



THE
GEELONG
COLLEGE

sic itur ad astra



AD ASTRA

THE GEELONG COLLEGE COMMUNITY MAGAZINE

ISSUE NO 126 JULY 2014

Contributors

Andrew Barr
 Mike Howell
 Jennifer Chiu
 Coral Turner
 Angus Wylie
 Jassie Salvesson
 Tim Edwards
 Adrian Camm
 Christine Shannon
 Joan Gill
 David Curnow
 Cheryl Watson
 Jane Utting
 Kristina Zeravica
 Doug Wade
 Edwina Davis
 Sally Wynter
 Tanya Motiani
 Olivera Mitreska
 Greg Smith
 Carolyn Matthews
 Rob Torode
 Gracie Wootton
 Debbie Filling
 Douglas Horn
 Molly McLaughlin
 Chris Dineen
 Daniel Schaub
 Peter Blanchfield
 Jenny Barr
 Michael Betts
 Con Lannan
 David Waterhouse
 James Ratcliffe
 Bella Anderson
 Roly Imhoff
 Chelsea Matheson

Photography

Heather Smith
 Jennifer Chiu
 Mike Howell
 Debbie Filling
 Douglas Horn
 Robert Merrillees-Larsen
 Andrew Catchlove
 Stefani Driscoll
 Trevor Cooke
 Ash Long
 Phil Taylor
 Terry Coburn
 Nicole Roache
 The Geelong College Archives
 Geelong Football Club
 Junior School staff members
 Middle School staff members
 Senior School staff members

FROM THE EDITOR

Modern day society brings with it a raft of new problems and issues for today's youth to navigate. This edition of Ad Astra looks at how the College's social and wellbeing program, TripleR, is meshed into our everyday learning to better equip our students to make the right choices. These life skills are vital in developing more effective and deeper learning, improving their understanding of the world and themselves, and cultivating a resilient attitude. Turn to page 14 to find out more about the three Rs – resilience, relationships and reflection.

Current educational research highlights the professional growth of teachers as one of the most influential factors in student learning. This research has led to the establishment of The Geelong College's new Centre for Learning, Research and Innovation for staff, parents and the broader community, which you can read about on pages 12 and 13.

The College welcomed its new Chaplain, Rev Tim Edwards, with a commissioning in the School Chapel back in March. It was a wonderful occasion shared with the College and Uniting Church communities. Rev Tim reflects on his role as Chaplain on pages 8 and 9.

The College places a strong emphasis on community service, and this year we have added a community service component to the Year 11 and 12 programs (page 16). This new initiative

builds on the Year 10 Fulfilling Lives experience (pages 22 and 23), which is life-changing for many. In the new program, our students are asked to complete 16 hours of volunteering to help others, establish new networks and make a difference. This will have a great impact on their development as it takes them outside of their comfort zone and changes their perspective on life.

Many Old Collegians are already out there making their mark in the world, as can be seen by those who received Australia Day honours earlier in the year (pages 42 and 43) and those who are being inducted into the OGCA Notable Old Collegians Gallery (page 51). I hope you will also be inspired by the passion and drive of two Old Collegians, who we caught up with to share their stories of empowering local communities in East Timor (pages 52 and 53) and following a dream in Melbourne's booming food industry (page 54).



Mike Howell
 Director of Community Relations

Vision

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.

Mission

The Geelong College is a Uniting Church co-educational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.



CONTENTS

- 2 From the Editor
- 4 From the Principal
- 6 From the Co-Captains
- 8 Chaplain's Corner
- 10 The Road to Success
- 12 The Centre for Learning, Research and Innovation
- 14 TripleR – Resilience, Relationships and Reflection
- 19 Forensic Science Holiday Program
- 20 Boarding Life
- 22 Fulfilling Lives at College and Beyond
- 24 Anzac Day
- 25 Carving Pathways
- 26 Reggio Emilia Study Tour
- 27 Courting Victory in New Zealand
- 28 A Band of Brothers
- 29 Head of the River
- 30 Careers Expo, Senior School House Music
- 31 Go Green Day, Friends of Enviro Garden
- 32 School Activities
- 34 Departures and New Staff
- 35 Annual Campaign
- 36 Annual Campaign Donor List
- 38 Message from the Foundation President

THE COVER

Year 10 students helped at primary schools in Tanna, Vanuatu, as part of the College's Fulfilling Lives program.

25

"Every Geelong College student is inspired and challenged to find their place in the outside world."

- 40 From the College Archivist – In Search of the Blue and White
- 42 High Distinction – Order of Australia
- 44 Farewells
- 48 Here 'n' There
- 50 OGCA President's Report
- 51 OGCA Notable Old Collegians Portrait Gallery Inductees
- 52 Changing the World One Seed at a Time
- 54 Recipe for Success
- 55 Off to a Flying Start – OG Football
- 56 Netballers Aim for Glory – OG Netball
- 57 Flying the Old Geelong Flag – OG Cricket
- 58 OGCA Events
- 60 Parent events
- 64 School & Community Events Calendar

FROM THE PRINCIPAL

Andrew Barr, Principal

“Human beings have an innate inner drive to be autonomous, self-determined and connected to one another. And when that drive is liberated, people achieve more and live richer lives.”

So says Daniel Pink, noted author, in relation to education, business and work in his book “Drive: The Surprising Truth About What Motivates Us”.

This follows an earlier work by Pink, “A Whole New Mind”, in which he emphasised that the new age facing education and business was about encouraging creativity and empathy. In that publication, he said there were six essential senses:

1. **Design** – moving beyond function to engage the senses
2. **Story** – narrative added to what’s developed, not just argument
3. **Symphony** – adding invention and big picture thinking (not just detail focus)
4. **Empathy** – going beyond logic and engaging emotion and intuition
5. **Play** – bringing humour and light-heartedness to what’s being developed
6. **Meaning** – the purpose is the journey, give meaning to life from inside yourself.

There are exciting developments in learning at our College in keeping with much of the sentiment in Pink’s work, although they are being inspired in various ways.

In a week of professional learning for our staff at the start of the year, Dr Helen Street, social psychologist and educator, provided us with some fascinating research of the greater power of intrinsic rather than extrinsic motivation in learning and meeting challenges.

In a way, there is nothing new in this. But the rapid development of the information age of more recent decades has had the potential for us to be lazier in the use of our mind. Information and knowledge, in its simplest form, is so available and easily accessible thanks to technology.

Some of our developments in learning – from the Reggio-inspired work in the Junior School, with its focus on curiosity, wonder and imagination, to the more project-based learning in the Middle School and the experiential learning gained through Year 10’s Fulfilling Lives and Politics programs, the Year 9 City Week and the Community Service work in Years 11 and 12 – are about making greater use of the brain through such stimulation. We know from research that this enhances the learning capacity of our students as well as providing a broad and rich educational experience.

This edition of Ad Astra is full of so many examples of deep learning in action, led by both students and staff together. The College’s new Centre for Learning, Research and Innovation, directed by Christine Shannon and supported by our College Foundation and Deakin University, is providing a great framework for professional learning and engagement with key experts in various fields. Beneficiaries have not only been our staff, but obviously students and the broader community, including our College parents.

The TripleR social and emotional wellbeing program also continues to gather momentum across the College with its emphasis on students’ development of resilience, reflection and relationships in learning.

Our aim through these various developments, as it always has been through the great history and traditions of our College, is to enhance the learning experiences, opportunities and outcomes of our students.



Don't forget the best years of your life!



JOIN OUR ONLINE COMMUNITY
OGCA.ORG.AU

FROM THE COLLEGE CO-CAPTAINS

Jassie Salvesson, College Co-captain

College means a sense of community, pride, belonging and participation to me.

The College has given me the opportunity to grow into the person I am today. I was the girl in Year 7 who was extremely shy, with a massively over-sized blazer and frizzy hair.

Now I am about to finish my final year of school as Co-captain of the College, thankfully with a blazer that fits and a newfound confidence to go out and participate as a member of the wider community, beyond the College gates.

A lot has changed since my awkward years and I write with a great sense of pride that if it wasn't for the College and all of the experiences and endless opportunities that the school gave me, I don't think I would be the person I am today.

I have been lucky enough to be involved with various school activities, ranging from sport to the arts, academics and overseas experiences. They have given me an understanding of learning, team spirit and the ability to interact with my peers, staff, different cultures and

communities. All of these activities have opened my eyes to situations that I normally would not have been exposed to.

The school has allowed each of its students to be accepted as individuals rather than just students – empowering us to achieve the best we can, and not settling for anything less.

It isn't until now that I realise it is true when people say "as soon as it starts it will all be over".

Previously I never really had to worry about being in Year 12 and completing the final examinations that in some ways will determine my future. And I think I speak on behalf of the class of 2014 when I say it is a scary thought.

The time of change is coming and in some ways, I am ready for the Geelong College chapter of my life to end and, in other ways, I am anxious to know what the future holds. I am so grateful for the skills the school has taught me and I know I will use them outside the College gates.

As a leader and a student I am acutely aware of the concepts of resilience, respect and responsibility. I wish all of my peers good luck for the journey ahead as we move towards our final exams.



Angus Wylie, College Co-captain

It has been an honour and a humbling experience to have been appointed as a leader of the College this year and I have loved it so far as I am sure all of the prefects have.

We began the year by coming together to explore ideas and goals, and immediately a common theme of community contribution dominated the discussion. Keeping the College's values in mind, we set ourselves some ambitious targets that we are still striving to achieve.

