



# Ad Astra

Issue No 138 | **June 2020**



## **COVID-19**

Rising to the challenge  
of learning remotely

Exploring our new Junior School Campus





## From the Editor

2020 so far has been a great period of learning for all of us as the COVID-19 pandemic saw us close our doors. The only other time The Geelong College was closed was for one month in 1919 due to the Spanish flu pandemic when there were restrictions on gatherings greater than 20 people. The College moved to a Remote Learning platform in the last week of Term 1 and through a staged approach we welcomed all students back to face-to-face learning on Tuesday 9 June.

It has been a challenging time. We have all had to adapt, be it to Remote Learning or working from home, and we have changed our lifestyles and learned the importance of connection, even if it is virtual. Our teachers, staff and students have been exemplary throughout and we know that what we have learned will help us tackle the future with confidence. COVID-19 has impacted people in so many ways. Now is the time to connect with your community, reach out if you need help and remember to take care of yourselves and one another.

In this edition you will read articles that were written at the heart of the pandemic, and others completed as our students moved back to campus, and life returned to some semblance of normality. It is a very different magazine to what we expected to deliver, but we hope you love it regardless.

Stay safe!

*Mike Howell,*

Director of Community Relations

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## Reconciliation Action Plan

Last term, the College's Reconciliation Action Plan was published.

We now have a collaborative, comprehensive road map for our continuing commitment to Reconciliation.



To download a copy, please visit:  
[www.cutt.ly/rec-plan](http://www.cutt.ly/rec-plan) or scan the QR code  
with your device.



A young girl with blonde hair, wearing a white school polo shirt with a green collar, is smiling and looking down at a white bowl filled with green herbs. She is outdoors in a garden setting with trees and a wire trellis in the background.

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*Cover image: Junior School students, Vivienne Wilson and Arthur Hill, exploring the mud kitchen.*

*Above image: Middle School students Amelia Christian and Emily Gilchrist collecting herbs in the Year 4 Enviro Garden.*

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# With disruption comes opportunity



DR HUGH SEWARD AM (OGC 1966), CHAIR OF COUNCIL

Over the last few years, it has become abundantly clear that we live in an age of disruption but at no time did we anticipate 2020 would deliver the greatest disruptor of our time: COVID-19

Information technology, including tools such as the many modes of social media, have altered the way we live our lives. These are great communication advances to connect people and spread knowledge.

In a few short months, we have seen our creative skills extended to using information technology to maintain our social structures, communication, work, and education delivery at a time where isolation has imposed unfathomable change and when the future has never been so uncertain.

The pandemic has arrived just as we are about to celebrate the opening

of the new Campbell House, our extraordinary new Junior School facilities.

These marvelous buildings sit mostly empty as the College embarks on a period of online learning as we all, together, endeavour to manage the spread of a viciously infective virus.

So uncertain is the future at the time I write this article that I cannot predict if, by the time of publication, the teaching and learning spaces will see the excited bustle of young students exploring their new domain, or will remain unused. But, what is certain is that this period will pass. The youngest

students of The Geelong College will eventually experience the joy of learning in this revolutionary complex of buildings.

Five years ago, the School Council made a decision seemingly at odds with many independent schools in Australia. As we planned our next 20 years of building needs, we prioritised building a state-of-the-art space for junior learning, while many of our collegiate schools built senior gyms, learning hubs, libraries and other facilities.

We of course need these too, and they will follow, although given the current



uncertainty and financial stresses, their delivery will be for a more distant future than we originally planned.

The Council decided to prioritise junior learning for two reasons. Firstly our delightful village cluster of original Campbell House buildings, and remodelled portables, could not cope with the rising demand for student places.

Secondly, our desire to dramatically embrace and develop the Geelong College's model of Regio Emillio education to its full potential required improved facilities.

The investment, we anticipate, will bring educational opportunities to develop our youngest students into the most able and versatile learners.

Our Junior School staff have recently been recognised with awards for their educational leadership. Now, with our exceptionally talented and dedicated staff, combined with the extraordinary buildings designed by our acclaimed alumni architect John Wardle and his team, our students can now experience an education that will bear fruit throughout their lives.

At the same time that we have been building our new Campbell House, we have undertaken a renewal process of our Senior School Cloisters classrooms.

The Cloisters are seen by many as our jewel-in-the-crown space, a green heart in the centre of the school, with

its well-worn stairs bearing the mark and tradition of previous generations. The renewal process has ensured this tradition now houses remodelled and contemporary learning spaces for our current students.

Our dream to fulfill our Master Plan of newly created teaching zones to add to the old will be delayed for an indefinite period as both our school and our community reels in the throes of pandemic recovery. Now, the gradual low-cost Cloisters renewal program becomes even more important to

**“As we all continue to adapt to the disruptive effects of this global pandemic we must take up the challenge to review and reassess.”**

progress.

While we wait for the opportunity to return to our normal approach to at-school teaching, I must acknowledge the magnificent work of our staff, from ELC to Year 12, for using their creative skills and ingenuity to rapidly deliver an at-home and online model of education.

Led by Dr Miller and the Executive team they have worked incredibly hard from the middle of Term 1 to prepare, then throughout the term holidays to further develop, our school's new approach to teaching.

We are yet to see how the remainder of the year progresses, especially for our VCE students, but I remain inspired by

the inventiveness and dedication our staff have displayed to their completely revolutionised job.

As we all continue to adapt to the disruptive effects of this global pandemic we must take up the challenge to review and reassess. Our community has been hit hard. Some parents may have been insulated from a financial hit, others have had their business model devastated or employment lost. The school will endeavour to support all families in their desire to keep their children enrolled at our school.

We have instituted a number of strategies, with general fee reduction and special provisions, to help those who require support in order to reduce the disruption for students, especially those in their latter years.

But the School Council also realises that our financial model is challenged. We cannot rely on simply trimming around the edges. Now is a time to completely reassess how we manage our school, how we deliver our Geelong College model of an all-round education, desired by our families and recognised by our alumni. This is now an urgent piece of work that will involve financial, educational, recreational and administrative staff, along with policy direction from the Council.

Disruption is a challenge, but not a threat, and it creates an opportunity to innovate, create and use courage to design a better future.



## Tour of Junior School

Brad Carr, Project Manager led a tour of Junior School for the Geelong College Council.



## Kim Peake & Bridgette Kelly

We welcome Kim Peake (OGC 1990) and Bridgette Kelly (OGC 1997) as new members of The Geelong College Council.

# The Remote Lear

DR PETER MILLER, PRINCIPAL

The circumstances of the first half of this year have been highly unusual. The word “unprecedented” has been exhausted as we have moved through the rapidly changing landscape resulting from the COVID-19 virus.



All aspects of our lives and the livelihoods of many have been significantly influenced by the COVID-19 pandemic because of restriction on movement, face-to-face interaction and the functioning of schools in their normal manner.

The decision to move to Remote Learning was announced to the College community on Wednesday 18 March. The need for this was apparent to the College Executive team ahead of the significant disruptions anticipated to schooling. From the outset, the principle concern has been to endeavour to provide our students with continuity of meaningful educational experiences,

opportunities for excellence and great success. This is not easy to do when you are looking to move into uncharted waters.

The decision to transition to Remote Learning proved to be timely because it enabled us to provide a relatively uninterrupted transition from our normal operations. The energy, skill, expertise and professionalism of teaching and support staff was outstanding. An extraordinary level of innovation and creativity was achieved by all. In some ways, we have been moving towards this moment for many years through the integration of ICT into classroom practice, systems and procedures.

However, the moment required a revolution in the approach to enable us to provide education for our students across College using a Remote Learning model.

There have been many logistical challenges and considerations with Remote Learning. At the time of writing this article it is clear to me that we can “do” Remote Learning here. We have the tools, expertise, agility in staff and resources as well as the desire to enable student learning. The largest challenge for us is to ensure we do it well.



# ning experience

## Case Study: Remote Learning at The Geelong College

Review, evaluation and improvement of the Remote Learning approach is important. The experiences of students, staff and parents are all important in this process.

As an institution serious about learning and improvement in our professional practice we have devised a number of ways to collect information to assist in this process. We receive information from parents and staff quite freely.

Strangely, information from students of their experience does not happen so naturally in schools. Therefore, we have embarked on a research project to collect information from the students in Years 4 to 12 in which the students are able to share their experiences of Remote Learning. This research project will be a case study of student experiences of Remote Learning at The Geelong College.

Research exploring student experiences through focus groups is in the “boggy lowlands” of educational research. That is to say, it is very much in the real world of students and their teachers. This is a very rich and rewarding context within which to work.

Student feedback is typically honest and to the point. In my experience they are completely candid if they feel there is value in their responses as information to shape improvements. This has been the purpose of the

research at College this term while the Remote Learning approach has been in place.

As Principal, a teacher and educational researcher, I have been very excited to establish and oversee this research project as a case study of The Geelong College. The project has provided rich information from the students themselves which has been shared with teachers, guiding their practice in Remote Learning.

This project has been a working model for all of us about education in a contemporary context. It has required reflection on experiences and will shape our actions into the future. It has served to simultaneously extend both agility and engagement in professional practice. This project has also positioned students at the centre of the questions and methodology.

The innovations we have witnessed in recent months have been considerable. We can expect the future in educational practice to be different as a consequence, of and informed by, our recent experiences of a Remote Learning approach. These differences will be in our normal practices on a day-to-day basis at school as well as any need for Remote Learning in the future.

**The findings of the case study will be shared throughout the project, via the College Bulletin (published each Thursday) and other communication channels.**

“We need to recognise the “why” with technology rather than to be carried away with the “what” it can do.”

### Central research questions:

1. What is the experience of Remote Learning like for students?
2. How do students think we can improve their experience of Remote Learning?

## Principal's News



### Senior School House Swimming

Held in the College Recreation Centre, the 2020 winners were Wettenhall House.



### Student Leadership

Peter Miller with School Captains Matthew Thacker and Georgie Cullen, and Vice-Captains Charlie Lazzaro and Annabel Unkenstein.



### Friends of College Parents' Garden Party

Peter and Naomi Miller hosted the inaugural Garden Party for parents of 2019 Year 12 students.



# Leadership through 2020's challenges

GEORGIE CULLEN & MATTHEW THACKER,  
THE GEELONG COLLEGE CO-CAPTAINS



Term 1, 2020 has been full of challenges for The Geelong College community, but the College Prefects, students and staff have risen to the occasion and taken on board the new reality with courage and innovation.

Due to a variety of circumstances, the start to the year hasn't been the one that we are traditionally used to. We have been faced with many challenges however, this is something that we are sure will bind us together as Term 2 begins. Whether it be back at our traditional learning environment at either of the Geelong College campuses or at the unfamiliar full-time learning environment of being taught at home, we know our fellow collegians will thrive.

Being recognised as Co-Captains at the end of last year seemed a daunting prospect, but one that we were extremely excited and honoured to embrace. The role of Co-Captain is

about service to the College, and we have enjoyed the added responsibility and embraced the sense of trust and respect that comes with the role. The support from all teachers and staff members is invaluable and has helped us to recognise the amazing network of support at the school.

Even in the short amount of time we've been working together, we've gained a wealth of knowledge and understanding of what will make us good leaders, and thus what skills will be valuable for both this year and in life after school.

Our shared motto of 'Giving everything a go' has never been more apparent

Those who adapt will thrive, and we know the students of The Geelong College will hit this change in learning head on

and important to accept across all of the year levels as we have quickly moved to this new learning platform of 'home', or 'remote' learning.

Those who adapt will thrive, and we know the students of The Geelong College will hit this change in learning head on. This will hold them in good stead for now and for the rest of their lives.





One of the key learnings of being a good leader has been about the way we communicate, and the impact we have on others in their day to day learning and school routine.

We've also learnt another important aspect of leadership is delegation and we understand the importance of having a diverse and dynamic leadership team. The team of amazing prefects who work with us are always very able and eager to help us in any way.

We are aware that our style and the way we lead at the present time is changing by the day and is quite

different to how we were able to lead our fellow students earlier in the year.

Leading from afar is something that we will need to adapt to in the short term, and although different, it is something we will take on with all our energy and experience to continue to be here for our school.

Through varying communication platforms we are still able to talk with and listen to the students when needed. We want you all to know that whilst we may not be on the school grounds together, we are all still together, and we are always here for you.



# The importance of resilience

JOAN GILL, DIRECTOR OF STUDENT WELLBEING-PROGRAMS

There has been a deluge of information around how we look after the wellbeing of ourselves and others in this time of lockdown and relative isolation. The three Rs of TripleR – Resilience, Relationships and Reflection which frame our approach to student wellbeing can usefully be applied to all of us – adults, and students alike.

## Resilience

Resilience is often described as the ability to take up 'plan B' when 'plan A' no longer works. All of us have dug deep to find some level of resilience as the new 'plan B' has been forced on us in ways we have never confronted before.

It has been resilience that has enabled children to take up the challenges of Remote Learning, distanced from the networks of support they have been surrounded by at school.

Asking parents to create a safe and supportive learning environment for their children at the same time as juggling their own multiple roles requires resilience. Similarly requiring teachers to upskill themselves in an incredibly short period of time and asking non-teaching staff to make considerable adjustments to assumed ways of working...all this adaptation has not been easy. We have all had to accept 'plan B' and shape it as best we can for our individual circumstances. This is resilience! Mostly driven by necessity but also a determination to make it work for our children and our students. The three-way partnership between student, parent and teacher has never been more important.

For two age groups of students 'plan B' has seen a particularly significant disruption to their rites of passage. For younger children just beginning school, when their social frame of reference has

only just seeded, this new uncertain reality can be confusing at best. For our Year 12 students, planning their exit from school, whose expectations of their final year have been dampened. We applaud them for showing the resilience to making the most of 'plan B'.

## Relationships

The relationships that we have taken for granted as part of the minutiae of our lives, the myriad of daily social interactions with peers, friends, teachers, relatives, grandparents and colleagues has obviously contracted. And yet how we interact with others seems to be far more intentional.

The 'how are you going' question is asked with genuine concern as we appreciate that everyone has their own story which holds some degree of disappointment, pain, loss or grief.

The nuclear family unit has been put under considerable strain, forced to be more inward focused with our estrangement from extended family and friends. Yet there are heart-warming stories emerging from families expressing their appreciation for the closer interactions with each other and the ingenuity that is reshaping these interactions.

Nevertheless, the overwhelming response to Remote Learning from our students is that they crave the social interactions that physical distancing has

denied them, and this reinforces to all of us that learning is essentially social.

Neighbourhoods have shown creativity in reaching out to others especially to the young and old. Local streets becoming mini hubs of support, sharing of resources and animated places for children to explore and create. These relationships seem to be based on empathy and concern.

A collective sharing of what matters, whether that be for neighbours to each climb a ladder to chat over the fence or for food to be winched down an apartment block to a neighbour who has recently lost her partner.

Professor Lea Waters from Melbourne University talks about kindness, compassion, empathy and altruism as the 'social glue' that holds us together. It's also important to remember that these acts of kindness and connection are shaping wonderfully positive behaviour norms for our children.

## Reflection.

If our resilience has helped us through this crisis, reflection will be what we can take into the future. For some, pressing the pause button on the frantic schedule of commitments has allowed time for reflection, maybe even a reset on what really matters both personally and collectively. A recent speaker discussing the social impact of this period





suggested that we ask: What is difficult? What is disappointing? What is delightful?

