyable to read about.

FROM OUR

College Co-Captains

EMMY BOWYER & OSCAR DOWLING, THE GEELONG COLLEGE CO-CAPTAINS

Ad Astra spoke to our College Co-Captains, Emmy Bowyer and Oscar Dowling, about their aspirations for this year as leaders of the College.

What is The Geelong College culture and why is it special?

Emmy:

The Geelong College culture is one of positivity, excitement, inclusivity and innovation.

The dynamic environment and supportive community, as well as the great diversity of interests and backgrounds amongst students and staff, makes the College a wonderful place to spend time in. We believe that the College culture goes beyond the ivy-covered walls. Whether we are playing sport at other APS schools, meeting new people or travelling to new places, there is a strong sense of pride in being a Collegian and upholding the values our great school instils.

Part of what we love most about the College is our diverse community, and we feel lucky to have the opportunity to connect with so many of them. Through sporting teams, classes or music groups, the interconnection within the school, including year levels and campuses, allows us to make new friends and enjoy the broad scope of opportunities, together.

What does leadership mean to you?

Oscar:

It is incredibly humbling to be entrusted with the role of "College Co-Captain," as it is a position that holds

significant importance within the life of the school, and indeed the College Community.

First and foremost, leadership is best displayed through actions, and it is true to say that we seek to follow the old adage that 'actions speak louder than words.' In all our endeavours, we aim to lead by example, setting a clear tone and positively modelling the school values that we encourage all students to act in accordance with.

However, we believe there is a clear distinction between leadership and control.

It is easy to lose sight of this, but we acknowledge that it is our primary responsibility to represent and support all members of the College Community. Our role is not one of self-importance, but rather the continued pursuit in seeking the best for those that we lead. To us, leadership is about helping others achieve their aspirations and discover their own agency. We hope to look back upon our tenure and confidently say that we practiced this and helped inspire and aid others to be the best student, Collegian and citizen that they could be.

As co-captains, what are you aiming to achieve this year?

Emmy:

We both feel so honoured to have this opportunity to lead by example. Having spent many years

at the College ourselves, we have experienced so many of the plethora of opportunities offered, both in and outside of the classroom. We aim to encourage our fellow students, across all campuses, to step outside of their comfort zones, and to demonstrate the benefit in trying new things.

We also hope to meet and get to know many of our peers. Having already visited the Middle and Junior School campuses this year, we have connected with the Middle School SRC, spent time with the Foundation students and sat in on a few Senior School classes to introduce ourselves to the Year 9s. We have loved meeting all of these members of the College community, and look forward to continuing to do so, whether that be through assemblies, shared ventures with the SRC or simply just chatting to someone new in the schoolyard.

How do you, as leaders, encourage and support diversity?

Oscar:

One of the great strengths of The Geelong College community is our diverse range of experiences, personalities and ambitions. While we share in a common journey that unites us, we all follow our own individual paths. As leaders, we believe that fostering and promoting this difference is of utmost importance. We understand that this diversity



The 2022 Colour Dash, organised by the Co-Captains and Prefects. Proceeds raised were donated to support Ukraine.

Our College values: Integrity with Compassion, Community with Diversity, Aspiration with Humility,
Respect with Grace and Endeavour with Courage

is integral in forming The College's identity and thus attempt to support it to the best of our ability. By dividing our time and focus across as many facets of the school and individual students as we can, we aim to make everyone's achievements and journey feel valued and recognised, irrespective of who they are.

How do the College values shape your day to day-to-day life at school?

Emmy:

We always endeavour to demonstrate the College values, whether on or off the school grounds. Within the College community, there is a palpable sense of aspiration with humility, as we learn together and support one another as we reach for our goals. We aim to treat

everyone, always, with respect and kindness. As previously mentioned, we both value stepping outside your comfort zone, and to do so while upholding these values is undeniably the greatest lesson College has taught us.

What does 'Be of Courage' mean to you?

Oscar:

Introduced in 1861, the school motto 'Sic Itur Ad Astra' has encouraged students to "Be of Courage for this is the way to the stars" for over 160 years. Yet regardless of time past, this message remains as pertinent in the lives of students today as it did a century and a half ago. The breadth of opportunity and experience that the College offers is extraordinary, but the

benefits of participation are seldom enjoyed unless students display the courage to try them. As leaders, we see this as an important responsibility ours; encouraging our peers to transcend their comfort zones and try new activities, connect with new people and engage with new ideas.

To "Be of Courage" is to recognise that you may not be the most talented or knowledgeable in a certain area, but to still endeavour to be your best regardless. Imperatively, the College community is built upon strong foundations of support that allow students to feel safe and championed to pursue whatever they desire.

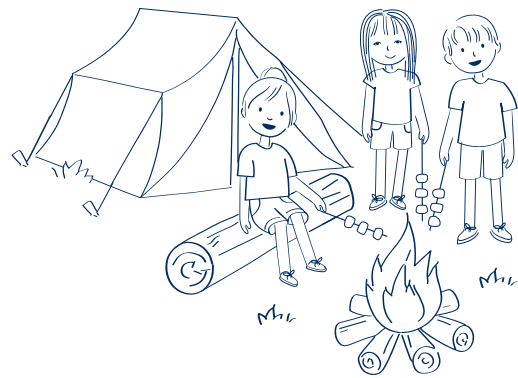
The key to wellbeing

JOAN GILL, DIRECTOR OF STUDENT WELLBEING – PROGRAMS



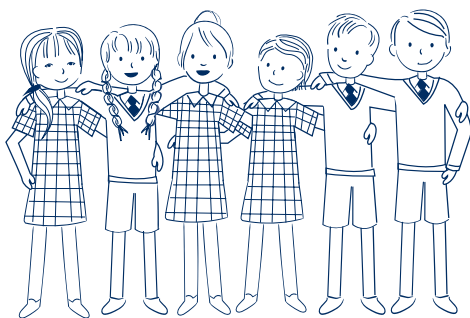
Social Contexts

Belonging and Connection



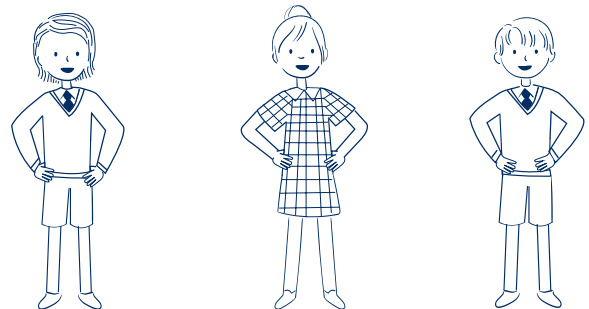
Experiences

Meaningful and Purposeful



Relationships

Respect of self and others



Individual / Self

Understanding, Agency and Voice

Wellbeing is at the core of everything we do. We want our students to be the best version of themselves but what we sometimes don't pay enough attention to is that being the best version of themselves involves not only how they as individuals can fully thrive, but the groups to which they belong must also fully thrive. Collective wellbeing needs to be part of our thinking and planning.

In one of his recent podcasts, Professor Ian Hickey argued that the individual cannot be "well" if the group to which that individual belongs is not "well".

On a similar theme, Dr. Helen Street, Founder and Co-Chair of the Positive Schools Initiative argues that wellbeing is an interplay between our best individual self and our best environment.

What they both argue is that wellbeing is contextual. Dr. Helen Street is also the author of the highly acclaimed text: Contextual Wellbeing. She will be working with us over the next semester to help us deepen our understanding of wellbeing both individually and collectively.

A starting point for our work, is our wellbeing framework which looks at what we do from four broad perspectives. They are of course highly interdependent and the framework is not designed to prescribe to a particular wellbeing program but will help us map what we currently do and what we will prioritise as we move forward.

1. Social Contexts: Belonging and Connection

The contexts are the environments and social systems within which our students function. Contexts need to offer a sense of belonging and connection, paying attention to the physical, social and cultural influences inherent in them.

A student's sense of identity aligns with the connectedness (or lack of connectedness) to their group/s and collective wellbeing encourages a sense of collective identity - in other words a 'we' culture as well as a 'me' culture. Another way to put it is to

ask What can we do? Are we ok? Not just: What Can I do? and Am I ok?

2. Experiences: Meaningful and Purposeful

The experiences we design for our students span a range of contexts: classroom, co-curricular, camps, trips, excursions and incursions to name a few. We have welcomed the return of both Service Learning and Experiential Learning opportunities after student engagement in these two priority areas was seriously compromised by COVID restrictions. Whether students are engaging in a Year 9 Retreat at the Otways, or volunteering to assist at One Care's Food Bank in West Geelong, we want to encourage them to not only be valued by the group, but to add value to the group no matter if the group is a class, a tutor group, a team, an ensemble or more broadly, our community. Deriving meaning and purpose from their experiences might be highly personal, but we need to ensure that they are diverse, challenging and supportive.

3. Relationships: Respect of Self and Others

A core College value Respect with Grace sits across all our interactions and is reinforced in the classroom in the TripleR program, the Religious Education program and the Health and Wellbeing program. The adoption of The Respectful Relationships initiative has provided an opportunity to explicitly teach the skills, knowledge and dispositions to enable students to make good choices for both themselves and in their relationships.

A student's day at school is a mixture of the 'choreographed' experiences

and the incidental 'unchoreographed' experiences encountered in playgrounds, on social media, at sport training, performing arts rehearsals, even travel on buses. We hope our students' behaviour in these contexts will reflect the work that family and schools do to establish strong and clear behavioural norms based on respect of themselves at the same time as respect for others.

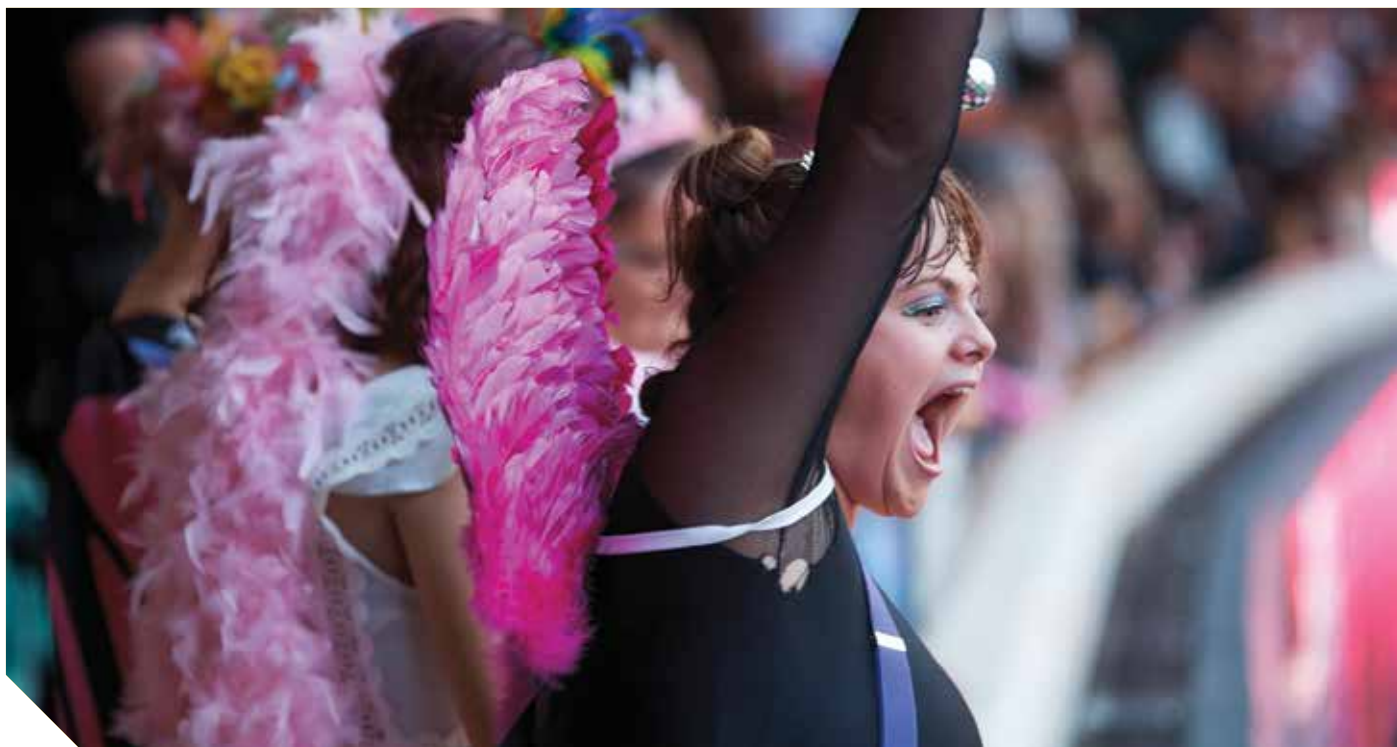
4. Individual / Self: Understanding, Agency and Voice

- What do I stand for?
- What are the strengths I bring to my context?
- How can I use my agency to help others?

To set students up to have agency, to be self-directed, and to know what it means to contribute positively to both the College community and beyond, we must:

- Design experiences that offer meaning and purpose;
- Understand the interplay between the individual and their contexts;
- Build into students the capacity to attend to their own mental health;
- Operate in contexts where respect for self and others dominates and if we can foster in them a strong understanding of collective wellbeing.

We look forward to Dr Helen Street assisting us in making the wellbeing framework an important road map for our future work.



An authentic, rainbow-filled life

LACHY JOYCE, HEAD OF CALVERT HOUSE, SENIOR SCHOOL DRAMA TEACHER & FOUNDER/TEACHER SUPPORT OF THE GEELONG COLLEGE RAINBOW ALLIANCE (GCRA)

It has been such a pleasure to see The Geelong College Rainbow Alliance going from strength to strength as it enters its fourth year of existence at College.

With meetings taking place face to face on a fortnightly basis, the group's student body has once again grown in size and most pleasingly, grown in ambition and drive for what it can achieve. It has been wonderful to see the Senior School GCRA members collaborating more regularly with students from the Middle School, in order to make sure all members of the College student LGBTQIA+ community have access to support and celebration.

The GCRA is underpinned by the value of giving students a chance to share their own authentic student voice, providing opportunities for students to collaborate and make decisions with adults about what they want to see in action in their school, what matters to them and how they can enact change

in order to create and maintain a positive school climate that achieves this.

The students have focused on building a greater awareness of the GCRA at both Senior School and Middle School with the Senior School students hosting their very own GCRA themed Assembly in honour of IDAHOBIT Day (International Day Against LGBTQIA+ Discrimination) which included a heartfelt and heart-warming message from special guest, Fred Ogilvie, who shared his own journey of self. The GCRA students have also been involved in a Youth Empowerment workshop with Minus18 and have continued to build stronger connections with other like-minded student led groups at other local schools.

In order to continue both the celebration and pursuit of living her own authentic life, one of the GCRA's Year 11 members, Sabrina Horne, was fortunate enough to be accepted into the inaugural American Express Australia 'My First Mardi Gras Community Program'.

Run in partnership with LGBTQIA+ community organisations, Minus18 and Rainbow Families, 'My First Mardi Gras' was designed to build connections for more isolated members of the LGBTQIA+ community and provide a platform for them to express their true selves. This exciting opportunity saw Sabrina and her mum Penny, travel to Sydney to experience, for the first time, all the glitter and glam of the Sydney Gay and Lesbian Mardi Gras Parade.



I sat down with Sabrina to get the low-down on her experience at the Sydney Gay and Lesbian Mardi Gras Parade:

How did it feel to be selected as one of the recipients of the My First Mardi Gras Community Program?

It was one of the most hilarious and incredible experiences of my life.

I was treated like an absolute queer princess and allowed me the perfect insight into the beautiful community that I had and continue to be advocating for.

It felt like the full-circle moment of love and pride that every queer person waits for and, for me, doing it in such a fabulous and amazing way was iconic.

What did the program include? What did you get up to in Sydney?

From a city-wide helicopter ride, to filmed interviews, to partaking in a historical walk with the original Mardi Gras protesters (the 78ers), and even drag shows(!), my time in Sydney was one of the most incredible and unpredictably fabulous moments of my life.

I was lucky to share the experience with beautiful people. The group were able to share our stories, struggles, strengths and proudest queer moments in one of the most open and incredible spaces I've seen.

As I stood in the rainbow adorned SCG watching the Mardi Gras Parade take place, amongst the thousands of other proudly queer people, I knew that I had come home.

How was it sharing this experience with your mum?

Sharing this experience with my mum, someone I have always looked up to and who has supported me through thick and thin, was one of my favourite parts of this experience.

Throughout the weekend there were so many moments where I was able to reflect back on my younger queer self throughout the years; from being unsure of my identity, to the tense moment of my coming out.

I felt alone in my queerness for quite some time, but through this experience I affirmed for myself that being queer doesn't have to be a lonely experience.

Having my mum with me was like a little love letter to my younger queer self.

How do you try and live your most authentic life?

To be expressive, vulnerable and unapologetically myself is something so indescribably beautiful, and every day I go to bed feeling proud of myself for doing just this.

Being true to who you are is one of the most difficult things to do, especially as both a queer person and a teenager.

The negative consequences can be immediate, but I believe that being bisexual has been one of the luckiest things I have grown to find within myself. In moments, when times get

hard or confusing or overwhelming, the brightness that I find in my sexuality, its diversity and my place in the rainbow community is something that gives me so much joy.

What does it mean to be a member of the GCRA and how do you hope to share what you've learnt from your experience with the GCRA?

As soon as I stepped off that plane home, I knew that my next goal was to bring back the home I found at Mardi Gras to the one that was waiting for me in Geelong.

Inspired and full of enthusiasm, I've been very fortunate and grateful to continue working closely with Mr Joyce, Ms Gill and the GCRA, to help influence our Rainbow Community within the school.

For me, the GCRA has been like finding my very own little Narnia within The Geelong College. To be part of such a secure, comforting, trusting, vibrant and passionate community has truly uplifted my school experience.

I felt quite intimidated joining the club as a young queer person in Year 9, but as I've continued to grow and learn from the older members of the group, I've really appreciated the true sense of belonging the group has provided for me at school. The GCRA means a lot to me, to my family and to who I want to be.

Geelong Design Week

Belonging to the Barwon: Creating Art that Talks

EMILY FITZSIMONS, DIRECTOR OF TEACHING AND LEARNING & KEVIN JESS, HEAD OF DESIGN/CREATIVE ARTS

As a part of Geelong Design Week, The Geelong College hosted a series of art workshops on Saturday 19 and Sunday 20 March. Proudly partnering with the Wadawurrung Traditional Owners Aboriginal Corporation and local Surf Coast artist, Mike McLean, we presented *Belonging to the Barwon: Creating Art that Talks*.

Students and artist connect to the Barwon River

Collaboration with local artist Mike McLean saw our Year 9 Art (Printmaking) class creating stencils for the Geelong Design Week community workshop. We were inspired by his famed 'Willy Wagtail' artwork seen all over the Surf Coast and now around the world.

His willy-wagtail stencils are now well known to local residents, their sweet and lively images having adorned fences, posts, trees and walls for several years. Mike guided students on his approach to stencil making and sustainable art practices.

The students made stencils of, and learned about, specific local wildlife

and their cultural connection to the Barree Warree Yaluk (Barwon River).

The students' stencils then formed the base imagery of four community workshops on the 19th and 20th of March. Held in the Middle School Art Centre, our event sought to contribute in a meaningful way to Geelong's annual Design Week event. This year's theme was "Belonging" and so our vision was to celebrate Wadawurrung language and land, by bringing together participants' learning about the Barwon River's history and significance for the Wadawurrung people, with the creation of artwork that profiled indigenous animals.

We were indeed privileged to have Traditional Owner and direct descendent of the Wadawurrung

people, Corrina Eccles, welcome us to Country with a smoking ceremony. Following this, we sat on a balcony overlooking the Barwon River and Corrina shared stories of design, innovation, and belonging to the land over thousands of years. Participants were privileged to learn about not only the flora and fauna of Wadawurrung Country but also of the people's creativity and ingenuity.

Participants of all ages selected a timber tile, painted with a background colour, and then worked with stencils and high-quality spray paints, to build an image of either a platypus (perridak), an echidna (mon.garrk), or the wedge-tail eagle (bunjil). It was wonderful to see children excitedly sharing in their creating together, and for parents and grandparents to be



working alongside children in this special activity. Mike, Corrina and Art teachers from the College supported and advised throughout.

The artworks were finished with a QR code, linked to digital content from Corrina about the animals, including their names in Wadawarrung language. All artworks were taken home to be displayed in front yards, on fences, mailboxes, and doors. The workshop then transitioned into a local installation, celebrating indigenous animals, and inviting conversations with passers-by. As a conversation of belonging, the past, present and future generations connect through

local fauna. Additionally, there is a bringing together of families, neighbours and streets with the simple images providing opportunities for stopping and conversing.

We would like to acknowledge and humbly thank Corrina Eccles and the Wadawarrung Office for their welcome, their engagement with us, and their support of this special event. Our ongoing learning as a school, and genuine efforts to understand and respect the Wadawarrung people are enriched by moments and collaborations such as these.

Student Reflections

'In this workshop we learnt how to use a scalpel to cut out different images and stencils on different surfaces. We made stencils out of paper, cardboard and lastly corflute. There were different techniques for the different textures such as for corflute we used the "see-saw" technique.'

- Eliza, Year 9

'I learned that Mike uses reclaimed materials (boards and cardboards) that he finds in bins and uses them as a stencil which reduces his carbon footprint therefore being more environmentally sustainable.'

- Maddie, Year 9



A celebration of our 2021 Year 12 achievers

EMILY FITZSIMONS, DIRECTOR OF TEACHING AND LEARNING

As has become an annual event: In February, we welcomed back to College a number of our high-achieving Year 12 graduates from 2021.

In an Academic Celebration Assembly, we recognised the success of the young Old Collegians, in front of Senior School staff and students. We extended an especially warm welcome to six remarkable scholars and to their family and friends who joined us. We were so pleased they could be with us as a number of our other Old Collegians were unable to be here, owing to university and travel commitments.