It was great to welcome all of the Year 9 students and other newcomers to Senior School and it has been inspiring to see how quickly they have settled in and begun to challenge themselves. We also welcomed many new staff who have all had a revitalising effect on the atmosphere here at school.

A highlight of the first term for me was having Merryl Nyikalawuy Gumitjmitj, an Indigenous gap student from Shalom Christian College, stay with my family for a month in Term 1. Merryl was clearly ecstatic and he instantly fell

in love with our College. As he showed a couple of current students from Shalom around the school, the smile on his face showed his pride in our College. Watching him stand up on a surfboard for the first time in April was an incredibly rewarding experience and once again his smile said it all. Merryl has become a great friend to me and it has been great to have seen him grow since arriving in February.

As part of our studies, all Year 11 and 12 students are participating in community service for different organisations, which has been very rewarding. It really has been an incredibly fun year so far and while studying has somewhat taken over, I think that all of us are thoroughly enjoying being the leaders of the College in our final year.

We all have a lot to look forward to beyond our end-of-year exams and we are all pushing each other to do our best. I cannot wait to see what the final chapter of school holds for me and my peers as we prepare ourselves for exams and life after school.



SCHOOL CHAPLAINCY AT THE GEELONG COLLEGE - A NEW DAY



Rev Tim Edwards, School Chaplain

I have been asked many questions and had many conversations since beginning my new role at The Geelong College this year, and one of the most regularly asked questions is: "What exactly is it that a Chaplain does?"

The first part of the answer to the question is provided via a position description I wrote for myself in the form of a poem to help me remain focused and remember the fundamental reason for my presence at the school.

BEING NOT DOING

- Be available, accessible and approachable
- Be warm, friendly and encouraging
- Be compassionate, kind and humble
- Be wise, discerning and aware
- Be genuine, honest and peaceful
- Be a Christ-like example
- Be a positive role model
- Be an attentive listener
- Be relevant, helpful and fun
- Be prayer-filled, gracious and patient
- Be full of faith, hope and love.

I am reminded almost every day of the fact that it is more important for me to "be" than it is for me to "do". I am certainly not perfect and I can't promise to deliver on each of these written statements without fault in every

circumstance and situation, but I do promise the entire school community that I will consistently attempt to do my best on a daily basis to live according to these expressed values and aims.

This sense of "Being Not Doing" is only the starting point however, and I also definitely believe in action and "getting on with the job" so I have hit the ground running this year in terms of levels of activity and progress, which helps to demonstrate the second part of the answer to our original question.

Our Mission Statement describes who we are when it says, "The Geelong College is a Uniting Church co-educational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world."

And our Vision Statement describes where we are going when it says, "The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever-changing world."

This means that we are a school linked to a church trying to inspire and encourage young people to learn, grow, find their place and contribute to the world around them, and to do so with care, innovation, passion, commitment and a sense of community.

One of the ways in which our school is ensuring that our students have the best possible opportunity to learn and

to grow is through the appointment of a School Chaplain to focus on the spiritual life of the school. The Chaplain's role by definition is to conduct Chapel Services, participate in school events, make a contribution to the classroom, provide pastoral care for the College community, and to be actively involved with the leadership of programs linking the College to the broader community.

We are aiming to provide a high-quality Chaplaincy experience, encouraging the ongoing personal development, growth and maturity of all members of the College community not only physically and emotionally, but also spiritually. The four key areas of focus for Chaplaincy are chapel, classroom, care and community.

I have taken inspiration from my colleague Rev Graham Bartley, of Wesley College, for the third and final part of my answer.

Graham wrote that because "all schools are different in their history, context, culture, and expectations for chaplaincy;

and all Chaplains are different in their experience, training, personality, age, passions and energy; it is best to keep your focus on discerning what you, The Chaplain, in particular have to give to this school community in particular, and simply keep trying to offer that – with God's help".

In line with this statement, I will continue to play my part in educating and supporting our school community by offering my energy, passion, training and experience in any area where I can add value. I would love to become further involved with football, athletics, school musicals and choirs, adventures, excursions and other community service activities – all as part of the role of Chaplain.

I thank you all for the warmth, encouragement and support you have shown me thus far as I have stepped into the role.

May God Bless each student, staff member and family connected to The Geelong College.

Commissioning Service for the School Chaplain

About 180 people from the College and Uniting Church communities came together in the Chapel on 19 March to witness Rev Edwards' Commissioning Service as the College's new Chaplain.

Students, staff and parents from across the three schools were actively involved in the service, through music, readings, prayers and candle-lighting, and guests from the Uniting Church in Australia joined Principal Andrew Barr and Council Chairman Hugh Seward to officially commission and welcome Rev Edwards to his role.



Easter Service 2014

The entire College community, including students, staff and family members from all three schools, gathered on the Middle School Oval to participate in an inaugural whole-of-school Easter Service on 4 April.

Students from all three schools participated in the service through prayer, the reading of Scripture and the lighting of candles and College Chaplain, Rev Edwards spoke of a message of love for all to reflect upon at this important time in the Christian calendar.



THE ROAD TO SUCCESS

Adrian Camm, Head of Teaching and Learning

Failure is a concept we are all familiar with.

In school you passed or failed. You made the football, basketball or chess team or you didn't. And if you did fail, perhaps your parent or guardian was there to tell you, "it's okay, you tried your best", or "don't worry about it, we will try harder next time".

Except in rare circumstances where a student's intrinsic motivation, life at home and self-belief are in perfect harmony, the most likely result from failing is that they will expect to perform similarly on similar tasks in the future. Failure has traditionally engendered a feeling of incompetence or helplessness in most people.

Bernard Weiner states in "Perceiving the Causes of Success or Failure" that when one thinks of success or failure, the four factors that come to mind are effort, ability, luck and difficulty. The first two factors are features of the student, while the last two are predominantly external. When the emphasis is on how students are performing, the perception of static intelligence is perpetrated throughout the community in phrases such as "I was never any good at maths". This mindset is the ability mindset, and hints at the fact that no matter how much effort they put in, they are just not that intelligent when it comes to mathematics.



In the classroom, students typically take a test or perhaps write an essay. These assessments are summative and, depending on the circumstance, one could argue that the student learns very little about the process – irrespective of the depth of feedback from their teacher. The student either fails or passes, and they move onto the next topic.

With the realisation that the world has changed dramatically in the past decade, there has been a call for all children to acquire "21st century skills". This has placed an increased emphasis on persistence, resilience, problem solving, critical thinking, communication, collaboration and real-world learning. This approach to education, while enhanced by technology, builds on the work of early experiential learning theorists, with pedagogical and curriculum approaches like Project Based Learning (PBL) being used to ensure students see failure as an essential element on the road to success.

PBL differs from traditional approaches by shifting responsibility to the learner. The shift is from the learning of basic skills to the pursuit of concepts – driving questions and student interests. PBL is cross-disciplinary, interactive and participatory, and establishes in students a desire to find out an answer or to create a product that has a real outcome. Not only are students engaged in meaningful and relevant work, they are going deeper and tangentially, broadening their knowledge base, engaging in systems thinking and developing varied methods of communication, leadership, interpersonal skills and creativity.

Alongside the many rich and diverse programs already on offer across the College, we are starting to see a number of exciting new projects commence that are utilising PBL methodology. From investigating the question "Does the physics of Angry Birds equate to real-world physics?" by using sophisticated video analysis techniques, to Year 8 students coming together to run environmental awareness campaigns. A group of Senior School students who started a "Q&A" style forum, similar to the ABC television program, are putting democracy in action and encouraging young people to engage with politics and society.

Students in Year 6 are launching their own TEDx event, modelled on the United States' annual Technology, Entertainment and Design conference. TEDx events comprise a suite of short, carefully prepared talks, demonstrations and performances on a wide range of subjects to foster learning, inspiration and wonder, and to provoke conversations that matter. Along the way, students learn about the persuasive power of stories, speech writing, the use of visual imagery to convey or augment a message, stagecraft, audience, body language, mindfulness and techniques for overcoming fear and nervousness.

The Cre8 Independent Project sees students investigating an area of interest and being guided in the development and their understanding of self-directed learning. In the Junior School we see imaginative play and the sheer enjoyment in learning outdoors, as well as the experimentation with different cubby designs.

Teachers, as our lead learners, are also involved in various new learning projects such as facilitating collaboration between artists and musicians to create handmade musical harps; analysing the effectiveness of new technologies in various learning contexts; to our Library staff investigating the creation of a MakerSpace that encourages whimsical and powerful learning by inventing, tinkering, exploring and creating with objects ranging from computers and electronics to simple recycled materials.

All of these projects encourage a mindset where ability is seen as something that can be developed. They reflect a true learning culture; one in which we are all learners and all teachers.

Fear of failure often holds us back from learning all sorts of new skills, taking on risks and tackling new challenges. But when it is actively encouraged through collaborative and authentic projects, students develop resilience and realise that failing is just one step along the way to deeper learning and success.

PASSION PROJECTS

Olivera Mitreska, Early Learning 4 Teacher

The Early Learning Centre uses project work to inspire and motivate our children. Projects based on the children's interests and passions create enthusiasm and a genuine joy for learning, and this is one of the most important qualities that we want to instil in our children.

In Term 1, we found many of the children had enjoyed spending time at the beach over their summer break. During the children's explorations they had noticed rock pools with crabs, sea stars and sea anemones. The excitement about their discoveries inspired the other children and so a sea life project was born.

We explored our thoughts about these ideas in various ways – the children drew and painted their ideas, they danced and sang songs and even role-played through imaginative play. They learned patience and respect for each other as they developed the confidence to share their own ideas with the group.