Gratitude has long been recognised as a positive emotion which enhances our sense of wellbeing and resilience. It is often about looking at our lives through a lens which asks us not to take things for granted.

We teach our children that self-reflection, emotional regulation and emotional intelligence go hand in hand. This period of social upheaval, offers us all the opportunity to gather some reflections on what it has meant individually and collectively to change, adapt and reassess. Our children and our students will benefit from our insights.

Our Middle School students were recently asked what they were grateful for in this lockdown state:

Spending  
time with  
family and  
playing  
games

We can still  
go out and  
exercise

Staying  
home and  
connecting  
with siblings

In the  
morning going  
surfing with  
my dad



**Parents and students would be familiar with our 'Learning Remotely' wellbeing guides.**

These were released at the commencement of Remote Learning, and are full of tips and reminders on how to make the most of the time.

**You can download a copy by visiting:**  
[www.cutt.ly/TGCwellbeing](http://www.cutt.ly/TGCwellbeing)





# Learning during these unprecedented times

EMILY FITZSIMONS, DIRECTOR OF TEACHING AND LEARNING

There is no doubt that this semester has presented all schools with a new challenge, unprecedented in nature and scale.

The period of Remote Learning, as a result of COVID-19, has provided all of us – as teachers, leaders and parents – with an opportunity to engage in a new and unparalleled way with each child's learning.

Parents have had a precious window through which to view the daily life of their child or children at school, something they rarely see. Parents and

teachers have partnered together as we supported all students in their learning.

As a College we have valued the opportunity to foster student agency and accountability, as well as building students' skills in how to learn.

This period of Remote Learning provided an opportunity for students to become drivers of their own learning and for teachers and parents to watch on.





## Centre for Learning, Research and Innovation

Our 2019-2020 Strategic Priorities continue to frame the work of the Centre. This semester, we are focusing on:

1. Developing a culture of learning informed by current advances in educational practice.
2. Encouraging research, reflection and thinking that results in a greater understanding of learning.
3. Exploring new practices that have the potential to maximise student learning.

The CLRI has been working to streamline our offering to embed a number of key projects across the College. These projects for 2020 include a strategic focus on neuroscience in learning, the science and practice of formative assessment, and the role of a growth mindset in learning.

## Neuroscientist in Residence: Project Launch

On 27 February over 100 people attended the launch of our Neuroscientist in Residence program.

A new project for The Geelong College, this residency has arisen in response to the CLRI's current strategic priorities.

We have been drawn to the work of Dr Jared Cooney Horvath, renowned educator, researcher and speaker. He will partner with the CLRI and the College in exploring the role of the brain in learning.

Our relationship with him began in 2019, when we partnered with Independent

Schools Victoria on the Cognizance Research Project.

Our entire Year 9 cohort had the privilege of spending four sessions with Dr Cooney Horvath, learning about the operation of their brains.

So successful and engaging was the program that a number of our current Year 10 students – the “Jared fan club” – attended the launch event, to reconnect with him.

At the launch, we interviewed Dr Cooney Horvath and then he delivered an address titled, “You and Your 21st Century Brain”. He explored a range of ideas and research relevant to how we, as humans, process information and how we learn.

The audience were put through their cognitive paces with a number of challenging problems, and were also prompted to think a great deal about the role of technology in our lives.

## Over the next two years Dr Cooney Horvath will be working with our College by:

- Teaching our Year 9s, again through the Cognizance Research Project.
- Delivering follow-up workshops for Year 10.
- Introducing Years 11 and 12 to a range of learning strategies.
- Educating staff across the College in brain-based classroom practice.

- Contributing to our collective knowledge as a community through public addresses and written articles.

We are very excited to bring this residency to you, our community, and encourage you to attend any public events that may be of interest to you.

## Formative Assessment Practices

During Term 1, our Middle School staff had two workshops with Bronwyn Rylie Jones, a researcher and consultant in school assessment. Her workshop focused on the importance of viewing assessment through a developmental framework; staff have begun the process of reviewing their own approaches to planning and feedback in their programs.

This work will lay a foundation for Semester 2, where the College looks forward to hosting world-renowned researcher and speaker, Emeritus Professor Dylan Wiliam. During his two days with us in September, he will be delivering both a public event for teachers and school leaders, as well as working exclusively with all teachers at The Geelong College.



# A celebration of our 2019 Year 12 results



EMILY FITZSIMONS, DIRECTOR OF TEACHING AND LEARNING

On the 19th February, the College hosted an inaugural Celebration Assembly, in honour of the extraordinary efforts and academic achievements of our 2019 Year 12 cohort.

It was satisfying to have the opportunity to re-connect with and congratulate our highest achievers from last year. Welcoming their families back to the Senior School event, it felt like a fitting way to say congratulations and send them proudly on their way into their next stage of life.

Many will already be aware of our incredible results from 2019. The Celebration Assembly was a chance to reflect on them once more as a Senior School community. Impressively, all of our guests at the Assembly finished in the top 3% of the tens of thousands of students in all of Victoria. The median ATAR at College last year was 83.725. This means that 50% of our students finished in the top 17%. For our middle student in our entire cohort to be in the top 17% of the state is remarkable.

The Geelong College is not an academically selective school or a school with a narrow focus on “hot-housing” students for ATAR results. We welcome all students to our learning community, from all language and cultural backgrounds, each of them with different strengths.

It is testament to the strength of our community, the skill of our teaching staff and the values of our College that we can assist our students to achieve results which are among the very best in the state. Indeed, we are among the highest performing schools outside of Melbourne. This speaks volumes for what we do here and what College offers to our students.

Our Celebration Assembly recognised the very highest achievers. Of our top eleven scholars, nine were able to join

us. Each earned an ATAR of 97.90 or more, placing them in the top 2.1% of students in Victoria. They each studied different subjects, and were all involved in different ways at College and they are all going on to do different things. Their dedication to their studies may serve as motivation for other students.

We acknowledged each of our top students, who received a Celebration Brochure, plus a specially designed College Scholars pin. Following this, our Dux of School, Iona Bulford, spoke to the students and staff gathered. She spoke with honesty and humility, encouraging those who come after her to approach their Year 12 journey with a strong sense of perspective.

Congratulations to all of our 2019 Year 12 cohort. We wish each of you well in your future endeavours.





# “Gently depress the accelerator”

IONA BULFORD, DUX OF SCHOOL



Having completed Year 12 so recently, the memory of both the joys and the more difficult times it held are definitely still very fresh.

I'd like to share three pieces of advice that I received over the course of my VCE journey, which helped me infinitely and I hope can, in turn, help you.

## 1. Gently depress the accelerator across the entire year.

When driving, it's rare to go straight from 0 to 100km/h. Instead, you slowly increase your speed over a longer distance, ensuring you reach top speed at the right time.

What I'm trying to say through that metaphor is that VCE is a marathon not a sprint. It is important to put in consistent work across the whole year in order to reach your best form at exam time, rather than simply trying to floor it directly before exams or indeed at the start of the year, and burning out.

## 2. Focus on the process, and the results will take care of themselves.

I'm sure this is one you've heard before, but for me in the context of Year 12, I found it unbelievably valuable in order to stop me freaking out about my ATAR and concentrate instead on the tasks at hand.

It is all too easy to fall into the trap of focusing too closely on SAC results or worrying about your ATAR. While I certainly was not innocent of that, it quickly becomes dangerous as it distracts from the work you need to do.

And trust the process – trust the amazing teachers here at College, your older siblings or friends who

tell you it's all going to be fine, and trust yourselves that nothing is being thrown at you that you're not able to do.

## 3. Be kind to yourself

It's very simple, but can all too easily be forgotten in the midst of stress. You can only try your best. It's a natural human trait that we all are hard on ourselves, but one that's dangerous as it can impact both your state of mind and your results.

Year 12 is a long year, so trying your best doesn't mean working 24 hours a day, 100% of the time. Trying your best means recognising some nights you need to do no homework and instead have a bath, eat Nutella straight from the jar while watching Love Island and have an early night.

It means accepting that not all SAC results will be amazing, but knowing that this in no way shape or form jeopardises your ATAR.

It means knowing it's okay to feel stressed, sad, tired, over everything or even all of these at the same time, and equally okay to seek help from friends, older students or teachers for this. Because at the end of the day YOU, your health and your wellbeing, are the most important thing.

Year 12 can be a tough year but it can also be a great year, it really is what you make of it. I know so many of my year level, myself included, who would in fact deem it the best of their schooling years. So enjoy it, make the most of it, because before too long you all, not just the current Year 12s, will be sitting where we're now sitting and wondering where on earth the time went.

### University offers in Victoria

Of the 143 students who successfully completed their VCE, 139 applied for tertiary study and 136 were offered a first and/or second-round university place.

University	% of students
Deakin University	23
University of Melbourne	22
Monash University	13
RMIT University	12
Swinburne University	9
Australian Catholic University	9
La Trobe University	6
Victoria University	3
Federation University	2

### Offers from universities outside Victoria

- University of Adelaide: 5
- University of NSW (including ADFA): 4
- University of Sydney: 3
- Australian National University: 2

### Offers in key areas of study

- Science: 31 students
- Arts: 11
- Engineering: 10
- Medicine: 3

### Key Results

- Dux of the College, Iona Bulford, achieved a high ATAR of 99.65.
- Four students' ATARs were above 99.
- Two perfect study scores were achieved in Further Mathematics.
- 28.2% of our students achieved an ATAR of 90 or more, which placed them in the top 10% of Victoria and Australia.
- The median ATAR was 83.73, placing 50% of our students in the top 17% of Victoria.
- 16.3% of all study scores recorded were 40 or greater, significantly higher than the state average of 8.74%.



# A learning space that connects our past & present

SONDRA WOOD, HEAD OF JUNIOR SCHOOL CAMPBELL HOUSE

The construction process of the new Campbell House buildings is near completion and it is timely to reflect upon our journey, its strong links to our College Vision for Learning and the links to our wider community.

I began as Head of School Campbell House in January 2017. This was also the time we commenced rebuilding, reshaping and repurposing our original school.

During the past few years our community speculated and became curious as we grappled with the changing landscape of the familiar, comfortable, and historic Campbell House.

It is a great privilege, and I feel immense pride being part of this auspicious journey. I have enjoyed the narrative that I have been able to share throughout our wider community. The buildings, our school from Early Learning to Year 3 and our staff's trust in the process of the 'teacher as researcher', have grown and been shaped within our identity of The Geelong College.

Through the architectural approach of John Wardle and the team of Wardle Architects, Campbell House has maintained its rich history and design integrity, with foundations that will now firmly transform us into a lighthouse of 21st Century Learning.

John has utilised the original buildings that were once his own classrooms, as a student of Campbell House and developed them into efficient state-of-the-art learning centres, meeting and administration spaces. Spaces that fluidly link the old to the new in functional and purposeful ways.

The provocative brick work that wraps its way around our school, is representative of our rich Scottish history. The intricate pattern of our strong College coloured



We value space, to create a handsome environment and its potential to inspire social, affective and cognitive learning.

- Loris Malaguzzi, founder of the Reggio Emilia approach to early education

green bricks, being reflective of the warmth of the pattern on a fairisle jumper. The imposing 'city wall' captures the city wall of the town of Reggio Emilia, the approach to education which supports our school pedagogical practice. Just as in the town of Reggio Emilia, our 'piazza' will be central to our community, protected by our walls and symbolic of our community that will wrap itself around our children, to nurture, love and protect.

With Geelong identified as a UNESCO City of Design, Campbell House will present learning experiences through our environment, curriculum and pedagogy which embraces creativity and innovation for all learners. The differing levels of the building connect our school to our community, with sweeping views across the Ceres hills and to the north views across Corio Bay. This has created a sense of place, our place, a place to be.

At the beginning of the 2020 school year the children of Early Learning were the first to experience, explore and evaluate our new spaces. As a collective group they have been thrilled with the outcome.

The new purpose-built Early Learning is an amazing place to work with children. The natural and open outdoor design coupled with the light filled indoor areas invite children to transfer their learning between spaces. It promotes the fluidity of learning and highlights the capabilities of our children. When children returned from the summer holiday break there was surprise and a large amount of gratitude for what was offered to them.

The design of our school reflects our school values and through the rights of the child is, linked to our Reggio Emilia approach to learning. It is also linked to The Geelong College Vision for Learning, which 'expresses our beliefs and values and outlines how our youngest people become independent, global citizens'. The buildings are reflective of our College motto 'sic itur ad astra', where together we reach for the stars, our future, connecting our past and present.

As a community we are all looking forward to our future.

### Take a virtual tour

Visit the link below or scan the QR code with your device:  
[www.cutt.ly/juniorschool](http://www.cutt.ly/juniorschool)



## Reactions from our students & staff



*We can get to know this place and find out all about it*  
- Remy



*I love the new outside*  
- Jack G



*It's very different to our old Early Learning and I love it*  
- Clem



*We are lucky to have all this in our school*  
- Luke



*Our new learning space has created a space that is welcoming, with its natural beauty both inside and out. There is an abundance of natural light and flexibility within our environments. I feel fortunate to be the first to work in these rich, considered learning spaces, most importantly watching first-hand the delight and wonder from children's faces as they explore their landscape.*

- Rachel Forsyth 4B Educator



*Watching children play and engage in the spaces certainly proves we are very fortunate indeed.*

- Julie Bickett 4A Educator



*Our new Early Learning space is beautiful. My thinking is constantly inspired and challenged by the new environment and how we can best learn in it. It is a journey that will evolve with the seasons and the passage of time. I feel privileged to be part of it.*

- Anita Dye 3A Educator



# Citizens of Change

SONDRA WOOD, HEAD OF JUNIOR SCHOOL CAMPBELL HOUSE

For the past two years we have embarked on a whole school project titled, 'Landscapes of Change.' The children were presented with the provocations, 'What is Change?' and 'How does change affect identity?'

Although year-level projects spun off in different directions, they had many common themes such as change, identity, emotive reactions, change agents, community, diversity and collaboration.

When reflecting on these ideas, we wanted to move from the individual to the collective identity.

Our focus was to shift the notion that change happens to us, to:

- How are we inspired by change?
- How will we thrive in change?
- How will we influence change?

As a school, we have had to adapt to our changing landscape and we

are now moving to active change as citizens.

A beautiful quote from our Thinker in Residence, Stefania Giamminuti, also inspired this direction, 'A citizen is a creator and custodian of collective memory, a connoisseur intimate with her surroundings, in solidarity with people and place.'

We see teachers as researchers and have embarked on exploring the question, 'How do we promote the citizenship of children in a changing landscape?'

Staff have been using our Vision for Learning and the Victorian

Curriculum when considering the possibilities of the project.

Our Specialists are working collaboratively with Homeroom Teachers to connect with each year level project.

All of our teachers look at documentation and plan authentic and purposeful learning experiences for the children.

Early in the year, children bring their ideas to class meetings. Teachers discuss and interpret the children's thinking which leads to project work.





We look forward to seeing how the projects unfold throughout the year and watching the educators and children co-construct their learning.

#### **EL3B are enjoying their project, The Stories We Bring.**

*'Mum and Dad and Grandma read me stories. It makes me happy.'*  
- Lucy Chambeyron

The children have shared stories and tales in many ways. We know that sharing stories teaches us about ourselves and others and broadens our understanding of the world.

It is a powerful tool in building strong relationships and is a unique way to develop respect and appreciation for ourselves and others.

#### **EL3A are exploring 'Hundred Ways of Me'.**

Similar to EL3B the children have spent time sharing stories and have had discussions about feelings.