Occasions such as these are important in the life of our College. Not only are we celebrating and rightly recognising the achievements of our top scholars from 2021, but we are welcoming them back to join us as our newest members of the Old Geelong Collegian network. Their time as Geelong College students may now be over, but their role in the wider community is just beginning. I do say this each year, but these graduates demonstrate that, although sometimes

it might not feel that way, the end of schooling does eventually come.

This Celebration Assembly was a chance to reflect on our Year 12 results from last year, in a year that continued to bring many challenges and changes to the way we work and learn. Despite the uncertainty of the year, we commend all our students for their uncompromising focus on their goals; they remained driven by their hopes for 2022. Impressively, all of our guests for the Celebration Assembly achieved in the top 4% of the thousands of students in Victoria.

What I think is special about The Geelong College is that we are not an academically selective school – we welcome all students, all language and cultural backgrounds. Some join us only in Year 10 or 11, from a wide variety of other schools and backgrounds. Some of our students love their study and others find it challenging. It is wonderful that as a

school we can assist our students to achieve results which are among the very best in the State. That speaks volumes for what we do here and what College offers to our students.

Some other impressive statistics from 2021:

- 6 College students received an ATAR in excess of 99.00, placing them in the top 1% of the state.
- 18.4% of our ATAR scores were above 95.
- 31.6% of our students gained an ATAR of 90.
- 15% of all our study scores were over 40, which is very difficult to achieve.

We would especially like to commend our Dux for 2021, Edison Hang, and Proxima Accessit, Skye Ellis.

College Dux

Edison Hang (ATAR 99.80)

Entered 2019; Coles House

An international student in the Mackie Boarding House, unfortunately Edison could not be with us in person for the Assembly, as he was in China. He recorded a video message for the Celebration Assembly, which was incredibly well received by the student audience.

2021 Achievements:

Edison was awarded The A.T. Andrews Memorial Prize for Mathematics and Science, the Chemistry Prize, The Year 12 Prize for Outstanding Academic Performance, The Brian Lester Prize for Specialist Mathematics, The Mathematical Methods Prize, The Alec G. Stewart Prize for Economics, a Year 12 Merit Award,

a Gold Endeavour Award, and Merit Awards for Specialist Mathematics, Chemistry, Mathematical Methods and Economics.

He was a Prefect in Coles House and Mackie, the Boys' Boarding House and was recognised with Honours for Academic Performance and a General House Colour.

Unit 3 and 4 Subjects:

Further Mathematics, Physics, Chemistry, Chinese 1st Language, Economics, English Additional Language, Specialist Mathematics and Mathematical Methods.

Plans for the future:

Edison is planning to major in Bioengineering at The University of Melbourne this year.



Proxima Accessit

Skye Ellis (ATAR of 99.70)

Entered 2016; Coles House

2021 Achievements:

Skye received a study score of 50 for Further Mathematics in 2020. Skye received The Jack B. Hawkes Memorial Cup and Merit Awards for English and Latin. She was a School Prefect, Co-Captain of Coles House, the Cross Country Captain, and was recognised with Honours and in the APS Representative teams for Cross

Country. She was awarded School Colours for Swimming and a General House Colour.

Unit 3 and 4 Subjects:

English, Latin, Specialist Mathematics, Mathematical Methods, Further Mathematics, Chemistry and Physics.

Plans for the future:

Skye will be boarding a plane to head to the USA this year. She will attend Northwestern University in Chicago on a Cross Country scholarship, where she is going to study Biomedical Engineering.



With the COVID-19 pandemic, life has been challenging, especially for the Year 12 students.

However, our experiences have also made the 2021 Geelong College graduates more determined, invulnerable and capable than we were before.

Personally, I feel that it would not have been possible to gain the same level of mental and academic improvement in the absence of such adversity.

But these gains did not come through circumstance alone. I believe I will remember the consistent support I have received during my years at The Geelong College for many years to come.

This support came from many sources - from my parents, but also from my

'College family'. With my own family living in China and COVID-19 making travel extremely difficult, the Hope family made me feel welcome and were a great support.

I am grateful, too, for all the encouragement offered by my teachers, and the heart-warming care, help and protection I received from across The Geelong College. It truly felt like one big family.

Despite the recurring challenges of online learning and isolation from friends and family, the year of 2021 was still

wonderful and makes me want to get back and start over again!

I am grateful, too, for the connections that have been forged this year. 2021 has seen the friendships I have with my peers in our year group strengthen like never before.

Class of 2021, there are just so many important events for us to remember. I am so proud to be one of you.

- Edison Hang
(written for the 2021 Celebration Brochure)



Year 11 & 12 Fulfilling Lives

After two years of a COVID driven hiatus, Year 11 and 12 students were offered the opportunity to travel to the Northern Territory to undertake a community service project and cultural learning.

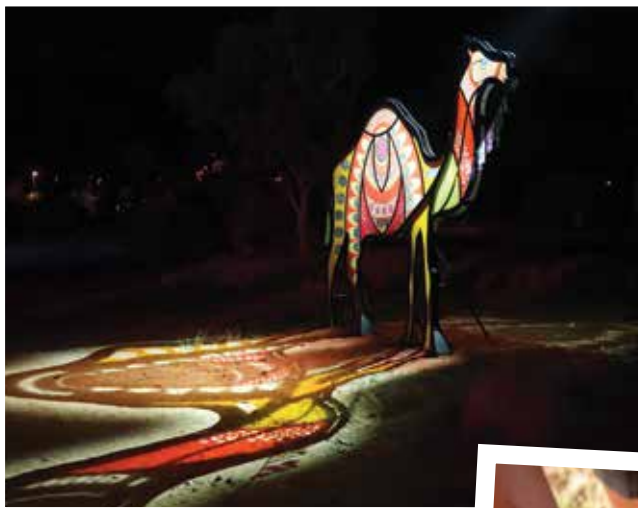
Student Reflections - Fulfilling Lives trip to Lilla

The 2022 Fulfilling Lives trip to Lilla in Central Australia was a journey we will likely never forget.

Our adventure began in Alice Springs with encounters with snakes and crocodiles at the Reptile Centre and exquisite art installations illuminated on the West MacDonnell Ranges at the annual Parltjima Festival. We travelled on our purple tour bus "Yummo" to the destination that was the objective of the trip, Lilla – an Indigenous community.

As we arrived, we were welcomed into country and welcomed by the local people. They took us on a tour of the sacred sites surrounding Lilla, including a birthing cave and a sacred waterhole. We also hiked the breathtaking Kings Canyon and spent two days helping the community with their food gardens and

preparing the church and cemetery for an upcoming funeral. It was a privilege to give back to the people who shared their home and their culture so generously with us. Our final stop at Uluru\Kata Tjuta tied the whole trip together. We hiked Kata Tjuta, the Uluru base walk and learned the story of the Mala men and Kunia which were painted inside the cave and embedded into Uluru itself. But there were some ancient stories that weren't meant for our ears. We learned that in Aboriginal culture, children must pass an initiation to be considered an adult, and gain access to all the stories, song lines and traditions of their culture. If they don't pass, they will be considered a child forever. Most of us



visitors will never be permitted to undergo initiation and will be children forever. We will never have the deep understanding of Tjukupa (culture, tradition and law) and country that Indigenous Australians do, something we all witnessed in our time at Lilla. But an underlying understanding of the country we live on, and a connection with our Indigenous brothers and sisters is something that all Australians need. The journey gave us an integral understanding, and an honest connection that many people never get to experience. It's something that we will carry with us forever.

- Takoda Ritchie, Year 11

Lilla was the experience of a lifetime. We were very lucky to be a part of the group of students

able to head into our backyard of Central Australia in the April school holidays. Our first couple of days were spent in the warmth of the capital Alice Springs, surrounded by the red dirt and the full starry nights while cosy in our swags. The trip

then shifted along to Lilla, a small Indigenous community 242km out of Alice Springs. The landscape was incredible and the people even more so.

- Olivia Bryant, Year 11



A day in the life of a Boarder at TGC

SOPHIE DUDLEY AND CHRIS BOWKER – MOSSGIEL & MACKIE CAPTAINS

So, I hear you ask.. what is boarding really like? What does a day in the life of a Boarder look like? Sophie and Chris, our Boarding Captains share their insights into what it is like to live in this very special family.

Mornings

Our weekdays begin by a gentle wake up, just like most other teenagers, but for us it is either the tutor on duty or one of the prefects who does the honours.

We then get ready for the day and, as a collective, head over to the Dining Hall for our favourite meal of the day.

Especially after an early sports practise, nothing hits the spot like a hearty meal of bacon and eggs, croissants, cereal, or muffins. As you can imagine, the chatter is a dull roar as we socialise together as a Boarding community.

School time

Senior School students then embark on a short walk to our House rooms and Middle Schoolers jump on the bus, and the school day begins.

At recess we collect our snack from the Dining Hall (or the canteen at Middle School), the same with lunch, and we go and enjoy it with the day students, although they are often jealous of our deliciously hot toasties...

After School

After school, snacks await us in our common rooms. This is one of the best parts of the day as we get to debrief



while enjoying a chocolate milk, scone, or cookie.

Then there is sports practice or free time before we are eating again!

Dinner

The dinner bell is rung at 5:45pm and back we go to reunite in the Dining Hall.

After everyone has finished their meal, we return to our respective houses for structured study.

After school study

As a Boarder, our most valued resources are our tutors, not just for their vast knowledge and ability to keep us all on track, but for their kindness, dedication, and selection of silly jokes.

Each night we are lucky to have access to a Maths, Science or English teacher to assist in both Houses.

After study we once again socialise, in our House – there is a theme here perhaps?! before getting organised for the next day and heading off to bed.

Weekends

Our weekends are very easy going. We have APS Sport on Saturday morning, and then have the rest of the day to hang out with our boarding family, to visit day friends or make the most of the down time to study or watch Netflix.

Every second Sunday we go on an outing which are heaps of fun. This year we have been to Adventure Park, Lorne, shopping in Melbourne, tree surfing and go-karting.

We have also had time with our families over the Boarders' weekend.

These weekend activities are always such fun and a great way to build friendships and make memories that will stay with us forever.

In summary

Boarding is a great experience - not just because of the resources we are lucky to have, but because of the unbreakable friendships and connections we form within our tight knit community.



A new look for Mossgiel

The common room in Mossgiel has had a huge facelift and is now a wonderful place for the girls and staff to hang out, bake and study.



The power of the spoken word

MELISSA BARNES, LEADER OF LEARNING (YEARS 9 -12)

The ability to confidently and fluently express an opinion and influence others is a crucial communication skill that supports success across many domains.

The Senior School offers many opportunities for students to work upon their oracy skills, increasing in complexity and challenge as students gain experience.

Students' voice is always of great importance, and we provide many ways to hone their public speaking skills.

For example, our School Captains and Prefects organise and run School Assemblies and our Sports, Debating and Music Captains keep us updated on the news. Our House Captains and Prefects organise, entertain and encourage their Houses. At the House level, students engage in fiercely

contested debates and our School debating team has been remarkably successful in the last few years. Last year five out of seven teams made it to playoffs, with one progressing to finals. Many adults would hesitate in their position, sometimes speaking to hundreds of their peers and teachers.

The Bond University Mooting Competition allowed Georgia Phung and Agnes Ambrose to practice their advocacy and oracy skills in a mock trial, with the girls making it to the semi-finals. Speaking opportunities are not limited to English. We recognise Hannah Phung's remarkable efforts in The Chinese Bridge (Hanyu Qiao) Chinese Proficiency Competition. It is

an annual worldwide Chinese speaking and performance competition where she placed 1st in Victoria and 2nd in the National Competition. She will represent Australia in the international competition (hopefully) in China.

One of the great pleasures of teaching is watching our students transform from quavering voices and shaking hands to articulate presenters of their firmly held and deeply researched ideas. As they step towards adulthood, it is a privilege to watch their journey into confidence and conviction. We are proud of their spoken words.

In the words of our students: Excerpts from Year 11 students' speeches



Agnes Ambrose

The age of criminal responsibility is one of the most significant mechanisms of racism in Australia.

This issue disproportionately targets Indigenous children, who comprised 65% of children incarcerated between 2016 and 2021, 68% of whom had not even been convicted of a crime.

The fact that Indigenous children are imprisoned at 26 times the rate of non-Indigenous children is nothing short of despicable.

These children are cut off from their homes, their culture, the place where they can express who they really are, not just who society characterises them as.

The problem is not the children. It is the punitive, exclusionary systems that prevent them from realising their potential, and only by raising the age of criminal responsibility can we hope to break them down.

We are all very lucky to be raised in happy, safe homes. Now it's time to consider the needs of those who are not.

We always imagine children as the privileged few, carefree and happy, unaware of the atrocities that await them in the 'adult world'. Yet they are being channelled into this world at an alarming rate, and we need to raise the age of criminal responsibility to 14 to protect them from this injustice.

After all, children do not belong in prison but in the playground.



Georgia Phung

The government owes children a moral duty of care that should be legally acknowledged.

In March 2022, the High Court found that "the nature of the risks and the dangers from global warming" are a "catastrophe that may engulf the world and humanity."

In the coming years, thousands will suffer premature death from heat stress, substantial economic loss, property damage, floods...The list is infinite.

The death and injury we will suffer, according to Justice Bromberg in May 2021, will "be inflicted by the inaction of this generation of adults, in what might fairly be described as the greatest inter-generational injustice ever inflicted by one generation of humans upon the next".

Every year, environmental factors take the lives of 1.7 million children under five according to UNICEF.

Protection from climate change is recognised by the United Nations as a human right. Legality doesn't change the science. It doesn't change the government's moral duty to protect us. But it can lead to recognition in the law that it's the duty of those in power to act on climate change and protect the most vulnerable which is why a duty of care is pivotal.



Hanna Mohan

Everyone knows the creator, the name; everyone knows the logo, but do you know about the darkness of Facebook?

Facebook prides itself as a site where users connect and share information, yet time and time again, Facebook knowingly abuses its power.

The platform must comply with harsher restrictions, it cripples our Australian identity and psychological functioning. Facebook, founded on a misogynistic concept we shouldn't condone. Facebook, its privacy invasion triggers unnecessary fear.

Facebook induces a corrupted environment with fake news.

We, the united generation, must protest to our politicians to enforce regulations on frightening Facebook.

Would you trample our future for a company not worth fighting for?

Listen to Evelyn speak

Scan the QR code to hear Foundation Scholarship recipient, Evelyn Cooney, tell her story as part of our Annual Giving Appeal



The song of a tribe

If I were a song, my tune would be playful,
Bouncing,
My patrons would sway to the beat.
I would be a song that was sung together,
Voices of a village melting into one.
One with lyrics drawn out of the land,
The sound of the river,
Of whistling leaves,
A beat of thunder.
A tribe would sing with me in harmony,
A melodious tune weaving together,

If I were a song, I would be kept in the minds of people,
My lyrics would carry them through anything,
My consistent sound
Would stand by them,
Always in their minds,
Ready to be remembered.

If I were a song, I would help people to heal,
My tune would give them a chance,
A chance to feel,
To feel what they should.
When tears are shed.
When a smile is shared,
I would know my job is done.

If I were a song I would care,
A basket woven of words and melody,
A carrier of people's emotions.
Threaded from generations of voices,
My walls could hold the weight of the world,
And my song would never be sung by one voice,
It must be shared.

If I were a song, I would speak the truth of the land,
My lyrics would be worn,
Sung by generations,
Words melting together,

Like a river stone,
The constant current
The endless tune,
Wearing away my lyric's rough edges.
Becoming a smooth melody,

But, if I were a song,
I would also face battles,
Many internal wars.
I would be helping,
Giving and never receiving,
An infinite cycle of one-sided gratitude.
When a voice starts to hum,
The fighting would stop,
All the soldiers would begin to sing,
And would surrender to the rhythm.

If I were a song, I would not be recorded
Nor tied down.
My lyrics would live in people's minds,
For they would heal one's soul.

- Claudia Hutchings, Year 8

The Written Word at Middle School



KRISTINA ZERAVICA, ENGLISH CURRICULUM COORDINATOR YEAR 7-8 & ANDREW MCKIE, CURRICULUM COORDINATOR YEARS 4-6

Writing is one of the most complex of skills we can learn. It requires the writer to have a rich vocabulary, to notice details in the world around them, to know how to structure cohesive and varied sentences and to then weave them together to tell a tale that expresses their views and perhaps enriches others.

My Autism

Hands start to flap. The noise comes out. Body up and down like a strike of lightning. People stare, strangely and confusedly. Control waves through the body, touching the surface with a breath of relief. Faces gaze and laugh, not knowing about Autism and what it can do. Curling up in a ball, feeling anxious, fingers moving like noodles. Negative thoughts crash through the brain like hard waves. As people leave, the brain starts to fall back into place like a puzzle being completed. Starting to calm down but still wanting to explode like a volcano. Starting to stand up; wanting to join in with everyone else, but motor skills start to flicker like a light bulb. Not even a simple ball can fall into the hands. Walking through a gust of wind, hearing the air speak to the brain. "Never stop believing in yourself. Motor skills may flicker, but you can't let them stop you, so don't think that Autism is a disability. You're not the same as everyone else because really, it's just a different brilliant".

- Holly Hetherington, Year 6

Raw

My eyes suddenly opened as I felt an old and frail hand sink into the depths of my back. My body plunged forward. Descending off the precipice, I abruptly collide with the polluted water. Submerged and almost lifeless, the rawness of the icy water forces me to wake. My tranquil mindset permanently changed. Swiftly a shockwave of adrenaline pulsed through me.

- Evie McCann, Year 6

On the Edge

I tried not to think of the jagged rocks below. Or the consistent smashing of the waves against the cliff. Or the fact that if I let go...I fall. At the mercy of the sea. My heart pumped, louder than the howling wind. A flash of lightning lit up the sky. And I knew I only had moments left. I tried to focus all my energy on my burning arms. I tried to haul myself up. A roaring wave smashed against the cliff. Seaspray flew up into the air, drenching me in freezing water. And for a split second I lost focus...In that split second I let go.

- Alice Mackenzie, Year 6

An important element of writing is of course reading. Experiencing how Masters do it and learning from them helps to progress all learners to write with more fluency, more expression and to show more of themselves on the page.

At the Middle School we pick up where Year 3 leaves off in teaching writing, helping students develop greater vocabularies, introducing them to more varied and richer texts suitable for their development and we teach students how to write a variety of different text types from formal essays to poetry and everything in between. Teachers are discussing, reading and reflecting on how students writing in the context of topics they are reading and studying enables them to draw on knowledge and ideas to enrich their writing.

Our writing curriculum is driven by the understanding that writing is one of the most effective ways to develop a student's cognitive abilities, from learning about feelings and how to express them to developing organisation skills and communicating clearly and concisely, an invaluable skill in our world today.

Albert Einstein suggested that 'creativity is fun for the intellect' which guides the balance we work towards between teaching and practicing skills to allowing students freedom to explore the topics of their choice in a variety of formats.

Over time, we see students grow in confidence in their abilities as their vocabularies flourish, their understanding of structure allows them to organise their thinking and

they develop their problem-solving skills by working through the process of having a starting point in their writing then working their way to a solution.

Importantly, writing of all kinds encourages students to empathise with characters or content, to consider multiple views and to understand that curiosity rather than judgement about a character's actions or a stance on a persuasive topic will lead them to a deeper understanding of the concepts, feelings and ideas they are exploring.

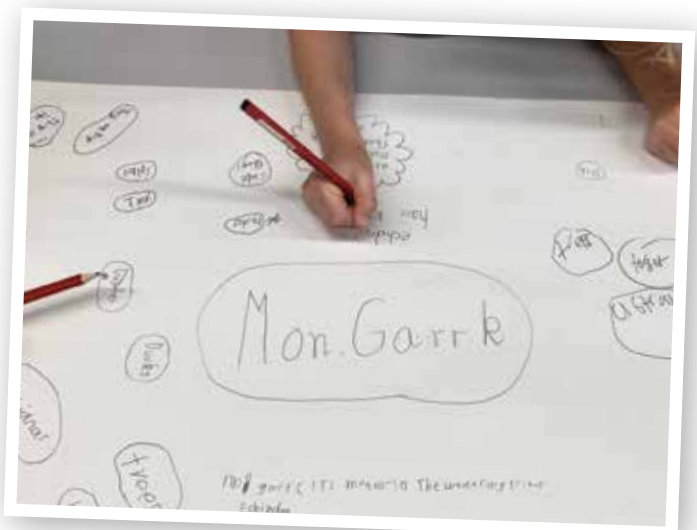
A final thought: the abundance of the heart is spoken by the mouth and written by the pen. We are honoured to be part of the puzzle in helping our students explore the abundance of their hearts.



Active literacy: Bringing our story to life

CHRISTIE BARRETT, EL-3 LEADER OF LEARNING

Campbell House citizens were lucky enough to have been on a very special journey of stories with a very special author recently. Sue Lawson, author of 'Respect', 'Family' and 'Sharing', has been working with us as our Author in Residence on a project to create our own picture book to share the story of our school.



We are excited for the release of our picture book once it is complete. It will bring the story of the Junior School to life in a piece that can be held and cherished for years to come.

Our rich history has been intertwined with the story of the land that was here before us, and our new buildings hold the names of flora and fauna from this land. Sue is collaborating with students of the Junior School to develop the story of these creatures and plants.

Over a series of sessions, both before and after COVID lockdowns, Sue met with groups of children to develop and document their ideas, and weave these over time into a rich narrative that could become a published text. Children will also work with Wadawurrung Artist and College parent, BJ O'Toole, to create the illustrations for the book. In art lessons this will run as a mini-project, with our Atelierista, Ms Burman, facilitating children's work.

Whilst we do not want to give too much away about the development of

the final story, we can share with you a reminder about the characters and settings that feature. Our buildings carry these important titles, that link us to the land and the story of what came before them.