Projects also provide great opportunities for children to develop their skills as researchers. They asked questions, solved problems, hypothesised, experimented, reflected and revised their ideas.

We arranged for Wild Action to bring their Rock Pool Discovery program to the ELC to further investigate this project. The children had an exciting morning exploring and learning about sea life in an interactive way.

Cillian: "The shark egg looked like a Christmas tree and there was a baby shark inside it."

Lauren: "A sea horse can hold its tail on some seaweed. A daddy carries all the babies in his tummy not the mummy, so the daddy has the babies."



THE CENTRE FOR LEARNING, RESEARCH AND INNOVATION

Christine Shannon, Director of Professional Learning and Research

We explore ideas about learning and investigate new ways to teach and learn. We believe in the genius in everybody. #everybodygenius



Current educational research highlights the professional growth of teachers as one of the most influential factors in student learning. The Centre for Learning, Research and Innovation aims to create meaningful professional learning opportunities for Geelong College staff, students and parents, and for teachers and schools in the region.

We recognise learning as an active, dynamic behaviour that emerges from interactions between the human brain and the social world. As a community of learners we are committed to understanding the science of learning and the art of teaching.

The Centre is a collaboration with Deakin University and supported by The Geelong College Foundation. An Advisory Committee guides the planning of the Centre's programs and identifies opportunities for research and development.

The Centre is intentionally for the benefit of The Geelong College staff and students, but its work expands to include a much broader range of participants. It provides teachers, students and parents with the opportunity to develop a greater understanding of learning, with a focus on meaningful teacher research. The Centre invites educators from other schools to learn with us and use our facilities.

A growing number of Australian and international schools are developing similar strategies. Establishing our Centre for Learning, Research and Innovation puts us in a position

to link with these schools, and with universities and research centres around the world, to learn from them and with them, and to be in dialogue with experts in pedagogy, cognition and neuroscience.

The central goal of professional learning is positive educational change. There is no doubt that the world that awaits our students when they leave the College gates is very different from the one that greeted previous cohorts of graduates. Young people have always needed to be resilient, inventive, resourceful and collaborative, but now they increasingly need to be able to process information visually, digitally and verbally, across culturally and geographically diverse contexts. They need to be able to make judgements about the validity and relevance of a multitude of information.

We believe that it is incumbent upon us as teachers to equip our students with the skills and knowledge they need to navigate their way through this world. Our professional learning program aims to advance our knowledge, skills and understandings in ways that lead to changes in our thinking and classroom practice, resulting in improved student performance.

Tuesday afternoons are scheduled as a time for collegial professional learning. Teachers collaborate with their peers, researchers from Deakin University and colleagues from schools in our region. Learning at these times takes the form of action research projects, curriculum workshops, projects with experts in residence or external speakers, and the sharing of practice with colleagues.



Kirin Heard, Dr Sarah Jones, Christine Shannon and Amanda Jackman.

The Centre provides the broader community with opportunities to engage with external experts on a range of contemporary issues in education, health, science, politics and the arts. Our monthly Lecture Series attracts parents, students, teachers and interested community members. We host seminars run by professional organisations ranging from two hours to full day sessions. We encourage the use of the College's facilities not only by school educators but also by other groups similarly keen to develop the learning of their practitioners.

We will increasingly have access to the works of many established and new educational thinkers to guide us, but our most valuable guides will always be the students we teach, and our biggest challenge will be how to be learners like them – open to new ideas, full of curiosity and driven to investigate.



The Grigoryan Brothers.

Grigoryan Brothers

On 6 March the College's new Centre for Learning, Research and Innovation hosted world-renowned guitarists Slava and Leonard Grigoryan. The brothers ran master classes during the day for students from the College and surrounding schools. They had members of the broader Geelong community spellbound that evening as they performed a series of original and classical works in an intimate concert in the Keith Humble Centre for Music and the Performing Arts. The event was the first held under the auspices of the new Centre.

Melinda Tankard Reist

The Centre presented Melinda Tankard Reist's "Too Sexy Too Soon!" talk on 6 May. Melinda spoke to parents, staff and the wider community about the effects of an over-sexualised society on the self-image and attitudes of children, and she raised strategies to smooth the path.

Dr Sarah Jones

Monash Medical Centre Research Fellow Dr Sarah Jones delivered the Centre's first Sir Frank Macfarlane Burnet Lecture at the end of May. Sarah's specialty area is autoimmune diseases such as rheumatoid arthritis, lupus, colitis and psoriasis. She inspired Year 11 and 12 students from Geelong College and other regional schools with a message that hard work, not ability alone, was the necessary ingredient to achieve one's goals.



Melinda Tankard Reist.

tripleR

Resilience - I can.
Relationships - I care.
Reflection - Now I see.

Joan Gill, Director of Student Wellbeing

Research has shown that teaching social and emotional skills improves the quality and learning capacity of students. Our framework for wellbeing is called "TripleR" – resilience, relationships and reflection. It is integrated into the College's program from Early Learning through to Year 12.

Take a moment to think about a time when fear blocked your ability to learn or perform a task. We've all had those moments. Now recall a moment of mastery and the wash of positive emotions which can accompany the sense of accomplishment. All learning is influenced by how we feel about ourselves and others. It's intrinsically social and interactive. Given the interdependence between emotions and learning, it seems self-evident that schools have a responsibility to teach skills to build emotional and social health.

Socially and emotionally healthy students will be self-aware and able to regulate their emotions, including managing stress, controlling impulses and persevering to overcome obstacles. They will also be socially aware, empathetic and

appreciate similarities and differences among a range of groups, both in school and in the wider community. They will be able to make good choices for themselves and in their relationships, and resolve conflict constructively. They will apply these skills in academic and social situations and will be motivated to contribute to the wellbeing of their school and community.

The three themes of resilience, relationships and reflection interplay through social and emotional learning at all levels. TripleR encompasses specific age-appropriate programs, developing important life skills across all ages. For example there is compelling evidence that regular mindfulness practice helps manage stress as well as improve concentration and retention. That's why we begin the experience in Early Learning and carry it through to Year 12.

Successful people set goals and an important TripleR priority is for all students to set regular goals. The process of review as a collaboration between the teacher and the student is arguably the most important aspect.



Transition points offer many opportunities for significant social and emotional growth. TripleR programs are designed to support students to confidently take the next step. Very careful planning allows the Prep children to not only make the social and emotional adjustments for a successful transition to school, but to start the development of sound reflective learning habits. They take on learning goals, talk openly about resilience and learn how to be a friend.

On entry into Middle School via the Enviro year in Year 4, TripleR will implement the "Friends" program. The World Health Organisation-endorsed program promotes self-esteem, problem-solving skills, psychological resilience, self-expression and positive relationships with peers and adults.

As Year 7 students take more responsibility for their own learning in a much more diverse peer group, they are encouraged to look at goal setting as a way of understanding their strengths and weaknesses as learners. Cyber awareness programs are timed with students' laptop acquisition and work around strong values as the basis for flourishing friendships and pro-social behavior lay the foundation for leadership in Year 8.

A coherent and developmental approach to Sexuality Education has been an important TripleR priority throughout Middle School and Year 8s are involved in the Health Access program called Docs and Teens, where a local GP opens up conversations around puberty within the context of building healthy, respectful relationships.

Particularly important in Middle School is the implementation of restorative practices as a powerful model for constructive conflict resolution.

Year 9 Retreats at our outdoor campus, Mokborree, offer a peaceful rural landscape in which to explore key TripleR priorities. By augmenting the extensive transition work done in House groups, all Year 9s practise mindfulness and set themselves goals using the tranquility of the outdoors as a perfect setting for quiet reflection. They have the opportunity to get to know new students and forge new friendships. Gender-based discussions around body image encouraged them to think about the sorts of pressures they might experience in their adolescence.



Practising mindfulness at Mokborree.



Heath Black with College students.

Back at school, TripleR classes across Years 9 and 10 focus on a range of issues around making good decisions, being responsible, understanding mental illness and becoming socially aware.

TripleR sessions at Years 11 and 12 are designed to support students both in their final years and on the pathways they take beyond the College. They are encouraged to look at ways of managing the pressures they face, and to be confident about making sound, positive and responsible decisions.

Recent gender-based forums encouraged students to challenge the social pressures to behave in ways that demean and diminish their worth as young men and women. Melinda Tankard Reist challenged the girls to be aware of how the media has set them up to be dissatisfied with their bodies in order to "sell" an image which is both unrealistic and highly sexualised. Former footballer Heath Black shared his own story of recovery from a pattern of self-destructive behaviour which led to his demise from the AFL.

Two quotes below are typical of the positive responses to the forums, firstly from a Year 10 boy and secondly a Year 9 girl.

"Heath Black's talk was very interesting and I gained a lot out of it. I thought it was a lot easier to understand the information presented as we were split into an all-male class. Overall I would recommend the talk to all males because I think everyone could take something out of it."

"We really loved the talk as it made us more conscious of the media and the strong messages it sends in subtle ways, and all the media's mistakes that have led to the sexist society we are living in today."

Finally, the TripleR program supports and is supported by a very strong welfare team across the College including pastoral staff who care for the individual needs of students on a daily basis. The College Counsellors, Chaplain, Learning Mentors, Heads of House, Learning Support, tutors and classroom teachers all take responsibility for social and emotional learning in their daily interactions with students.

YEAR 11 AND 12 COMMUNITY SERVICE PROGRAM

David Curnow, Community and Indigenous Service Coordinator

The Community Service program at Years 11 and 12 complements TripleR and our Year 10 Fulfilling Lives program in promoting active involvement in service for and with others, and the sense of wellbeing this brings.