The children expressed themselves through drawing self portraits and some experimented using different mediums to create 'me'.

Discussions also centred around what is a friend and how can we be a good friend?

#### **Darkness is the focus for EL4A.**

Children shared their theories on what darkness is.

We have explored concepts such as light and dark, natural phenomena such as the sun, moon and stars as well as positive attributes such as bravery, imagination and friendship.

#### **EL4B have titled their project, The Colourful Clubhouse.**

*'It will be kind, colourful and nice. A place where we can pretend to do things which we cannot do in the real world.'*  
- Henry Montgomery and Tilly Read.

The children want to create a beautiful space for the group. They used their imaginations and shared their ideas on how to create a space to play and learn.

As teachers shared their documentation with each other, a common thread was identified when looking at all of the documentation at a team meeting, resulting in an Early Learning project focus 'What is the story of our place?'

We hope this exploration will lead children on a journey of discovery of the history and future of our new spaces.

#### **The Prep students were introduced to Children's rights as a group.**

*'Children might just have better more interesting ideas than adults!'*  
- Oliver Anderson Prep C.

The concept of meeting to make decisions was uncovered when children saw the picture on the UN sitting. The children discussed their rights, and the importance of respect and being listened to.

The children were invited to represent a meeting through the language of clay.

#### **After discussions around the word citizen, Year 1 decided that they are citizens of their home, Geelong and The Geelong College.**

*'Did they have desks in a row? When did that change?'*  
- Willow Ryan 1A

Using an image of different classrooms from around the world as a provocation, children discussed similarities and differences.

They then looked at the Campbell House History book and shared their wonderings.

#### **Year 2 discussed the word citizen**

*'You can be a citizen of more than one place; like I'm a citizen of Australia, Victoria and Geelong'*  
- Finn Ritchie 2B.

Throughout the conversation many ideas were connected, extended and pondered.

The children had many theories on what a citizen is and their connection to place.

#### **Year 3 also explored what a citizen is.**

*'A citizen gets to choose a Prime Minister'*  
- Jacob Young.

The themes of government, citizenship, diversity and identity came through.

During a Year 2 and 3 Professional Learning Project meeting, educators identified that following a House History Connection event, the children were interested in Greek Mythology, Legends and Mythical beasts. The teachers have since used this as a provocation and lens to explore citizenship.



# Creating cultures of thinking

MELISSA BARNES, SENIOR SCHOOL LEADER OF LEARNING

As part of the professional growth and learning model for all teachers, and in working towards ensuring our learners are both active and aspirational, the Senior School teachers have started a journey exploring the creation of a 'culture of thinking.'

A team of six teachers recently undertook online study from Harvard University Graduate School of Education based on the work of Dr Ron Ritchhart of Project Zero. The course considers the vital role of school and culture on student learning.

The teachers were from a range of departments and brought differing experiences to the journey. Still, all felt the resources were both thought-provoking and practical and inspired positive improvements in our teaching practice.

We are now sharing the strategies of the course across all departments as we start our school-wide book club. All teaching staff have a copy of the text and will be considering ways to implement the ideas across their different teaching areas, exploring strategies to cultivate a culture of critical and deep thinking.

**Dr Ritchhart juxtaposes five belief sets that can either develop a culture of thinking or hinder it.**

They include:

- Focusing students on learning vs the work
- Teaching for understanding vs knowledge
- Encouraging deep vs. surface learning
- Promoting independence vs dependence
- Developing a growth vs a fixed mindset

**He also explores the importance of eight cultural forces that can transform schools into cultures of thinking:**

- Expectations
- Language
- Time
- Modelling
- Opportunities
- Routines
- Interactions
- Environment

The main goal of this work is to ensure teachers are conscious of making time for their most important priorities and ensure emphasis on learning with personal meaning for students rather than the mere completion of work. The collective and individual thinking in a classroom is valued and made visible.

## Creating a culture of thinking

One way that teachers can achieve a culture of thinking in their classroom is by designing learning tasks to challenge students to extend their thinking by exploring new ideas or reconsider their existing opinions. For example, in the above photo of a Legal Studies classroom, students are using a thinking routine "I used to think, but now I think" where they consider how their thoughts on representative proceedings changed after

learning more information about the topic. Importantly, they could also review and learn from their peers' ideas.

## Supporting thinking at home

Parents may wonder how they can contribute to this process and have conversations that support these ideas. A straightforward suggestion is to ask 'what makes you say that?' This question encourages further thought and clarification of concepts and possibly some justification with evidence to support a position.

## Further resources

The website below includes simple yet effective suggestions:  
[www.cutt.ly/TGCapps](http://www.cutt.ly/TGCapps)







# To Canada and back again

GERARD DONOVAN

In 2019 Senior School teacher Gerard Donovan, as a recipient of the College Foundation Fellowship, undertook a 12-month teaching exchange to Canada, swapping roles with Canadian teacher, Daryl Cadman.

In reflecting on my Canadian teaching exchange, it is hard to believe how quickly the time went.

I spent a year living and working in the city of Kelowna in British Columbia. Located about three-and-a-half hours from Vancouver, Kelowna is in the middle of the Rocky Mountains.

I taught at Rutland Middle School, a public school catering to students from Years 6-8 across a diverse socio-economic demographic.

My time there, and the experiences I had, gave me an opportunity to look upon my teaching practice with fresh eyes.

**The Canadian education system had more differences compared to Australia than I expected.**

There is a strong focus on developing core competencies and preparing students for jobs that don't exist yet. This is central to guiding the teaching and the foundation from which curriculum competencies are developed. The thinking behind this is

that we are preparing students for new jobs through feedback from industry. We are focusing on the core competencies for the attributes employers tell us they are seeking, and ensuring these are adaptable to multiple areas.

Examples of the core competencies include communication, critical thinking, personal awareness and social responsibility. This is quite different compared to the prescriptive nature of the VCE study design where we are really covering key skills and key knowledge. However, it can be linked to the College's Vision for Learning with the key learning dimensions including communicating, thinking and contributing.

**I was presented with far more challenging behaviours from the students compared to the students here at College.**

An example of this included students coming to school with two large cans of energy drink which they claimed was their breakfast, morning tea and lunch. Obviously once the students consumed

these beverages, they found it very difficult to sit still and focus in class.

It was not only important to develop the academics of the students but to teach general habits around how to learn best such as getting the appropriate amount of sleep and eating healthy food at the right time. I had more success with some students around this compared to others.

It highlighted to me the importance of ensuring the students are ready to learn prior to attempting to engage them. This is something I haven't really had to worry about at College as most students come ready to learn and participate.

**On a personal level it was an amazing opportunity for myself and my family.**

My children are having regular contact with the friends they made in Canada, which I think really helps them to become more aware of the world around them. I would like to thank Dr Miller, The College Foundation and numerous staff members for their support of me in doing this exchange.



# Disturbing, masterful theatre

DEB HYNES, SENIOR SCHOOL DRAMA

Who would have foreseen the relevance of William Golding's 1954 classic 'Lord of the Flies' being reinterpreted in a dynamic and disturbing production by this year's Year 12 Theatre Studies class.

Amidst a world in turmoil, individual choices have never in our history been more important and this very theme was prevalent in a brilliant physical production with design qualities that gave poignant insight.

The performance opened with cast members dressed in a variety of APS blazers, cleverly establishing the sense of privilege that prevailed. It concluded 90 minutes later after what can only be described as a rollercoaster of emotions and unrelenting tension.

All members of the production team are to be congratulated on the very high standard of performance and their commitment to sharing this story.

Bravo Year 12 Theatre Studies students, it was masterful.



Images: Jaden Pawsey





# A Faith response to COVID-19

STEVE WRIGHT, COLLEGE CHAPLAIN

As a nation the start to 2020 was very challenging. Widespread devastation by bushfires had left communities in a state of despair, then came COVID-19.

I started in my role at The Geelong College as College Chaplain in February this year, and we commenced the year with a Staff Chapel service. There are few occasions that all staff can come together, so this is a special time. A time to reflect, sing songs of faith and to be encouraged.

The theme of 'Hope' was something I felt many needed to hear. 'Hope: A feeling of expectation and a desire for a particular thing to happen.' This would be a theme I would revisit many times this term.

I have greatly enjoyed getting to know staff, students and families at The Geelong College. It was evident to me as a new staff member that our students, through their learning, school values and genuine care shown by staff, are given every opportunity to develop an outlook on life that encompasses much more than academic success. It is a great privilege to play a role in empowering the next generation to be young people of

purpose. Young people who look outside themselves, who value compassion, grace, serving others and who see themselves as young people who can change their world for the better.

Working alongside a wonderful team of Religious Education teachers across the school and our Junior and Middle School Chaplain, Leanne Earl, the discussions around faith and values within our curriculum has been exciting. Sharing ideas of how to engage our students in meaningful learning that will not only be relevant to their life, but that can also impact the lives of others around them.

"Now faith is the confidence in what we hope for and assurance about what we do not see." (Hebrews 11:1) At the end of Term 1, as we moved to Remote Learning, our RE team has been looking at 'A faith response to COVID-19'. We are exploring how people of faith across our world are bringing encouragement, serving others, and

through acts of kindness bringing hope to a world that desperately needs it. As a Religious Education team, we have great expectations that Religion and Values education creates a space for relevant, engaging and life-applicable learning that will greatly benefit our students.



*Principal, Dr Peter Miller and College Chaplain, Steve Wright.*



# A coordinated approach to learning in Middle School

For those who haven't met me, my name is James Colbert. I have taken over as the Year 4, 5 and 6 Coordinator from Doug Wade.

I'd like to start by thanking Doug Wade for his commitment and guidance throughout the past years and wish him all the very best as he steps away from full-time employment.

What a fantastic start to the school year all students have made despite the challenge of Remote Learning across a number of weeks.

A big focus this year in Upper Primary is the ongoing commitment to the 'Respectful Relationships' program.

'Respectful Relationships' supports school and early childhood settings to promote and model respect, positive attitudes and behaviours.

As part of the school's TripleR approach, building respectful relationships with peers, staff and the wider community goes a long way towards fostering

inclusivity and respect of others. It teaches our children how to build healthy relationships, resilience and confidence.

The evidence supporting 'Respectful Relationships' is overwhelming and comes from respected institutions such as the World Health Organisation and The Royal Commission into Family Violence.

Helping children develop an understanding of healthy relationships and respect is key to preventing family violence in the future.

In TripleR classes, students have already touched on topics such as emotional literacy, gratitude, positive peer relations and personal strengths.

The discussions the students have around these are diverse and

encouraging, and the activities teachers prepare and work through are engaging and exciting. The teachers challenge the students to think not only about themselves but others.

As such, students and teachers have developed a year level or class level set of guidelines which cover learning and behavioural expectations. These connect to our College values and it is quite fascinating that students across our three year levels have come up with similar ideas. The themes of empathy, gratitude and support present quite strongly.

We look forward to a fantastic year in Upper Primary at the Middle School and the exciting challenges that lay ahead.



## My name is Emma Watters and I have the pleasure of being the Curriculum Coordinator for Upper Primary at the Middle School.

This position is new, and as such brings with it an opportunity for learning and growth. Working together with James Colbert and the Year 4, 5, 6 team, we look to continue to forge a link between tradition and innovation as we deliver high quality learning programs. We not only foster creativity and encourage curiosity, but also continue to produce quality and growth for every student.

In the words of Alessia Forgheri, Pedagogista in Reggio Emilia, the 'Intent [of education] is to provide a child with the opportunity to experience a rich everyday life.' For Upper Primary, the approach to learning is interdisciplinary and participatory. Based on the foundations of social-constructivist theory, the Upper Primary methodology values conversation and collaboration as a vessel for creating learning experiences. Learners in the Upper Primary years work together to build collective as well as individual knowledge.

The programs offered allow students the opportunity to be immersed in rich learning tasks that ask them to problem solve, generate multiple responses and

investigate questions to which there may not be one true answer. Generating a thirst for the unknown creates learners who crave challenge and welcome change. Inspired by the work of Harvard's Project Zero and Cultures of Thinking Projects, the Upper Primary department values the thinking and questioning of the students above all.

### **So, I hear you ask, 'What might I experience if I were to wander through the Upper Primary classrooms this year?'**

- You will see students arguing over the answer to a mathematics problem, testing and re-evaluating their mathematical theories with their peers.
- You will hear groups of students giving advice on how to better engage an audience through a writing piece or gasping in shock at the twist ending of a gripping novel.
- You will hear students discussing the themes and motifs in complex stories and see them grapple with their ideas as they find a way to share their thinking clearly with each other.

- You will see us, their Learning Mentors, in deep conversation about student data, you will hear our discussions about theory and practice, striving for the best results for our students.
- You will hear questions, questions, questions. But most importantly of all, you will hear laughter, see smiles and feel welcomed.

With the discovery of a new world through Remote Learning, the students have found new ways to learn and grow.

A significant and exciting element of this learning journey for us as teachers has been seeing the independence and resilience of our learning communities flourish in the face of this adversity. It has been wonderful to see the ways our students continue to help, give advice, work together and be connected to our community at this time. It highlights the hard work the students have put in to develop these skills and their ability to transfer them into new and challenging situations is encouraging.

With a start like this, I can't wait to see where we end up.





# Not your ordinary school camp

**BEN ROBBINS**  
SENIOR SCHOOL TEACHER

In late November 2019, a team of Years 9, 10 and 11 students embarked on a 24-day expedition to Everest Base Camp in Nepal.



The team travelled backpacker style, soaking up the incredible culture, trekking through the Khumbu Valley area of the Himalaya, viewing Mount Everest, Lhotse, Nuptse and many more.

This was not your ordinary school camp or tour. The Everest Basecamp expedition was 100% student-led.

Preparations began in early January as the team of students designed an itinerary, conducted travel simulation treks along the Surf Coast and developed skills of leadership, communication and budget management skills that would be soon put to use.

Each day in Nepal, a student or group of students would be responsible for leading the group. These responsibilities included arranging accommodation for the night, transport, logistics and navigation, deciding

on locations for breakfast, lunch and dinner, ensuring the team had enough drinking water and, most importantly, managing the team budget.

Students did both themselves and the College proud by showing resilience, perseverance, leadership skills, teamwork, confidence and being independent and self-sufficient.

College programs like this student-led expedition empower young people to uncover their unique identity, develop life skills and embrace the world beyond their own borders. They offer a combination of adventure, cultural immersion and experiential learning opportunities.

To the right of this article is an example of the resilience and growth that was built, as demonstrated in one of the students' diary entries.





*After a horrible, altitude-affected sleep in Gorakshep, a hot lemon and honey ginger tea calmed me as I tried to prepare for what today would bring.*

3:30am in the morning, negative 21 degrees, negative 31 with the wind chill. Going to need every piece of clothing I packed today.

Walking outside with my boiling hot bottles of drinking water clicked onto my bag. It is pitch black. I can't even see the beast we are out to conquer. We walk single file through the darkness, no one is even talking. I think some are even still asleep.

We stop for a pep talk and safety briefings. The chill has woken everyone up and the darkness is beginning to fade as the light takes place. Three hours, straight up hill over giant boulders at altitude. We can do it. I am not even sure why I want to do it, but I know I do.

It is the toughest thing I have ever done. Numerous moments of weakness. Numerous moments of wanting to quit. To give up. To turn back. But as a group we slowly marched on. We were sloths, slowing making our way up and up.