Our Early Learning starts with the multipurpose space named *Yaluk* - this gathering space, *the river*, brings all the water animals together. The four learning spaces in Early Learning are named after the inhabitants of Yaluk, *Buniya (Eel)*, *Perridak (Platypus)*, *Barrabin (Turtle)*, and *Kuwiyn (Fish)*.

From here we move to the land with the Foundation to Year 3 learning spaces. Foundation symbolises the plants with its name of *Garra (Golden Wattle)*. Year 1 represents the animals as *Mon.gaark (Echidna)*. The birds are acknowledged

as Year 2's namesake, *Bunjil (Wedgetail Eagle)*. This takes us to the leaders of Junior School, Year 3, shining as the element *Mirri (Sun)*.

Whilst working with Sue, children have been exploring issues of land custodianship and the interdependence of living things. Through the eyes of the animal characters, children have also discussed dispositions that can lead to more responsible land use, such as caring, respect, problem solving and sharing. This will be a collaboratively written shared piece once it is complete, and it has been a fantastic way for children to develop their skills in ideas generation, which is a huge part of the developing writing process.

The building blocks of writing

At the Junior School this year we have also been working on the building blocks of writing with a focus on sentence-level writing.

This goes hand in hand with the rich ideas generation needed to develop a good piece of writing. We launched our sentence-level writing Scope and Sequence for Foundation to Year 3 students at the start of this year, and this ensures that each week brings a new cumulative focus on a structural skill needed for writing, at each level.

This is taught explicitly by teachers who model the skill to children, share in the co-construction of sentences using the skill and then facilitate children to develop this skill through independent practice.

Children in Year 2 recently worked on their sentence level writing, linking to project work around their namesake Bunjil and other birds. This piece is an imagined conversation between the Moon and his bird friend.

Moon & Bird

Moon: "Hello little bird, how are you going?"

Bird: "Very well, it has been another good day of flying with my feathery friends."

Moon: "Cool, I wish I could fly like you. It sounds awesome!"

Bird: "It is! You get to circle with the wind and find a welcoming tree. But you can make a pretty sunset in the stars!"

Moon: "I do like glowing and whispering amongst the stars."

Bird: "Can you please make the sun go away now so I can see the stars?"

Moon: "Sure, but that means you go to sleep."

Bird: "Fine. Goodnight Moon."

Moon: "Goodnight little bird."

- Elsie Jones, 2B.



The 2022 College Easter Service

From our Chaplains

STEVE WRIGHT, SENIOR SCHOOL CHAPLAIN

“Life’s most persistent and urgent question is, ‘What are you doing for others?’ ”
(Martin Luther King Jr)

With easing restrictions, it has been wonderful to re-engage with some Service-Learning opportunities with our students. To serve others; both within our school and to look outward to those who are disadvantaged and isolated in our local community, is something we greatly value at The Geelong College.

Our Grade 6s under the leadership of our Junior & Middle School Chaplain, Leanne have continued to be involved with ‘Eat Up.’ This is a wonderful partnership where our students make

fresh sandwiches that are delivered directly to families that may be in need. It is estimated that 1 in 5 Australian children have faced food insecurity in the last 12 months. Our students have a lot of fun in these sessions as they work together for this wonderful cause.

Commencing this term, I have been taking a small group of Year 10 students fortnightly to help serve at OneCare. They are an amazing local organisation who aim to provide support to disadvantaged and isolated

people in our community. Some of their services include a community meal that they run on Thursdays and a Foodbank on Tuesdays. Our students have assisted the volunteers at OneCare in greeting people with a smile and food items, preparing and sorting the produce, helping in the kitchen or any other tasks that need doing. My hope is that these experiences continue to remind us of the great joy that can be found in the service of others.

LEANNE EARL, JUNIOR AND MIDDLE SCHOOL CHAPLAIN

Curriculum, the Easter service and Chapels

We’ve had a busy semester in the Chaplaincy department as we have begun to build momentum and reconnect with each other face to face after the COVID lockdowns of the previous two years. It has been wonderful to have the students and staff back on campus, interacting and exploring our learning face to face. In the Junior School we have continued with our Godly Play program, in Term 1 with the Year 2 students and in Term 2 with the Year 1 students.

In Term 1 we looked at the introductory lessons of Christianity, such as the story of Creation and Noah and the

great flood and concluded the term with the story of Easter. In Term 2 we again began with the introductory stories of Christianity and concluded with the story of Pentecost. Within the Godly play sessions, the students have the opportunity to listen and watch some of the key stories of the Christian faith and then have personal reflection time to write and draw about the events and what meaning they personally draw from the stories.

Within the Middle School in Year 7 and 8 we have been looking at the life of Jesus, with students creating PowerPoint presentations about the

Easter story in Year 7 and in Year 8 researching a presentation on an ethical issue and then a social justice issue.

We were delighted to be able to have the whole College come together for the Easter service at the Senior School as we concluded Term 1. Term 2 saw our Middle School students all travel to the Senior School Chapel in year levels for our Pentecost service. During these services we focused on the gifts of the Holy Spirit and our task of working towards making our world the best place it can be, holding out hope and joy for the future.

School Activities

AGSV Golf Day



MS House Music



MS House Cross Country



JS Cross Country





EL4b on Country



Ngaraweereen Day



Equestrian VEIS Series

SS House Music



Year 7 Sovereign Hill Excursion



Year 7 Camp



Year 12 Production The Resistable Rise of Arturo Ui



Rowing Camp and Barwon Regatta



SS ANZAC Service



Staff departures

Murray Fanning, Catering Manager

27 YEARS

Murray Fanning retired as Catering Manager at the end of Term 1 after 27 years in the role.

So many of our Ad Astra readership will have been catered for by Murray and his team over the years - whether as Old Collegians, Boarders, day students or parents.

At his farewell event, held in Cloister's Murray recalled his interview in 1994 with the then Principal, Paul Sheahan.

'I didn't mind if I got the job or not. It was just a thrill to sit and chat with such a sporting great!,' Murray said.

However, the interview was a success and Murray was offered the job.

Moving into the role, he recalls his early days as 'a baptism of fire'.

He had not cooked meals of this kind for eight years. As the school year began in 1995, he suddenly found himself responsible for feeding 125 hungry Boarders in what was then quite an antiquated kitchen.

'My previous role was in the Aged Care system, so I was used to specialising in needs (pureed foods and gels). It was a sharp contrast to protein requirements and teenagers' appetites!' he said.

Managing the catering at a school proved to be a far busier role than any function centre Murray had managed previously.

The entirety of the year's school calendar was crammed full of events of all sizes, needs and locations. This is a trend that continues today.

Event locations have ranged from the Boatshed, Mokboree, Wayaperree, Freeman House, Cloisters, the Keith Humble Centre and Cape Otway. Murray has catered for the School Carnival, Parent Associations' events, Old Geelong Collegians' events, milestone celebrations (150th anniversary), weddings and funerals.

He only needed a christening to gain the trifecta!!

During his time at College, Murray has seen many staff come and go.

'I've worked with four Principals, four Business Managers, five Heads of Mossgiel, and four Heads of Mackie,' he said.

He has experienced many celebrations, but also his share of challenges. One of the most recent being COVID-19.

'There were no events, and very few Boarders left on campus. I, and most of my team, were redeployed into other areas of the school,' he recalls.

Murray, himself, assisted at the Junior School by supervising the children during on-site remote learning, an experience which he (nor the students!) will likely forget!



When he was not tucked away behind the doors of the kitchen, preparing gourmet delights, he was free to indulge in his other passions.

A very competitive tennis player, Murray is also a keen St Kilda supporter, enjoys horse racing and wine.

A past parent himself, he speaks passionately about his son, Guy. Murray also has a close relationship with his mother and his sisters.

Murray, we will miss your jokes, dry sense of humour, early morning gym sessions and tips for your beloved horse 'Drop the Mic'.

We hope you enjoy your move to South Australia, and enjoy a life of relaxation, wine trips and running your Airbnb.

I'm sure you will all join me in wishing him the very best of luck and we hope to see you around when you come back to Victoria.

Shannyn Leach – Director of Business Operations

Greg Smith, Art Teacher

33 YEARS

Greg Smith arrived late to teaching, having worked and studied across a range of pursuits up to the age of 33.

Completing his Diploma of Education in 1986, Greg saw teaching more as a fallback position than a serious career option.

But just three years later, things had changed, and he accepted a full time teaching position here at The Geelong College.

'1989 was a watershed year,' Greg said.

'Quite aside from the fact that I needed a 'serious job', the College I entered was, to me, a wonderful place to work.

A self-confessed 'unproven prospect', he is grateful for the chance he was given.

'I owe Paul Sheahan and Fred Elliott a debt of gratitude for taking a punt on me,' he said.

'I had never taught Years 11 or 12 before and had just two years of experience at other levels.'

It was in Paul and Fred that he found his mentors.

'Paul was a consummate leader. He knew his staff and strove to make us feel valued and acknowledged.

'Fred Elliott was also a great example. He epitomised what I'd call a 'gentleman teacher'. Stoic, quietly spoken, even-tempered, and possessed of a keen wit.

Greg believes it was a combination of luck, coupled with the support he received, that saw him succeed in teaching.

'It became a career that I found came with rich rewards. At a selfish level, working with young people challenges preconceptions and demands that one learns constantly.

'Hopefully this was a reciprocal arrangement and my students also learned something of value from me.

'One can never really be sure. In fact, I think doubt was the defining state of my career. It made teaching a very restless pursuit,' he said.

Restless though he may have been, he loved the classroom he taught from.

'I was lucky enough to spend my whole teaching career in one room. The beautiful AG1, with its soaring space and bank of windows admitting the ample, soft southern light – a perfect art studio.

'I think the impressive effect of the room alone put students in the zone to create. In finding solutions – sometimes,' he said.

Keen to make an impact on students outside the art room, Greg turned his hand to the position of 'Head of Mackie House', a position he would hold for 15 years.

I have learned and gained much that I never imagined I'd have access to. My hope is that I've given and received in equal measure.

'Boarders, for better or worse, are a captive audience. Everything from the daily routine, study, weekly meetings, outings and opportunities for leadership occurred within the parameters of the necessity to compromise in the interests of the common good.

'There is much potential to create a positive influence,' he said.

'Nothing works, though, without good staff. I was lucky in this regard.

'I was fortunate to have worked with such consistently dedicated and reliable staff who were genuinely interested in the boys' welfare.

Greg reflects fondly on his time at Mackie:

'I did my best to leave Mackie a better place than I found it, as had



past Heads under whose leadership I had previously spent 8 years as a Boarding tutor,' he said.

The long-term constant throughout his career, however, was the Austin Gray Centre.

'It was my second home, a creative haven.'

'I found a very supportive group of colleagues and mentors, especially successive Heads of Department,' he said.

Greg credits the positive environment to the staff he worked with - from teachers and technicians to cleaners.

'Our staffroom was a place of collegial attitudes, support, patience, humour, fun and camaraderie. It was a happy place,' he said.

When considering The Geelong College with a critical eye, Greg can still see the appeal it held to his younger self, 33 years prior.

'Looking over the fence at College, who wouldn't want to work there? Beautiful buildings in their mantle of ivy, verdant lawns, open spaces and spreading, shady trees.

'Whenever I needed some perspective, I could wander out of AG1, look up at the majesty of the elms and out across the manicured green of the main oval.

'The College has been a good place to work. I have learned and gained much that I never imagined I'd have access to. My hope is that I've given and received in equal measure.'

The Geelong College Autumn Ball

It was delightful to see over 530 enthusiastic members of our Geelong College Community gathered at The Pier for a night of fun and celebration at The Geelong College Autumn Ball on Saturday 30 April.

After a year of planning, two reschedules and six years since our last Ball, the small dedicated organising team from the The Senior School and Preparatory School Parents' Associations were delighted to see the enjoyment in the room as guests ate, drank and danced the night away.

The Ball was the commemoration of two significant events in the school's history, the 100th anniversary of the Preparatory School and 160th anniversary of The Geelong College.

We thank The Pier and our sponsors, Hip Pocket Geelong, Kardinia Property, Malishev Homes, McHarry's Bus Lines, Mercedes Benz Geelong, and West, Carr and Harvey, and all who joined us on the night. In particular, thanks to Shelley Watson, Tim Brown and Sara Taylor-Wilson.





Mercedes-Benz Geelong



westcarr&harvey
Accountants and Business Consultants

We gratefully
acknowledge
the support
of our
Autumn Ball
sponsors.

Mentoring is the answer

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS & ADRIAN BLADES, CAREERS EDUCATOR

Have you ever had a burning question about your career path or what to do next but are unsure who to ask? Perhaps you're looking to change tertiary courses or career pathways, or searching for employment opportunities. 'Mentoring' is the answer..

The word 'mentoring' may seem daunting to some – they might fear it means a long-term, time intensive commitment, or worry about feeling inadequate in front of an experienced mentor.

In reality, mentoring can be a much more flexible and spontaneous experience.

For some, 'mentoring' can be as simple as a brief, 10-minute conversation with another person in the right industry.

For others, it might be a series of connections with a few different people whose experience you value.

'Finding a mentor' isn't just of benefit to younger Old Collegians – we can all benefit from a mentor or new professional connection, even if we graduated 30 years ago!

We can also be both mentor and mentee at any time as everyone has something to offer in terms of their life story.

For our Alumni:

Alumni mentoring through The Geelong College is facilitated by our online Alumni platform, TGC Connect.

TGC Connect has over 3000 alumni registered. As Old Collegians, you can use it as a tool kit to suit your needs.

It can be as simple as setting the search filters to find someone in your chosen field. Then, simply ask a question to get started. You might be wondering about next steps to career progression, have an idea you'd like

to test out, or ask for situation based advice: 'what would you do if you were in my position?'

If you're unsure where to begin, our Alumni office can help facilitate your conversations or flash mentoring.

For current students:

The success of these mentoring relationships to date shows the open willingness of our College community to contribute and provide opportunities to our Alumni. It is heartening to note that this invaluable support by our Alumni is extended to current students, also.

"I often call upon Old Collegians to provide professional support to a fellow alumnus or current student, and the answer I receive is always 'yes'", says Adrian Blades, TGC Careers Educator.

"For example: Over the past six years, our Old Collegians have run a Preparation Session to assist current students with an interest in studying Medicine.

"Even the Careers Expo is mostly made up of Old Collegians and current parents sharing their professional experiences.

"COVID-19 has sadly necessitated a few years' hiatus, but we hope this event will be run again in May 2023 with similar levels of community support," he said.

This community support goes both ways, also, with Alumni able to access

support from the College Careers Department throughout their careers.

As a College, we are proud of the contributions our Alumni community have made to date, and will continue to work together to develop and grow these important connections.

Career development is a lifelong journey, and the support of The Geelong College doesn't end at graduation. Your College community is part of your life, and we look forward to celebrating your career success along the way.

If you would like to find out more, please email:
communityrelations@tgc.vic.edu.au



Learn more about
mentoring through
TGC Connect

Scan the QR Code
to sign up or visit the
platform





"I have gained two mentors from around the world who I speak to on a regular basis. They have both been integral parts of my professional and personal growth over the past year."

Charlie Crozier (OGC 2016)



"TGC Connect has really helped me in understanding what career path to take by being able to talk to professionals in all different areas. You don't realise how important this resource is until you start using it."

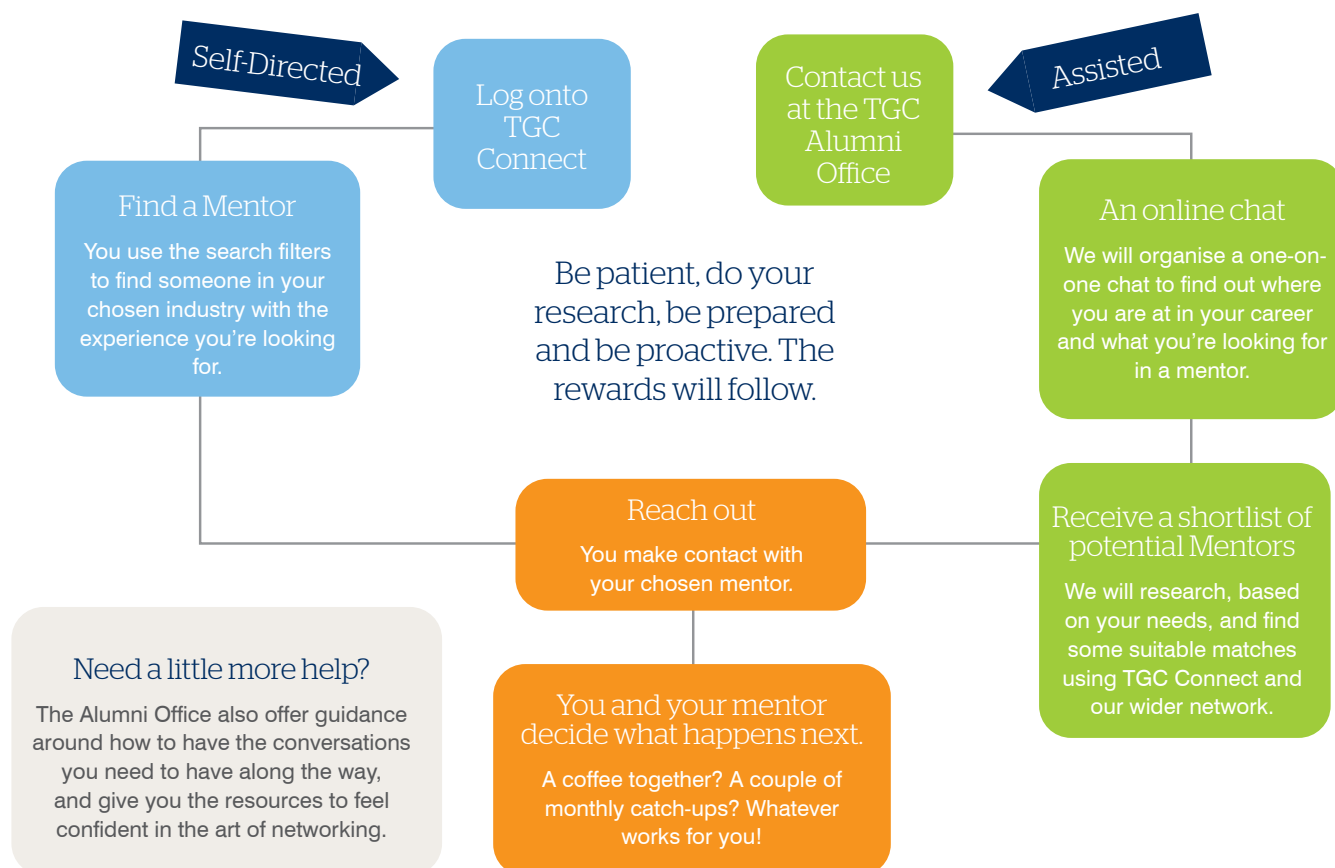
Charlie Richardson (OGC 2018)



"Using this mentoring platform as I shift the focus of my career has been an excellent way to network and tap into the insights of other like-minded people. I have met with people in different sectors who generously gave me time and advice."

Caitlin Lamont (OGC 2009)

How mentoring works through TGC Connect



A 'pivot' is never a backwards step

LUCY SIMMS (OGC 2002)

Lucy Simms is a Graduate of the Australian Institute of Company Directors and is currently a Non-Executive Director of Bellarine Community Health and Committee member of Cottage by The Sea Rippers. Lucy recently completed her Certificate IV in Real Estate through the REIV. We asked Lucy to share the story of her career to date.



I certainly would not profess to following a 'standard' career path, and I have recently just made a third career pivot since leaving university 15 years ago.

When I was at school, I had no idea what I wanted to do or be, but I knew it had to be in property. Fortunately, I was blessed with solid skills in maths, and after a year of travelling overseas following school I commenced Civil Engineering at the University of Melbourne.

If I'm completely honest, I didn't love the course, but the incredible friends I made were reason for me to return every year!

I spent five years working for a global consultancy in engineering, starting in structural engineering and very quickly shifting to project management, business development and strategic transport planning (all people focused roles!).

It was a great foundation in my early years as a consultant, as I consolidated the tools of engaging with clients, and learnt the financial fundamentals of corporate business in Australia.

Through my strategic planning work, I gained exposure to developers, and this reaffirmed my love of property.

In 2012 I got a 'lucky break' as an Assistant Development Manager (ADM) with an emerging Melbourne based property developer (thanks to my engineering background).

At the time, it was a backwards career step to any outsider looking in – particularly as I was doing well in engineering; my 'title'

had dropped a level, my pay was diminished, and my responsibilities were less (I thought!).

It was the best decision I could have made.

I spent the next eight years working for that same developer and over that time shifted from an ADM, DM to SDM (Senior Development Manager). The business grew enormously in the time I spent there, and my projects progressed from small residential buildings to major mixed-use urban renewal projects. I travelled to Singapore and Hong Kong, to research how we could 'do it better' and was incredibly fortunate to work with a developer that prioritised community and sustainability through their design.

Being a Development Manager is one of the most diverse roles I have had throughout my career.

It requires a core understanding of commerciality, design, buildability, sales and marketing, risk, people

management and always keeping in mind your future occupants.

Every hour of your day is different, and I have created so many wonderful ongoing professional relationships and friendships with individuals I have worked alongside.

By the end of 2019, I was ready for a change and jumped back into consulting, in landowner advisory, assisting private, Government and Not-for-Profit clients in development feasibilities and transactions.

Shortly into this new role, I became an advisor to Women's Property Initiatives (WPI). A Community Housing organisation whose mission is to create new beginnings for women and children at risk of homelessness by providing permanent and affordable homes, access to support networks and ongoing advocacy.

When I connected with WPI, I had an immediate shift in my career focus, and for the first time experienced what it was like to work with a 'for purpose'

mindset. I reflected daily on how lucky I was to have the family, home and education I had.