Our Senior School Community Service Program's fundamental aim is to provide pathways for our Year 11 and 12 students to get involved in our community, expand networks, gain new perspectives and help others in a more meaningful way. They complete 16 hours of service through the year, helping others where they have a strong interest or passion.



Students Sabrina Lewicki and Sarah Cook at the garden and mural they helped complete at Belmont's Kalkee Uniting AgeWell centre with students from five Geelong schools.

Our students volunteered in activities such as surf lifesaving, mentoring others, reading with others, gardening with groups, animal welfare, helping the homeless, working with the disabled, joining volunteer groups online and linking with organisations to explore future responsible pathways in sport, music, language, culture and more.

The program aims to increase our students' awareness of social justice and the complexity of issues that face our society today, and to inspire them to make a difference. It also gives our students a wonderful opportunity to increase their learning capacity by trying something new or doing something they are passionate about.

Year 12 students Eliza McGrath, Nicholas Cayzer and Nick Malishev reflected on their community service experiences.

"Being involved in community-based projects (Relay for Life, Rotary Club) has given me a greater understanding of how important and valuable assisting in the community can be, and also how enjoyable and personally rewarding it is," Eliza said.

"I have done about 30 hours of surf lifesaving community service this year, as well as doing several Rotary projects including the car show in Torquay. The community service I have done is very fulfilling and definitely enjoyable as most of the time you do it with friends and you get to enjoy the feeling of helping others, with others," Nicholas said.

"This year I have been involved with Rotary through family connections, I have enjoyed being able give back to the community and fundraise for projects that can have a huge impact on other people's lives," Nick said.

THE MINDFULNESS HABIT IN YEAR 12 PSYCHOLOGY

Cheryl Watson, VCE Psychology teacher

My favourite quote from William James appeared in the first textbook of psychology, Principles of Psychology, where he wrote: "My experience is what I agree to attend to. Only those items which I notice shape my mind – without selective interest, experience is an utter chaos. ... It (attention) implies withdrawal from some things in order to deal effectively with others, and is a condition which has a real opposite in the confused, dazed, scatterbrained state which in French is called distraction, and Zerstreutheit in German."

VCE Psychology students study consciousness, memory, learning and neuroplasticity. These are all concepts in which attention plays a pivotal role in the cognitive processes that result in information being retained through structural changes to the brain, so the Year 12 classroom seemed a natural setting for some 19th century attention and mind-shaping, rebadged as "mindfulness".

The students conducted experiments on multitasking, and the results clearly showed that multitasking was a myth. The students' classroom experiences were enhanced by a visit from Dr Jeffrey Schwartz, a leading expert in neuroplasticity. He emphasised the value of developing good habits and the role of both good and bad habits in shaping the brain.

The introduction of mindfulness practice in the Psychology classroom has shown that reversing the habits of distraction was challenging for many students. The pressure of a content-heavy VCE curriculum means there isn't always time to practise as much as we would like to, but as students are exposed to the increasing evidence of its value – in the classroom and through the TripleR program – they are more likely to develop mindful habits.

DOCS AND TEENS

Jane Utting, Head of Physical Education and Health

The new Docs and Teens Year 8 health access program is breaking down barriers between doctors and students.

Research has found key areas of concern were suicide, road trauma, depression, drug and alcohol abuse, sexual health, eating disorders and bullying. For young people to respond successfully to these health challenges, they need to know how to access supportive health services in the community.

The Geelong College became involved in the Docs and Teens program with Headspace Barwon and Geelong GPs last year, with students participating in two two-hour workshops facilitated by local GPs and Geelong College Health teachers.

Through a series of planned, structured and sequential activities, the workshops aimed to raise awareness of issues that young people may face; increase their knowledge of the range of health services in the Geelong area; provide education about accessing GPs and health services; and discuss general health and risky behaviours.

A "who/where would I go to if..." role-playing decision-making exercise proved to be a powerful learning experience for the students. They could choose from a range of agencies, family, friends or teachers to get advice and it was reassuring that the "parents" option was chosen often. The students learnt at least two or three different services could help them with each health issue they might encounter, as well as family and school services.

Docs and Teens will return in Term 4 for this year's Year 8 students.

GOAL SETTING AT YEAR 7

Kristina Zeravica, Year 7 Coordinator

"The value of goal setting is the effort and determination that you put into achieving the goal and the new experiences. You also achieve something that is harder than you have aimed for before." Ciara Philpott (Year 7)

Our Year 7 students kick-started the goal setting process at the very start of the year during the three-day induction, through activities which focused on exploring their understanding of the purpose of setting goals, understanding their strengths, and how this knowledge can influence the kinds of goals they set.

Students then had the challenge of setting a goal for Term 1 – some chose short-term practical goals, such as keeping their lockers organised or writing their homework in their Student Planners. Others chose subject-specific goals or personal goals related to their interests outside of school.

As the term progressed, students assessed whether the goal was still relevant and how they were tracking. Students realised the importance of selecting goals that were genuinely important, or else they risked losing interest if the goal was set to please someone else.

Some students decided to set new goals in Term 2, while others have stuck to their long-term goals from Term 1. Either way, they are engaged in goal setting and in doing so, are developing into agents of their own learning.

STARTING CONVERSATIONS BY SWITCHING OFF

Doug Wade, Year 4-6 Level Coordinator

People are constantly engaging with technology in our world. If they are not watching television, they are checking their phones or working on their computer. As a result, social interaction has significantly reduced.

As children are engaging more and more with technology, it is becoming increasingly important for students to develop their social skills, such as how to relate to others, how to be responsible, how to choose, how to cope with problems and how to think.

Within TripleR, teachers have developed a program for Year 5 students that addresses many of these issues by encouraging teens to develop problem-solving skills. Conversations have focused on what happened, what was the thinking behind the behaviour, who was affected and how. These conversations always include discussions about feelings.

It's important for children to be able to confront issues that negatively affect others and develop skills to repair relationships between their peers. Teachers have encouraged the children to analyse their behaviour and develop their "moral compass" when faced with everyday situations.

In Year 6, the TripleR focus has been on developing leadership skills, as each of the students is a member of one of the service committees established at this year level. At Year 4, TripleR will involve trialling the "Friends" program this year. This 10-week program, delivered by our School Counsellors, Cathy Thornton and Kate Scully, aims to help children develop resilience and positive life-coping skills.

BOUNCING BACK

Edwina Davis, Deputy Head of Junior School

TripleR in Junior School aims to develop important life skills such as resilience, respect and building quality relationships.

The Bounce Back Resilience program, concepts of The Play is the Way Behaviour Education model and Restorative Justice practices develop an understanding of how to manage and regulate the emotions of children as they play and learn together. Play is the Way sessions involve active class games that develop responsible decision-making, resilience and empathy.

These social and emotional learning lessons also teach five key principles: Treat others as you would like them to treat you; be brave – participate to progress; pursue your personal best, no matter who you work with; have reasons for the things you say and do; and it takes great strength to be sensible.



The students are also introduced to the concept of mindfulness by taking regular short, specific breaks in their day. It has proved to be a powerful tool for the children as it sets a calm, reflective tone, which helps promote an optimal learning environment.

The students are encouraged to face their fears and build the optimism that helps them rebound when things go wrong. Winning and losing with grace is one example of an essential life lesson to be experienced and explored at this level.

Our Year 8 leaders visit the Junior School twice a week to offer their skills and help promote a culture of having fun and playing fairly. Through the buddy program, the Year 3 students also develop leadership and responsibility skills by forming ongoing relationships with our Prep children.

In line with the Reggio Emilia philosophy, teachers also look closely at each student in order to be fully aware of their talents and personality traits. Restorative chats and empowering language also guide our students to question and reflect on their actions.

Students are better prepared for learning when their social and emotional needs are integrated into their daily lives.

WHAT DO WE MEAN BY NOTICING?

Sally Wynter, Year 3B Teacher

Noticing is the act of noting or observing; it is about perception and attention. It is a fundamental practice that we use in everyday teaching to meet the needs of all students and it relies on a commitment to build collaborative relationships with children and their families.

In 3B, the children are learning the skills to notice and observe so that they can be the third teacher for one another, by reporting feedback clearly and thoroughly to their peers.

We have been practising these skills in reading circles, spelling groups, Numeracy, Inquiry and in Writer's Workshop. The students decided they needed to develop individual learning goals to help them develop new skills in listening and responding so they developed goals titled "My Goal as a Learner".

Emma: "To listen to teachers and others to help me as a learner so that I can get lots of information to connect my ideas."

Takoda: "To listen and talk to others to share what we all know and don't know. To not only listen to Mrs Wynter and the class but to give advice to others. To try to talk about other things so I can ask more questions to find out more and so that I can take more risks so that I don't just stay on the one track."

MINDFULNESS IN ELC

Tanya Motiani, Early Learning 3 Teacher

For children, mindfulness is simple, innocent, not self-conscious, even playful. The Geelong College infuses simple mindfulness practices in the Early Learning Centre as part of the daily routine to slow down the energy in the room and re-orient that energy into an awareness of the present moment.

Dr Craig Hassed, an internationally recognised mindfulness expert from Monash University, believes children have a natural disposition to mindfulness and that "mindfulness is such an important life skill that it's a core part of education from the very beginning". Dr Hassed trained a number of College staff in 2013 and many of us are now seeing the benefits, not only in the children but in our colleagues.