When the first rays of sunshine reached the peaks of the highest and mightiest mountains in the world. I was awe struck. It was in that moment I realised just how lucky I was. For everything, not just for what I achieved today. The pain and discomfort dissipated as we just watched. Content.

It wasn't long before the coldness began to seep through every gap in my clothing. We couldn't stay long. It was time to go back. A big breath and then the down. Almost as hard as the up. When I set foot on the ground I looked back up to the peak of Kalapather and thought thank you. Thank you for everything, but I am never climbing you ever again. Ever!

**- Tom Trethewey, student participant**





# Big-screen break for Edwina

EMMA CHANDLER, PUBLICATIONS COORDINATOR

For Edwina Royce, the acting bug bit early. From classes at a local acting school, she went on to appear in television commercials. Next came roles in some well-known Australian television series. Now the Year 9 student is celebrating her role in a feature film, due to hit American cinemas in May.

Edwina's interest in acting began at the early age of four, when her parents enrolled her at local acting school, Screen Actors.

"It was just for fun and to boost my confidence," said Edwina.

After a while, owner John Henderson (now a teacher here at The Geelong College) approached my parents and said 'we think there's something there.'"

What John had noticed was that, in addition to acting skills, Edwina also possessed the ability to take direction and remain focused – both vital ingredients of success in the acting world and rare in a four-year-old.

With the support of her parents Edwina was signed to an agent. Two weeks later, she received her first taste of professional acting – a role in a Work Safe commercial.

"I remember just how long it took to film. Take after take. Three days of filming just to make one 45-second ad! But, I enjoyed it."

A number of roles followed – from a Hocking Stuart television advertisement, to a stint on long-running television series 'Neighbours'. Then came Edwina's biggest break to date – in the same year she started here at The Geelong College in Prep, she landed a permanent role on another television series, 'House Husbands'.

Balancing five days of acting per week with a combination of school and tutoring had its challenges, but for Edwina it was worth it.

"The cast and crew were like one big TV family. Everyone wanted the show to succeed so the atmosphere was incredibly positive, and we got to know each other really well."

But after three years in the role, Edwina decided not to take the offer to sign a further four-year contract, instead deciding to focus on the many audition offers that had begun to roll in.

"All of the big movies are based in America, and it's a big deal to even get an audition. But you must be fully

prepared to pick up and relocate to America for at least a year. My family and I discussed it, and that wasn't something we wanted to do at this stage of our lives."

The next opportunity, however, was one she could not refuse. Australian company SunJive Studios were producing a feature film right here in Melbourne's Docklands. The film was '2099: The Soldier Protocol', and the company were so certain that Edwina was right for the role that no formal audition was deemed necessary.

"I played the daughter of the main character. He was a paraplegic who was wrongly accused of murdering his wife, and while he was in jail, was subjected to experiments and medical testing by the government. They were trying to create an invincible super-soldier. It was brutal. He's tortured, beaten and injected with unknown substances. Ultimately his body evolves to cope with the abuse, he regains the ability to walk, and he becomes invincible."





"I appeared in hallucination/imagination scenes, with some voiceovers. My character's role was to motivate her father to keep going through those moments."

But it was only after the premier screening that Edwina was able to appreciate the full story of the film.

"With a TV series you know everything about the storyline. With a movie you come in, do your part, and leave. You know enough about your character to perform your role, but you don't really get a chance to see the big picture or the full story of the film until much later.

"You'd sit down to eat at the lunch table and have no idea who you were sitting next to. It could be the stuntman, or the first-aid person!"

Some parts of the film, however, were deliberately hidden from then-twelve-year-old Edwina. In addition to having her dad by her side, she was assigned a chaperone to ensure protection from the more violent or graphic scenes.

"We'd be sitting in the green room (the waiting area) and I'd start to hear someone shouting...raised voices. I wasn't bothered, I just assumed someone was doing vocal warm-ups. But before I had time to even think any

more about it, my chaperone would whisk us away, out of earshot."

In fact, it was quite some time before Edwina would see the film. Once the filming was complete, the editing process lasted a further year. The film was then released in the manner of a typical independent film – on the international film festival circuit.

"From the time they are released, films are screened at various festivals around the world for up to two years. The hope is that they will be 'picked up' by a major producer and make it into theatres. If not, they fizzle out and that is where they end. I worked on another film that happened to – 'Cherokee'.

"Luckily, '2099: The Soldier Protocol' was picked up for American distribution. It premieres in Los Angeles this year on May 27, and my hope is that there will be an Australian release to follow.

For now, Edwina is enjoying taking a break from screen acting to focus on Year 9, as well as to devote some time to her other passions – singing and stage.

The film premieres in Los Angeles this year on May 27, and my hope is that there will be an Australian release to follow.

"I just got into GSODA (Geelong Society of Dramatic Arts) juniors, so that's taking up a lot of my time. I'm also in The Pegasus Choir, and I just got into the Super Band as a singer, which I'm really excited about. Apart from that, just little bits and bobs wherever I can fit it in – variety is the spice of life!"

What does the future hold for Edwina?

"I don't know exactly what I want to do yet. Acting is definitely an option, but I also love Maths, I enjoy Latin, and I love Debating and Public Speaking. My parents are incredibly supportive of whatever I choose. They just want me to have a career I'm passionate about."



### Watch the trailer

To watch the trailer of '2099 The Soldier Protocol', please visit: [www.cutt.ly/2099](http://www.cutt.ly/2099) or scan the QR code with your device.





# Leading where you live

STEPHANIE WILLIAMS, MOSSGIEL HOUSE CAPTAIN



The Mossgiel Boarding House is an inclusive, diverse place full of friendly faces and kind-hearted girls. We have amazing staff members who care for each girl as an individual, and the atmosphere of the house feels homely and comfortable. It is a great place to grow and nurture wonderful people.

I feel very honoured to be the Mossgiel House Captain. My duties include: representing the College and boarding house in an official capacity, student roll-call and wake-ups in the morning, as well as small jobs around the boarding house.

When I was first nominated, I was hesitant to accept, as I didn't feel confident in my ability to 'do the job'. The support of my peers, however, soon bolstered my confidence.

I am now determined to fulfil the role to the best of my ability and to explore the many benefits and opportunities for growth that it can bring.

Taking on leadership roles at The Geelong College has taught me what it means to lead others. At times, I feel as though I'm not doing enough, that leadership should mean 'hard work'. I have to remind myself that the best type of leader leads by example and that I am leading – simply by modelling my personal values, embracing everyone

and spreading positivity and love. I pride myself on modelling strong values, and more importantly, on showing care and compassion.

My own personal values align well with the kindness of the Mossgiel girls. Mossgiel is a special place, and each day is full of friendly banter and laughter. The girls that live here show a great deal of empathy for one another.

The impact boarding has had on my life has been immense. My family live in Wagait Beach, Darwin, which is where I spent my life until I started at Geelong College two years ago.

*I have never felt more comfortable and 'at home' (other than at my family home) than I do at Mossgiel. It truly is a 'home away from home'.*

While my time here has been a wonderfully positive experience, it has not been without personal difficulties.

However, I have never felt more comfortable and 'at home' (other than at my family home) than I do at Mossgiel. It truly is a 'home away from home'.

I am so grateful to be part of the Mossgiel sisterhood. I have made lifelong friends through boarding. I now share a bond with girls from all around Victoria, across Australia and all over the world. I have also been inspired by the older Mossgiel girls who completed Year 12 ahead of me. Their guidance and experience inspire us all to be better leaders.

Though the current circumstances bring with them many challenges and mean we have spent more time than we would like off-campus, I am hopeful that we will be able to return to normality in the not too distant future.

Boarding is a great blessing in my life and an experience I won't ever forget. I am very proud to be the Captain of Mossgiel.





MICHAEL PAN & LACHY BOWKER, MACKIE HOUSE CO-CAPTAINS

Leadership within boarding is a lot different than most people would expect, certainly different than a leadership role within the day school.

Living with those you are charged with captaining makes the role both easier and more difficult.

For example, if light-hearted antics within the boarding house begin to inch closer to infringing a school rule, it can take strength to maintain your position as a positive role model, when part of you wants nothing more than to join in with your friends.

On the other hand, it can be easier to be a leader whilst living amongst your peers. The mutual respect and friendship built from living together over a number of years makes people more receptive to influence. It can also affect the amount of responsibility others are willing to take on, and the impact they can have on others.

We think back to our younger years, looking up to the Year 12s that inspired us to want to be leaders in the boarding community.

Those Year 12s always made it seem so easy, balancing school, homework and a leadership position with a grace that we hope to achieve as captains.

Even with the pressure of Year 12, they still managed to create time to hang out with students from younger year levels, play sport, watch tv or just have a chat.

Despite the interesting circumstances surrounding this year, we still attempt

to uphold these values. We want everyone within the boarding house to feel comfortable enough to send us a message or call at any time. Whether they need to talk something through to help alleviate some pressure they're feeling, or just to talk to someone other than their family.

We hope to continue to uphold the values of great leaders of Mackie in years past, and be considered to be among their ranks by students in the years to come.

Boarding has had a large impact on our lives. The independence gained through being responsible

for organising our own school life will provide many benefits for life after school, when we have to do it every day.

Some of the best memories will come from our time in boarding, from the Friday night footy, to the house outings and the yearly formals.

The support from everyone in Mackie is constant and everyone is always ready to help each other out, to the best of their abilities.

Mackie is a family, and the connections we make here will not dissipate. Our time in the boarding house has been the best time of our lives, and being a leader within this community of respect and pride is a great honour.





# School Activities

Senior School House Swimming



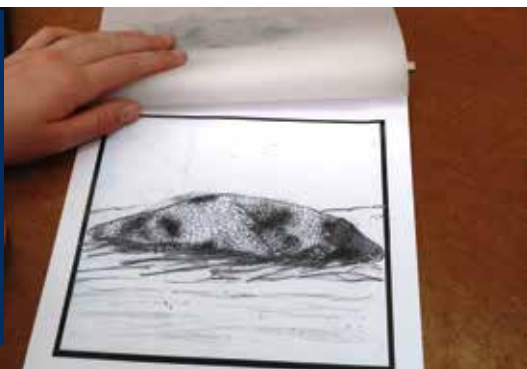
Year 9 and 10 Social



Neuroscientist in Residence launch



Year 9 Art Project







Learning to Learn Global Village at Deakin



Cricket Derby The Geelong College  
v Geelong Grammar



Pancake Tuesday



Year 8 - Come and Try Rowing



Early Learning



Junior School Welcome BBQ



Junior School Swimming Day



Colour Dash







# Rising to the challenge of learning remotely

Global disruption by way of a pandemic was not something anyone had planned for as we entered 2020, and for most of us it was not something we had experienced during our lifetimes.

As a College with a 159-year history, 2020 is certainly not the first time that events outside of our control have impacted our students' learning.

Just as we did in previous times of disruption, our College pivoted, reshaped and re-skilled to ensure our students could make the very best of the situation we faced.

Microsoft Teams, SeeSaw and similar platforms became our methods of communication and lesson delivery. Parents became educational supervisors,

and students had the unique opportunity to take personal responsibility for their learning.

The eventual return to face-to-face learning was a welcome one. As we look back on the Remote Learning experience, we must recognise the efforts of all involved – in particular our students, our parents and our teaching staff.

We have managed to make the best of a particularly difficult situation, and without

everyone playing their parts, such success would not have been possible.

While it is probable that we will again face a disruption of this kind in years to come (though hopefully not in the near future!) it is clear that we will again face it with the same courage and ingenuity as we have this year.

It is impossible to capture the full extent of Remote Learning initiatives as they were across the College, so we have collated a few to give an overall snapshot.

**First day of Remote Learning:** March 24. **Return to School:** May 26 (EL-Year 6, Year 11, Year 12)/ June 9 (Years 7-10)

## Keeping Active

With APS Sport cancelled, our students still found plenty of ways to stay fit and healthy.

Our Football Training Coach, Mark Boxer, has been designing football pre-season training programs for the team, which has been enthusiastically adopted. Students have been using Strava to log their workouts, which has added a healthy dose of competitive spirit.

1st XVIII coach, Luke Primus, has been delivering weekly messages to the squad to keep them motivated and, as he would if matches were being played each weekend.

Our netballers were encouraged to do the Netfit program that was specifically put out by Netball Victoria and run by Vixens and other international netballers. It included online fitness sessions, skills sessions, meditation, yoga and nutrition with cooking classes.

College trainers, Marcus Forbes and Sarah McCarthy, put together a weekly strength and conditioning program.



## Maths in the Middle School

Year 8 students had the opportunity to participate in an international maths competition for high-performing students across Australia and New Zealand, the Australian Problem Solving Mathematical Olympiad (APSMO).

This was followed by the Computational and Algorithmic Thinking Contest (CAT), a one-hour problem solving competition designed to encourage student curiosity and promote multiple modes of thinking.

The response was excellent, with 90 students taking part.

A Maths Club has also been running across the campus.



## Postcards from Home

Postcards from Home is an interactive concept designed by Year 11 student, Cate Barr, to connect students and staff by sharing their stories and experiences from this period of Remote Learning.

"The support from this concept has been phenomenal. I never expected to receive over 130 postcards within the first 3 days of sending out information.

I'm looking forward to seeing how this idea can impact the history of The Geelong College."

"Over the holidays, I didn't have much online interaction with anyone besides my family, and I wanted to change that, and help others within The Geelong College community to do the same."

- CATE BARR, YEAR 11



## Wellbeing

Throughout the period of COVID-19, parents have been able to access regular advice from the panel of external experts comprising School TV.

In addition, we created a wellbeing blog, entitled 'What Works and What Matters'. Its aim was to encourage parents to share their experiences of living in lockdown with two main themes. What Works: A share space for ideas, tips and advice that have helped keep parents sane and their children motivated. What Matters: A sharing of how our thinking and perspective might have shifted during this time of uncertainty.

We also developed two guides, one for students and one for parents, which gave wellbeing and learning tips for how to make the most of Remote Learning.

Our teachers also checked in regularly with their students, providing extra assistance if necessary.

*Pictured right: Year 4 student, Alice Garland took part in the 'Footpath Chalk Challenge' that was listed on the blog.*



## Our Boarders

Social distancing restrictions meant that our boarders were unable to remain on campus.

Many students chose to return home, including Mikayla Mununggurr (Pictured, top), learning from her home in Yirrkala, Arnhem Land.

Some international students were also able to return home, such as Hinano Arai from Japan (far left).

Others, including Christina Shi from China (left), were able to stay with extended family in Melbourne.

For those who could not return home and were without family, homestay arrangements were made in conjunction with the Australian Homestay Network.

Edison Hang and James Zhang (bottom left), are pictured enjoying a family dinner with their host parents, Jim and Marilou McColloughs, and friends.



*Jess Treble, Sophie Gale, Olivia Allen and Georgia McLellan were happy to be back for their first day of face-to face learning.*

## Music

A YouTube channel was created for Junior School, featuring the 'Move It' activities students would otherwise have participated in during face-to-face learning.

Mini Music Lessons were delivered via PowerPoint documents which contained music activities, songs, games, beat and movement activities.

Instrumental lessons also continued online.

We have received overwhelmingly positive feedback from both parents and students.

At-home music projects have run across the College, with students in Year 4 able to continue with one of their major projects scheduled for the term – recycled instruments at home.

Students were to experiment with sound and practice using materials from home to make a successful instrument that makes a sound.

Students in Years 5 and 6 have been working towards creating 'virtual ensembles' where they play and sing their part at home and these are then combined to create an 'ensemble' of the entire class. This has required the learning of several new skills as well as the consolidation of existing skills.