Not surprisingly, early this year, I joined WPI as their Fundraising and Partnerships Lead.

Similar to when I jumped into development, to an outsider, the pivot may seem strange, but to me it feels right. WPI currently has 105 homes they own and operate, whilst on any given night, 49,000 Australian women are homeless. Now is the time for me to utilise the skills I've gained through engineering, property development and running my own small businesses to forge strategic partnerships across the property sector, to help us deliver more homes, and to house more women and children.

I never look very far ahead, particularly career-wise, I know there will be another shift in time. But right now, I'm committed, passionate and ready to make change.

Long live the side-hustle!

Throughout her career, Lucy has always enjoyed a 'side-hustle'.

These ventures have included:

- B'totties, an apparel business she co-owned with Amanda Cordner (fellow alumni) for seven years.
- Salty Days Art, her own art brand that is now six years strong and this year will see her release her first illustrated children's book "I'm a Nipper Now".
- Queenscliff Trader a boutique shop she co-owns with her mother, Lyn, in Queenscliff.

Lucy is a strong advocate for always following your passion.

'If you do, good things will come,' she says.

Lucy has lived between Melbourne & Point Lonsdale since finishing school and had a year-long stint living in Noosa, where she adopted the 'work from home' a few years ahead of the rest.



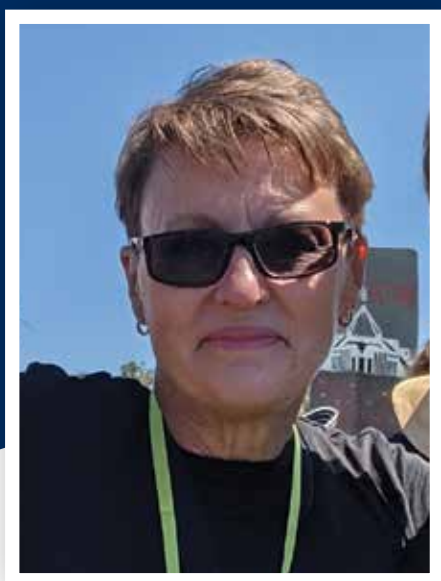
Look out for Lucy's illustrations in the children's book 'I'm a Nipper Now', due for release later this year.

Reach out to Lucy:

Women's Property Initiatives
www.wpi.org.au
@wpi_homes
lucy@wpi.org.au

Salty Days
www.saltydaysart.com
@_saltydays_
lucy_simms@live.com.au

Queenscliff Trader
www.queensclifftrader.com
queensclifftrader@outlook.com



Building bridges

NICOLE ROACHE, MARKETING MANAGER

The College values, Integrity with Compassion, Community with Diversity, Aspiration with Humility, Respect with Grace and Endeavour with Courage, are aspirational. They are how we want to be, what we know we should do, and a guide to being better versions of ourselves. Sometimes we can say yes, we are these things, but other times we know we still have much to learn and much to do.

Ad Astra spoke to Human Rights Lawyer Monique Hurley (OGC 2006), Gunditjmara man, creative professional and Manager of Indigenous Inclusion at Deakin Tom Molyneux (OGC 2009) and Thought Leader and Women's Rights Activist Sue Barrett (OGC 1979) about how they are making a difference through their work in very diverse fields to build bridges to a fairer, safer, and more just society.

Sue Barrett (OGC 1979)

Thought Leader, Ethical Business Growth Strategist - Barrett

What are the biggest challenges that we as a society face, today?

1. Lack of real action and leadership on climate change which keeps us from creating renewable clean energy economies and more prosperous societies.
2. Lack of integrity in politics and the high-jacking of our democracy by autocrats who are in cahoots with vested interests seeking to privatise and dismantle our public systems for personal gain further entrenching inequality and eroding democracy.
3. The decline of equality in Australia with rankings falling dramatically from 12th in 2006 to 70th in 2021 in terms of women's economic participation and opportunity, from 57th to 99th in women's health and survival, and from 32nd to 54th in women's political empowerment. It's no illusion – Australian women are going backwards at a rapid rate even though we were once world leaders in women's equality being the first in the world to introduce the Sex Discrimination Act in 1984.

What role does activism take in shaping women's' rights both in concept and in reality?

As one of the organisers of the Women's March4Justice event that saw over 110,000 people attend over 200 events around Australia on 15 March 2021 to protest the dreadful treatment of women in Parliament House Canberra, I saw first-hand the

power of women and their supporters to unite, raise awareness and ignite change on many levels. As one of the founders of Voices of Goldstein and now Campaign Manager for Zoe Daniel, our community-backed independent candidate for Goldstein at the 2022 Federal Election. I've witnessed the power of community, especially women, who've found their voice and are together creating wholesale change in our democracy. It's no surprise that many of the community-backed independents standing in the 2022 federal election are women. The current system doesn't work for women, so we are going to change it. As the saying goes 'Nothing beats organised money, like organised people'.

What do you think are some of the most important issues facing women both in Australia and across the globe, and where do you think we are with these?

Women's issues are human issues which is why men need to be a part of the solution. However, we're facing a fierce contest between misogynistic authoritarians who seek to take away women's rights stalling any progress versus open, fairer, more equal societies that are truly democratic and inclusive.

What do we, as Australians, need to do to ensure that women's' voices continue to be listened to and acted upon?

The overwhelming body of evidence shows when women have at least 50% representation and equal sharing of power in senior leadership and decision-making roles in business

and politics, we have healthier more prosperous democracies. To me the choice is easy. Get more competent women into positions of power.

This article is about building bridges. In your opinion what is the most important bridge to be built so we can be a true community with diversity?

Be human-centred and inclusive. Respect people as humans and honour their right to exist. Respect the environment and nature and honour its right to exist. We must stop the divisiveness - the us versus them. We must stop the destruction of the natural world. We must accept that we are a part of the world, not separate. The world is a beautiful mosaic of diversity, and we must work within it to find more harmonious ways of living and being.



Tom Molyneux (OGC 2009)

Gunditjmara Man, Creative Professional and Manager of Indigenous Inclusion - Deakin University

What are the biggest challenges that we as a society face, today?

We face many challenges, but climate and sustainability sits over all of them. Are we going to have a planet for all our kids, grandkids, and their grandkids to exist on? The ancient concepts of caring for country that are integral for us, as Aboriginal and Torres Strait Islander people, can help. For many thousands of years, we have made sure that country can sustain us, and understood that we are nothing without country.

What role does storytelling have in helping us better understand our Indigenous brothers and sisters, their history, and their reality?

I think storytelling is a useful tool that can help us to understand some of the complex realities of others' experiences, and help people to step into another person's shoes. In the play I'm currently touring around Australia, which is called *The Mission*, I talk a lot about my ancestor Uncle Allan McDonald, who was one of the first Aboriginal soldiers to enlist for World War 1. He experienced some incredible and some terrible things, both through his service and after he returned home. After the show we are regularly told that it's so important to have heard this man's truth.

With the Yoo-rook Truth Telling Commission currently underway, and Truth Telling being seen as a fundamental aspect of the Uluru Statement from the Heart. I hope it can be a way for us to develop a shared common understanding of facts and experiences that have impacted Aboriginal and Torres Strait Islander people historically and still do through to the present day. If people can set aside their preconceptions and listen, deeply listen to people's experiences and stories, it helps give everyone a shared place of understanding.

As an indigenous Australian what are some of the most important issues you have experienced or advocated for, and where do you think we are with these?

I'm a big supporter of Statement from the Heart, which is largely three key things. A voice to Parliament enshrined in the constitution, Truth Telling processes, and Treaties. I think it is a really generous offer that Aboriginal and Torres Strait Islander people have made to the country about a way forward, and I'd love to see it become a reality. Through my role in higher education, I see a real opportunity to get more Aboriginal and Torres Strait Islander people into a whole variety of professions. When we have Aboriginal and Torres Strait Islander people in all kinds of roles, I think we will start to see systems such as mental health, legal, justice, and other systems become better and more inclusive for all people.

There are so many 'big' issues we see in the media like deaths in custody, life expectancy and access to education, what should we know about these and what can we do to make a difference?

Too often I think, in this country, we act with broad brush strokes and expect that an issue is experienced in the same way by all Aboriginal and Torres Strait Islander people. In truth there are so many local situations that are nuanced and that require people to take the time to engage and listen at that grassroots level. What we require, in my view, are locally negotiated solutions rather than those negotiated at the national level.

Historically there are hundreds of First Nations people across this country and they do all have their own stories, complexities and relationships that need to be considered. So being prepared to look small and make differences locally is the way I would like to see it go.

This article is about building bridges. In your opinion what is the most important bridge to be built so we can be a true community with diversity?

If I'm talking from my point of view as an Aboriginal person, then I think treaty is such an important bridge. It includes with it so many opportunities for coming together and for us to understand each other's and our needs. I would also love to see progress on an Australian Republic. I think that's an overarching change that brings with it so many possibilities about reframing our country or getting a second go if you will and making sure that we appropriately recognise and embed Aboriginal and Torres Strait Islander principals in the way we go about things. If you are going to be making changes to the Constitution through something like a Republic referendum, you have the opportunity to change the preamble, to recognise the first Australians, to change the National Anthem, the flag, and to change the national holiday. 100 years ago, when the Constitution was written, we didn't have the same world view, but now we have the benefit of hindsight, so let's get it right.



Monique Hurley (OGC 2006)

Senior Lawyer – Human Rights Law Centre

What are the biggest challenges that we as a society face, today?

The biggest challenge we face is changing the status quo. People can be resistant to change, but we need to critically examine and challenge the institutions and power structures that maintain an unequal world. This starts with Australia reckoning with invasion and the ongoing impacts of colonisation. This includes the rates at which Aboriginal and Torres Strait Islander people continue to be killed in custody. Over 500 Aboriginal and Torres Strait Islander people have died in custody since the Royal Commission into Aboriginal Deaths in Custody handed down its final report in 1991. No police officer has been held criminally responsible for any of them. To paraphrase Darumbal and South Sea Islander academic Amy McGuire: there cannot be this many victims and no perpetrators.

What role does the law take in shaping human rights, both in concept and in reality?

Human rights are not afforded comprehensive or consistent legal protections in Australia. Apart from some limited rights in the constitution, and a patchwork of human rights charters, there is no federal Bill of Rights and many basic human rights remain unprotected. This is compounded by the fact that, while laws often appear to be written in a neutral way and people might assume that they have the same impact on everyone, that is too often not the case. An example of this is changes to Victoria's bail laws, which were made swiftly in response to a specific incident of horrific violence committed by one man. The laws have made it harder for everyone to get bail but have impacted Aboriginal and Torres Strait Islander people and women experiencing disadvantage the most. Over half the women in Victorian prisons are unsentenced, and more women are now being denied bail, not because they pose a risk to the

community, but because they have been failed by governments and are themselves at risk of family violence, homelessness, and mental illness.

What are some of the most important issues you have worked on, and where do you think we are with these?

At the Human Rights Law Centre, I work in solidarity with Aboriginal and Torres Strait Islander people and organisations to identify opportunities for strategic litigation, law reform and advocacy to eliminate racial injustice in the legal system. I had the privilege of being part of the legal team that represented the children of Yorta Yorta woman, Tanya Day, in the coronial inquest into her preventable death and supported them in their advocacy to end Aboriginal and Torres Strait Islander deaths in custody. Tanya Day was a much-loved sister, mother, grandmother, and community advocate, who died after she was arrested for falling asleep on a train. She was locked up in a concrete police cell for being 'drunk in public', and subsequently fell and hit her head on a number of occasions. The coronial inquest considered whether systemic racism played a role in her death, and the advocacy of her family led to the Victorian Government finally committing to act on a recommendation made by the Royal Commission into Aboriginal Deaths in Custody over 30 years ago to decriminalise the offence of being drunk in a public place (noting that the implementation of these reforms has disappointingly been delayed).

There are currently global debates on abortion rights, refugees, and the Ukrainian crisis. What should we know about these and how can we make a difference in our daily lives?

I think it can often be easier to identify injustices overseas than at home. For example, the erosion of people's reproductive rights in the United States should make us vigilant so



that Australia does not follow suit. Reproductive rights are often under attack here – at a federal level and at a state level, with archaic laws in Western Australia and South Australia still criminalising access to abortion care. In terms of what we can do to make a difference, I always come back to a tweet by organizer and educator Mariame Kaba, who asks herself the following questions when she's outraged about injustice:

1. What resources exist so I can better educate myself?
2. Who's already doing work around this injustice?
3. Do I have the capacity to offer concrete support & help to them?
4. How can I be constructive?

This article is about building bridges. In your opinion what is the most important bridge to be built so we can be a true community with diversity?

The most important bridge to build is reckoning with that fact that – as non-Indigenous people – the land we live on always was, and always will be, Aboriginal and Torres Strait Islander land. This starts with listening to, and acting in solidarity with, Aboriginal and Torres Strait Islander communities in their calls for justice.



Memories of a shared life

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Jill Humble passed away earlier this year at the age of 93. She has created a lasting legacy for her husband, Keith, an internationally renowned composer, pianist, conductor, experimentalist, educator and community musician and is The Geelong College's largest benefactor. She was also, herself, musically gifted. A talented pianist who willingly put aside her own potential to ensure Keith's destiny was fulfilled.

From the moment she made her entrance into the world, music was a major part of Jill's life. Named after a leading lady of musical theatre, her mother's piano playing was the soundtrack of her childhood.

Born in India to an Australian-born mother and British-born father, Jill was raised in British-Indian high society. She recalled being 'enraptured' by the level of musical talent her mother showed as she entertained guests.

At the time, it was customary for British and Australian ex-pats to send their children 'home' to attend boarding school. So, at the age of seven and accompanied by her grandmother, Jill travelled by ship to Australia to attend school.

Just a few years later, Great Britain and France declared war on Germany, and WWII began. In the relative safety of Australia, Jill continued her schooling.

Academically adept, Jill also shared her mother's natural talent and passion for music. She tried her hand at a number of instruments, enjoying the piano most of all.

In 1945, as WWII finally drew to a close, Jill graduated. Rather than return to India, she enrolled at the Melbourne Conservatorium of Music.

It was during her final year, whilst studying for her Performer's Diploma of Music, that Jill met a young man named 'Keith Humble' - also a fellow student.

Described as the new 'whiz kid on the block', Keith's talent was immediately obvious. Jill was also drawn to his enthusiasm, and magnetic personality and the two became friends.

However, Jill's priority was not to find a husband, it was to travel and 'see the world'.

So, in 1949 she boarded a ship for a six-week journey from Melbourne to England.

As chance would have it, Keith was a passenger on the same ship. Already a very highly respected, even 'sensational' jazz orchestra and stage pianist, Keith had secured a scholarship to allow him to continue his studies in the UK.

You might be thinking you know where this story is headed...But Jill had her eyes set on adventure, not Keith.

Once arriving in England, Jill set out to discover the new land she was to make her home. She enjoyed the experience, despite witnessing the hardships the country was enduring as it recovered from war.

Based in Leicester for the first year, First staying with her grandmother, Jill travelled to London to take piano lessons at The Royal Academy.

Keith, too, had enrolled at the Academy, and the two students kept in contact.

Jill moved to London and her world widened as she immersed herself in the city's cultural scene - she attended operas at the Royal Opera House, Royal Albert Hall and The Royal Ballet.

After moving into a boarding house, Jill was again bitten by the travel bug and over the summer backpacked around the south of England with her two New Zealander flat mates.

Her short trip only served to further fuel her love of travel, and Jill's adventures continued in mid-1951 as she travelled to Switzerland, France and Italy.

Following her trip, Jill intended to return to Australia. However, she had not bargained on the city of Paris laying claim to her heart.

So back to Paris she travelled, to try her luck at finding a job.

But there was a fairly major catch.

To get a job you needed a Resident's Visa.

But, to get a Resident's Visa, you needed a job - a catch-22, indeed!

Not to be easily deterred, Jill discovered there was potential to obtain both concurrently through a French office of the United Nations (UNESCO).

Luck was on Jill's side. She approached the organisation and was successful in joining the English typing pool as a "Composition Typist".

While she had enjoyed her time in London, Paris was even more eye-opening and vibrant.

Jill began to explore the cafes and meeting places where artists and academics would gather. She reported encounters with people such as Simone de Beauvoir and Jean-Paul Sartre.



Jill as a young woman with her pet dog.

Immersing herself in 1950s Bohemian Paris, Jill was very much at home. She stacked bangles up her wrists, lined her eyes with Kohl and dressed accordingly. She rented a room from an elderly lady who was an obligate French speaker and began to learn the language.

In a serendipitous turn of events, Jill received news that her friend from home, Keith Humble, was also living in Paris - rooming with a French host family.

Jill made contact with Keith, and the two friends began to spend time together.

It would be the connections they made in Paris that would lay the path for Keith's early career as a musician.

Through his host family, Jill and Keith were introduced to the painter Raoul Michaud and his wife, an extremely accomplished violinist.

The Michauds took him under their wing, and not long after meeting him, Madame Michaud publically performed a sonata Keith had written.

It was through his relationship with the Michauds that he was gradually introduced to piano chamber music.

Keith and Jill embraced the local music scene, with Keith playing jazz at an American bar, and expanding his musical repertoire.

In 1952 ex-teacher, Roy Shepherd, paid a short visit to Paris. Having taught both Jill and Keith piano in their student days, he then introduced the duo to the America Centre for Students and Artists on the Boulevard Raspail. This was a popular centre for postgraduate students of all nationalities which allowed young artists to explore their craft.

But change was in the wind, and it would threaten their carefree existence.

Keith was preparing for his final exams at the Ecole Normale. This was compounded by the fact that Keith's scholarship was at its end, and he



Jill at the piano in 1949

needed to find employment. A heavy load, indeed.

Jill offered friendship and support to Keith, and assisted him in finding work as best she could.

Keith fell on his feet, however, and obtained a role as a receptionist at the American Centre for Students and Artists. Fortuitously, the role included accommodation and access to a grand piano - the perfect set-up for a budding pianist.

It was during these early days that he met Wilbur Ogden, a composer from California. Ogden was in Paris studying with composer/teacher Rene Leibowitz.

At Ogden's urging, Keith also met with Rene in the hopes of being accepted as a student.

Despite Keith's nerves, the meeting was a success, and he had found a new teacher.

The meeting would prove pivotal to Keith's future career, as it became the catalyst to obtaining small jobs in the music and performance industry.

Keith assisted at rehearsals, with recording sessions, and worked in coaching and copying. He felt fortunate to be the recipient of a number of 'lucky breaks'.

Keith's run of luck had not yet exhausted itself, though.

By this point, Jill and Keith had spent much time together. Their lives were travelling similar paths and they shared many interests. They had attended concerts and operas together, had a number of mutual friends, and their lives were becoming very much intertwined.

In the memoir 'Keith Humble, music and me. Memories of a shared life' Jill recalls:

'We were undoubtedly travelling along in the same direction and so marriage was inevitable.'

And so it would seem.

In August 1955, Jill and Keith boarded the ferry to England. They married in a simple ceremony at the Registry Office in Ealing, before returning to Paris.

The happy couple began their lives together living in a one-room apartment they had found in Paris. Just large enough for the two of them, and a medium-sized piano.

Jill's work with UNESCO supported them both, as Keith worked to establish himself in the music scene.

However, less than a year later, Keith became ill. His health deteriorated to the point that Jill and Keith decided to return home, hoping that Australia's warmer climate might help.



Keith Humble in 1947



Jill and Keith Humble in Melbourne during the late 1940s

Roy Shepherd again came to their aid, connecting Keith to a contact at the Melbourne Conservatorium. Through this introduction, Keith was offered a position as a conductor.

Jill and Keith arrived back in Melbourne in 1956, and settled in St Kilda, with Jill finding work as a secretary.

However, while his health gradually improved, Keith could not seem to settle in Australia.

So, just a short time later, they again found themselves on a ship. This time bound for Paris.

Once there, Jill took another role with UNESCO, and Keith returned to the America Centre and reconnected with old friends.

Together, Keith and his friends started a music program and put on their first opera, 'Dido and Aeneas'. Jill, too, was involved, enticed to join as part of the choir.

Towards the end of 1959, the couple purchased their first apartment in Paris, as Jill's salary was enough to pay living expenses.

Thanks to Jill's support, Keith's career was also progressing. His reputation as an artist was steadily building and his network of contact increasing.

Invitations began to roll in for Keith to accompany professional singers on tour in Europe, and American singers in Paris.

One such singer was the well-known tenor, Robert Gartside. The partnership was a success, and Keith and Robert would go on to perform many recitals together in Holland, Germany, France and America.

As time went by, Keith went from success to success. He contributed heavily to the French musical scene through the many concerts and workshops he was involved in.

The connections Jill was making at UNESCO, too, served to further strengthen his professional network.

Along the way, Keith met playwright Marc O and his group of actors and experiments in 'Total Theatre', whereby musicians would improvise on a given theme to the movement onstage.

Audiences grew, and French musicians, too, began to participate. Word was also spreading around the American community.

For both Jill and Keith these were wonderful days.

In the summer of 1965, their halcyon days drew to an abrupt halt.

Aged 38, Jill became seriously ill to the point of requiring surgery. However, the complications that followed meant that her rehabilitation would be a long one.

Preferring to recuperate on Australian soil, with the support of extended family, Jill resigned from UNESCO and



Keith and Jill on their travels



Jill Humble in 2013

the couple again returned to Australia by boat.

Keith was offered a Senior Lectureship position at the Melbourne Conservatorium of Music, commencing at the start of the 1966 academic year.

He embraced the role with gusto, setting up an electronic music studio, teaching children's classes, performing concerts and giving lectures on the theory and history of twentieth-century music.

As Jill's health improved, she too became involved in these activities.

Their weekdays were spent making music, but the instant weekends or holidays rolled around, Jill and Keith loved nothing more than to leave city life behind and head to the Surf Coast. Such was their enjoyment of the seaside lifestyle, that they purchased a holiday home in Queenscliff.