In EL3, I like to gather the children into a circle before softly striking the "mindful bell", a small hand cymbal. We then sit or lie still, eyes closed, become aware of our breath, our minds and our hearts, and listen to meditative music.

Mindfulness can enrich the whole school environment and through it we can aim to reduce or eliminate problems in later school years – especially if we start with very young children.

Some of the thoughts of our three and four-year-olds:

Lola: "I think mindfulness means taking care of each other."

Eamon: "Yeah, by resting our brains."

Emma: "It feels really good!"

Charlie: "The breath comes from right down in your body."

Oscar: "I could hear my tummy moving when I was breathing."

Sage: "My tummy goes up and down, up and down."

Charlie: "Your breath is the wind."



FORENSIC SCIENCE HOLIDAY PROGRAM

During the first week of the April holidays, 60 young scientists joined a program at Middle School to deepen their understanding of science and learn new skills on a two-day Forensic Science camp.

Students from Geelong College and around the region investigated a murder on a cruise ship with thousands of suspects and solved the crime using techniques usually seen on television, including taking finger and lip prints, measuring blood splatters and interrogating suspects.

The Years 5 to 8 students were challenged in many ways, using problem solving skills, teamwork and science to solve the crime, while making new friends.

The College will look to expand on this holiday program next year, as it received demand well beyond the 60 places available.



BOARDING LIFE

MACKIE HOUSE

Greg Smith, Head of Mackie House

It has been another busy start to the year in Mackie, notably marked by the influx of 23 new boarders, one more than the 22 boys continuing on from 2013. This is the largest intake that I can remember in my 21 years' association with Mackie.

The boys came from a broad range of backgrounds and, by virtue of numbers, this seems to have enriched and adapted the culture in the House for the better.

The boys returned to air-conditioned Common Rooms and this provided some very welcome respite from the summer heat. The Year 9 and 10 boys are continuing to study in the Common Rooms, while the new study space in the Year 12 Common Room seems to have been well-received.

The move to this new study arrangement has resulted in a more productive use of prep time. It has also encouraged the younger boys to use the academic tutors more, as the tutors also work in the common areas.

The boys are also enjoying the House's new wireless internet access, especially the Year 11 and 12 students, who can now work uninterrupted in their rooms without having to trek to the kitchen to plug in.

As the mid-year exams bear down on us, the end of term will be upon us before we can say "Jack Robinson", and another very full and productive semester in Mackie House will draw to a close.



Rob Torode (Year 12), Mackie Captain

This year we wanted to do more to help the new students bond and the old boys get back in the swing of things, so we decided to have group activities with Mossgiel and Mackie more often. From movie nights in the Cloisters to yum cha at China Town, we've been making an effort to make everyone feel at home and strengthen relationships within the Houses. The boys have loved it so far.

Fun and games aside, almost all the lads have been vigilant about their study times. The tapping of laptop keys and scratching of pencils is a constant reminder that the boys are striving to be the best they can and it also reminds me that I need to be the best I can be as well.

The boys have also made strides in sporting, musical and extracurricular activities. Johnson Ho has amazed the House and the College with some absolutely astounding performances on the piano, Jonathan Ng showed off his fish-like talents in the swimming pool and Lachlan Holdsworth made the Australian team for shooting.

The Boarding House has been my home for almost three-and-a-half years now and I'm doing my best to make it through Year 12, and making an equal effort with the younger boys to ensure future great generations of Mackie to come.

MOSSGIEL HOUSE

Carolyn Matthews, Head of Mossgiel

Upon settling into Mossgiel, most girls realise fairly quickly that they are now part of a community and that living in a community has terrific benefits but it can also have its fair share of challenges.

To help guide our interactions with one another, the girls developed a Mossgiel Mantra, a statement of what was important to the girls and how they would like to be able to live their lives in our boarding setting.

The girls came up with a common set of values. These include communication, respect, personal space, trust, inclusiveness and hygiene.

At the start of every year, the House comes together and reviews the Mantra to ensure that it is reflective of the current cohort.

As part of this, Mossgiel has an MM Award recognising girls who live out the Mantra in their actions and interactions with others. The awards are presented at our weekly meeting and the girls receive a certificate and gift voucher, recognising their contribution to the House.

Gracie Wootton (Year 12), Mossgiel Captain

After a long stretch at home over the summer break, the girls settled back into much of the same routine at Mossgiel, but also with many changes this year. After the departure of a large Year 12 group, the girls thought many rooms would be left bare, however we have been lucky to welcome just as many new students from across all year levels.



Mackie and Mossgiel Houses combined to raise about \$500 for the RCD Fund through a Boarders' Weekend brunch in May. The event attracted 70 people, including parents and staff, for brunch, trivia, a raffle and lucky seat prizes. The RCD Fund supports research into brain cancer.



Donald Howie, Brendan and Fiona Schutt and Sue Howie



John Walmsley, David Sadler and Andrea Plantinga

The introduction of weekend activities have given the new girls lots of chances to settle in, and the old girls time to catch up. A trip to Chadstone, a footy match in Melbourne and an outing for yum cha were just a few of the new organised events, along with the annual Boarder's Day in Lorne.

Various changes have occurred within Mossgiel, including the arrival of our very first air conditioners! Although many may not think this is much of an exciting addition, the boarders have loved cooling down after the hot days at school compared with previous years.

A more significant change has been the departure of Mrs Cheryl Watson from Mossgiel after taking the role of Head of Science at day school. She will be greatly missed for her cool head whenever "crises" strike, her kind nature and her wise psychology words. The girls are all excited to have gained two new tutors, Mr Paul Conway and Mr Gerard Donovan.



Join Our Boarding Family



Develop independence, make lifelong friends and benefit from quality study time and academic tutoring as part of The Geelong College boarding family.

Experience living and learning with us, phone (03) 5226 3190 to arrange a visit to our school.



geelongcollege.vic.edu.au

FULFILLING LIVES AT COLLEGE AND BEYOND

Debbie Filling, Outreach Coordinator

Year 10 students have had a unique opportunity to step outside their comfort zones and into the shoes of others through the College's Fulfilling Lives program.

The Fulfilling Lives program expands the classroom by taking Year 10 students out into the world. They have the opportunity to connect with a different culture, community group, or way of thinking and living. During this experience, learning occurs on many different levels and in many different ways.

It is a truly personal journey for each student – irrespective of how many other students participated in the same program, or whether they travelled as far as South-East Asia or within the Greater Geelong and Melbourne communities. Each student has returned with their own thoughts, reflections and experiences that will help shape them as they become young adults.

The immersion opportunities and daily experiences allowed each student to develop a greater awareness of themselves and also the needs of those they met.

To quote Atticus Finch in Harper Lee's *To Kill a Mockingbird*, "you never really understand a person until you consider things from his point of view... Until you climb into his skin and walk around in it".

Many of our students had the unique opportunity to walk a few steps in the shoes of those they met; whether it was by living in the very simple dormitories of Lenakel Presbyterian College in Tanna, experiencing daily life in the village of Mentu in Borneo, immersing in Indigenous communities in central Australia, or sharing a meal with refugees in Footscray.

These experiences will help our students develop persistence, resilience, understanding and empathy, as well as gain knowledge and awareness from engaging with the community they visited.

The Fulfilling Lives program also focuses on community service – the value of doing and giving – to help inspire our students to make a difference and be positive contributors to our world.

This year our students gave service to a range of wonderful people and in doing so, stepped into the shoes of others.

Community projects completed by our Year 10 students during the Fulfilling Lives program this year:

- » Borneo – Built an outdoor community stage at Mentu Village, Malaysia
- » Borneo – Painted murals to represent our partnership on the school buildings at Mentu Village school
- » Borneo – Helped teach English at Mentu Village school
- » Thailand – Huay Nam Rin Children's Home, Mae Rim, Chiang Mai – helped prepare foundations for an extension to the boys' dormitory
- » Thailand – Played with the children at Vien Ping Children's Home, Chiang Mai
- » Thailand – Built a new toilet block at Ban Mae Kee Village Kindergarten
- » Tanna – Worked in the classrooms with three local primary schools on the island of Tanna, Vanuatu
- » Tanna – Assisted in the classrooms and helped around the school at Lenakel Presbyterian College
- » Tanna – Helped with the community garden at Lenakel
- » Anangu – Worked with the Indigenous students at Nyangatjatjara College, Yulara, NT
- » Anangu – Shared time together, built friendships and acted as role models to assist Nyangatjatjara College students who travelled with us to Cave Hill in the APY Lands of SA
- » Anangu – Helped to clean Pete Nyangu's home at Ngarutjara, APY Lands, SA
- » Lilla – Worked with the children at Watarrka School, NT
- » Lilla – Cleaned and painted a house at Lilla, NT
- » Lilla – Helped with the market garden at Wanmarra, NT
- » Yipirinya – Helped Indigenous children in the classrooms at Yipirinya School, Alice Springs
- » Yipirinya – Service projects at Yipirinya School: helped organise a family day, re-sorted books in the library, prepared and served food to the children and families
- » Refugees – Spent a day participating in outdoor adventure activities with refugee students from North Geelong Secondary College
- » Refugees – Interacted with newly arrived refugees (non-English speaking) at Diversitat, Norlane
- » Cottage by the Sea – Built a fire pit for use by disadvantaged children.

What was the most worthwhile experience during your Fulfilling Lives program and why?