Year 8 tested out expert practice strategies for instrumentalists, via a video by teachers Shannon Ebeling and James Hunt. Students applied the strategies to a solo piece of their own choosing, and analysed their effectiveness through journal entries.



*Dylan Wright and Charli Zele demonstrate their recycled instruments to the class over Teams.*



*Self recordings of 6B students Julie, Isabel, Isabelle, Ashley and Lilli performing rhythms on everyday items found at home.*



*'I like it because I feel braver to practise at home'*

AYDIN HASAN YEAR 3B

*'You can do the 'Move Its' and do everything just like Music at school'*

NIEVE BRANT YEAR 3B

*'I enjoy doing Music lessons because it makes me happy and it puts a smile on my face'*

GEMIMA GORELL YEAR 3B



## Photography

As part of their revised Remote Learning Photography courses, students in Years 9 and 10 were set a challenge to document and visually record a 2020 Anzac Day reflection, using One Empty Chair to symbolise someone who was no longer there.

Some very impressive interpretations have been created and all students are to be commended for their achievements.

*'Despite the challenges of undertaking creative subjects during Remote Learning, we commend all Collegians for the way that they are responding to these challenges in such a creative and inspiring way.'*

PHIL TAYLOR, PHOTOGRAPHY TEACHER

*'Learning Music in the 'remote classroom' has certainly provided its challenges over the last few weeks, but it has also opened up new possibilities of musical exploration'*

MEEGAN BAKER,  
JUNIOR SCHOOL MUSIC TEACHER



## Visual Art

As well as sending home a pack of art supplies to students across the College, the Art Department delivered video-based art lessons.



### Continuous Line Drawing

Year 8F students created multi-media self-portraits in the form of an artist's book, exploring identity. They experimented with various art techniques and mediums, one of which was digital. Continuous Line Portraits were created using a photograph and Photoshop.

### Watercolour

Year 5 learned watercolour techniques based on the art of Friedensreich Hundertwasser, an environmentalist, activist, philosopher, individualist, architect, ecologist and visual artist.

Through her own recorded video and live tutorials, teacher Barbara Hollander was able to lead the students through the lesson, with some wonderful results!



### Mandalas

During the second stage of Remote Learning Year 5 students focused on Nature Mandalas, searching their back gardens for natural objects and homes for random objects that they could use to create their own mandala.

## Virtual Guest Speakers

As much as possible, our teachers adapted the planned learning material to suit a digital platform. This meant utilising programs such as Microsoft Teams to conduct classes and presentations via video conferencing.

Sergeant Anthony Henderson, a Crime Scene Officer with Victoria Police. His presentation to our Year 7 'Learning to Learn' students, and resulting question/answer session, was an enormous success.



## Need for Speed elective

In the Year 8 elective 'Need For Speed', the student-designed 3D printed miniature F1 cars have had their first test race.

Art Coordinator, Daniel Thomson headed down to the Geelong Tech School at The Gordon to use their test track. He streamed the races that he conducted, so that students could see the performance of their designs.



# Flexibility in the wake of unexpected change

MARITA SEATON, MIDDLE SCHOOL LEADER OF LEARNING

Online learning itself is not new, but the reality of transforming what was previously a tangible learning space into an online realm, is.

Even as news from around the world reached us about the severity of COVID-19, and resulting restrictions in other countries, it was difficult to believe the impact it would have on our students in the weeks and months that followed.

Students were no longer able to be in classrooms, face-to-face with their teachers, unable to spend time with friends, and subjected to the same feelings of uncertainty and fear that swept up the rest of our country. As a College, we have done our best to adapt to online learning, supporting our students and their families as we go.

One of the Middle School's younger students recently asked me what it feels like to be a teacher 'with all this stuff going on' and the answer was startlingly simple: 'it feels like being a student again'.

The learning curve is steep as the school adapts and develops a vast network of systems and applications all geared toward the delivery of Remote Learning. It's a situation that none of us have experienced before and whilst it is a global phenomenon, when it comes to learning – it feels personal. We all miss the human connection that school provides, but streams of 'virtual' interactions have begun to bring their own moments of joy and wonder.

Students and staff have shown themselves to be remarkably adaptable, empathetic and accountable by logging in to online classes every day.

Fresh curriculum and a new perspective has seen students who previously struggled to engage, suddenly invigorated and displaying a heightened level of agency. Whilst there's no denying that Remote Learning doesn't

suit everyone, it's great to acknowledge the silver linings when they appear.

Learning to learn and the personal and social capabilities that future proof our students, have been put under a spotlight by COVID-19 and whilst the level of attention may fade a little when school returns, we will undoubtedly be left with a much greater sense of their value.

Rapid and unexpected change, whilst challenging, has its benefits. One of which is the extraordinary range of programs, activities and experiences that have evolved with the sole purpose of igniting our students' curiosity and love of learning.



# Mentoring: a 'win' for all

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

In April our alumni department launched the Mini-Mentoring Program. Initially targeting our younger alumni from the years 2006 to 2016, the program is now open to all OGCs.

With social distancing measures in place and a lot more time being spent at home, it was the perfect time to launch a mentoring initiative through our OGCA website. The initial response has been excellent, with 29 mentors and mentees signing up almost immediately.

One of our first connections was between Nick Morwood (OGC 2014) a financial analyst, and mentor Tom Chirnside (OGC 1994), an executive director of Rebus Capital Partners.

## From the Mentee's perspective

"I would highly recommend the program for individuals who are seeking guidance at key points in their careers, as well as those who are willing to pass on their knowledge and provide direction to others as a mentor.

I joined the program as a way of broadening my network and gaining an understanding of the journey and learnings others had experienced within their own careers.

Having a strong passion for finance, I sought further insight into the capital markets industry, reaching out to multiple individuals from a range of disciplines including portfolio management, private equity, insolvency, risk management, equity analysts and investment directors. One of whom was Tom Chirnside.

From my conversations with my new mentors, I received comprehensive insights into their respective careers as

well as meaningful guidance for my own circumstances.

Anyone considering joining the mentor program, I would highly encourage you to do so. My only advice is to ensure you are ready to challenge yourself and your way of thinking, and also that you approach the program and its members with a great deal of respect. They are giving their time to help!

I would also like to again pass on my thanks to all the mentors I have been in contact with. Your guidance is greatly appreciated, and I look forward to continuing our mentoring relationships into the future."

## From the Mentor's perspective

"Over the past few weeks, I had the fantastic opportunity to listen and understand the steps some past

Collegians are taking to progress their careers.

A key benefit I gained from the experience was the knowledge that I was part of someone's journey to reach their potential. It also gave great insight into how younger generations see things from both a work and life perspective.

Geelong College Connect is proving to be an invaluable resource for everyone to access and learn from past students, and for past students to share their experience.

We each have a unique career path, filled with both triumph as well as the inevitable hard lessons learned along the way. For me, having the opportunity to share these experiences proved very satisfying and hopefully beneficial for those involved."



Learning from each other: Tom Chirnside (OGC 1994) & Nick Morwood (OGC 2014)



## Fast track your future

Chat to one of our many mentors  
We can connect you locally or globally

Talk to us: [communityrelations@geelongcollege.vic.edu.au](mailto:communityrelations@geelongcollege.vic.edu.au)



# Staff farewells



**Gerard Mack**  
**Head of Strings**

Gerard Mack joined The Geelong College in 2000, teaching music to our students, with a focus on his passion for strings. He held the role of Head of Strings in his 20 years of service. Gerard has taught across all campuses and conducted students in string ensembles in Junior, Middle and Senior Schools. He shared his passion for music education with his students and was the driving force behind many string-based initiatives and performances.

As a classroom teacher, Gerard promoted a culture of excellence and hard work. He made connections with the Senior School string students and always reminded them to work effectively to improve their skills in both written and practical music. Such was his talent, that he was also able to arrange and compose many string pieces for the various ensembles formed at the College over his tenure.

Gerard was an active member and contributor to the College's co-curricular music program and his conducting was of a very high level, inspiring the sound and technique of many young musicians. His creativity was most evident in concerts such as the wonderful Junior School performance of 'Ghostbusters', which involved the young students calling out the words at the top of their voices at the exact timing.

Gerard leaves The Geelong College to continue his passion in film composition and investigate connections with teaching this at universities and workshops around the globe. We thank him for the music and wish him, Kate and his two boys all the very best for the future.

- Phillip Bohun, Director of Music



**Justin Kristiansen**  
**Teacher of Commerce and Accounting**

Justin Kristiansen left Geelong Grammar in 2014 to join us here at the College where he has taught Year 10 Commerce and VCE Accounting. With Justin's exodus, there are many things that staff and students will remember and greatly miss.

One of Justin's main standouts is his ability to develop friendly classroom relationships. I haven't quite worked it out yet, but for some reason, his pupils affectionately refer to him as, "Doc".

Justin believes that classes should be fun and energetic. This helps to explain his popularity. He communicates well with young people, puts them at ease, takes an interest in them and willingly offers extra help.

As a member of the Business Studies Department for over six years, Justin has been very supportive, collegial and active in helping to improve some of our learning materials, especially those for Year 10 Commerce.

In Morrison House, Justin developed participation, and enthusiastically offered support and pastoral care. He knows the students at a personal level and has helped to map their progress. In addition, Justin has coached various school sporting teams, including his favourite activity, Badminton.

As Justin heads off to live in Germany, all of us here would like to wish him and his family, every happiness for the future and their European adventure. We thank him for his many contributions to the life of the College.

- Richard Morris, Head of Business Studies





**Kate Hackett**  
**Senior Library Technician**

After 38 years on staff at The Geelong College, Kate Hackett retired in February leaving a significant legacy in the George Morrison Library where she worked as Senior Library Technician, and more widely in the College community.

Arriving on staff as a young library assistant, Kate quickly immersed herself in all aspects of College life and enjoyed wholeheartedly the social and professional opportunities the school provided.

Kate readily accepted new challenges and experiences throughout her career in the Senior School library, not only working with library staff there but also assisting the AV Department in ensuring staff and students were well equipped and organised. Kate always approached her roles and tasks with considerable diligence and pride; her attention to detail in all she did ensured services, especially with our online video platform, Clickview, were efficient and effective. Her passion for improvement was inspirational and she became well known in the region for her extensive knowledge and problem-solving ability with Clickview. Her dedication to her role would often see Kate go above and beyond to assist staff and students within the school and colleagues beyond our school walls.

Kate's bubbly personality and sense of humour always brought a smile to anyone she encountered, and her quick wit is just one of her characteristics that most definitely will be missed.

We wish Kate all the best in her next adventure – retirement, and hope that she enjoys the time with family, travelling, gardening and just stopping occasionally to take in the view.

- Andrea McGuckan, Head of Information Services and Library



**Jennifer Chiu**  
**Publications Coordinator**

Jen joined the Community Relations team in 2014 as Publications Coordinator, with a background in journalism. She shaped and crafted her role, helping to tell the College story via the Ad Astra magazine, the portal pages, social media, the weekly bulletin and many other publications.

She was a familiar face around our campuses, taking photographs, reporting on student experiences and capturing what learning looks like in our school.

In her role, she also assisted our Parent Associations and the various sport and music support groups, external events run by the Centre for Learning, Research & Innovation (CLRI), the College Foundation and the Old Geelong Collegians' Association.

Jen is a quiet achiever with a 'can-do' attitude and was always willing to offer her support. Her approach to projects was methodical and she came up with new ideas and incremental improvements on the design and content of our hard and electronic publications.

She has a deep passion for making a difference by helping others and outside of work was President of the Otway Rotaract Club. She helps with fundraising and organising projects in her local community such as raising awareness on youth mental health issues, bushfire relief and delivering sandwiches to local schools for children who would otherwise have gone hungry.

Jen now has a new role with a not-for-profit called Our School to help build alumni communities for government schools to support and inspire current students. We wish her every success for the future and we will miss her talent, intellect and enthusiasm.

- Mike Howell, Director of Community Relations

# Foundation President's Report



BY J A (SANDY)  
HUTTON (OGC 1973),  
FOUNDATION PRESIDENT



*Scott Chirnside, Cam Emerson, Anna Webb, Sandy Hutton, Julie Cole,*

## The new Junior School

Earlier this year the Foundation completed its single most significant contribution to the school since its incorporation in 1987. The new Junior School in Minerva Road has taken approximately 23 months to build and The Geelong College Foundation were pleased to financially contribute to the successful completion of this outstanding building. The new Junior School will enhance the learning of all our Early Learning to Year 3 students. To be able to assist the College with this exciting development has been a privilege for the Foundation Board and its Members. The Foundation was able to contribute to this development through a mixture of asset sales and borrowings and we look forward to the official opening of this wonderful space later in the year.

## A generous gift to help those in need

Mr David N Morrison of London, the great grandson of the School's founder Dr George Morrison, has made a very generous gift to the Foundation for the establishment of the Dr R H Morrison Trust.

Mr Morrison's father, Lt-Colonel David I Morrison (OGC 1921), and grandfather, Dr Reginald H Morrison (OGC 1881), both attended the College however Mr Morrison was raised in the UK after his father was killed on active service in Burma during World War II.

The Dr R H Morrison trust will, among other things, provide bursary assistance to those in need.

The gift by Mr Morrison highlights the commitment from members of our extended Geelong College community to help the school achieve its educational objectives.

## Members' Lunch

Our apologies to our Foundation members who had booked to come along to our Members' Lunch in March which had to be cancelled due to Coronavirus concerns. The health and welfare of our community is paramount and therefore a decision was made to postpone our annual lunch to later in the year. We will advise our members of the new date for the lunch in due course.

## Foundation Community Golf Day

One Foundation event which was a great success was the Foundation Community Golf Day held at The Barwon Heads Golf Club on Friday 22 November 2019. All those who attended this social golf day had a round of golf in perfect conditions followed by an enjoyable lunch. Congratulations to Suzanne Mockridge and Shannon Monaghan who were our 2019 Women's and Men's Individual winners respectively.

The Community Golf Day is scheduled to be held on Friday 16 October. Further information can be found on the Foundation website in September or contact Sally Sadler on (03) 5226 3779

if you would like to receive information directly.

## Foundation Concert

Sadly, for the first time since its inception in 1990, the Foundation Concert has had to be cancelled upon advice from the Director of Music, Dr Phil Bohun, and the Principal. With students studying remotely the ability of the musicians to come together for adequate practice has been significantly compromised. We will look to celebrate music at College in 2020 a little differently later in the year and the Foundation look forward to being part of that.

## 88 Keys Project

The Board are pleased to confirm that the Foundation has contributed to the 88 Keys Project by purchasing eight keys on the Steinway Model D Concert Grand piano to be located in the Keith Humble Centre for Music and the Performing Arts. The Foundation is proud to support the school's vision of becoming a Steinway Select School and look forward to hearing College students and staff play in the George Logie-Smith Auditorium on this outstanding instrument in the future.

## Cloisters Classrooms – Principal's Project

As you may know, each year the Foundation contributes to a school project chosen by the Principal. In 2019 the Principal's Project was the Cloisters Classrooms and the Foundation is happy to be able to support the restoration and upgrade of three





Richard Carr and Andrew Cameron. Absent: Lauren Betts

classrooms in the Cloisters. Together with funds raised through our Annual Giving campaigns in 2018 and 2019, the College has been able to upgrade seven classrooms, a significant modernisation to the almost original classrooms we all remember.