By 1974 Keith had well and truly established himself as a well-respected figure in the Australian music world. He was appointed to the Foundation Chair of Music at La Trobe University, a role he retained until his retirement in 1989.

La Trobe University became a beacon of innovative contemporary music education in Australia throughout his Professorship.

Keith was able to make technology a focal point, controversially placing

electronic music on an equal footing with more traditional music studies.

1976 was a busy year for the couple.

Jill's sense of adventure saw her take a trip overseas with a friend. They travelled to Mexico, Guatemala, California, London and the Greek Islands.

Meanwhile, Keith acquired a grant to form a small ensemble at the Australian Contemporary Music Ensemble (ACME). It was made up of the best instrumentalists from each of the Australian states and was touted as a rousing success.

Just two years later, however, life gave Jill and Keith a scare.

Whilst performing on stage in Canberra, Keith suffered a serious heart attack. Under medical advice, he took a year's leave from La Trobe University to assist in his total recovery.

Perhaps Jill and Keith took Keith's health scare as a sign to take things a little easier, because they relocated permanently to Geelong in 1978.

Never one to sit idly, Jill acquired new skills in tapestry weaving, a pursuit that would see her take part in both the Geelong and Melbourne shows.

She also spent two years teaching piano at both The Geelong College and Scotch College before health problems forced her to discontinue.

A passionate 'Cats' supporter, Keith relished the chance to live closer to their home ground. Enjoying the short commute, he attended every home game.

Once he regained his health, Keith returned to teaching at La Trobe University three days a week. He also performed in a number of recitals including one with British soprano, Jane Manning.

Despite relocating to Australia, Keith maintained an interest and involvement in overseas music projects.

After his retirement from La Trobe University, he travelled annually to the USA and France.

Though travel remained a passion, Keith's creative energy was focused on composition. In fact, many of his most important works were written in Geelong and Queenscliff during his final years.

In 1995, Keith was commissioned by the ABC to write an orchestral work, a piece he named 'Symphony of Sorrows'. He was able to travel to Adelaide to see it performed by the South Australian Symphony Orchestra in May 1995, but died just weeks later.

After his death, Jill began investigating possibilities for publishing Keith's works and providing facilities to assist the performing arts. The Geelong College was in the process of designing a purpose-built music and

arts centre and Jill became involved in helping with the project. For her, it was a wonderful way of leaving a lasting legacy in memory of Keith.

The Keith Humble Centre for Music and the Performing Arts was designed by McGlashen Everist Architects and was officially opened by Jill on 22 July 2006.

Despite his international profile, Keith saw himself as a community musician and believed passionately in the musical empowerment of local communities and youth. The significance and dynamic legacy of his music and ideas - together with the spirit of his unbounded energy, enthusiasm and curiosity - live on through those whose lives he touched.

In the 16 years since the Keith Humble Centre was opened, hundreds of students have passed through its doors. Keith's name is spoken daily by the staff and students of The Geelong College, as they coordinate their classes and come together to share in the art Keith loved.

But behind Keith Humble, the music great, is an equally wonderful woman.



Jill Humble at the opening of the Keith Humble Centre in 2006.

Jill devoted her life to Keith. Willingly setting aside her own vast creative potential in music to support Keith's musical journey.

She was brave, independent, and adventurous in a time when it was difficult for a woman to be so.

Jill was also incredibly intelligent. A learned friend once described her as possessing 'the sharpest intellect (he) had encountered in a lifetime'.

Jill used her skills to create opportunities for Keith. Making connections and building the network of artistic and musical friends around the world that allowed Keith to flourish so in his career.

Thank you, Jill, for all the opportunities you have created for our students to flourish in their musical endeavours and for leaving your legacy in the memory of Keith.

Thank you to Carmel Edwards, and Prof. John Whiteoak, for their assistance with this article

Keith Humble AM (1927-1995)

Keith started to learn the piano at the age of five. Throughout his life he proudly identified with Australia, the Corio region, and the Humble Family's long-standing contribution to commerce and culture in Geelong. Recognised as a child prodigy pianist, he later won many awards including a coveted overseas scholarship to the Royal Academy of Music in London.

He relocated to Paris in 1951 where he enrolled in the Ecole Normale de Musique and studied privately with the French composer; conductor and theorist, Rene Leibowitz, a former pupil of Anton Webern and the high priest of contemporary music in Paris at that time. He assisted Leibowitz in various exciting performance projects and toured Europe extensively as a soloist and accompanist. In 1955,

Keith married Jill Dobson, a former fellow student at the Melbourne Conservatorium.

The experience and enthusiasm for presenting 'new music' gained from his association with Leibowitz led him, in 1960, to found the Centre de Musique at the American Artists' Centre in Paris. This was a unique crucible of creative activity which attracted leading international figures in the avant-garde and hosted a remarkable spectrum of contemporary music and music theatre. By 1966, equipped and exhilarated by his experiences, he was eager to return to Australia and participate in the new developments taking place in the arts. Accepting a post as Senior Lecturer in composition at the University of Melbourne, he embarked on a remarkably diverse,



innovative and influential series of creative and educational projects. He joined the Department of Music at the University of California, San Diego in 1971.

During the late 1970's Keith's close friend, Hugh Paton, commissioned the sculpting of a bust of Keith by Maria Kuhn. Two busts were made, and one can be found in the foyer of the Keith Humble centre for Music and the Performing Arts.

In 1982 Keith was awarded the Order of Australia (AM) for his services to music.

A woman ahead of her time

CAROLINE STOK, ARCHIVIST

A lifelong educator, Mabel Trumble was one of the first Preparatory School teachers when the school opened in 1921. Alongside Head of Preparatory School, Ken Nicolson, Miss Trumble led the growing group of students in their early years at the College, devoted to providing a rich educational experience.

Miss Trumble came to the school after some years teaching in Melbourne. She was born in 1889 in Nhill to John William and Susan Trumble, the eldest daughter of six. Her father and his brother, Hugh Trumble, were Australian test cricketers, although her father later became a solicitor. Mabel's brother, John Compson Trumble the eldest son, boarded at The Geelong College from 1905. By 1910, the family had relocated to Melbourne.

Along with her glowing reputation in Melbourne kindergarten circles, Miss Trumble's connection to the College may have also been a motivator for her being employed for the new Preparatory School in 1921. In its first year, the school included what was then Form III and IV with about 60 students (approximately ages 6 to 12). Miss Trumble was responsible for the younger cohort.

An energetic teacher, Miss Trumble led the production of The Prep. News, a handwritten account of the life in the Preparatory School, a little brother to The Pegasus magazine.

'Before the 'break-up' last term we gathered in front of the new building in which we have since passed many happy days and saw Paddy Chapman present Sir John MacFarland with the key to the G.C. Prep School. We are very proud of the school, for everything is so new and clean and we are going to keep it in the best condition. Lawns and hedges have been planted and Miss Trumble and the Ill Form have commenced to set out a garden.'

Miss Trumble's untiring energy also extended to Preparatory School drama productions and inspiring committees of helpers. Its first production was

Cinderella in 1921. Other highlights include Alice in Wonderland (1923), Peter Pan (1924), The Wandering Minstrels (1927) and Water Babies (1928).

The Pegasus reported that "the small boys admirably trained by Miss Trumble played an attractive part in the success of the dramatic entertainment held in the second term," (December 1923).

The Geelong Advertiser reported on an evening of entertainment at the Comunn na Feinne Hall provided by the boys of The Geelong College in 1927:

'The programme opened with a musical playlet consisting of two acts





entitled "The Wandering Minstrel". It was adapted from "The Mikado" by Miss M.C. Trumble, a teacher in the Preparatory School, and meritoriously played by the boys of the Preparatory School. The stage was beautifully set and adorned with Japanese effects. Credit is due to Mrs F.W. Rolland, Miss Trumble and the mothers of the boys who did so much to make this effort a success.'

Miss Trumble's tenure at the College was interrupted when she travelled overseas in 1925.

'It seemed strange to come back to school and find no Miss Trumble, but we were pleased to hear of the splendid time she is having on her travels and to learn that in the midst of all her new adventures she still takes a very eager interest in the Prep and all its doings.' (May 1925)

A letter she wrote home was also published in The Argus (10/7/1925), where she recounted her experiences in 'Friendly France'.

Luckily for The Geelong College, she returned to her post in 1926.

Her travels having confirmed that the school "is better than all the schools she saw in England, France and Italy," (The Pegasus May 1926). Miss Trumble would continue her work in the Preparatory School for another three years, until she embarked on another overseas trip.

At the end of the school year in 1928, she was farewelled and honoured as an enthusiastic and loyal teacher. It was a great loss and "she will be especially missed in the Prep plays which she has made such a feature of the school year" (The Pegasus December 1928). On behalf of the boys, the Prep school captain, David Shannon, presented their cherished teacher with a rug as a parting gift.

Miss Trumble left for two years of study and holiday abroad where she endeavoured to master the French language and worked at a private girls school in Montreux, Switzerland.

Sadly, Miss Trumble would not return to The Geelong College. When she arrived back in Australia, she settled in Melbourne. As a result of her second

trip abroad, Miss Trumble went on to publish a book, a French reader for children called "Micheline et Didi". It was illustrated by her brother-in-law, Albert Ernest (Peter) Newbury an Old Geelong Collegian who had attended the school in the early 1900s, and a cousin Arthur C. Trumble. A copy is held in the National Library of Australia.

Later Miss Trumble was the secretary of the Queen's Fund, an organisation established in honour of Queen Victoria which was 'solely for the relief of women in distress'. The Fund, established in 1897, continues its philanthropic work to this day.

Miss Trumble passed away after a short illness on the 4th of June 1961, aged 72 years. She is remembered in the College history books for her part in the early years of the Preparatory School creating a warm place of learning for young students.



The 2022 Notables inductees and representatives. Unable to attend were Peter Wade, Gideon Haigh and Angus Widdicombe.

OGCA President's report

KYLIE MACKEY (OGC 1993), OGCA PRESIDENT

As we navigate 2022, we are seeing a renewed energy to act, optimism for the future and opportunity to evolve. For our community, events are (mostly) back. We're reconnecting, adapting and mapping what the 'new normal' means for the OGCA.

In a College first, I'm proud to say, the Old Geelong Collegians' Association is being led by a female President and Vice President – with Caitlin Lamont (OGC 2009) accepting the position in March to join me in leading the OGCA.

Together, we are keen to create a hybrid or blended team to support our agreed alumni endeavours. We are no longer limited by access or the capacity to be in Geelong.

As President, I'd like to recognise each Committee member for their ongoing contribution to College life as we start creating our new normal. It takes a village – as the saying goes.

To our alumni, stay connected and reach out to us as your support network! Join TGC Connect, follow us on socials (OGCA Facebook) and look out for our OGCA newsletters.

You can also email: ogca@tgc.vic.edu.au

In brief

- We adopted a new strategic framework for the OGCA – to guide our decision-making and alumni support, with the vision 'That all alumni of The Geelong College should have the opportunity to be engaged with the school community';
- We farewelled our Vice President, Bruce Harwood (OGC 1978). Bruce has been an active committee member

at events and overseeing our sports portfolio. We thank Bruce for his commitment and involvement in OGCA activities;

- Caitlin Lamont (OGC 2009) accepted the role of Vice President and Sam West (OGC 2000) has stepped into the Sports Portfolio;
- We are actively in the recruitment phase and look forward to welcoming three new committee members shortly;
- In February, before they commenced tertiary studies, we welcomed our newest Old Collegians at a School Leavers function held in the garden area of the Gold Diggers Arms Hotel;
- We have (finally!) been able to host several reunion events. These have

included a 30 Year Reunion for the classes of 1990/1991 and 20 Year Reunion for the classes of 2000/2001. These were held at the Federal Mills (owned by the Hamilton family) at 1915, a venue co-owned by Rob Macafee (OGC 1998);

- We celebrated the return of sport with events including the OGC V GGC Golf Day and the annual Albert Bell Club Dinner;
- We continue to provide financial support for alumni sports to OGs in Melbourne, Ammos in Geelong as well as rowing via the Albert Bell Club and enjoy hearing about member achievements;
- We formally expressed our thanks to former Council Chair, Dr Hugh Seward and presented him with a framed panorama photograph of the College;
- We are reviewing the traditional gifts given to male and female students at the completion of Year 12, with the objective of a unisex alternative provided to all students (as we prepare to welcome them as Old Collegians);
- We continue to recognise and celebrate the achievements of long-serving staff.

Our new Notables

A luncheon was hosted in March at the Dining Hall to welcome and celebrate the addition of 14 new Inductees to our Gallery of Notable Old Collegians. Our new Inductees and their guests travelled from areas including flooded Queensland, Canberra and Gippsland to attend the function.

We celebrated their achievements and proudly presented each of them with their portrait, which they later hung in the Gallery, a book on the College and the OGCA Pegasus medallion. Major General Adam Findlay AO spoke on behalf of the Inductees.

The Notables Gallery is a place where the faces of over 160 years of College life proudly look upon the leaders of tomorrow. It recognises, celebrates and appreciates the high achievements of our alumni, using portraiture to motivate current students to be the best they can be.

Share your achievements

We are continually impressed by the achievements of our alumni in their professional capacities, on the sports field and charitable endeavours. We also encourage all our alumni and their families to celebrate their achievements with us to share via our communications channels.

Connect with each other

We continue to support the TGC Connect platform and encourage all Old Collegians, wherever they might be in the world, to join to find opportunities to connect and strengthen relationships.

As Old Collegians, we are connected for life, as part of one of the oldest alumni associations in Australia.

Have you joined TGC Connect?

With an alumni exceeding 12,000 members, find and reminisce with fellow Collegians, see what they have been up to and stay in touch. Leverage your professional network to get introduced to people who could help you. See the business directory, get careers advice, network among peers or join the

Mentoring program – as either a mentor or a mentee.

www.tgccconnect.com

Need support?

As a Committee, we remain committed to assisting Old Collegians who were victims of past sexual and physical abuse. Our position on historical harm remains clear. The OGCA was, and remains, deeply saddened that these events occurred, and we have a firm conviction to try and assist victims where possible.

Our OGCA committee:

President - Kylie Mackey (OGC 1993)

Vice President – Caitlin Lamont (OGC 2009)

Honorary Secretary – Jim Brown (OGC 1978)

Honorary Treasurer – Ashley McHarry (OGC 1991)

Executive Officer – Mike Howell

Members – Bill Phillips (OGC 1968), Sam West (OGC 2000) and Georgie Fidge (MOC).

Community Relations team: Chelsea Matheson and Niki Nurnaitis.



Want your own spectacular image of the College?

Our aerial photography is available to order. We commissioned photographs of the Senior School to mark our 120th Anniversary – captured by Barwon Drone Photography (owned by College past parents, Pam and Geoff Hutchinson).

Any queries can be directed to:
Geoff Hutchinson: 0419 159 680 or
Pam Hutchinson: 0415 841 521

Visit: cutt.ly/tgc_photography
or scan the QR code





Simon Jarman, Sam Cole, Sam Casbault, Ben Collins, Richard Gudykunst, Lincoln Thomson, Ben Williamson

2022 APS Past Students' Golf Day

The 2022 APS past student's golf day was held at the Victoria Golf Club on Friday 6 May with the Old Geelong Grammarians winning the Arthur Robinson Cup for the 16th time. This competition has been running between the schools since 1927.

Money was also raised on the day for Headspace, a not-for-profit that supports youth mental health.



Arthur Ng (OGC 2017)

Arthur is graduating from the University of Edinburgh this year as a geologist and will be continuing to do his Masters. He was Captain of the Edinburgh University Blind Tasting team. They came runners up in the Pol Roger Varsity Match and Arthur missed out on top taster by just 2 ½ points! While studying he has a part time job at Assistant Sommelier at Spry Wines.

Charlotte Henry, nee Sutherland (OGC 1998)

Congratulations to Charlotte on recently becoming one of 185 McGrath Foundation Breast Care Nurses across Australia.

Having worked as a registered Nurse across many health services and more recently Colac Area Health's Cancer Services, Charlotte jumped at the opportunity to work with the McGrath Foundation caring for individuals in the Colac Otway Region.

The foundation is named after co-founder Jane McGrath, the late wife of Australian cricketer great, Glenn McGrath. It's mission is to ensure that every family experiencing breast cancer would have access to a breast care nurse no matter where they lived – for free.

'I help individuals and their families affected by breast cancer by providing

invaluable physical, psychological and emotional support, from the time of diagnosis and throughout treatment.

'McGrath Breast Care Nurses are highly-qualified nurses who add significant value to the coordination of care, support, guidance and advice to families experiencing breast cancer,' Charlotte said

Currently, the foundation is working towards 250 McGrath Breast Care Nurses by 2025, and Charlotte is proud to be one of the number.

'I feel incredibly privileged to be given the opportunity and care for individuals affected by breast Cancer.'

Charlotte currently lives on a farm in Warrion, South-West Victoria with her husband, Dan, and their children - Lucy, Millie and Tommy.



Madeleine Babiolakis (OGC 2007)

It was great to have Madeleine come back to College to speak with our Year 12's on Interview Success and what that looks like. From the initial ground work of research and preparation to practicing their pitch and learning from the experience. One quote that really resonated: 'You all have a great personal story - so share who you are with your interviewer/s.'



Nick Farr (OGC 1997)

Congratulations to Nick and his family-owned winery Wine By Farr. Named top winery in Australia in the Real Review's Top Wineries of Australia 2022 list, Wine By Farr is located in Bannockburn, Victoria and was profiled in an article by Good Food.

To watch the video, scan the QR code or visit: cutt.ly/WineByFarr



Graham Sutherland and Ken Fleay

Graham Sutherland (OGC 1956) and Ken Fleay (OGC 1956)

Graham and Ken have been best of mates since boarding at The Geelong College. After College, Graham came home to expand the family farm at Larpent, running a large dairying enterprise, followed by a beef operation. Ken also returned home to the family property at Beaufort, operating a very successful merino stud name 'Cahirblonig'. He has since retired to Point Lonsdale. Both Old Boys sent their sons, Ben and Lachie, to board at College.

Lachie Sutherland (OGC 1991) and Ben Fleay (OGC 1991)

Friendship between the Sutherlands and Fleays now run two generations deep. Having been sent to board at College back in their school days, Lachie and Ben are still best mates today, recently attending their 30-year reunion. After College, Ben studied Ag Science at UniMelb. He has since worked in the Cotton Industry in NSW as an agronomist, then for a Grain Company, now for Precision Agriculture. Meanwhile, Lachie attended Marcus Oldham College, before returning to the family farm at Colac. He currently operates a 400-head dairy farm at Larpent. He is also Active in local community groups such as CFA and advocacy within the VFF.



Lachie Sutherland, Mark O'Callaghan and Ben Fleay

Joe Couch (OGC 2012)

Congratulations to Joe Couch will move to America next year on a 'life-changing' college scholarship to pursue an NFL career.

Couch, 26, has signed a three-year deal with Ouachita Baptist University and will shift to the States in early January to study Exercise Science.





Gabrielle Nancarrow (OGC 2000)

Earlier this year, there was a great article in the GT magazine about Gabrielle Nancarrow (OGC 2000). A former editorial director in New York who moved back to Melbourne to become a doula, Gabrielle discussed how different (yet fulfilling) both of careers have been. She also shares information about the services provided by Gather, the space created by Gabrielle to educate and support women through their pregnancy, birth and postpartum journeys.

Rebecca Maddern (OGC 1995)

Rebecca Maddern was one of ten Australian sports stars, celebrities and media personalities to brave the chill and slide into the icy depths of the at the MCG for the Big Freeze 8, supporting the fight against Motor Neurone Disease (MND).

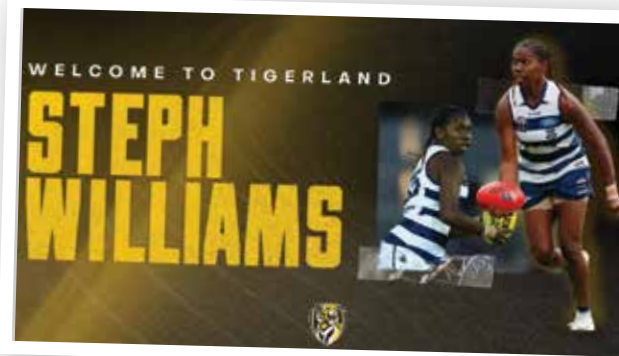


Guy Pearce (OGC 1985)

Congratulation to Guy, who was a Logies 2022 winner for Most Popular Actor awards in his role as Jack Irish.

Share your news!

We love to know what our OGCs are up to! If you have some news to share, email us at: communityrelations@tgc.vic.edu.au



Steph Williams (OGC 2020)

Congratulations to Steph who will continue her AFLW career at Richmond. The proud Larrakia woman becomes the first Indigenous player on Richmond's AFLW list and will bring explosive speed and creativity to the Tigers' game. Knock 'em dead Steph!

To watch the video, scan the QR code or visit: cutt.ly/TigersDraft



Xavier Hall-Sullivan (OGC 2019) & Charlie Batrouney (OGC 2018)

Xavier and Charlie were recently selected to compete for Australia at the World Rowing Under 23 Championships in Varese, Italy. Charlie will compete in the Men's Coxless Four and Xavier in the Men's Quad Scull, both alongside national crew members, competing against the best under 23-year-olds from around the world. A great achievement!

Jacinta Begley (OGC 2001)

Hamlan Homes' Jacinta Begley (OGC 2001) and her husband, Jeremy Capon, has success at the 2022 South West Master Builders Victoria Regional

Building Awards — including the top award as South West Residential Regional Builder of the Year. Hamlan Homes is a family affair - Founded by Jacinta's father, Ian Begley (OGC 1973), the company will celebrate 40 years in business next year.