"I felt like we all really did something to help out others that may not have all that we have."
Brit Fowler, Anangu



"Helping the first orphanage we went to, because I felt like we were really making a difference to the lives of the children at the orphanage and doing something worthwhile."
Harrison Brown, Thailand



"Presenting our work at the house to the community...because the gratitude given to us was a really good feeling; it showed that we really had made a difference."
Will Carr, Lilla

"I understand that donations do mean more to others, the volunteer work made me feel good and I now want to incorporate more into my life."
Hollie Rochow, Cottage by the Sea



"This experience made me realise that I want to travel, but not just to see new places. I want to travel as a doctor to places like Mentu to help the people there."
Mardi Stapleton, Borneo



"Helping the children to enjoy school, it is important at the school to have good attendances and by being there and making school fun, we helped to do that."
Jasper Bingham, Yipirinya

"The day with the refugees... gave an insight into different lifestyles and cultures but was a healthy reminder that they are just like us with some very similar interests."
Alex Witherden, Refugees

"From my experience in Tanna I would like to be more grateful for what I have and to be more selfless and put others in front of me like the people at Lenakel did."
Harry Shannon, Tanna

ANZAC DAY



The Cost of War

Douglas Horn, Year 12 student

While on exchange in France I visited the town of Villers-Bretonneux and the grave of ex-Collegian Henry F Pillow, as well as the mass memorial for soldiers without graves where I also found the name of his cousin, R J Fairman.

Looking out at the memorial, it struck me how many graves there were, yet how small a part of the total war this place represented. The sheer magnitude of death that the war wrought was something I had never attempted to fully comprehend until that moment.

Being away for only six weeks and in the care of a family, I found myself very homesick after arrival. I cannot begin to imagine the horror it must have been for the soldiers who had come here to fight in a gruesome war, in a completely alien place some of them may never even have heard of before.

However it was moving to see the memorial outside a school in Villers-Bretonneux dedicated to the Australian soldiers who had died to recapture the village. While my visit to this area highlighted the disaster war can create, it also showed the positive connections and relationships war can form, which was encouraging when surrounded by so many reminders of death.



Lest We Forget

Geelong RSL's Graham Rawlins addressed Middle and Senior School students, asking them to respect and revere those who had died or suffered because of war, and to create a future where there would be peace.

At Junior School, our youngest learners explored the meaning of peace and created memorial symbols such as poppies to help them understand the meaning of Anzac Day.

As the Last Post sounded and the names of each of the Geelong College fallen were read out, students reflected on the lives of these young men and women, those who died and those who returned, and gained a new perspective of war and its consequences.

Meanwhile, Year 11 student Robert Merrillees-Larsen travelled to Gallipoli, where he laid a wreath before the Anzac Day Dawn Service. His father James Larsen, Australia's Ambassador to Turkey, spoke at the service.



CARVING PATHWAYS

Molly McLaughlin, Year 9 student

Every Geelong College student is inspired and challenged to find their place in the outside world. As a student, I am constantly inspired by the drive and certainty of some of my peers when listening to where they see themselves in the future.

Year 9 student Claire Goldsack is no exception to this, taking what has always been a second nature to her and evolving it to become a welcomed input to the outside world.

An emerging artist, she reclaimed her love for all things creative on the Year 8 Art Camp. Claire revisited her passion for originality and art, igniting a spark that inspired her to make and sell her own original jewellery throughout Geelong.



Claire said she had sold jewellery for a "couple of years" but put a stop to her hobby when she began at The Geelong College in Year 7.

"The Art Camp in Year 8 was what really got me going again... the support from the teachers was always there," she said.

Claire draws inspiration from local artists and her family.

"I am really inspired by local artists. A lot of my spare time is spent going to markets and local stores, talking to the owners and founders," she said.

"My family has been a huge support. My mum is a huge inspiration to me."

But the guidance of others is not the only force behind Claire's emergence as an artist. She also has a passion and drive to try new things and make a name for herself.

"The majority of my time is spent experimenting with new colours and ideas; it is a challenge juggling school work with finding time to fulfil orders and experimenting with new concepts," she said.

"But it is well worth it!"

Although making and selling jewellery is a way for Claire to pursue her passion during her school years, I was curious to know if she had considered a career in this area.

"I would love, love, love, love to; that would be amazing," Claire said.

"I don't want to think too much into the future, but I am hoping the future has something to do with design or art."

Claire Goldsack is a young, emerging artist who has taken the first step towards her future through hard work and love for art.

Hence, I ask this of my peers: What do you have to contribute?



Year 9 student Claire Goldsack.

REGGIO EMILIA STUDY TOUR

Chris Dineen, Head of Junior School

The Geelong College Junior School is inspired by the Reggio Emilia experience and approach to education.

“What does it mean to educate today?” Reggio Children President Carla Rinaldi asked during the first moments of our recent International Study Tour to Reggio Emilia.

There is, of course, no single definitive answer, rather it was a reflective posturing, offering a throughline for the many encounters we experienced throughout the week-long program.

Similarly, the depth and complexity of the ideas and philosophies espoused by the pedagogistas (translation: leading educationalists), educators and atelieristas (teachers with an Arts background) and practised in the preschool and infant toddler centres, cannot be adequately conveyed in these few paragraphs.

However, I will try... andiamo (let's go)!

Culture and education

Director of Early Learning Ros Molyneux and I, along with 400 delegates from 43 countries, were swept along in a current of imaginings and possibilities for educating young children now and into the future.

The study tour was a lived, participatory experience where culture, society, history, theory, politics and above all, a deep couring passion for the rights of the child prevailed.



It is not possible to talk or listen to the educators from the Reggio Foundation without being jolted by their thoughtful and thoroughly perceptive interpretations of the educative process, as defined and impacted by these cultural forces.

Learning as research

The evidence of their words could be found in the conception and documentation of the progettazione (research projects) coupled with the sustained learning undertaken by the teachers, children and their families.

They set out on curious, often subtle and at other times beguiling projects with titles such as: The Secrets of Paper, Ray of Light, The Human Figure Multiplied, The Sounding Square, People Coming People Going and The Perfume Girl. Intentions for learning are fore-destined, but the route is determined by the dialogue and interpretations of the joint research carried out by the children and teachers.

The combination of multiple entry points for seeing and experiencing phenomena in new ways, connecting ideas, questioning persistently and deeply, and expressing group and individual realities (always subjective) through their hundred languages for learning, provides a potent blend for interdependent learning and memorable experiences.

I took pause often to wonder how these respectful investigations must feel for children and to what degree this approach impacts on their agency as learners, contributors and participants within their social context.

Meandering

Our days started with a three-kilometre stroll in the early spring sunshine, through the narrow, rustic cobbled streets, past the outskirts of the old city to the new Loris Malaguzzi International Centre.

Resonances from the previous day's seminars and imaginings for our own College setting punctuated our footfall, only to be repeated again on the way home. Walking and talking.

The cultural, societal and historical notes of the city rang a little more clearly every day. These intangible but beautiful traces of Reggio Emilia will find a new home and meaning for the children, families and staff, as we set about leading and redefining what it means to educate today at the Junior School.

Chris Dineen and Ros Molyneux on the International Study Tour at Reggio Emilia.

COURTING VICTORY IN NEW ZEALAND

Jennifer Chiu, Publications Coordinator

Geelong College's netballers could have been forgiven for feeling unlucky when they embarked on a trip to New Zealand. A plane delay forcing the delegation of 10 girls and two teachers to sit on the Tullamarine tarmac for two hours, missing luggage and a late arrival to their North Island hotel left them tired but still excited for three days of netball.

The Geelong College kicked off the New Zealand tour with a competitive four-goal loss to Adelaide's Pembroke School. But the girls showed plenty of fighting spirit for the rest of the trip and proceeded to win the tournament.

The girls bounced back to win their next two games against New Zealand school Kristin's first and second teams to end the first day on a positive note. Day two of competition challenged The Geelong College with games against the host school St Paul's Collegiate's second team, and both Scotch College's first and second teams. The Geelong netballers excelled against all three teams, beating St Paul's, 39-6; Scotch two, 32-9; and Scotch one, 25-15.



The Geelong College faced St Paul's first team on the third and final day of the tournament. College representative Alex Lever said St Paul's posed a daunting challenge but the Geelong team stayed strong. “From watching their competitive games and big wins, we were all anxious with the game ahead. With close quarters and a low-scoring match, we were able to be in front and when the final siren went, we were up by two close points,” Alex said.

Geelong finished the round-robin stage on top of the ladder and went into the finals full of confidence. The team played Kristin's top team for a spot in the grand final and emerged victorious, 40-18.

The grand final pitted The Geelong College and St Paul's against each other for the second time in a day. Despite strong support for the home team, Geelong College's netballers found a way to win. “There were many spectators cheering on the St Paul's team, which was intimidating at first but we were able to use it to our advantage,” player Zoe Dixon said. “As the scores were pretty much level throughout the game, we learnt their style of play and were able to finish four goals ahead of them, winning the tournament with the final score 17-21.”

Alex and Zoe thanked teachers Julie-Anne Hussey and Trina Porter for taking them on an “unforgettable” trip. “Without you we wouldn't have had the opportunity to not only travel overseas and all learn new netball skills, but to make friendships that will always stay with us.”

A BAND OF BROTHERS

Daniel Schaub, Rotary Student from Scottsbluff, Nebraska

I grew up in a small town of 15,000 residents called Scottsbluff, Nebraska. I had always been fascinated by the idea of travelling overseas, but in the Midwest, world travel is not very common.

I was so excited when I found out that I was placed in Geelong and even more ecstatic when I learned that I would be attending The Geelong College. My mother's first comment when she saw pictures of the school on the internet was, "Wow, you're going to Hogwarts!"