#### Fyansford land plans

A planning sub-committee has been formed with representatives from the Foundation Board, the College Council and College staff to plan for future use of our Fyansford land, both in terms of development as an educational precinct and as a commercial investment for the Foundation. I will keep you updated on any outcomes from this planning sub-committee in my future reports.

#### Welcome to Anna Webb

It is my great pleasure to welcome Ms Anna Webb, a current College parent, as a member of the Foundation Board. Anna kindly agreed to join the Board early this year and experienced her first Board meeting and Annual General Meeting in February.

#### Foundation Investments

As I write this, global financial markets are under siege from the extreme volatility caused by the Coronavirus pandemic, indeed volatility that is unprecedented. The Foundation's investments have obviously been negatively impacted, however the Board takes a long term conservative approach to the Foundation's investments and remains confident that valuations will improve over the course of the next twelve months.



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## 2019 Foundation Community Golf Day

Friday 22 November, 2019

1. Damian Moran, Matthew Payne, Peter Mackay and Andy Russell, 2. Elizabeth Fryatt and Kirsty Fury, 3. 2019 Women's Individual Winner, Suzanne Mockridge 4. Leisha Riddington, Nigel Allan and Lynda Stewart, 5. Helen Hill and Amy Agar. 6. David Williamson and Rod Robson.

# 2019 Donor List

Mrs S F Allen CP  
Mr J G & Mrs H Anderson PP  
Ballancea Holdings P/L  
Ms M Blackhall CP  
Dr P N & Mrs E Bohun CP,  
FP, Staff  
Mrs M Brumley  
Mrs J V Cameron PP  
Mrs A J L Coop CP  
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Mrs L J Deahl & Mr G J Deahl  
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Mr B L & Ms K N Hayes CP  
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Mrs M H Lethbridge PP, Past  
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Dr P C Turner Past Staff  
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PP  
Mrs J M Williamson PP  
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Ms Y Xu  
Mrs F J Young CP

## OGC – 1930s

Mr J G Cameron OGC –  
1939, PP  
Rev A J S & Mrs B Matthews  
OGC – 1938

## OGC – 1940s

Mr P W Brochie OGC – 1948  
Mr J T Cameron OGC – 1941  
Mr J D Colvin OGC – 1947  
Mr G A O Davies OGC – 1942  
Mr T S Dennis OGC – 1949,  
PP  
Mr J W Foreman OGC –  
1941, PP  
Mr A J Holmes OGC – 1948  
Mr G A A Hooper OGC –  
1948  
Mr W H Huffam OGC – 1944,  
PP  
Mr B W Lewis OGC – 1941  
Mr I W Macmillan OGC –  
1949, PP  
Mr J H Metcalfe OGC – 1949  
Mr F G Palmer OGC – 1947  
Mr R W Purnell OGC – 1944,  
PP  
Professor G G Quail OAM  
OGC – 1947, PP  
Mr J W Rowe OGC – 1946  
Mr K W J Thomson OGC –  
1949  
Mr D A Wallace-Smith OGC  
– 1943

## OGC – 1950s

Mr W B Allen OGC – 1951  
Mr G L Barber OGC – 1950,  
PP

Mr K S Barber OGC – 1953  
Mr H T Bromell OGC – 1955  
Mr H A Campbell OGC –  
1955, PP  
Mr D W M McCann OGC –  
1954, PP  
Dr I W McCay OGC – 1955  
Mr R G McKenzie OGC –  
1954  
Mr T F McNair OGC – 1958  
Mr I D Morrison OGC – 1952  
Mr J D Paech OGC – 1959  
Mr A S Philip OGC – 1952  
Mr R C W Pyper OGC – 1952  
Mr N J Richmond OGC –  
1952, PP  
Mr F W Russell OGC – 1950  
Mr T K Salter OGC – 1953  
Mr D R Seller OGC – 1952,  
PP, Past Staff  
Mr A P Sheahan AM OGC –  
1959, Past Staff  
Mr T W Sproat OGC – 1955,  
PP  
Dr A J Vigano OGC – 1958  
Professor D G Williamson  
OGC – 1959

## OGC – 1960s

Mr S M Anderson OGC –  
1963  
Mr P N Cameron OGC – 1968  
Professor T R Carney AO  
OGC – 1960  
Mr D J Dickson OGC – 1961  
Mr B G & Mrs J Fagg OGC  
– 1966  
Mr P F Fraser OGC – 1965  
Mr N A Kearney OGC – 1969  
Mr D F Koch OGC – 1964, PP  
Mr D J McNeill OGC – 1960

Dr C B Olsen OGC – 1968  
Mr D Ooi OGC – 1966  
Dr P L Royce OGC – 1968  
Professor D T Runia OGC –  
1965  
Dr H G Seward AM OGC –  
1966, PP  
Mr J S & Mrs S Weddell OGC  
– 1966, PP

## OGC – 1970s

Mr J C Braithwaite OGC –  
1979  
Dr A M Brown OGC – 1978  
Mr R V Brown OGC – 1972  
Mr G D Deppeler OGC –  
1971  
Mr B T Fenner OGC – 1972  
Mr J A Hutton OGC – 1973  
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 T D G Neilson OGC –  
1978  
Mr J R Stevenson OGC –  
1971  
Mr D A Williamson OGC –  
1972

## OGC – 1980s

Mrs D M Fisher OGC – 1989,  
CP, Past Staff  
Mr M E Hayden OGC – 1984,  
CP  
Mr R G & Mrs B Howie OGC  
– 1987, CP  
Dr S E Lester OGC – 1981  
Mr N Macleod OGC – 1981  
Mr J B Mawson OGC – 1983  
Mr S R Webster OGC – 1982

Dr C J & Mrs R L Yeaman  
OGC – 1985, CP

## OGC – 1990s

Mr D R Ashby OGC – 1991,  
CP, FP, Past Staff  
Mr S M Cosgriff OGC – 1992  
Mr R L Gudykunst OGC –  
1994, CP  
Mrs E M Handbury OGC –  
1998, FP  
Dr P E Johnstone OGC –  
1994, CP  
Miss S M Leach OGC – 1995,  
Staff  
Mr S A McCallum OGC –  
1994  
Mrs G E Ovin OGC – 1996  
Mrs C C Paton OGC – 1990,  
CP, PP, FP  
Mr S I Robertson OGC –  
1999, Past Staff  
Ms A L Spurling OGC – 1992,  
CP, FP

## OGC – 2000s

Mrs L E Betts OGC – 2005,  
FP  
Mr N G Betts OGC – 2002, FP  
Mr N C Hewitt OGC – 2004  
Mr A Setiawan OGC – 2000  
Ms C V Zwirs OGC – 2005

## OGC – 2010s

Mr L R Derksen OGC – 2019  
Miss M R Harris OGC – 2017  
Mr T P Phewpun OGC – 2013  
Mr G D Threadgold OGC –  
2012  
Miss S M Ward OGC – 2015





# A lasting legacy

In 2009 The Geelong College Foundation launched the Morrison Society to acknowledge the generosity of those who have chosen to support the College through a bequest in their Will.

PETER MORAN, ASSOCIATE DIRECTOR OF ADVANCEMENT

In 2009 The Geelong College Foundation launched the Morrison Society to acknowledge the generosity of those who have chosen to support the College through a bequest in their Will. The Society enables bequestors to be thanked and acknowledged in their lifetime and helps to raise the profile of the importance of bequests as a giving vehicle.

The College has been very fortunate in benefitting from a large number of bequests since it was founded in 1861. Many of those gifts were for scholarships or bursaries from Old Collegians who wanted to provide opportunities similar to those from which they benefitted as students. In addition, numerous prizes and awards have also been established

in memory of Old Collegians to recognise academic excellence, sporting success or artistic achievement.

Capital projects have also benefitted from bequests over the years. Substantial redevelopment of Mackie House continues to have a lasting impact on our boarders by providing up to date facilities and home comforts that were lacking prior to the generosity of a bequest donor. The building of Freeman House, the Principal's residence, was also made possible from a bequest.

Our most significant donor through a living bequest is Mrs Jill Humble. Mrs Humble was a neighbour of the College for many years along with her husband, renowned musician, Mr Keith Humble. In

her letter to College Council, Mrs Humble wrote that the gift was in recognition of her personal involvement with the staff and students of the Music Department, particularly during the seventies. Her gift was allocated to the newly built centre for music and performing arts and named in honour of her husband Keith.

Making a bequest is providing a gift for the future, beyond your own lifetime, to support the growth and development of The Geelong College and the education of future generations of students

**If you would like to discuss your interest in leaving a bequest to the College please contact Peter Moran, Associate Director for Advancement, on (03) 5226 3194.**



**We believe no student should miss out on the benefits of a Geelong College education due to financial hardship**

Your gift could go a long way to helping give students whose families have been impacted by the COVID-19 pandemic the opportunity of a Geelong College education.

**Donate online at: [www.cutt.ly/annualgiving](http://www.cutt.ly/annualgiving)**





# Junior School retrospective

CAROLINE STOK, ARCHIVIST

The history of Junior School is intertwined with the history of Campbell House, the Preparatory School and the Kindergarten. Let's take a journey back in time and remember where Junior School has come from and where it is heading

Junior School has a rich history and is evolving still, 91 years after its first iteration.

Through the recent redevelopment, the students have been given the opportunity to explore the evolution of their school.

The introduction of House groups from Prep to Year 3 has also served to provide a greater sense of community. It offers students the chance to develop leadership and collaborative skills.

## 1871: The Junior Department

The College's first Junior Department, under the direction of William McVean, was mentioned in the Annual Report of 1871 and was likely for middle school aged students.

The College's enrolment registers show that boys as young as seven attended from 1871, although boys aged five or six years of age did not commonly appear until the Preparatory School opened in 1921.

## 1890s: Junior College

A Junior College was then established in the 1890s for boys aged 8-12 years of age.

## 1921: The Preparatory School

The Junior College was replaced by the Preparatory School built on Aphrasia Street, which opened in 1921.

It also catered for children from 8-12 years of age.

## 1929: Kindergarten

In 1929, the Kindergarten was added to the Preparatory School campus. Catering for boys aged from four to seven years of age, it was co-located with the Preparatory school until 1936 when purpose-built facilities were constructed on the north west corner of the Senior School campus.

The Kindergarten was led by a series of directors in the early years, from Sylvia Baird, Miss Winning, Miss L. Baird, and Mrs L Bechervaise. In 1941 Miss Lorna Hamer was appointed, and soon after the College's first Parents Association was formed at the Kindergarten.

## 1962: Campbell House

In 1962, the Kindergarten was re-named 'Campbell House' as a tribute to long-serving Preparatory School Headmaster, Leslie J Campbell (1932-1962).

Campbell House relocated to the Preparatory School campus in 1968/1969.

## 1974: Co-education

In 1974, under the tenure of then-headmistress Joan Sweetman (1949-1978), the Kindergarten and early learning classes became co-educational.

Five girls started, with another two joining them during the year.

Campbell House was the first part of the College to have co-educational classes, before being joined by the Preparatory School and Senior School in 1975.

In Helen Primrose's sesquicentenary 'The Way to the Stars', Joan Sweetman recalls,

"We were a happy group. Our small classes enabled us to let the children advance at their own rate."





## LES GIRLS

The Geelong College history is noted for ventures that began in a quiet and unobtrusive way. No-one was able to say precisely what the outcome of these ventures would be. In reflection we have been grateful for the foresight and faith that was shown.

The 1974 school year ushered in yet another venture—the enrolment of girls at sub-primary level.

Spectacular?—No. Who could say that the attendance of five little girls at the Prep School was spectacular?

Significant?—Yes. The new venture has aroused considerable interest. A decision has been reached after much forethought which in years to come may be referred to as foresight.

Joan Sweetman with students, Catherine Black and Joanne Chisholm.

“We were a happy group. Our small classes enabled us to let the children advance at their own rate.”

### 1994: Early Learning Centre

In 1994, the Kindergarten was transformed into an Early Learning Centre for pre-school children under the direction of Andrée Fitzgerald.

In Campbell House, Andrée and Diane Bourke introduced the Reggio Emilia approach to early years learning, emphasising small group learning, imagination and creativity.

With Libby Russell's appointment in 1997, this approach to learning was evolving and classrooms became flexible learning spaces.

### 2018: Junior School Redevelopment

On the 9 May 2018 the sod was turned on the Junior School development project.

The school's new multi-purpose room, Wayaperree (Wadawurrung for 'place to meet'), opened on 27 February 2019.

The remaining building stages were recently completed, and are now open to students.

*Images above from left: The Preparatory School (1955), Kindergarten Boys in Capeweed near New Oval October (1936), A Kindergarten class, Campbell House moves to the Preparatory School site in Minerva Road (1968/1969), Co-ed Kindergarten class (1974)*

## Timeline

**1870s:** Junior Department (unknown ages)

**1890s:** Junior College (8-12 year olds)

**1921:** Preparatory School opens (8-12 year olds)

**1929:** Kindergarten opens (4-7 year olds)

**1936:** Kindergarten building opens

**1962:** Kinder and early learning renamed Campbell House (K-2)

**1968:** Campbell House moves to Preparatory School site, Minerva Road (K-3)

**1974:** Co-education introduced. (K-3)

**1994:** ELC created

**2014:** Campbell House renamed Junior School (ELC-3)

**2018:** Junior School development project commenced

**2020:** The renovation of Junior School is complete



# OGCA President's Report

THANE JOSKE (OGC 1990), OGCA PRESIDENT

As I write this newsletter, the State of Victoria has just announced Stage 3 restrictions in response to COVID-19.

It is fair to say that these are unprecedented times that by now will have impacted each of us in some way, and we are starting to see the impact of the virus more broadly within our communities, and the uncertainty this significant issue presents.

Accordingly, this report is a little unusual in that many of the events that I would typically report on, have been cancelled. In fact, all OGCA events – including the annual Sic Itur lunch – have been cancelled until the end of Term 2.

## The 2019 Leavers' Function

In February, the 2019 Leavers' Function was held at the Geelong Boat House and was a great success with more than 70 attendees.

## The OGC v OGG Annual Golf Day

The OGC v OGG annual golf day was held at the Barwon Heads Golf Course on 6 March, with more than 120 people in attendance.

## The Albert Bell Club Annual Dinner

The Albert Bell Club (ABC) hosted its annual dinner the night before the HOSG regatta, with significant representation across the decade crews, in particular the winning 1990 boys crew, many of whom had family also in attendance. You can read more about that event on page 55.

## New Committee Members

We have also welcomed three new Committee members: Jim Brown (OGC 1978), Ashley McHarry (OGC 1991) and Georgie Fidge (Morongo Old Collegian).

## Geelong College Connect

Principal Dr Peter Miller wrote in his end of term communication to families about the importance of community, and feeling connected within that community.

We have many local members within our OGC community, and more broadly across Australia and around the world. Collectively, there are currently 2115 OGC members on Geelong College Connect. This platform provides OGC's with the opportunity to strengthen our positive interactions and connections through:

*Images above: 1. The Albert Bell Club Annual Dinner 2. The OGC v OGG Annual Golf Day 3. The 2019 Leavers' Function*



- **Connect** – Find and reminisce with fellow graduates, see what they have been up to and stay in touch.
- **Give back** – Introduce, employ and offer to act as a mentor to our graduating students.
- **Expand** – Leverage your professional network to get introduced to people you should know.