Mitch Gourley (OGC 2008)

Mitch not only had the honour of competing in five events at his fourth (and final) Paralympic Winter Games in Beijing this year, but also was selected as flagbearer at the opening ceremony. During his competitive career, Gourley has been an Athlete Representative on the World Para-alpine Skiing Sport Technical Committee and has a Master of Business (Sport Management) from Deakin University in Melbourne after earlier completing a Bachelor of Commerce at the University of Melbourne in 2014.



OGC V OGG Golf Day

The 37th annual Old Collegians vs Old Grammarians Golf Day was held at the Barwon Heads Golf Club.

The Collegians were victorious for a second year in a row (extending their overall lead to 21-16), having an average score of -2.69 compared to Grammar's -2.92. Simon Jarman was Geelong College's standout player scoring +5 (Par format), and he also paired up with Jackson Wilson to score the best 4BBB score for the day (+11).

A big thanks to Sam Cole who led the College on the day as organiser of the event.

Also thank you to Kirsten Scudamore as the only female competitor on the day and who loves competing in this event every year. Places were available for women to play but despite efforts by both schools and Kirsten, we had no takers. There will be other Mixed and Women's Golf days held later in the year.



Kelly Pearson (OGC 1988)

It was great to read about Kelly's winemaking in the International Women's Day edition of the Geelong Advertiser GT magazine. Kelly is looking to empower more women in the industry through her label Ladygarden Wines. During her diverse career, Kelly has done everything from making wine, marketing wine, selling wine and consulting about wine! Ladygarden partners with three female winemakers.



Joel Carnegie (OGC 2004) & Tom Molyneux (OGC 2009)

The award-winning theatre show double bill 'Stardust + The Mission' written and performed by Joel and Tom premiered in Melbourne earlier this year.

'Stardust' tells the story of bandleader and trumpet player, Col Brain. 'The

Mission' follows the journey of "Fighting Gunditjmarra" man, Allan McDonald – one of the first Aboriginal soldiers from Victoria to enlist for war.

The show has toured to over 35 venues across Australia.

Harriet Brown (OGC 2008)

Congratulations to Harriet, who won the 2022 series Nutri-Grain ironwoman crown in extremely rough conditions with drama aplenty. It was more of a survival test with Harriet's ski paddle snapping in the final race.

Harriet has been a fierce Ironwoman competitor for almost 12 years and last won the series in 2017.



Foundation President's Report

SCOTT CHIRNSIDE
(OGC 1970),
FOUNDATION PRESIDENT



It is again a privilege to report on the Foundation for Ad Astra.

The accompanying photos from the Foundation Members' Lunch best express the joy of being back in person among our school community. One of the roles of the Foundation is to maintain and improve on the Capital Fund that offers opportunity and depth to every College student and staff member. It is rewarding for all concerned when we can also offer a multigenerational perspective to the school community.

While we continue support of scholarships and staff professional development, I am pleased to report that we have also recently provided funds for refurbishments at Mossiel as part of the Principal's Project. This adds to our previous contributions to the refurbishments in the Cloisters area which included classrooms, new flooring and rejuvenation of the Historic Noticeboards. All of these significant improvements to the school enhance the experience for current and future students.

The Foundation Members' Lunch

The 2022 Prefects joined us for our Foundation Members' Lunch on Thursday 28 April in the Dining Hall. Their presence at the lunch was welcomed by all and the College Co-Captains, Oscar Dowling and Emmy Bowyer, gave honest accounts of their "life at College". We also heard from Evelyn Coorey, currently in Year 12 and a Foundation Scholarship recipient. Evelyn gave an uplifting account of her journey to find her way to College and what it has been like since starting in Year 7, enlightening us with the many experiences she's had along the way. Dr Peter Miller also spoke at the lunch about, among other things, the importance of holding intergenerational events such as the Foundation Lunch where our older members of the community can converse with our younger community and share similar stories of their time at school. We finished the lunch with a musical performance by Georgia Phung on the saxophone and Alex Lang-Boyd on the violin. The girls' performance was very

polished and I thank them for sharing their music with us.

The Foundation Concert – 12 August

We are all looking forward to holding our 30th Foundation Concert on Friday 12 August at Costa Hall. After having to cancel the last two Concerts, it will be wonderful to see the students back performing live in front of the College community. We are very happy to support this fantastic night which highlights the amazing musical talent we have at The Geelong College and we look forward to seeing what the program has in store for us this year. Tickets to the Foundation Concert will be on sale from 18 July through the Geelong Arts Centre website and more information will be available on the Foundation webpage closer to that date.

Sue Swan joins the Board

It is my great pleasure to welcome Sue Swan, a current College parent, as a member of the Foundation Board. Sue kindly agreed to join the Board early this year to fill the vacancy left after



Julie Cole retired at the end of 2021. Sue experienced her first Board meeting in May and we welcome her to The Geelong College Foundation community.

Annual Giving

Our focus for Annual Giving in 2022 will be on the importance of our equity scholarships. This importance is highlighted by our Foundation Scholarship recipient, Evelyn Coorey, and her journey at The Geelong College since commencing in 2017 in Year 7. As Evelyn points out, her journey was one of significant sacrifice by her single mother who wanted to provide an outstanding education for her. To hear Evelyn's story in her words, scan the QR code below.

Supporting the priorities of The Geelong College is the objective of the Foundation and I encourage you to join us by donating a gift that reflects your interest in the school.

For further information, please scan the QR code below or contact us on (03) 5226 3779.



Foundation Member's Lunch

28 April 2022

1. Rory Mason and Kathryn Alexander; 2. Ella Panek-Mitchell and Jeanette Joseph; 3. Davina McIntosh and Peter George; 4. Cam Emerson, Carol Emerson, Ayanthi Anandagoda, Michael Dowling and Lynne Dowling; 5. Cam Emerson, Scott Chirnside and Alan Williamson; 6. Barb Ashby, Helen Anderson and Deb Chirnside.

The Glenwood Award

– an opportunity for current students

The Glenwood Foundation was established in 2013 by an Old Collegian who saw the benefits that scholarships provided and wanted to give back. Since 2014, using these funds, the College has been able to support families in need.

The year 2021 was a very challenging time for many in the community. Fortunately, following a further generous gift from the Glenwood Foundation, the College was able to continue to support students through the Glenwood Award. Presented to students who showed a commitment

to College life and service to their community, recipients were offered a 25% fee remission.

Ad Astra spoke to the recipients about their future plans, what the award means to them, some of their favourite

College activities and the community service they do.

As you will see they are a wonderful group of students who are deserving of the support provided by the Glenwood Foundation.

If you are interested in knowing more about philanthropy at The Geelong College please visit www.tgc.vic.edu.au/giving or phone Peter Moran on 5226 3194.

Jasper Atkinson, Year 12

What do you hope to do when you finish school?

I hope to study medicine.

What does winning a Glenwood Award mean to you?

Ever since starting at The Geelong College in Year 7 I have always loved the strong school community. The sense of belonging, camaraderie, support and being part of a school with so much history and strong traditions is really special. To win an award based on my contribution to the school community is such an honour.

The Glenwood Award is for students with a strong record of engagement in College activities, what are some of your favourite activities you have experienced while at the College?

There are so many opportunities at College and I have tried to make the most of these so it is hard to pick a few favourites. If I had to narrow it down, I would say my favourites are sporting based. I have played APS football since

Year 7 and I love the culture that the football program has and the bonds it creates, while the APS swimming has been a great way to keep fit and meet new people. The house events at Senior School are something which I really look forward to, the community within and between houses is something really special. Interschool skiing has also been a highlight of my school life so far.

Community Service is also an element of the Glenwood Awards. What Community Service do you do and why do you enjoy it?

I am a patrolling surf life saver at the Lorne Surf Life Saving Club. I enjoy the Surf Club because there are always new and interesting people that you can speak to. There are also many opportunities to learn from others and help those within the Surf Club as well as the general beach going public.



What would you like to say to the donor of the Award, and others that donate to scholarships and awards?

I would like to say thank you for your generosity. Scholarships and awards provide many opportunities for students that they may not otherwise have had, and encourage students to try and be the best they can be. I am honoured to be one of the inaugural winners of the Glenwood Award.

Ella Panek-Mitchell, Year 12

What do you hope to do when you finish school?

Next year, I will be taking a gap year and using my time to travel as much as I can! I am then hoping to undergo a Bachelor of Science, before proceeding into the Doctor of Veterinary Medicine.

What does winning a Glenwood Award mean to you?

Receiving the Glenwood Award has been an honour which I am so grateful for. To me, it represents a recognition of my efforts and motivation in my learning and in College life.

The Glenwood Award is for students with a strong record of engagement in College activities, what are some of your favourite activities you have experienced while at the College?

My overall favourite experience offered by the College was travelling to Nepal to complete the Everest Base Camp trek in 2019. I know for certain that the vivid memories of this trip, as well as the growth obtained from this

experience, will stay with me forever. On a local level, I have thoroughly enjoyed every single activity that the College has to offer, especially House-based activities.

Community Service is also an element of the Glenwood Awards. What Community Service do you do and why do you enjoy it?

Through the College and Mr Cook, I have volunteered at Feed Me Geelong, with other members of Coles House, as well as volunteering at animal welfare and wildlife protection organisations on the Bellarine Peninsula. As part of the Duke of Edinburgh award, I engaged in regularly removing rubbish from my local community, and this is something that I continue to do, because it needs to be done.

What would you like to say to the donor of the Award, and others that donate to scholarships and awards?

Thank you sincerely for the opportunity to apply for the Glenwood Award and



to be a successful recipient. I am grateful for all the opportunities that the College has offered me and those I have embraced. These opportunities, including the Glenwood Award have supported my growth and contributed to the person I am today. I will take the learnings with me as I complete my Year 12 studies and beyond. I am very thankful for your acknowledgment of my efforts, hard work and engagement in the TGC community.

Milly Augustine, Year 11

What do you hope to do when you finish school?

Journalism/Business. Hopefully, at Monash or RMIT. I am interested in specialising in sport journalism in the electronic media.

What does winning a Glenwood Award mean to you?

It is a great honour to receive the award and is acknowledgment of the importance of community work and helping others who are less fortunate than us. Shining a light on community service is important for the school to do.

The Glenwood Award is for students with a strong record of engagement in College activities, what are some of your favourite activities you have experienced while at the College?

The APS tennis and netball and school drama productions. I really enjoy house sport and joining in on a few sports I don't normally play like softball and swimming.

Community Service is also an element of the Glenwood Awards. What Community Service do you do and why do you enjoy it?

I mostly have helped disadvantaged children with my involvement with Cottage by the Sea. Hearing about some of their backgrounds has made me appreciate how lucky I am, and puts my everyday teenager/student issues into perspective.

What would you like to say to the donor of the Award, and others that donate to scholarships and awards?



Thank you for acknowledging the importance of giving back to the community and helping others. Awards like this raise awareness of the importance of community service, and they encourage students to get out into the community to help others.

Joel Grigsby, Year 11

What do you hope to do when you finish school?

At this stage, I'm not 100% about everything but I am certain that I want to live in Melbourne as early as possible and have been looking at university courses there. As far as careers go, I am hopeful to take up design of some sort, whether through engineering or architecture or perhaps more art-based design.

What does winning a Glenwood Award mean to you?

It is an honour. I have found it has improved my self confidence in all the things I do. To know that the very platform for the rest of my life is confident and invested in the way that I do things just tells me I can afford to take more risks, and take things that I have previously done to the next degree.

The Glenwood Award is for students with a strong record of engagement in College activities, what are some of your favourite activities you have experienced while at the College?

The Lilla trip was the furthest I have ever been from home, aside from Queensland and New Zealand. It was an experience unlike anything



else I have ever done. We did hours of community work which included covering the massive gardens with dirt and mulch, which was the least we could do in return for the Lilla people's amazing hospitality. The whole trip was an absolute fantasy and I would give so much to do it again. I also had the opportunity to go to Sydney for a day trip to represent the school on a quiz show which will air later this year.

Community Service is also an element of the Glenwood Awards. What Community Service do you do and why do you enjoy it?

My main community service is my involvement with the Fairhaven Surf Life Saving Club, I have been a member for coming up to 10 years and I cannot wait to start patrolling again when the summer finally comes around.

I also participate in the school newspaper; the 'Quid Novi'. I enjoy being able to just write to the school community knowing that people will read it, but there's also a level of anonymity. There is a certain peacefulness that comes with that. The fact that while yes, my name is on the paper, all people take from an article is its message. This is why I now write my articles with strong messages or conclusions, rather than the informational or analytical articles that I started out with.

Being the best version of you is the best service you can do for your community. You can't expect yourself to help or support others if you are leaving yourself behind.

What would you like to say to the donor of the Award, and others that donate to scholarships and awards?

I feel there is nothing else to say but thank you! Your generosity has helped me and the other winners of the awards with our everyday lives. We will be sure to give back to the community and hopefully end up giving more in our time than the great amounts that you have given to us.

Alexia Bennett, Year 11

What do you hope to do when you finish school?

I'm hoping to take a gap year, to travel, and do some work experience and volunteering for NGOs. I'm interested in studying Health Sciences and/or International Relations.

What does winning a Glenwood Award mean to you?

I'm passionate about the value of philanthropy for supporting education. The Glenwood Award means a chance to be a public face to celebrate the important role philanthropists play in supporting The Geelong College's activities.

The Glenwood Award is for students with a strong record of engagement in College activities, what are some of your favourite activities you have experienced while at the College?

I've really enjoyed all the opportunities that College has so readily offered me, such as APS sport, school trips, and the wide range of subjects they offer. The Lizard Island trip has been my favourite experience because of the amazing chance to have a go at collecting data with the researchers, whilst snorkelling along The Great Barrier Reef!

Community Service is also an element of the Glenwood Awards. What Community Service do you do and why do you enjoy it?

I'm currently in the process of completing my Duke of Edinburgh Award, which has encouraged me to try; volunteering at an aged care home, raising seedlings for the revegetating farmland, coaching a local soccer team, organising and collecting food for the



Geelong Foodbank throughout the lockdowns, and helping out at Feed Me Surfcoast.

What would you like to say to the donor of the Award, and others that donate to scholarships and awards?

Philanthropy is so important, because it forms the backbone of the educational opportunities the students at The Geelong College have on offer. I know many students, including myself, are very grateful for the wealth of opportunities made available by such support.

2021 Donor List

We wish to sincerely thank everyone who donated to the College in 2021. Your generosity has helped many families who wouldn't have been able to study at College through the Pegasus Scholarships Program; the completion of the refurbishment works to the Cloisters precinct; and helping to build upon the corpus of funds to the Dr Bill Williams Tjungurrayi Scholarship Fund. These projects rely on the generosity of our community and their impact on the life at The Geelong College will be felt for many years to come.

If you would like to have a confidential discussion about leaving a bequest or making a gift of significance to the College, please contact Associate Director of Advancement, Peter Moran on 03 5226 3194 or email peter.moran@tgc.vic.edu.au

Please scan the QR code if you'd like to make a donation



Mr J G & Mrs H Anderson - PP
Mr P Apostolopoulos - FP
Mr R G Ashby - PP
Mr A J Blades - Staff
Mrs L Bramall
Mrs M Brumley
Mrs I Cameron
Mrs J V Cameron - PP
Mr C D Cleminson - PP
Dr O M Coltman
Mrs P M Craig
Mr R A & Mrs J L Derksen - PP
Mrs L Falconer
Miss C M Gray
Ms E S Holt - CP
Mr M D Howell - CP, Staff

Mrs L M Ives - PP
Johnson Family Foundation
Mr F Kevric & Ms L Gasparini - CP
Mr B N Kloester - PP
Mrs M H Lethbridge - PP, Past Staff
Ms D M McIntosh
Mr G J Miller - PP
Dr P D Miller - Staff
Mrs N Neagle - PP
Norman, Ann & Graeme Atkins Charitable Trust
Dr R S Page - CP
Mr J Poon - PP
Ms N L Roache - Staff
Mrs J E Ross - PP
Mr P C Rufus

Mrs S A Sadler - CP, Staff
Dr J A Stekelenburg - PP
Mrs A M Swaney - PP, Past Staff
Dr V Tarrant
Mrs J B Taylor - PP, Past Staff
The D & X Williamson Family Charitable Fund
The Dimmick Charitable Trust
The Glenwood Foundation
Dr P C Turner - Past Staff
Mr G J Walker & Ms R Cottrill - CP
Ms S Wareham
Mr A H & Mrs J E Williamson - PP
Mrs J M Williamson - PP
Mr J M Wilmot - PP
Mr S A Wilson - PP, Past Staff

OGC – 1930s

Rev A J S & Mrs B Matthews - OGC - 1938

OGC – 1940s

Mr P W Brothie - OGC - 1948
ANON - OGC - 1942, PP
Mr J D Colvin - OGC - 1947
Mr T S Dennis - OGC - 1949, PP
Mr G A A Hooper - OGC - 1948
Mr W H Huffam - OGC - 1944, PP
Mr I W Macmillan - OGC - 1949, PP

OGC – 1950s

Mr R A Agnew - OGC - 1958
Mr G L Barber - OGC - 1950, PP
Mr A G Boyd - OGC - 1953
Mr H T Bromell - OGC - 1955
Mr H A Campbell - OGC - 1955, PP
ANON - OGC - 1951
Dr G V Chapman - OGC - 1955, Past Staff
Mr D A T Gawith - OGC - 1954
Mr J L Grant - OGC - 1959
Mr D W M McCann - OGC - 1954, PP
Dr I W McCay - OGC - 1955
Mr A S Philip - OGC - 1952
Mr N J Richmond - OGC - 1952, PP
Mr R K Robson - OGC - 1959, PP
Mr F W Russell - OGC - 1950
Mr A P Sheahan AM - OGC - 1959, Past Staff
Dr A J Vigano AM - OGC - 1958

Dr R A Weaver - OGC - 1953, PP
Professor D G Williamson - OGC - 1959

OGC – 1960s

Mr S M Anderson - OGC - 1963
ANON - OGC - 1964
ANON - OGC - 1963, PP
Mr M J & Mrs R M Betts - OGC - 1965, PP
Mr P N Cameron - OGC - 1968
Professor T R Carney AO - OGC - 1960
Mr B G & Mrs J Fagg - OGC - 1966
Mr P F Fraser - OGC - 1965
Mr T W Habel - OGC - 1965
Mr N A Kearney - OGC - 1969
Mr D F Koch - OGC - 1964, PP
ANON - OGC - 1960, PP
Dr C B Olsen - OGC - 1968
Mr R Ooi - OGC - 1968
Dr P L Royce - OGC - 1968
Professor D T Runia - OGC - 1965
Mr I F Sayers - OGC - 1965
Mr P J S Young - OGC - 1968, PP

OGC – 1970s

Mr T D Bartlett - OGC - 1971
Mr I H Begley - OGC - 1970, PP
ANON - OGC - 1970
Mr J C Braithwaite - OGC - 1979
Mr R V Brown - OGC - 1972
ANON - OGC - 1973, PP
Mr S M Chirnside - OGC - 1970, PP, Past Staff

Mr G D & Mrs M Deppeler - OGC - 1971
Mr B T Fenner - OGC - 1972
Mr R K Forsyth - OGC - 1972, PP
Mr J A Hutton - OGC - 1973
Mr A E & Mrs S M Langley - OGC - 1979, OGC - 1980
Mr A J Le Deux - OGC - 1979
Mr A J Light - OGC - 1979
Dr A V Maclean - OGC - 1978
Mr B J Mellor - OGC - 1970
Mr D G Morrison - OGC - 1977
Mr T D G Neilson - OGC - 1978
ANON - OGC - 1979

OGC – 1980s

Mr I J Abbott - OGC - 1988
Mrs F J Balaam - OGC - 1983
Mr M C & Mrs M J Hoare - OGC - 1989, CP
Ms N M Hobday - OGC - 1987
Mr N Macleod - OGC - 1981
Mr J B Mawson - OGC - 1983

OGC – 1990s

Mr S M Cosgriff - OGC - 1992
Mr C J Donaldson - OGC - 1999
Mr P A Mishura - OGC - 1992

OGC – 2000s

Mrs L E Betts - OGC - 2005, FP
Mr E Chien - OGC - 2008
Mr B P Doak - OGC - 2002, FP

CP = Current Parent, PP = Past Parent, FP = Future Parent

Life after College

We chat to Old Collegians about what life has been like after College.

Joanne Chesson (OGC 2000)

I have just begun working with an exciting start-up NGO in Southern Africa called Medical Mission Eswatini (MME). As Director of Programs and Donor Relations I fund and facilitate programs enabling people with Cataracts and other causes of blindness to access world class care for free thanks to international supporters and subsidies from purpose build private medical facilities. By using profits generated by treating private clients, we can provide equitable care to those who would otherwise not afford to reach hospital from their remote communities. In the past 11 years I have been privileged to build systems for breast and cervical cancer, people living with disabilities and the deaf community in Eswatini through my past roles in other NGOs.

I studied a Bachelor of Biomedical Science, with Honours in Malaria Research. I followed this with a Master's in Public Health focusing on International Health at Monash University. My initial studies led me to work with people in medical research laboratories who had a vast array of international experiences which inspired me to then study Public Health. The people I met in my master's continued to broaden my interest in roles that might take me to other countries and soon after I finished Australian

Volunteers International invited me to develop the first chemotherapy for cancer in Eswatini, where HIV had dominated health systems for years.

This led me to stay on and help remedy other gaps in the health sector which is decades behind.

This is exactly where I wanted to be when I was graduating from High School, but I wouldn't say I was certain at that age that I could or should live outside of Australia.

Being part of a close-knit family, it has not been an easy choice but given that at 18 years I was telling my peers I wanted to help uplift the most vulnerable and do that where the least number of people are already helping, I feel proud that I have sacrificed and overcome many obstacles to really achieve this. Working for NGOs in southern Africa is exceptionally difficult and does not offer financial stability but I am so much more fulfilled by my work than I would be by doing anything, anywhere else.

If I had to describe myself in three words, I'd say: Confident. Content. Challenged.

In a few years time, I think I will still be here in Eswatini.