At my previous school back in the USA, swimming was regarded as the most intense of sports, with only 10 guys from two schools on the team. We swam nine times a week, nearly 25 hours for 16 weeks straight.

The only way we made it through the season was by supporting one another. We swam for each other, not for ourselves; we were like a band of brothers.

Because sport is mandatory at College, the training sessions cannot be as intense or frequent as at home. I noticed that swimmers were working hard at practice, but

they were training only for themselves. This was evident at the first meet at Grammar – we split into separate lanes and only mixed during the relays.

The team practised harder than ever after the summer break. We started to cohesively mesh with Grammar, obtain countless personal bests, and refine our strokes in preparation for the big APS meet.

But before that we had the Geelong Independent Schools Sports Association (GISSA) event. The meet was College's first in GISSA. We competed against Grammar, as well as six other Geelong schools. The College boys competed well, with the Open boys ending the day on top and breaking Kardinia International's multi-year winning streak.

By the time APS came around, I felt the team was ready. The team did phenomenally, with most swimmers achieving personal bests. Despite landing at the bottom of the ladder, by no means was the season a failure. The entire team grew through the hardship of practice, and by the end of the season we were swimming for one another.

I know that I'll always have my Aussie band of brothers after this amazing swimming season.



Jonathan Ng, Harry Kershaw, Fraser Mahony and Daniel Schaub, Rotary Exchange Student.

HEAD OF THE RIVER

Peter Blanchfield, Director of Rowing

On Saturday 22 March, 200 Geelong College rowers and coxswains headed to Nagambie for the annual APS Head of the River Regatta. After many training sessions and regattas our rowers were ready to tackle Nagambie's renowned arduous weather conditions.

A strong side/head wind greeted competitors, creating difficulties with starts and crew race plans. Our crews produced outstanding performances in these conditions to execute some of their best races of the season.

Twenty-three of our 30 crews raced in A Finals with 15 crews achieving first, second or third. This placed the College equal second. Our Year 9 Girls Division 1 crew of India Watson, Zara Edgar, Layla Murrhiy, Eliza Lawson and Edwina Doery, coached by Louise Monotti, continued their excellent form with a fantastic win.

Our Boys' and Girls' First Vllls had mixed results, with the boys not handling the conditions well enough to make the A Final but then producing a time in the B Final that ranked them sixth overall. Our Girls' First VIII, being a smaller sized crew, found the heavy conditions trying but produced a very solid race to finish third behind Carey Grammar and eventual winners Geelong Grammar.

It was excellent to see such a large crowd from The Geelong College Rowing Parent Support group and wider community. Our supporters' tent was a hive of activity and social interaction.

Congratulations to all rowers, coxswains, coaches and parents for another wonderful season of rowing. It is exciting to see the joy that this sport is giving to so many students at our school.



CAREERS EXPO

Industry experts gave Senior students an insight into dozens of career paths at this year's Careers Expo.

The Careers Expo featured nearly 40 speakers in fields including advertising, graphic design, agronomy, marine biology, architecture, aviation, engineering, fashion design, finance, law, surveying, medicine, psychology, nursing, physiotherapy and trades.

Geelong College Head of Teaching and Learning Adrian Camm kicked off the night with a thought-provoking speech on the changing nature of work and possible future industries.

The crowd of students from Years 10 to 12 and their parents then had the opportunity to attend two sessions of careers talks.



Among the highlights were Dr Geoff Allen and Dr Chris Bradshaw, sports medical doctors at the Geelong Football Club, who drew a full house of curious students and parents to their presentation.

The medical presentation by Orthopaedic Surgeon Dr Rick Angliss, and Gynaecologist and GP Dr Johanne Horman was also popular, along with the talk from Jam Architects' Chris Manton and construction management student Mark D'Altera, and the engineering session with AustEng's Ross George and Industrial Control Technology duo Mark Crittenden and Michael Bagnara.



SENIOR SCHOOL HOUSE MUSIC

A spectacular performance from Shannon House has helped it capture House Music honours.

This year's Senior School House Music competition filled Morrison Hall with booming large group performances and exciting small ensemble pieces.

Shannon House won the day after impressing guest adjudicator Kym Dillon and College Director of Music Mark Irwin, especially with students Joss Russell, Jackson Breer, Ela Rutherford and Veronica Nockles' rendition of the INXS classic Never Tear Us Apart.

Calvert won second place, while Keith was third.



Mr Irwin said students had been rehearsing their performances for four weeks.

"The range of repertoire performed was very entertaining," he said.

"The adjudicators were looking for some musical excellence as well as energy, and congratulations must go to all performers and especially to the members of the small ensembles who gave even more of their time."



GO GREEN DAY

Edwina Davis, Deputy Head of Junior School

Our Junior School students took a day to consider what our future will look like at The Geelong College on Go Green Day.

Under the guidance of teachers, the children explored how they could contribute to a sustainable, local and global future.

The day aimed to help children and teachers connect with nature, do something visible, build relationships and become leaders of our Green future.

The day started with mindful meditation practice which allowed all the children to re-focus their attention to the wonder and beauty of God's creations.

Participants then took part in activities such as campfire cooking, gardening, making nature crowns, Indigenous storytelling, nature walks and a scavenger hunt.

It was lovely to see families enjoying the slower pace of the day and fully appreciating the outstanding Junior School environment.

It was truly a remarkable day, where we all stood back and let the environment and the curiosity and creativity of our children become the teacher.



FRIENDS OF THE ENVIRO GARDEN

We launched the Friends of the Enviro Garden (FOEG) this year, providing ongoing opportunities for current and past Enviro students, parents, staff and the wider College community to enjoy the garden, share knowledge and support the student learning occurring in the Enviro Garden.

FOEG began with a working bee in March, where more than 40 people worked together to set up new compost bins, weed and mulch the orchard, and widen pathways.

A lunch prepared by students, staff and parents with ingredients from the garden followed in May, with 90 attending the inaugural celebration.

The Royal Botanic Gardens Cranbourne's John Arnott was a special guest as FOEG Patron. To find out more visit the Friends of the Enviro Garden page on the College website or contact Jenny Barr at foeg@geelongcollege.vic.edu.au



SCHOOL ACTIVITIES



Year 5 students performed for parents and friends after an intensive Allegro music day at the College's Otway campus, Mokborree.



Junior School Jump Rope for Heart activities with Year 8 helpers.



Approaching the finish line at the Senior School Cross Country, won by Coles House.



Corio Bay Stingrays players delivered basketball clinics.



Year 11 Biology students spent two nights at the Little Desert Nature Lodge at Nhill.



Setting off on the Middle School Cross Country, won by Helicon.



Louis Molyneux, Jassie Salveson and Louisa Cheatley featured in the Year 12 Theatre Studies production of Louis Nowra's *Cosi*.



Year 7 students camped at Portsea.



Heritage Insight's David Rhodes and Samantha Brown show Year 7 students some stone tools.



Early Learning children sang for their mums ahead of Mother's Day.

DEPARTURES AND NEW STAFF

New staff – Mardi Deller-Pugh

We welcome Mardi Deller-Pugh as the College's new Director of Human Resources.

Mardi has come to the College after three years living in Perth, where she worked at the Guildford Grammar School.

Mardi has a Masters of Human Resource Management and a Graduate Diploma in Industrial and Employee Relations, and she has also taught human resources and business subjects at TAFE.

She grew up in Altona and Werribee, and she is looking forward to returning to Victoria with her husband Jason and six-year-old daughter Mackenzie.

"We love Geelong, the town and the football club," Mardi said. "We feel like we are coming home."

Mardi said she was very excited about her new role at the College.



Welcome – Mardi Deller-Pugh

Departing staff – Harry Roberts

Harry Roberts made a significant contribution to The Geelong College over a period of 28 years. His passion for History and Geography, combined with his perceptive understanding of young people were used to ignite student imagination, debate and genuine interest in learning.

Harry has demonstrated diverse talents over the years, extending to Drama, English, Woodwork Elective and Computer studies, but his genuine love of History and Geography enabled his considerable breadth of knowledge, planning and research skills to be realised as the Head of SOSE for 15 years. He encouraged his students to explore ancient cultures and develop a critical awareness of their own times and environment.

Harry was appointed Deputy Head (Administration) of the Middle School in 2000. He was instrumental in introducing and overseeing the first computer-based timetabling program at Middle School and his considerable aptitude for such change was invaluable. Harry also oversaw the introduction and maintenance of a computer-based reporting system.

As Chair of the Environmental Task Force for five years, Harry raised awareness of the need for sustainable practices in our school community. His diligent research and funding applications resulted in the school receiving funding for asbestos removal, solar power, and water recycling and capture projects.

Harry was a wise, insightful and encouraging learning mentor, and many of our athletes and hockey players have also benefited from Harry's expertise and coaching skills. Harry has been involved in a number of student tours and organised tours to Japan, New Zealand and the Northern Territory.

A highlight was the year he spent on an International Teaching Exchange at Homewood House at Kent, UK, from July 1995. Harry also extended his academic skills with positions at Deakin University as a tutor and marker in Sociology in the 1980s and as a summer lecturer at Deakin School of Education in 2008.

We sincerely thank Harry for his dedication towards his students, both pastorally and academically, during his time at The Geelong College and for his collegiate support. We wish him a long and fulfilling retirement.



Farewell – Harry Roberts

ANNUAL CAMPAIGN

Our Foundation, their very bright futures

The Geelong College has always been a leader in learning. As the world changes, we must innovate and adapt to create diverse and meaningful learning opportunities that develop our students into people who will make a positive contribution to their world. Your support is vital in achieving this vision.