For those who will miss reunion events in the first half of the year, I encourage you to connect with your peers at: [www.geelongcollegeconnect.com](http://www.geelongcollegeconnect.com)

### Survivors of Historic Harm

The OGCA remains steadfast in our commitment to support survivors of historic harm, and we fully support the schools Reach Out program.

In response to some initially distressing, but overwhelmingly positive correspondence with a number of survivors, the OGCA is working with the school on a number of initiatives to acknowledge and support our survivors.

These initiatives include:

- Event invitations – all OGCA/ alumni events now have a message included which states “For those who have been harmed in the past who are interested in attending this event, you are welcome. Please advise us so that we can provide you with additional support”.
- The Geelong College website – has a dedicated page where information on the College’s response to harm, including contact details for independent facilitator Pauline Ryan.
- Events – future possible event at Junior School to recognise our survivors
- Recognition – OGCA to donate an installation (for example, sculpture/ tree plantings) to recognise survivors of harm.
- Survivor welcome message – alumni/OGCA events will commence with a short message

to welcome and recognise our survivors of harm. This message is being developed in collaboration with a survivor of harm.

On behalf of the OGCA, I apologise to those members of our community who have not felt welcome; we acknowledge the extensive harm that has occurred in the past, the lives that have been ruined, and the ongoing journey of recovery for our survivor community.

In these difficult and challenging times, now is the time for kindness, compassion and connection.

We look forward to exploring new ways of connecting and engaging with our OGCs in 2020, and to working towards our goal of engaging and connecting with both current and past students.

**We welcome your feedback.**

**Please email:**  
[ogca@geelongcollege.vic.edu.au](mailto:ogca@geelongcollege.vic.edu.au)

# Promote your business **FREE**

## WITH THE THE OGCA BUSINESS DIRECTORY



It's more than just a business directory!

The OGCA Business Directory connects businesses with prospective customers and makes it easy for everyone to find and support local businesses in our Alumni Network.

If you are part of our Alumni Network, claim your free listing by visiting: [www.geelongcollegeconnect.com](http://www.geelongcollegeconnect.com) or email: [communityrelations@geelongcollege.vic.edu.au](mailto:communityrelations@geelongcollege.vic.edu.au)





## John Wardle (OGC 1971)

The architect behind our spectacular Junior School redevelopment, John Wardle, was recently honoured with Australia's top architecture award, the Gold Medal.

He joins an illustrious group that includes Robin Boyd, Roy Grounds, Harry Seidler, and Jorn Utzon.

In their citation, the Australian Institute of Architects judges describe Wardle as a "designer of consummate skill, whose works, from the smallest intricate piece of joinery to complex high-rise buildings receive detailed attention and conscientious formal experiment".



## Arthur Ng (OGC 2017)

Arthur Ng is in his 2nd year of a Bachelor degree studying Geology at the University of Edinburgh.

He also has a WSET Level 3 Certificate which gives an in depth knowledge of wines & spirits.

Recently, Arthur was awarded 'Best Taster' in the Pol Roger Varsity competition as a member of Edinburgh University Blind Tasting team. He was supposed to go to Bordeaux for a European competition, but the event was cancelled due to COVID-19.



## Mark Cheatley (OGC 1983)

The College's Director of Sport, Mark Cheatley, has completed his first Rottnest Channel Swim – finishing the 19.7km course in just over seven hours!

The Rottnest Channel Swim saw more than 2400 competitors from 16 countries take on the challenging Cottesloe Beach-Rottnest Island course on Saturday 22 February.

His daughters Grace (OGC 2012) and Claudia (OGC 2016) were a great support crew, offering words of encouragement along the way.



## Michael Thacker (OGC 1984)

With social distancing restrictions in place, we were unable to conduct our usual in-person Anzac Day Service this year.

We were fortunate to have Michael Thacker (OGC 1994) join us and play the Last Post & Reveille at dawn on Anzac Day in the Senior School grounds to be heard around the Newtown area.

His son, Matthew (Year 12), also contributed to our virtual Anzac Day Service, which can be viewed at:

[www.cutt.ly/TGCAnzac](http://www.cutt.ly/TGCAnzac) or by scanning the code with your smartphone.



## John Rocke (OGC 1963)

John lost his home, livestock and vehicles as the Gippsland bushfires tore through his farm near Bombola in January.

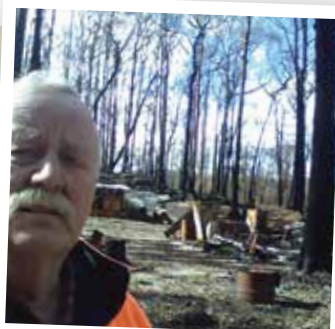
He had been evacuated three times prior as the fires approached, but lost everything. He is currently living in a camper trailer but will be upgrading to a bigger caravan soon as 'it's getting cold up there!' He has started to repurchase livestock and replaced his ute and has plans to rebuild his home soon.

When asked how he's coped with such a devastating loss, John's answer was simple:

'I think my resilience comes from my time at College where it was about having a go.'

John has a remarkable story and is the eternal optimist.

Anyone who would like to get in contact with John can email him at: [tinmine51@yahoo.com](mailto:tinmine51@yahoo.com)





## Ollie Manton (OGC 2018)

Congratulations to Ollie Manton who, along with Jack Lloyd, competed in the World Championships (a Tokyo Olympics selection event) in the 49er class.

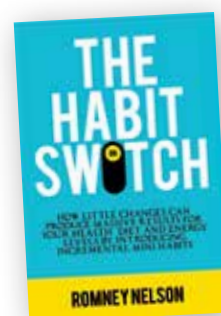
This was a massive event for Geelong with many of the world's elite sailors taking part which Ollie described as a 'once in a lifetime' moment.



## Romney Nelson (OGC 1994)

Romney has just released his sixth book, *The Habit Switch*, which has reached number one position on the Amazon Best-Sellers list.

The book discusses techniques that can be utilised to break bad habits and create new ones, whilst offering advice on setting goals in areas such as fitness and finance.



## Gus Boyd (OGC 2017)

Gus Boyd hit his first double century for Geelong Cricket Club 2nd XI, beating his previous best of 145 for The Geelong College.

His heroics have earned him a place back in the top grade having been selected for the firsts.



## The Honourable Justice Michelle Quigley (OGC 1973)

The Honourable Justice Michelle Quigley led the celebration of the 2020 Opening of the Legal Year on January 29 of this year.

The event was hosted by Deakin University at its Waterfront campus, and marked the commencement of the new legal year.

Michelle was appointed as a Judge of the Supreme Court of Victoria in 2017.

## Peter Funston (OGC 1960)

Peter has recently retired from his business, Bourkey's Front Yard, where he sold sand and soil supplies. He now lives in Lorne with his wife, Robyn.

His family's affiliation with The Geelong College runs four generations deep, with grandchildren Max and Phoebe Knight currently attending.



*Pictured: The 1964 Mackie House boys, Peter as a student, and grandchildren Max and Phoebe.*



### Kylie Mackey (OGC 1993)

Well done to Kylie Mackey, a member of our OGCA Committee, for her initiative to help out NSW farming communities impacted by drought with her Secret Santa Country Kids Christmas Appeal. Coordinated with students from Montpellier Primary School, Kylie helped deliver more than \$40,000 of presents.

### Veronica Milsom (OGC 2002)

Veronica and partner Nick recently celebrated the birth of their second child, Zoe Ellen Hayden. Born on April 1, 2020, Zoe is a sister to Lila.

Previous to Zoe's birth, Veronica cohosted Triple J's 'Drive' program, as one half of the popular duo, 'Veronica and Lewis'.



### Share your news!

We love to know what our OGCs are up to! If you have some news to share, email us at: [communityrelations@geelongcollege.vic.edu.au](mailto:communityrelations@geelongcollege.vic.edu.au)



### Benjamin Doak (OGC 2002)

Benjamin Doak married Yasmin Verbunt on November 16, 2019. The ceremony was held in the College Cloisters, followed by a reception at Old Geelong Paper Mills.

The couple are living in East Geelong, where Benjamin is a Finance Broker, and Yasmin is the Chief Sonographer at Barwon Health. Image: Michael Renga



### Thomas Goodear (OGC 2011)

On March 7, 2020, Cloisters played host to the wedding of Thomas Goodear and Liberty Wild, with a reception held at Site 3a, Old Geelong Paper Mills.

Thomas and Liberty are living in Melbourne, where Thomas works in Project Management for the construction industry, and Liberty is a Fertility Nurse and Midwife. Image: Chloe May



## Are you connected?

Geelong College Connect is available as an app

Connect with convenience to our community of 2100+ Old Collegians from a wide range of year levels.

1 Search for 'Graduway' in the app store on your device

2 When prompted, enter 'The Geelong College'







*The 2010 Girls' 1st XIII: Bec Widdcombe, Addy Dunkley-Smith, Emily Carr, Georgia Ratcliffe, Katherine Monotti and Jen Cleary*

# Albert Bell Club News

PETER LAWSON (OGC 1990), ABC PRESIDENT

The 2020 rowing season started out on an optimistic note, but as we all know the season was brought to an abrupt halt in mid-March due to the extraordinary measures put in place to manage the coronavirus pandemic.

The Head of Schoolgirls' Regatta (HOSG) was cancelled this year following the Friday heats, along with The Geelong College (TGC) Rowing Dinner. This was followed by the cancellation of the Head of the River (HOR) at Nagambie and the 2020 Sydney International Rowing Regatta.

Note that in 1919, TGC crews did not compete in the HOR due to an influenza epidemic and likewise in 1933 due to a diphtheria epidemic. In 1942, during World War II, the HOR was cancelled and a limited contest was held on the Barwon.

In January 2020, the ABC completed the Annual Newsletter and I thank all those that contributed their time and effort in preparing it.

The 46th ABC Dinner was held in the Dining Hall on Friday March 13, HOSG Regatta weekend. It was very well supported and saw a great turnout of

decade crews, especially 1960, 1980, 1990, 2000 and 2010 with a good mix of male and female crews represented. The complete HOR winning male crews from 1990 and 2000 attended and both crews had a quick row on the Barwon just before the dinner. Well done to all for working with the logistics to make this happen!

An evening highlight was Guest Speaker, dual Olympian and Olympic Medallist Cameron McKenzie-McHarg. Cameron covered his HOR win at Scotch College, representing Australia and winning a silver medal at the Olympics and founding 776BC producing specialised performance sportswear. This made for a very entertaining Q&A session with Oscar Stanley, dual HOR winning stroke for TGC. The Annual General Meeting was held, and the current committee was re-elected. Thanks to Ben Thompson for filling the vacant position of Secretary.

Excellent audio-visual displays were on display and it was great to see a mix of old and new faces catching up and sharing past rowing stories with friends!

I take this opportunity to remind Year 12 school leavers that we plan on opening applications for Colin Carstairs Bell rowing pathway bursaries later in 2020.

Thank you to everyone who has supported the ABC over this curtailed season, whether it be through attending functions, helping at events and ensuring a successful ABC dinner, donating or supporting TGC's rowing program – it is greatly welcomed and much appreciated!

**As ever, we welcome your feedback, follow us on Facebook at Albert Bell Club, on Geelong College Connect or email: [albertbellclub@thegeelongcollege.vic.edu.au](mailto:albertbellclub@thegeelongcollege.vic.edu.au)**

# Prestigious recognition

## Eric Mitchell OAM

MEDAL OF THE ORDER OF AUSTRALIA (OAM), 2019 FOR SERVICE TO MUSIC EDUCATION.

A son of a clergyman, Eric Mitchell (OGC 1943) was awarded the H.V. McKay Scholarship in 1943 and attended the College from 1943-1945. While at school it became clear to Eric that he wanted to focus on music, and so asked Principal Frank Rolland if he could forego his maths classes to practice piano. Rolland was a "very thoughtful man" and after much deliberation agreed. Once his basic arithmetic lessons were done, Eric could go to the House of Music and practice.

Music would be a key part of Eric's life. He studied at the University of Melbourne Conservatorium of Music from 1946-1949, and went on to post-graduate studies in Paris, at the École Normale Supérieure. One of the highlights of his career would be performing for Alfred Cortot, his post-graduate examiner and one of the most renowned classical musicians of the 20th century, who gave Eric his "tick of approval".



*This photoshop composition was gifted to Eric by a friend, in honour of Eric's 90th birthday. It celebrates Eric's trip to Antarctica, combined with his love of music.*

Returning to Australia in 1954, Eric and his wife Isa moved to Hobart, where he began tutoring the Governor of Tasmania's two daughters, among others. From his piano teaching in Tasmania, this sparked a love of music education. In 1970 he was awarded a grant by the Australian Council of the Arts to research piano teaching for children. This research took him all over

the globe and he would meet Dr Suzuki. Through this connection he would go on to co-found Suzuki Australia and help establish the Suzuki method of teaching music.

In his retirement Eric has been spending more time composing and performing private recitals.



## Ken McAllister OAM

MEDAL OF THE ORDER OF AUSTRALIA (OAM), 2020 FOR SERVICE TO THE COMMUNITY THROUGH EMERGENCY RESPONSE ORGANISATIONS.

Ken McAllister (OGC 1948) attended Geelong College 1947-1948, having previously attended Marcus Hill State School.

In 1954 Ken joined the CFA so that he could defend his family's farm in Wallington. During the next 50+ years he cemented his commitment to protecting the local community.

Ken has been with the Wallington Fire Brigade since the very beginning. His father donated some of the family property for the headquarters. In those early days the local brigade was made

up of local farmers, with hand operated water pumps. Ken even built the brigade's first tanker, retrofitting an old truck.

Apart from attending hundreds of house calls, Ken helped defend the Lara community during the deadly 1969 fires, as well as coastal communities inundated during the Ash Wednesday fires. Ken has served his local and wider community through firefighting and fire prevention bodies. Despite retiring from the frontline 12 years ago, he remains with the CFA organising staging areas for major fires.



# of outstanding service

## Lizzie Corke OAM

MEDAL OF THE ORDER OF AUSTRALIA (OAM), 2020  
FOR SERVICE TO CONSERVATION & THE ENVIRONMENT.

When reflecting on her career and her time at the College, Lizzie Corke (OGC 1997) highlights the school motto, 'Be of courage – for this is the way to the stars'.

"As students it can feel like there are detailed maps to follow to those stars, through final VCE exams, via tertiary education and into life and careers beyond. However, as I've continued on my own journey I've discovered that there is no map and that the path to the stars has many routes ... I've also found that on our journeys we'll cross paths with many others and we'll find sections which are best travelled together."

Lizzie met her future husband Shayne Neal (OGC 1997), a Geelong College student, whilst at school. Their paths crossed in a Year 11 Chemistry class in 1996.

"Nearly twenty-five years on from that moment, this partnership has proven that a diversity of skills and approaches can create extraordinary possibilities. Together Shayne and I established the Conservation Ecology Centre (CEC) to deliver conservation and research programs across the region with a super team and a wide range of partners supported by an innovative model of ecotourism social enterprise and generous philanthropists committed to effective nature conservation."

Lizzie is grateful for the support of the College community for the mission of CEC, as many Old Collegians have generously shared their time, their skills and their networks.



## Dr Ian Fairnie AM

MEMBER OF THE ORDER OF AUSTRALIA (AM), 2020

A veterinarian and community development activist, Dr Ian Fairnie (OGC 1956) was educated at The Geelong College from his kindergarten years in 1948 to matriculating with honours in 1961. He commenced the Veterinary Science Course at the University of Melbourne in 1962, becoming a resident at Ormond College.