I'll be managing medical outreach with MME and our partners via two clinics,



serving communities in Eswatini, Mozambique and rural South Africa with assistance from Mercy Air Switzerland who provide helicopter transport bringing health care to remote areas.

We will be reaching the most inaccessible communities with specialized physicians to assist patients with Eye, Ear and Maxillofacial conditions and treating debilitating conditions to restore life.

I will hopefully be able to travel regularly back to Australia by then as currently I have not been able to come "home" to my family in Geelong for over 3 years now and I do miss it a lot.



Sarah Roache (OGC 2000)

At our graduation more than 21 years ago(!), I knew I'd be a lawyer, I wanted to explore the world, and I felt passionate about advocating for safer and healthier communities. I started my career as a class action litigator, representing people harmed by dangerous products like asbestos and thalidomide. I loved litigating but felt a strong pull to harness the power of law and policy to prevent avoidable death and disease.

With a generous scholarship from Rotary, I moved to the Washington, DC, to pursue my Master of Laws in Global Health Law. This novel field, which didn't exist when I graduated, involves negotiating and drafting international treaties on issues like tobacco control and pandemic preparedness, and

implementing those treaties through domestic law and policy.

I had intended to return home after graduation but fell in love with an American and have been living here ever since. I spent eight years researching and teaching at Georgetown Law and recently transitioned to the World Health Organization, where I support countries in Africa and South-East Asia to strengthen their alcohol control laws and policies.

I was asked to finish by describing where I'm at (in three words) and where I see myself in a few years. Currently, I'm enjoying the journey and I hope to continue pursuing my professional passions and spend more time at beach in Lorne with family and friends.

James Hay (OGC 1982)

I have a portfolio career mixing executive education, consulting, and lecturing in Applied Finance for Macquarie University.

The consulting work has been in the energy industry, doing project analysis and evaluation. The mix between the three strands of the portfolio changes from year to year, depending on the economy and my willingness (or ability) to travel and do certain types of work.

I started out doing a science degree at Monash with no career path in mind. I majored in geology and mathematics although I had no intention of pursuing a career in either of those fields.

My mind turned to the commercial world, and I landed a graduate role in the corporate treasury with Western Mining. That set me on a 30-year path in the finance side of the mining and

energy industries. After 10 years with Western Mining, I set up a consultancy and have been self-employed ever since.

In my mid-20s, I did an MBA and later I did an arts degree and a PhD, which helped me broaden my interests in executive and higher education.

After Year 12, I would never have dreamed I would end up doing so much time at university! I lived in upstate New York for a few years, and five years in Perth, but otherwise have lived in Melbourne since leaving Geelong College.

In a few years I see myself reducing, but not eliminating, the portfolio of work. I'm looking forward to travelling more and taking up a few more post-retirement interests.





Kate O'Donnell (OGC 2000)

After finishing school, I studied History and French as part of my BA at The University of Melbourne, fitting travel in between. I lived and worked in both Scotland (before uni) and France (after uni) before coming back to Melbourne to finish my honours degree and take up a job at The Sun Bookshop in Yarraville.

I worked full-time as a bookseller over the next few years and helped to establish The Younger Sun, The Sun Bookshop's specialist kids' shop.

I then worked as a children's book editor at a number of publishing houses across Melbourne and as a freelancer, while also continuing to work part-time as a bookseller when I could. When the pandemic scuppered

some exciting travel plans – my first Bologna Children's Book Fair and a fellowship in the UK – I decided to take a detour into the world of public service.

I'm now working in digital communications for the Department of Education and Training, which has been a change of pace and brought new challenges.

Throughout these years and jobs, I have also been writing – my first novel for young adult readers, *Untidy Towns*, was published in 2017, followed by *This One is Ours* (2020). I'm hoping that writing is one thing that will be constant in the future.

Thomas Page (OGC 2017)

After graduating from Geelong College in 2017, I completed a Bachelor of Science at The University of Melbourne with a focus on human physiology and anatomy.

I was fortunate to accompany this study experience with rowing for Melbourne University Boat Club for four years, including some memorable experiences at State and National Championships and international campaigns. Following my undergraduate degree, I am now in my second year of post-graduate medicine at Deakin University back in Geelong.

I was grateful to be able to follow both my academic and sporting passions leaving school and am thoroughly enjoying my current studies in

medicine, which had been an interest I had hoped to pursue at some stage upon leaving school.

In three words, I would describe where I'm at currently as: fulfilled, challenged, and excited.

Looking ahead, I have two clinically-based years of studies before getting out into the real world, and I am very much looking forward to this more active, hands-on learning. I'm eager to find my niche to practice in, and hope to combine my passion for sports – and current triathlon endeavours - with my career, by perhaps moving into a sports-medicine focused area.





Amanda Smith, nee Nancarrow (OGC 1982)

To my classmates in 1982, I was known as 'Mandy, the Boarder whose parents lived in Thailand'. Forty years later, not much has changed; 'I am now Mandy, who lives in Singapore whose parents are living in Melbourne'!

After school, I completed an Arts Degree at La Trobe University and went straight into Advertising. I worked for a range of local and international Direct Response Advertising Agencies, where I spent many years on the client service side.

Upon leaving University, I intended to go into Education but quickly secured a job in Advertising. I loved it and never looked back!

My husband and I have two, now adult sons. On the birth of my second son, I decided to take a break from my career. On returning, I used my previous experience and skills to pivot into the 'Not for

Profit' industry. Here, I utilised my marketing and fundraising skills to raise funds for good.

I am now on my second career break living in Singapore. I never envisaged after leaving school that I might be living and working in Asia. On return to Australia, I might consider yet another pivot using the new skills, including cultural ones acquired while living in Asia.

So, where do I think I'll likely be in a few years? The truthful answer is, I don't know! However, my expat journey and the pandemic have made me far more flexible and open-minded. My hope is my time in Singapore will have led me to some great new opportunities and a reinvention I never dreamed of! In three words, where am I now? 'Working on passions!'.

You can connect with me on Instagram: [instagram.com/aroundsingaporeaussieaunty](https://www.instagram.com/aroundsingaporeaussieaunty)

Kaitlyn Ward (OGC 2017)

I am a final year Master of Human Resource Management (HRM) student studying at RMIT University.

In my undergraduate years I studied a Bachelor of Agriculture at Melbourne University, majoring in Agricultural Economics. Although I really enjoyed my Bachelor and still hold a passion for agriculture, I was inspired to pursue postgraduate study in HRM as I am excited by the diverse opportunities a career within this area holds.

In February 2023, I will be joining Viva Energy as a People and Culture graduate.

I'm really looking forward to expanding my knowledge base throughout the program and I hope to develop the core skills and capabilities required to support Viva's people and the business as a whole, to achieve optimum performance and drive a strong organisational culture.

I certainly never imagined that this is where I would be after leaving Geelong College.

I am very grateful for the many interesting and valuable learning experiences I have had so far and look forward to seeing where my future career with Viva Energy will take me.





Jacinta Begley (OGC 2001)

I am the CEO of Hamlan Homes, and Begley Group, which incorporates our family group of companies.

After completing year 12 in 2001, I went on to study at Deakin and completed a double degree in Commerce/Arts.

I had an avid interest in International Finance and Trade and post-university I commenced a role with NAB in business banking.

After working in finance for a few years, I made the decision to join my family business in 2009 where I began working in and then managing, a diversified property and business portfolio, mostly within the construction industry. This lateral move was made easier having held junior roles along the way.

Given our family businesses and the fact I'm an only child, I always knew I'd end up within the Hamlan and Begley Groups. The diversity of the portfolio

appealed to me, however, the passion I have for the construction industry and property development has proved strongest.

As a leader in the construction industry, I'm proud to be able to change the status quo. Currently, at Hamlan, 50% of our team are female which far outweighs the 12% industry standard. I know I have a long career with Hamlan Homes and Begley Group and I enjoy the challenges and opportunities this role presents. With a diverse portfolio, no two days are ever the same – and every time I start to think I have everything mastered, I'm pleasantly surprised when I discover more opportunities to add value to staff, the business and the wider Geelong community.

Aurelia Pereira (OGC 2017)

Since graduating from The Geelong College in 2017, I have enjoyed an eventful journey of numerous career, educational, and personal experiences.

I accepted an offer from RMIT University to study a four-year bachelor's degree in Business Professional Accountancy, minoring in Law.

As part of my degree, I was required to complete a full year of placement in 2020. I was fortunate enough to receive an offer from Worrells, an insolvency firm located within the heart of Melbourne CBD.

But just a couple of months in, Australia was forced to adapt to working from home due to the pandemic.

Despite this, I thoroughly enjoyed learning all the ins and outs of insolvency including the different appointments such as liquidations and bankruptcy. I also received amazing support from Worrells throughout the tough lockdowns.

At the end of 2020, I received an offer from Worrells to remain a permanent employee as a business analyst. Since then, I have been working towards finishing my degree part-time while continuing to work full-time at Worrells.





Izzy Greer (OGC 2017)

Since leaving school I have been studying medicine at Monash University and spending summers working as a lifeguard on the Bellarine Peninsula. This year I have taken a break from studying and instead spent the year travelling and working, which has been incredible so far!

The first two years of my medical degree were spent on campus which was a great opportunity to get to know my cohort. The following two years were on placement (albeit slightly COVID affected) with 2020 being at Traralgon and 2021 at Frankston - both years learning a lot of clinical medicine and meeting interesting people!

This year after spending the summer working as the Chief Lifeguard for Geelong area beaches I have taken the opportunity to travel - both in Australia, doing a scuba course on the Great Barrier Reef and a road trip along the south-west coast of WA and internationally to Hawaii. I'm also very excited to be working this winter at Mt Buller as a Ski Instructor.

Next year I will finish the final year of my medical degree and then start work as a junior doctor. Beyond that I'm not sure what specialty I'll be doing or where I'll be, but look forward to finding out!

Julie Morris, nee McFarlane (OGC 1982)

When I left school I had absolutely no idea what I wanted to do other than join the police force and travel.

The travel came eventually, the police force did not. Instead, I chose to study Administration at The Gordon. After a short stint working in Melbourne at The Age, and then the Gas and Fuel Corporation of Victoria, I finally went travelling.

I settled in the UK, and for most of my 20s, worked in finance at London Underground.

Meanwhile, life happened. I'd always wanted children (and now have three) but when my youngest child started kindergarten, I decided on a change of career direction.

I was home in Australia again by then, so returning to The Gordon, I studied Community Services and gained a Certificate IV in Alcohol and Other Drugs.

After graduating, I spent a short time working in Residential Care and Youth Justice. I now work in Homelessness Services with adolescents, and also in Family Support Work at Barwon Child, Youth & Family (BCYF). I've been here for 14 years.

I am happy with where I am at. I'm secure, stable, enjoying work, independent, strong and capable - I'm content. Life's really good!

If I look ahead a few years, I think I will still be working in some capacity. Perhaps not in social welfare as there is a high risk of burn-out in the crisis-work industry, but I'll be busy doing something.

Perhaps I'll have re-partnered? Perhaps I'll be living elsewhere? Perhaps my kids will have left home - though I hope not...! Now that the world, and our country, have opened up again - I'm looking forward to travelling more.



Other than that, it's the usual things - Maintaining good health, finishing off home renovations, and raising happy and fulfilled kids.

One other thing I'd really like to focus on is trying to keep in touch with some of my College friends. It's tricky because everyone is scattered around Australia - and the world! Life has happened and the years have flown.

Australia Day Honours

Congratulations to the four members of our College community who were recognised in this year's Queen's Birthday honours list.



Francis Oswald Herd OAM (OGC 1969)

In the Australia Day Honours 2022, past student Frank Herd was awarded The Medal of the Order of Australia (OAM) for service to the meat processing industry and contribution to the community.

The Managing Director of MC Herd, a Geelong based meat processing and export business, Frank is a leader in his industry and community minded.

Founded in 1951 by Frank's father and uncles, MC Herd has been a large part of Frank's career and success. Frank is a founding member and former chairman of the Australian Meat Industry Council, as well as former director of the Australian Meat Processing Corporation, PrimeSafe Victoria and the Australian Red Meat Advisory Council.

Outside of the workplace, Frank is a keen supporter of many community organisation, including being a Patron of Anglesea Life Saving Club, fundraiser and honorary member of St John of God Hospital and a life member of the Old Geelong Football Club. He is also a founding member of the Geelong College Foundation and led the Aquatics Centre Appeal as Key Gifts Chairman.

Frank attended The Geelong College from 1961 to 1972. Frank was a Calvert House Prefect in 1972 and member of the athletics team for several years, including as Captain in 1972. He won the Nigel Boyes Trophy in 1972 and was named in the 1st XVIII football team in 1972.



James William Gough OAM (OGC 1953)

In the 2022 Australia Day Honours, James William Gough received a Medal of the Order of Australia (OAM) for service to the livestock industry.

Continuing in the footsteps of five generations of farming in Branhholme, Jim Gough is a pioneer in his industry. He has been working on the land for 55 years, and in that time has pioneered selective breeding practices in Australia for Corriedale sheep and Hereford cattle.

In his early career, Jim invested in Corriedale sheep. He joined the Australian Corriedale Association and was keen to improve genetics in breeding, starting with his own meticulous record keeping.

After the drought of 1967, Jim diversified his business by investing in Hereford cattle. He became a founding member of the National Beef Recording Scheme (now BREEDPLAN) and led the first selective breeding program of Herefords in Australia.

Jim has invested much of his life to his industry and community. He is a long-serving Federal Councillor of Australian Corriedale Association and Herefords Australia and served as Vice President of the Beef Improvement Association of Australia. In 2012 he received the Howard Yelland Award for outstanding service to the Australian beef industry.

Jim boarded at The Geelong College from 1954 to 1957. A member of Calvert House, he was involved in the rowing program, football and cadets.



Mark Wootton, and Eve Kantor AO

Past Boarding parents, Mark Wootton and Eve Kantor were recognised with Australia Day Honours becoming Officers of the Order of Australia (AO) for their work in philanthropy and support of the environment.

Jigsaw Farms demonstrates Eve and Mark's own commitment to the environment and sustainability. Designed with an eye on 2030 climate projections, the farm combines livestock production and agroforestry with environmental sustainability.

In Jigsaw Farms the couple has challenged themselves to produce carbon neutral food and fibre, attracting researchers from the University of Melbourne. Alongside the grazing livestock, the couple have revegetated many hundreds of hectares for both permanent plantings and farm forestry. In doing so, researchers have been able to study the offsets required to reduce the carbon balance on the farm.

With a profitable business and inheritance, Mark and Eve are also enthusiastic supporters of a range of philanthropic causes, from environmental to Indigenous rights. Together their philanthropic endeavours helped start Australia's first climate think tank (Climate Institute), promote Indigenous rights and launch the International Campaign to Abolish Nuclear Weapons (ICAN), which received the 2017 Nobel Peace Prize.

OGCA Events



OGCA 40 Year Reunion

1. Jenny Hobbs & Tracey Lee; 2. Steve Lawrance, Kerry Nanscawen & Andrew Wood; 3. Deb Hynes, Robyn Grove, Justine Goody, Annie Heffernan; 4. The year group



OGCA Leavers Function

The class of 2021 reunited in January to celebrate the completion of their secondary schooling.



OGCA 20 Year Reunion (Class of 2000)

1. Scott Farquharson, Tess Sketchley & Kate Seward; 2. Sam West, Alex Boyle & Daniel Cross; 3. Andrea Malina, Sophie Ayerbe, Beck Moorfoot & Jordie Clark



OGCA Golf Day (OGC V GGC)

1. Alistair Munro & Nick Casbault; 2. Richard Herd & Nick Betts



OGCA 20 Year reunion (Class of 2001)

1. Alice Gwozdecky, Peggy Duncan, Sarah Dennis & Georgie Thomson;
2. Claudia Muhor, Nick Gilchrist, Steph Dijkstra; 3. Oscar Stanley, Aiden Rippon & Levi Turner



OGCA Cobbers Lunch

1. Rob Logie-Smith, Jim Robson & Geoff Gill;
2. Hugh Bromell, Mick Gretton-Watson & John Magtier

More photos online!

There are more photos of each event available online. Scan the QR code to view and download.



cutt.ly/OGCA_events

OGCA Events



Albert Bell Club Dinner,

1. Phoebe Stanley, Connie Dunkley-Smith, Addy Bucek & Robert Gardner; 2. Matt Elder, Simon Mitchell & Peter Miller; 3. Bruce Longden, Tom Silcock, Greg Longden & Hugh Bromell



OGCA 5 Year reunion

1. Hannah Cameron, Eve Braslis & Cary Foley; 2. George Johnston, Tom Page & Ollie Manton; 3. Ruby Gow, Grace Stewart, Neve Horvat & Brittany Neate



OGCA 30 Year reunion (Class of 1990)

1. Cindy Holden, Anthea Benjamin, Amanda Hill, Melinda Chisolm; 2. Class of 1990; 3. Thane Joske, Charles King & Jen Kirk



OGCA 30 Year reunion (Class of 1991)

1. Brooke Haebich, Karl Weddell, Matt Magarey & Kellie Beacham; 2. Alastair Wills, Keith Calvert & Mark Robson; 3. Liz Holzschuster, & Emma Page Campbell

Parent Events



PSPA Middle School Welcome Evening

1. Fleur Selkirk, Riot and Aaron Keating & Andy Selkirk ; 2. Nigel and Amanda Salajan

Parent Events



PSPA Junior School Welcome Evening

1. Faizan and Arooj Ali, Zahra Shahzad & Shahzad Sadiq; 2. Caroline Salmon, Kate Wigg, Kate Cumming, Kelly Woodcock, Chloe Whelan & Samantha Hardwick; 3. Mia & Michael Jozwik, Steve & Zoe Sharrock



SSPA Senior School Welcome Evening

1. Gina King, Anna Webb, Madeleine Brew, Jenn Brown; 2. Katrina & Frank Fotinas; 3. Frith and Matthew Morrow, Simone Hayes



PSPA Year 7 Cocktail Party

1. Mary and Dean Dimovski & Brett Chandler; 2. Anna Spurling, Belinda Bennett & Georgina Teare



SSPA Year 9 Cocktail Party

1. Nick and Tanya Madden & Amanda Jackman; 2. Nerida Povey & Anthony Hobson; 3. Libby Paul, Louise Window & Myles Conroy



Friends of College Garden Party

1. Joan & Ray Lancaster; 2. Kay Tait & Heather Christmas



Boarding Parents' Garden Party

1. Andrew Calvert, Degen Murphy & Katie Calvert; 2. Cindy O'Brien, Gareth Gilby, Georgie & Tom Sweeney



Boarders Welcome Evening

1. John Steel, Mandy Steel & Caroline Williams
2. Melissa Hope, Michael Hope & Eliza Handbury

More photos online!

There are more photos of each event available online. Scan the QR code to view and download.

cutt.ly/TGC_parents



The Albert Bell Club

PETER LAWSON (OGC 1990), ABC PRESIDENT

We had a very promising start to the 2021/2022 season with rowing activities and events. Unfortunately, as the season wore on, the COVID-19 Omicron variant proved challenging for crews, coaches, parents and various events! Well done to everyone for showing agility and resilience to ensure crew competition at the major regattas!

Head of the River day at Nagambie was blessed with spectacular weather and saw some wonderful personal best performances from crews. Four crews won their events; the Girls Year 10 Coxed IV - Divisions 3, 4, 5 and the Year 9 Coxed Quad IV - Division 2. Congratulations to these successful crews and to all competitors for their endeavours throughout the season!

In mid-March, the 48th Annual Albert Bell Club Dinner was held on the Friday night of the Head of the Schoolgirls' Regatta weekend, in the College Dining Hall. It was the first event for some time not needing to be capped to ensure compliance with COVID-19 density limits. The evening was well attended by the '02' decade crews, including representatives from the winning 1982 1st IV, 1992 'Muckies' (2nd VIII) and 2002 Girls 1st VIII. Our guest speaker, Jeff Sykes, was also a decade crew coach and many of the 1982 1st VIII were present. Jeff captivated the audience with stories of Albert Bell the man, coaching, competition rowing and the early days of his boat building career with revolutionary design and changing

technology. The AGM was over in a flash, with re-election of the committee and the addition of Andrew Williams (OGC 1988) as Secretary. Thanks to Ben Thompson for his support as outgoing Secretary. The evening concluded with stories shared of rowing days past!

The final event of the season saw the College Boat Club hold its end of season presentation in the school grounds. It began with presentation of rowers and awards in the Cloisters, followed by impressive and at times, hilarious, senior crew videos in Morrison Hall! The event was well attended by students, parents and coaches. I had the pleasure of presenting all Year 12 students with their boxed Albert Bell Club pin and Albert Bell medallions to the four Head of the River winning crews. This opportunity allowed me to provide background to the David M. Caithness Award and announce the winners in this, the third year. Congratulations to Year 12 students, Lulu Morgan and Harry Porte! I also took the opportunity to promote the Colin Carstairs Bell Pathway Rowing

Bursaries, with applications opening later in 2022.

In 'still on the staging' news, a big congratulations to Charlie Batrouney (OGC 2018) and Xavier-Hall Sullivan (OGC 2019) for their selection in the Under 23 rowing team that will represent Australia internationally in late July at the World Championships in Varese, Italy! Charlie was selected in the Men's Coxless Four and Xavier in the Men's Quad Scull. Both rowers were former recipients of a Colin Carstairs Bell Pathway Rowing Bursary. We wish them well in their preparation and competition!

Thank you to everyone who has supported the ABC over the season, whether it be through attending functions, helping at events, donating to or supporting the TGC rowing program - it is all much appreciated and welcomed!

As ever, we welcome your feedback. Follow us on Facebook at Albert Bell Club or email:
albertbellclub@tgc.vic.edu.au.





Old Geelong Football Club

JAMES LEGOE

After two years of interrupted community sport, it is great to be back. Well kind of!

Unfortunately for the Old Geelong Football Club, the Stonnington Council have been resurfacing Como Oval meaning that we haven't been able to train or play on our home deck. Thankfully, temporary arrangements were put in place for the first two months of our season and we returned to Como from June. This disruption has meant for a slow start to the season, but we are now gaining traction with our Men's Seniors, Reserves and Under 23's all sitting nicely in the top 4 of their divisions. Our women's sides have been hit hard with the loss of some key players to retirement and some who have moved interstate, but the standard continues to improve by the week.

The Geelong College is represented strongly in the leadership group with John Simson (GC) co-captain of the Men's Seniors alongside his cousin,

Will Sloss (GGS). John is coming off another stellar season where he won his third consecutive Club Best & Fairest. Others Old Collegians regularly featuring in our Senior side include Jack Sheridan, Jacob Jess, Harry Graham, Hamish Seller, Toby Lever and Matt Bird. Nick Morwood (GC) has been rewarded with the captaincy of our Reserves and is again well supported by fellow Old Collegians, in Alex Crowe, Will Simson, Jack Curnow, Max Lazarus, Tim Hosking and Hugo Steinfort with Ed Ratcliffe set to return from injury very soon.

Representing our women's side from The Geelong College is Katie-Rose Campbell, Charlotte Kay and Tessa Longden. We are always looking for more women to come and play for the Oggettes, so feel free to email us at oldgeelongfc@gmail.com if you are interested in joining the Club.

Equally, we are looking forward to the return of our cricket, netball and tennis clubs as the world returns to some sort of normality. Expressions of interest are always welcome (email: oldgeelongfc@gmail.com).

Off the field, the committee has been hard at work and recently launched the Old Geelong Future Fund as a means to provide a sustainable environment for future generations of young men and women to continue playing sport beyond school.

To date, we have secured over \$450,000 in pledges which is a great start.

For more information on our Future Fund (100% tax deductibility) please go to our Club website: oldgeelong.com.au/future-fund

Farewells

McELLIGOTT, Maggie Grace

2013 - 2022

Maggie Grace McElligott will be remembered by our Campbell House and wider Geelong College Community as a shining star, whose light will shine forever in the hearts of those who came to know her.

Maggie was a much-loved member of our College community, having loved her years here in Early Learning and Foundation. Maggie then enjoyed her schooling until this year, at Barwon Valley School. When Maggie began at The Geelong College in 2017, she ran into Early Learning every day, loving every part of it. Her friends were central to all she did, a kind heart and a sparkling personality, Maggie will be remembered for her never-say-never outlook on life, her wonderful sense of humour and her beautiful smile. Despite being diagnosed with the degenerative disease, Tay Sachs in 2018, Maggie never lost any of these qualities.

During her time at Campbell House Maggie's physical ability deteriorated significantly but she loved learning time in class with her teachers, and her interactions with the other children. Her friends enjoyed nothing more than being beside her in the playground, whilst she was in her wheelchair, never leaving her side as she visited different areas of the school. I continue to share that Maggie gave so much more to the Campbell House Community than we could ever give her in return. The children adored her and looked to her as their equal, another friend to have in the playground. She became our little ray of sunshine and hope. Due to the impact of Tay Sachs, Maggie eventually could only communicate through her eyes and her beautiful smile, this seemed to be enough for all who came to know her.

Maggie passed away peacefully at home on 27 May 2022, surrounded

by her loving family. As a school we continue to mourn the loss of our special shining star and have been humbled by the love and support of our community. Maggie continues to embody our Geelong College values, of 'Community with diversity' and 'Courage with Endeavour'.

Maggie's legacy will live on through the lives of the children and adults she has reached, and through her beautiful family, our valued colleague Rory McElligott, Deputy Head of the Junior School, his wife Kelly and their children Billy, Alice (Foundation A) and Murphy. Through the special relationship which Maggie has fostered we will join with the community of Barwon Valley School to host a 'Morning for Maggie' later this year.

- **Sondra Wood, Head of Junior School**

BRADEN, Donald James

(1941-2022) OGC 1954

In 1953, Don was enrolled as a Boarder. In 1959 he was a School Prefect, Warrinn House Prefect and McArthur House Vice-Captain. He broke the College record for the 880 yards Open in 1958. In 1962 he won Victorian Half Mile championships. Don worked at the Commonwealth Bank, starting off as a teller and prior to retirement was an investigative accountant. Don was married to Kaye and they have two sons.

CHAMPION, John Lambton

(1930-2021) OGC 1943

John was enrolled at the College 1943-1946. In his final year he also graduated from the Navy Pilots course. After serving a term with the Royal Navy he returned to Australia to take a RAN posting at Nowra, NSW. John flew with both the military and civilian services. In his later years, he lived amongst fellow veterans at the Royal Australian Airforce Veterans Residences Trust Home.

CHAPMAN, Graeme Victor

(1942-2021) OGC 1955

Graeme was enrolled as a Boarder from 1954-1957. After undergraduate studies, he completed a PhD in the USA and joined a NASA project in Michigan. He returned to Sydney to work in the medical field specialising in Flow Cytometry. Well respected in his field, Graeme joined Coulter Electronics and later BD Biosciences. Graeme was married to Elizabeth in 1966 and they have four sons.



CHARLEY, Norman John

(1930-2022) OGC 1945

Norman grew up in Berwick before becoming a Boarder at Mackie in 1943. He was a member of the rowing crew and participated in the Head of the River Competition. After school Norman commenced a successful career in finance and became a respected accountant. Norman and his first wife Pam had three children. In his late seventies Norman married Mary and they enjoyed travelling around Australia and researching family history.

- Courtesy of Mary Charley

COAD, (Frank) William Francis

(1930-2021) OGC 1944

Frank was enrolled as a Boarder from 1944-1946. A passion for cars led Frank and his brother to establish a Vauxhall dealership in Kerang. Frank and John Roxburgh raced in the first Armstrong 500 at Phillip Island (later the Bathurst 1000) and are recognised as the winners of the inaugural race. Frank's passion for car racing continued with the creation of the Sea Lake Mallee Rally. He was married to Zena and they have three daughters.

COULSON, Simon James (Sam)

(1946-2021)

Sam boarded at the College from 1958-1964, serving as Mackie House Prefect and School Prefect. Sam went on to become an engineer and worked for 40 years at Ford Motor Company in Melbourne, Geelong and overseas. Before his retirement, Sam was the Regional Manager - Asia Pacific, International Strategy Dept, Environmental and Safety Engineering. Sam retired in early 2009 and continued to live in Lorne with his wife Ingrid.

CANNON, Michael Montague

(1929-2022) OGC 1941

Written by daughter, Sarah Cannon.

Asked about the unusual badge in his lapel, Michael Cannon used to joke that it was presented to him by the Australia Council as an Emeritus Award for wasting his life writing and publishing more than 30 historical books, instead of doing something useful with his life.

Cannon, who died on 24 February 2022 aged 92 years old, was only half joking. All his life he was conscious of uncommon good fortune in being able to devote his best years to the writing of popular history.

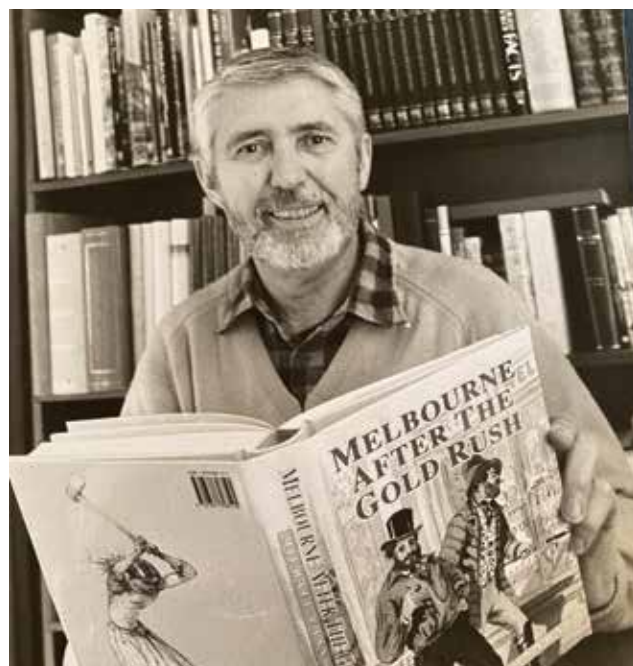
With little formal education and no academic qualifications, Cannon said he felt that history 'should be mostly about people – not politics or sociology.'

Born in Brisbane in 1929 and raised in a Victorian country newspaper office, he managed to impress historians of all persuasions with the depth and breadth of his research into Australian history. In 1966 his first bestseller *The Land Boomers* exposed well-known individuals and families who led the speculation of the 1880s. Some even profited from the savage depression which followed.

Michael was educated at Cobden High School, Camperdown High and The Geelong College. His early career was in journalism, working at numerous newspapers and magazines.

During the 1960s he began a new career, researching his first book as well as working as a bookshop manager and Associate Director of Melbourne University Press.

One of several people writing as 'The Melbourne Spy' he contributed frequently to the Sydney journal *Nation*.



Cannon produced a flood of popular original works and facsimile books. All told he wrote 20 books under his own name, and edited another 15.

In recognition of his years of writing and publication, Cannon was presented with the Australia Council's Emeritus award by Prime Minister Paul Keating in 1996.

He is survived by four children – Paul, Sarah, James and Patrick – numerous grandchildren; and a sister Dina Monks, who was editor of the *Frankston Standard*.

Michael's memoir *Cannon Fire: A Life in Print* will be published by MUP later this year.

DONNAN, Stephen Victor

(1946-2022) OGC 1960

Stephen attended The Geelong College from 1963-1965. A member of Calvert House, he received House Colours for football and athletics. He was also a member of the 3rd XVIII football team from 1963-1965. Debating was one of Stephen's interests and he was a member of the Debating Committee.

ENNIS, Brian Colwell

(1934-2021) OGC 1946

Brian boarded at the College from 1949-1951. He was Dux of the College along with BJ Coombe. Brian went on to study at the University of Melbourne where he met his future wife, Helen. They have two daughters. After his studies Brian worked for a short time at Monsanto before joining the Material Research Laboratory where he remained for the rest of his working life.

ENNIS, Gordon Colwell

(1938-2022) OGC 1950

Gordon boarded at the College from 1952-1954. He was a keen runner and served on the relay team and rowing crew. He was also a member of the Music Committee and involved in the Gilbert and Sullivan productions under George Logie-Smith. Following school Gordon studied medicine and became a well-respected endocrinologist. Gordon was married to Kerry and they have six children.

FARRALL, Thomas Michael

(1994-2021) OGC 2012

Tom was enrolled at The Geelong College from Year 7. On entering Senior School, he was part of Wettenhall House. Although he left the school for a short period, he returned in Year 11 and completed Year 12 in 2012. Tom sadly passed away 14 December 2021, aged 27 years.

FLETT, John Ferguson

(1937-2021) OGC 1950

John was enrolled at the College in 1946-1953. In 1950 he earned a scholarship and received a boxing prize in his final year. He completed his Leaving Certificate in 1953. Following school, John would become a teacher in Melbourne. He married Viera and they have four children. By the 1970s the family had relocated to Lockington, Victoria to farm.

Hill, Peter Russell

(1952-2021) OGC 1969

Peter attended College between 1961 and 1969, from Grade 4 to Form VI. Whilst studying Mechanical Engineering, Peter took a Gap Year working in WA mining, to fund his passion for racing Diamond class yachts. Once qualified, he spent 20 years working for Shell, giving he and his wife Jill the opportunity to live in London and Rio de Janeiro. Upon their

HOPE, George Alistair

(1932-2022) OGC 1945

Alistair Hope was born in 1932 to Douglas and Nora Hope, of Darriwill, Moorabool. Along with his older brother Andrew, Alistair was enrolled at The Geelong College in 1939. Starting at the school in Kinder, ten years later he completed Form VI.

Alistair became Captain of the Preparatory School in 1944, the same year he started boarding at the college. In 1947 he was a member of the Relay Team and Warrinn House and was awarded House football and rowing Colours in 1949. In the same year he had also reached the rank of Sergeant in the Cadets.

Following school Alistair spent some time with a shearing team in north Western Australia, along with Old Collegian John Morrison. As reported in The Pegasus December 1952, they passed through Derby, Broome and Marble Bar, finishing at Dirk Hartog Island.

Alistair's commitment to the college would extend beyond his student years. He was a member of The Geelong College Council from 1983-1998 and contributed in other ways, including a time on the Education Fund, Finance and Planning Committees.

Coming from a family of Old Collegians, immediate and extended, Alistair continued the tradition with his family.

Alistair and wife Ellen's children attended the school: John OGC 1972, Kate OGC 1973 and Peter OGC 1978, as well as a number of grandchildren.



return to Melbourne, Peter started his own IT consultancy company, which saw him travel widely. He loved to be challenged and looked forward to adventures. Since retiring, he had been volunteering his expertise in IT for Operation Newstart. Peter passed away in Melbourne.

- *Courtesy J Hill, wife.*

HOLT, John Nicholas McCann

(1929-2021) OGC 1943

John was enrolled at the College in 1944, Form IVA. In 1971 he was elected as a City of Geelong Councillor. He served on the Council for 10 years including three years as Mayor. In 1973 he joined the Geelong Football Club board, serving for nine years, including as President from 1980-1982. John was married to Jill and they have three children, Tim OGC 1969, Andrew OGC 1971 and Jayne OGC 1979.

JOHNS, Graham William

(1934-2021) OGC 1947

Graham was enrolled at the College 1945-1947. In 1960 he was admitted as a partner in the Geelong firm of chartered accountants David David and Gray. Soon after, Day Neilson Jenkins and Johns was created. He married Lesley Nicholls in 1958 and they have four children, Heather OGC 1977 (dec), Wendy, Michael OGC 1982 and Lisa OGC 1990. Graham served for many years as the OGCA's Honorary Auditor.

LIDLAW, Robert Stoddart

(1932-2021) OGC 1947

Robert was born to Adam and Jean Laidlaw in 1932, their fourth son. Following his older brothers, Robert boarded at the College from 1945 to 1949. He was a member of Shannon House and received House Football Colours in 1949. Robert would follow his family into farming around

Willaura. He married Palma and they have three sons who all attended the College and a daughter who attended Morongo.

MCDONALD, Jason David

(1973-2022) OGC 1990

As a student Jason was well loved, a competitive athlete, enthusiastic Keith House student and member of the 1st XI from 1987-91 and 1st XVIII in 1990 and 91. A highlight of his sporting time at the College was the Cricket Tour of England in 1990. Jason's pocket was adorned with several colours: Cricket, Football, Swimming, Basketball, Tennis and Hockey. Post school Jason travelled extensively and lived in North Queensland, Vietnam, and Torquay. A passionate OGC he enjoyed hearing stories from his nephews (current students) and catching up with his many friends.

- *Courtesy S McDonald*

LORD, Anthony Stewart

(1940-2022) OGC 1955

Stewart Lord was enrolled as a Boarder at the College in 1954. Along with twin brother Alistair, they were talented sportsmen. Stewart received Shannon House Colours for football, then school football Colours and Caps. Stewart was on the 1st XVIII football team in 1956.

Stewart then played in the Hampden Football League. He was playing at Cobden before he was recruited to the Geelong Football Club in 1960, a year after his brother Alistair. He would go on to play 74 games at the club, kicking 13 goals in his first year and was part of the 1963 premiership team. In 1963 and 1964 he placed 3rd in the best and fairest count.

Upon leaving Geelong Stewart returned to the Hampden League as Captain Coach of the Camperdown team. He was there for seven years and led the team to two premierships. During his time there he also coached the Reserves. In 1971 he was awarded Life Membership of the Club and recorded as captain and ruck in the Club's Team of the Century.

After this time Stewart returned to Geelong. He coached the Geelong West football team 1977-1978. In 1979 Stewart joined the board at the Geelong Football Club. During his 20 year tenure he served as Vice President for 12 years. He was also on the Match Selection Committee under coaches



Billy Goggin and Tom Hafey, and served as Chairman from 1981-1982. Stewart married Heather and they have two children who both attended The Geelong College.

MCLEAN, Kenneth Hay

(1927-2022) OGC 1939

Ken attended the College 1940-1944. He served on the House of Guilds Council, The Pegasus editorial team, and Debating Society. Ken came second to the Dux in Form VI and won the Proxime Accessit Prize. Ken's career was in medicine, becoming a well-regarded Professor of Medicine. Ken married Susan Angell in 1955 and they have six children.

STEPHENS, Timothy Paul

(1964-2020) OGC 1982

Tim, son of Margaret and Ron, attended The Geelong College from 1979 to 1981, completing Year 9 to Year 11. His brothers Peter OGC 1978 and Paul OGC 1985 also attended the school. Tim passed away 23 May 2020, aged 55 years.

STEWART, Donald William Arthur

(1933-2022) OGC 1947

Don was enrolled as a Boarder at the College in 1946. He was a member of the House of Guilds Council. After school Don would go on to become a stalwart of the Lorne community. He created Lorne Real Estate (now Great Ocean Road Real Estate). He was a founding member of the Lorne Surf Lifesaving Club, and one of its first Bronze Medallion squad members. Don's three sons also attended the College.

STOTT, Barton Harold

(1936-2022) OGC 1949

Barton was a day student from 1 October 1941 to December 1953. He was a member of the 1st Rowing VIII in 1953. Barton went on to study Law at the University of Melbourne and was a resident at Ormond. Judge Barton Stott retired in 2006 from a distinguished legal career including

as a County Court Judge from 1989 to 2006. Barton was married to Kay and they have two children.

THORNTON, Andrew William

(1942-2022) OGC 1956

Andrew was enrolled at the College from 1953-1957. Andrew would go on to found Thornton's Engineering and its first workshop in Penshurst in 1975. The business now has a fabrication facility in Geelong. Andrew was also involved in countless community organisations, from the Penshurst Hospital Committee, Penshurst Rotary and Apex Clubs, and Meals on Wheels. Andrew married to Roslyn Russell and they have four children.

THORNTON, William Victor

(1973-2021) OGC 1990

Will was enrolled at the College 1985-1987. He achieved Junior House Colours and received multiple Merit Awards. Will pursued a medical career, specialising in General Practice. Will worked and volunteered in WA and the UK, including for Earbus Foundation. His special interests were paediatrics, palliative care, emergency medicine, primary health care, rural medicine and medical education. Will and his family relocated to the UK where he worked as a GP from 2017.

WALLACE, John William

(1945-2021) OGC 1958

John was enrolled at the College from 1958 to 1961, coming from Kilfeera near Benalla where his parents Lorna and Tom lived. As a student, he was involved in the cricket and football teams, reaching the 3rd XVIII in 1961. John returned to Kilfeera to farm, like his father Tom. He went on to marry Elizabeth and they were together for 48 years, until his passing in October 2021.

WORLAND, Donald Lauder

(1932-2021) OGC 1945

Don boarded at the College from 1945-1948. He joined the 1st XVIII football and XI cricket teams in 1948 and received multiple Caps and School and Shannon House Colours. Following school Don returned to the family farm. He played four senior games with the Geelong Football Club in 1953. Don also played at Winchelsea Football Club where he was three-time premiership player, vice-captain, committee member, life member, selector and treasurer. Don has three children and two stepsons.

Past Staff and College Community

HORE-LACY, Ian

(1940-2021)

Ian Hore-Lacy was Senior Biology Master, Morrison House Assistant Master and Senior Resident Group Coordinator 1971-1973. Ian became a respected Australian nuclear industry communicator and author. In 1995 he was appointed General Manager of the Uranium Information Centre, then joined World Nuclear Association as Director for Public Communications, and later working as a Senior Research Analyst.

HUMBLE, Jill

(1927-2022)

Jill Humble was a benefactor of the Keith Humble Centre for Music and the Performing Arts, named in her husband's honour. An accomplished musician herself, Jill was a long-time supporter of music and the arts influenced by the musical greatness of her life partner, Keith. Her gift and passion for music form part of her husband's legacy to inspire creativity and performance in young people for generations to come.

MACBRYDE, David

(1938-2021)

David MacBryde taught at the College 1979-1998. A maths teacher, he was also a tutor in Mackie boarding house, Head of McArthur House then house tutor. Driven by concern for student welfare, David was integral to the development of Health Education at the College. He was Health Education Coordinator 1990-1996 then Personal Development Coordinator from 1997 to his retirement in 1998.

MCKENZIE-MILLS, Gwen

(1923-2022)

Gwen McKenzie-Mills was a former staff member at The Geelong College from late 1974. She was welcomed to Rolland House as House Matron in 1975, "and has quickly made herself a confidant and friend of the boys (The Pegasus 1975). She then moved to Senior School as a House Matron of Mossgiel and Warrinn in 1976.

VILE, Annette (Ann) Elizabeth

(1938-2022)

Ann Vile became Matron of Mackie House in 1987. Affectionately known as 'Tronnie' by the boarders, she soon became a valued member of the boarding House and College community. Serving an impressive 18 years in the role, Ann supported staff and students in the daily routines of Mackie House.

WOOD, Christopher Graham

(1950-2022)

Christopher Wood was Art teacher and Morrison House tutor at the College from 1978-1979. In 1977 Christopher also founded Australians Studying Abroad (ASA), leading cultural tours overseas. The company has now grown to 12 permanent staff and a collective of consultants and local contributors in roughly 45 countries around the world. Through his work, Christopher shared his passion for art, history and architecture.

Please visit
cutt.ly/tgc_obituaries
for more detailed entries





Current Families and Old Collegians – register your children for enrolment now!

The Geelong region is currently experiencing rapid growth. Places are in demand and we are working from waitlists at most years levels for entry into 2023 and beyond. We encourage all Old Collegians and current families to complete an online enrolment application for their children or grandchildren as early as possible to ensure the best chance at securing a place in our priority applications.

If you have any enquiries regarding enrolment please visit the website or contact our Admissions Office on 5226 3156.

Be of
COURAGE



THE
**GEELONG
COLLEGE**
sic itur ad astra