In 1968 Ian began his career as a vet and taught part-time at Marcus Oldham College. The following year he and his wife Helen moved to WA where graduate studies and a PhD would eventually lead to being appointed Dean and Director of the Muresk Institute at Curtin University.

During his time at Curtin Ian held several significant roles, firstly Executive Vice President of Curtin University WA, based in the US. Back in Perth, he was appointed Director of External and Community Relations. With his focus on community Ian would build service

learning programs involving study abroad and local students, including one with the Wongatha Wonganarra Aboriginal community in Laverton WA. He oversaw a number of multicultural events at Curtin and helped create the John Curtin Leadership Academy.

Ian was National President of the Australian Veterinary Association in 1989-90, a foundation Board member of the International Food and Agribusiness Management Association 1990-1997, organising its World Congress in Jakarta in 1997.

In 2002, Ian co-founded the Alchemist Foundation, dedicated to connecting young Australians to communities for mutual benefit. He has been a director of Foodbank WA, a member of the Community Advisory Group for Boronia Pre-release Centre for Women, and on the board of EdVentures WA, and Volunteering WA.



# Farewells

## Arthur David McGowan Steele

(1935-2019)

Dr Arthur Steele (OGC 1949) was born 16 December 1935 in Pyramid Hill to Dr D McGowan and Agnes Steele. He was enrolled at The Geelong College in September 1944. In 1953, his final year, he was School Prefect and Vice-Captain of Shannon, and a member of the PFA, Library and Music committees.

Arthur served as captain in the RAAMC 1955-1960 and completed his studies at the University of Melbourne in 1960 (Bachelors of Medicine and Surgery). He then moved to London to study at the Royal College of Surgeons.

A fellow student suggested that Arthur might consider an Ophthalmology specialty. The smallest book in the library on the subject convinced Arthur he could pursue the specialisation. He would go on to become a leading ophthalmic surgeon, serving at Croydon Eye Unit, then moving to Moorfields Eye Hospital where he became a director of Eye Bank.



Fellow ophthalmic surgeon and former student, Professor David Gartry remembers Arthur as

“a meticulous surgeon, a gifted teacher and a generous mentor to many of the budding eye surgeons of the time, several of whom (myself included) owe their current consultant posts at Moorfields to him. But more importantly, he was a caring doctor and always put his patients first.”

## Barry Watson Beach AM QC

(1931-2020)

Hon. Justice Barry Beach (OGC 1943) was born 16 February 1931 to Arthur and Sarah Beach. He attended Newtown State School before continuing his education at The Geelong College as a day student from 1940 to 1947.

While an academic student, outside the classroom he coxed the fourth rowing VIII and gained a Merit Award in the Royal Life Saving Examinations. He was a member of the chorus for the 1941 production of the Mikado and played the second violin in the school orchestra.

In 1948 he entered into Articles with a Geelong solicitor. He was admitted to the Bar in 1953 and in 1968 appointed Queen's Counsel in Victoria. During his practice at the Bar he appeared before several Royal Commissions and Boards of Inquiry, including the Royal Commission into the Westgate Bridge disaster and enquiry into police



corruption. In 1978 he was appointed to the Supreme Court.

In 2008 Barry was awarded the Medal of Australia (AM) for service to the judiciary and to the law, particularly in the areas of compulsory mediation in case management, to the development and improvement of legal practice in Victoria, and professional organisations.

BEACH AM QC, Barry Watson  
(1931-2020) OGC 1943

CAMERON, John Turriff "Chip"  
(1929-2020) OGC 1941

COOMBE, Kenneth Raymond  
(1932-2019) OGC 1945

CORNES, Robert Justin  
(1972-2019) OGC 1990

FAGG, Raymond  
(1934-2020) OGC 1948

FALCONER, Robert "Bob" Lyall  
(1932-2018) OGC 1947

FARGHER, Kenneth Herbert Francis  
(1929-2020) OGC 1942

FROST, Matthew Hayden  
(1971-2012) OGC 1988

FYFE, Alisdair McIntyre  
(1936-2020) OGC 1949

GILMORE, John William  
(1926-2019) OGC 1939

GOWTY, Greville Frank  
(1928-2020) OGC 1943

HINCHLIFFE, John Ronald  
(1944-2019) OGC 1958

HOWDEN, James Robert  
(1933-2020) OGC 1945

JOHNSON, Craig Ernest  
(1947-2016) OGC 1960

KEON-COHEN, Olympia Layne  
(2003-2020) OGC 2021

KERSHAW, Mark Ross  
(1960-2020) OGC 1978

KUMNICK, Kenneth Arthur  
(1943-2014) OGC 1957

LAMB, Stuart Andrew  
(1921-2019) OGC 1936

MACKAY, Ian Reay AM  
(1922-2020) OGC 1937

M<sup>C</sup>LELLAND, Allan Frederick  
(1942-2007) OGC 1956

STEEL, David John  
(1946-2019) OGC 1960

STEELE, Arthur David McGowan  
(1935-2019) OGC 1949

SUTTERBY, Thomas Reginald  
(1928-2020) OGC 1943

WETTENHALL, Mark Mitchell  
(1970-2020) OGC 1988

WOOD, Douglas Barry  
(1941-2019) OGC 1954





# Old Geelong Football Club

On behalf of everyone at the Old Geelong Football Club, we hope you are holding up in these very challenging circumstances.

This year sees the OGS in Premier C Grade. When I first joined the OGS in 1990 it was fair to say we were a club in the lower echelons of the Amateurs but are now firmly entrenched in the Premier Grades.

On the football front, we welcomed a raft of new coaches to the club. The men's seniors coaches are Nathan Brown with assistant Paul O'Connell. Colby O'Brien and Jason Barry are leading the twos. David Cooper & Tilly Arthur head up our Oggettes, with the Seller brothers (Hamish & Angus) looking after the seconds. This year we will be entering the U23 competition due to our age demographic. Ben Thompson & Rhett Nicholas are looking after our Under 23's and thirds. We continue to have a strong representation of Old Geelong Collegians in the playing group including Edward Ratcliffe, Jonno Simpson and George Chisholm who continue to train very well (in isolation).

We managed to play intra-club practice matches before the season was

suspended and the hard work of the players plus the enthusiasm of the coaches shone out on the field.

New lights have been installed at Como Park which has transformed training. We also have a weights facility and new kitchen.

We had plans for 15 & 30-year reunions, a major function, sportsmen's night, club ball etc. Obviously, all are on hold until we have clarity on when our lives can return to some sort of normality.

What is most important now is that we all focus on our health and safety, heed the advice of our government and medical experts and play our role as we tackle this challenge.

When the season is back on track we look forward to welcoming all Old Geelong Collegians (players and supporters) back down to the club to enjoy some footy.

Stay safe to all.

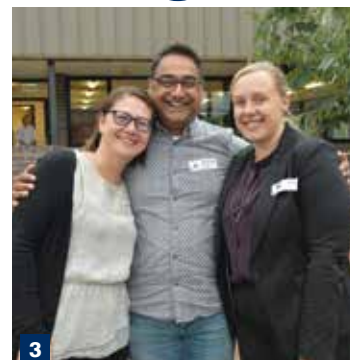
Cheers,

*Simon Bones*  
OGFC President





# Middle School Parent Welcome Evening



1. Jenny Liu and Graham Zhao 2. Justine Dyson, Kerrie and David Bowyer and Louise Jansz 3. Linda Saravanan, Sara Selvaraju and Sam Johnson 4. Natalie Dorron and Leanne Russell 5. Pete and Trudy McCann, Abby Bowyer and Julie-Anne Hussey

# Year 9 Parent Dinner



1. Charlie Lazzaro, Annabel Unkenstein, Lisa Ryan and Dr Peter Miller 2. Shane and Tania Aitken 3. Tom Sweeney, Richard Knox and Jock Heard 4. Vicki Edmonds, Lisa Ryan and Kay Tate from the SSPA 5. Shaun and Micah McWilliam with Phil Taylor



# Albert Bell Club Dinner



1. 1990 1st VIII Jason Nevins, Matthew Magarey, Duncan Ashby, Damon Crowe, James McConnell, David Ramage (coach), Peter Lawson, Conrad Pearson, Ben Mitchell, Saxon Nicholls 2. Sean Sowerby, Tim Linke, Oscar Stanley, Cam Galbraith, Lachlan Pearce (front), Brett Owen, Tim Allen, James Milsom, Andrew Nelson 3. Andrew Whitehead, Stewart McArthur & Rob Agnew 4. Russell George, James Holding, Hamish Palmer-Hill, Angus Wishart, Trent Sullivan, Jack Angliss 5. David Ramage & Conrad Pearson 6. John Hill, Tim, Hannah & Kirsten Caithness, Scott Chirnside 7. Louise Monotti, Emily Carr, Katherine & Stuart Monotti



# Friends of College Garden Party



# OGCA Leavers Function for 2019 Year 12s



*The OGCA hosted a drinks function for our 2019 leavers at The Geelong Boat House on the Waterfront. Adrian Blades, Senior School Careers Educator and Bruce Harwood, OGCA Vice-President each spoke to wish them well on the next stage of their journey and that they can always ask College for help and support in their career aspirations.*





3



4



7



8

1. Barry Fagg, Paul Gorell, Sandy Hutton 2. Deborah Fisher, Rochelle Williams, Carol Emerson 3. Attendees of the Garden Party 4. Kathryn Alexander, Sarah & Tony Jennett 5. Naomi Miller 6. Peter & Naomi Miller welcoming Friends of the College to the event 7. Peter Miller, Nick & Marnie Laurie 8. Will & Thane Joske, Jeanette Joseph, Tim & Jacqui Noonan

## OGC V OGG Golf Day



We had a fantastic day of golf on Friday 6 March for the 35th Annual Golf Day between our Old Collegians & Old Grammarians. Last year the Old Grammarians beat us by 1/2 point. We were confident that we had enough points to beat them this time but sadly Grammar just pipped us again for the second year in succession. Next year!



## Year 7 Dinner



1. Emma & Nick Lord, 2. Kate and Sam McMahon, Imogen Brough 3. Jenny Liu, Graham Zhao 4. Louise & Adam Larsen, Sharon Dong 5. Brilee Stephenson, Ruth Payne, Kirsten Kilpatrick 6. Julian Chalmers, Seamus Jones, Tamara Chalmers 7. Sudheera & Nethumlee Thota Hewage & Brad Dawson

## Boat Christening Ceremony



1. Stuart and Sarah McArthur, Dr Peter Miller 2. Mark Cheatley, Director of Sport, welcomes our rowing community 3. Sarah McArthur christens our new Quad in honour of the late Andrew F McArthur (OGC 2006) 4. Grace Byrnes christens our new Eight named after Peter Blanchfield, Director of Rowing 5. Peter Blanchfield & Andrew Cleary with the current 1st VIII crew 6. The boat christening mallet





## SSPA 'Thank You' Morning Tea



*The Senior School Parents' Association recently provided a 'thank you' morning tea for Senior School staff in appreciation for the support they had given during the period of Remote Learning. Fully funded by the SSPA's parent contributions, it consisted of an on-site coffee cart from 3rd Reef and delicious sweet and savoury snack packs catered by Truffle Duck. The SSPA also created two giant blackboard-style boards filled with the parents' messages of gratitude. (These were the cause of some happy tears around the Staff Room as they were read!)*



# Warrnambool Community Event



1. David Faris, Angela Morgan, Tim Morgan. 2. Rosemary Artz, Michael Harris, Kelly Garrison, Lynne Baulch 3. Sally Allen, Sam Doery, Emma Pleming 4. Paul Walsh, Bruce Doery, Michael Artz 5. Anne Hunt, Katrina Boyd-Walsh, Paul Walsh. 6. Georgie Morrison and Sarah Hope

# Virtual Dinner



With COVID-19 restrictions ruling-out a face-to-face event, the Senior School Parents' Association recently held a Distance Dinner Party via Zoom. Over 90 parents attended the evening of live music performance and trivia, with dinner prepared and delivered by local restaurant, Westend Geelong.



# Days Like These

CAROLINE STOK, ARCHIVIST

Disruption such as we are currently facing may be unprecedented in the minds of many in our College community, however, a look back in history shows us that this is not the first time we have faced such events.

## Spanish Flu 1919

When Servicemen and women from World War 1 returned home in 1919, they brought with them Pneumonic Influenza, also known as The Spanish Flu.

The outbreak began in Europe the year prior, which meant Australia had time to prepare – inoculations were developed and quarantines put in place for international arrivals.

### Impacts on College life

Restrictions placed on public gatherings meant that the start of the school year was delayed from February until March 11 until restrictions were relaxed.

Students studying for the Public Examination course (Equivalent to current day VCE) were provided correspondence materials, enabling Remote Learning.

Many students remained at home even after school was able to commence due to infection with the illness. Some families also elected to keep students at home amid fears they would become ill.

The worst of the outbreak in the school community was not seen until May of that year, with 23 cases reported in the middle of the month.

As has been the case with COVID-19, extra curricular activities were impacted.

Sporting teams were without preparation time, and rowing was heavily impacted due to an infected crew.

## Polio 1937:

During a peak year of polio cases in Australia, the College undertook measures to prevent the spread of polio through the College community.

### Impacts on College life

In 1937, as the number of cases increased nationally, the September school holidays were cancelled and leave restrictions put in place.

Boarders were required to remain on campus and classes continued in a less formal way, with class-free Wednesdays.

When Term 3 commenced the restrictions continued, with sports and examination timetables modified.

The football season was cut short with the final two rounds abandoned.

The Boys Charity fund raised money for the Infantile Paralysis After Care.

## World War I 1914-1918

Three days after war was declared, on August 7, members of The Citizen Forces were called for duty with an hour's notice. Several of the senior boys had to leave their classes, preparing to defend at Queenscliff. They returned to school a few days later.

The war caused staffing shortages at the College as some teachers moved to other employment or signed up to serve. This was exacerbated by a general shortage of qualified teachers at that time.

## World War II 1939-1945

Once Japan entered the war, and the threat of invasion was heightened, the College prepared plans for evacuating staff and students to the country. At one

stage, this plan was only a few days from being implemented.

### College contributions

Old Collegians (OGCs) and staff enlisted to defend Australia, and maths and science teachers ran classes for Air Force Reservists.

Some boys returned home to take the place of older brothers who had joined the defence force. They worked on family farms and family businesses.

At least 1052 OGCs and staff served during World War II. Of these at least 94 are known to have died as a direct result of their military service.

### Impacts on College life

- The Junior Oval and rifle range were made available to the Returned Soldiers Volunteer Defence Corps.
- The Cow Paddock (now Mackie Oval) was turned into trench shelters in case of an air raid.
- There were strict black-outs at night to protect against possible attacks.
- A first-aid post was set up under Morrison Hall.
- There were severe restrictions on building and travel. Inter-school sport was also curtailed.



*Cadets 1936 Queenscliff Camp*



# Outstanding Opportunities for Young Minds

The new state of the art Geelong College Junior School is open and accepting enrolments for 2021 and beyond.

3 and 4 year old children are nurtured and learn through play in our Reggio Emilia inspired Early Learning program.

Children access innovative and creative indoor and outdoor environments, and the program is enhanced with specialist classes including

Chinese and French language, Library, Gym, Music and Yoga.

Limited places available for 2021. Enquire now with our Admissions Team on (03) 5226 3156 or find out more at [www.geelongcollege.vic.edu.au](http://www.geelongcollege.vic.edu.au)



THE  
**GEELONG  
COLLEGE**

*sic itur ad astra*