In the past year student learning has been enhanced through these projects:

- » Dynamic learning spaces at Middle School.
- » Our TripleR program, an integrated social and emotional learning program from Early Learning through to Year 12.
- » Expanded learning spaces through landscaping and gardens.
- » Extensive student community service projects.
- » A deeper integration of the Reggio Emilia philosophy into learning at Junior School.
- » Establishing a Centre for Learning, Innovation and Research in collaboration with Deakin University and supported by The Geelong College Foundation. The Centre will encourage and develop teachers who can effectively guide our students now and into the future.

We have also welcomed 12 scholarship holders who have made a positive contribution through leadership, academic and musical excellence, and learned through community service and outdoor experiences.

Our Facilities Master Plan for the future of the College will be published in the coming months. Through this we will ensure our learning programs and our community go from strength to strength; and that we have outstanding facilities to support future innovations.

None of this is possible without your help. Whether you choose to support our Building Fund, Foundation Fund or Scholarship Fund your gift will provide outstanding opportunities for our community of students, encouraging and inspiring the creativity and confidence they will need to be positive contributors to the world.

If you would like to make a gift to this year's campaign please donate online by going to the Giving tab at geelongcollege.vic.edu.au or by calling our Director of Development on 5226 3779.

Thank you

Andrew Barr

Our Foundation their very bright futures



The foundation of tomorrow's musicians



The foundation of tomorrow's storytellers

The foundation of tomorrow's explorers

ANNUAL CAMPAIGN DONOR LIST

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

Thank you to all those who donated to the 2013 Annual Campaign. Your generosity will make a real difference to our current community and the generations to come.

Mrs J A Adams	Staff	Mr J & Mrs L Morrison	
Ms J A Ahearn	CP, PP	Mrs R B Morrison & Mr G A Thomas	PP
Mr R A Armytage	PP	Dr A S & Mrs G E Narita	CP, PP
Arthur Reed Photos Pty Ltd		Mr M E & Mrs N Neagle	PP
Mr R G Ashby	PP	Dr R K Neerhut & Mrs G Larobina	CP, PP
Mr R G Ashby	PP	Dr J R & Ms J M Nelson	PP
Mr A & Mrs J Barr	CP, Staff	Mr T D Norris	CP
Bell Charitable Trust		Mr R Ota	PP
Benders Busways		Mrs T Ou-Mayer	CP
Mr G J Betts	PP	Mr N M Palmieri & Dr N Anastos	CP
Betts Family		Mr J G Parker	PP
Mrs T Britt	CP, PP	Mr B E & Mrs J R Perry	CP
Mrs F H Brown	PP	Mr J P Ramsay	CP
Mr R & Mrs E Bunker		Mr R E Rau	PP
Mrs J V Cameron	PP	Mrs M Rawlings	
Mr C L & Mrs B Carr	PP	Mr A C & Mrs S E Reilly	PP
Mr J R & Mrs E J Carroll	CP, Staff	Mr P C Rufus	
Dr J B Clark	CP, PP	Ms K G Schlicht	CP
Mr K R Clayton		Mrs A M Swaney	PP, Past Staff
Dr H Collins		Mr A R & Mrs J B Taylor	CP, Staff
Dr O M Coltman		Mr G D Taylor	FP
Mr A G Daffy & Ms K L Norman	FP	Dr R L & Mrs C L Travers	PP
Dr C Darby	PP	Dr P C Turner	Past Staff
Mrs S M David		Mr A E Twining	Past Staff
Mr H N Day	PP	Wash'N'Shop	
Mrs M M L Epstein	PP	Ms N L Webster & Mr D G Gifford	FP
Mrs M Fallaw	PP	Mr F Whitehead	FP
Mrs D J Fanning	PP, Staff	Mr A H Williamson	PP
Ferngully Lodge (Worlen Pty Ltd T/As)		Mrs J D Williamson & Mr S J Williamson	CP
Mr G S & Mrs J Fielding	PP	Mr J M Wilmot	PP
Mr R J & Mrs P L Gartland	PP	Wm Loud (Aust) Pty Ltd	
Ms C Gibson		Dr J & Mrs S Woods	
Ms H Goode & Dr L Drysdale		Mr M A Worrall & Ms M B Driscoll	FP
Mr A & Mrs G Grana	CP	Mr X Ye & Ms L Zheng	CP
Miss C M Gray		Mr X Zhu & Ms Y Li	CP
Mrs M E Gray			
Mr S J Guthrie & Dr G L McClure	CP, PP, FP	OGC - 1920s	
Mr K Harris		Mr H G & Mrs R A Fagg	OGC - 1929, PP
Mr D M & Mrs L G Harvey	CP		
Mr M Howell	CP, Staff	OGC - 1930s	
Mrs M A Hughes		Mr J G Cameron	OGC - 1939, PP
Mr W F Jennings	PP, Past Staff	Rev L A Cartwright	OGC - 1938
Mrs H M S Jones	PP	Mr A T & Mrs E Hardie	OGC - 1938
Mr E & Mrs J A Kennon	PP	Mr B A Johnson	OGC - 1938
Mrs M H Lethbridge	PP, Past Staff	Mr A M Lowe	OGC - 1936, PP
LGE Electrical Services Pty Ltd		Rev A J S & Mrs B Matthews	OGC - 1938
Mrs J MacDougall		Mr I G Mitchell	OGC - 1936
Mrs B Maclean		Mr K V Noble	OGC - 1936
Mr D P & Mrs T A Mahon	CP, Staff	Mr D W Rogers	OGC - 1939
Mr C D Manton & Ms K J Alexander	CP	Mr D B Rolland	OGC - 1939, PP
Mrs K J Mathias	CP	Mr R J K Russell	OGC - 1937, PP
Mr H Mayer & Mrs T Ou-Mayer	CP	Mr J H G Watson	OGC - 1936, PP
Mr J F & Mrs H L McCartney	PP	Mr D I Westland	OGC - 1933
Mrs M McCartney	FP		
Mr N K & Mrs S J McClelland	CP	OGC - 1940s	
Mrs C A McGlade	PP	Mr J H Baud	OGC - 1943
Mrs K J McLean	PP	Mr R M Bell	OGC - 1941, PP
Captain C B Mitchell	PP	Mr R G Brown	OGC - 1940
Mr D N & Mrs J Morrison		Mr G S Burdett	OGC - 1944

Mr J T Cameron	OGC - 1941	Mr C W Whitehead	OGC - 1958
Mr D I & Mrs S Carmichael	OGC - 1945, PP	Dr D G Williamson	OGC - 1959
Mr A W Collier	OGC - 1946	Mr D D Wright	OGC - 1956
Mr J D Colvin	OGC - 1947		
Mr G A O Davies	OGC - 1942	OGC - 1960s	
Mr J W Elvins	OGC - 1940	Mr A J Bailey	OGC - 1964
Mr P N Everist OAM	OGC - 1942, PP	Mr D S Barkley	OGC - 1964, PP
Mr R L & Mrs L Falconer	OGC - 1947	Mr G R & Mrs M Barratt	OGC - 1960
Mr J M Fleming	OGC - 1944	Mr M J & Mrs R M Betts	OGC - 1965, PP
Mr J W Foreman	OGC - 1941, PP	Mr S J & Mrs K Brunton	OGC - 1968
Mr B J & Mrs J I Henderson	OGC - 1948, PP	Mr P N & Mrs F Cameron	OGC - 1968
Mr D G & Mrs J Henderson	OGC - 1942, PP	Professor T R & Mrs C Carney	OGC - 1960
Mr A J Holmes	OGC - 1948	Mr H R Champness & Dr C Darby	OGC - 1969, PP
Mr G A A Hooper	OGC - 1948	Dr D W Ellis	OGC - 1966
Mr W H Huffam	OGC - 1944, PP	Mr B G & Mrs J Fagg	OGC - 1966
Mr I D Jacobs	OGC - 1948, PP	Mr A R Hill	OGC - 1963, PP
Mr J R Jeffery	OGC - 1949	Mr R V Ingpen	OGC - 1966
Mr S W G & Mrs M Johnson	OGC - 1944	Mr N A Kearney	OGC - 1969
Mr R S Laidlaw	OGC - 1947, PP	Mr B H Langsford	OGC - 1961
Mr R A Leggatt	OGC - 1943, PP	Mr C M & Mrs M Malkin	OGC - 1961
Mr W G Little	OGC - 1942	Dr C B Olsen	OGC - 1968
Mr B & Mrs H Lloyd	OGC - 1949	Mr D Ooi	OGC - 1966
Mr I W Macmillan	OGC - 1949, PP	Mr A W & Mrs J Payne	OGC - 1966, Past Staff
Mr J C McColl	OGC - 1945	Mr D J Poynton	OGC - 1961
Mr D S Moreton	OGC - 1949	Hon R M & Mrs M P Robson	OGC - 1960, FP
Mr D G Neilson AM & Mrs G E Neilson	OGC - 1942, PP	Professor D T Runia & Mrs G Runia-Deenick	OGC - 1965
Mr R W Purnell	OGC - 1944, PP	Dr H G & Mrs C M Seward	OGC - 1966, PP
Mr J W Rowe	OGC - 1946	Mr C S B Szaday	OGC - 1967
Mr I G I Sides	OGC - 1948	Mr M J Taylor	OGC - 1963
Mr L N Simpson	OGC - 1940	Mr I P & Ms L G Torode	OGC - 1963, CP
Mr P Sloan	OGC - 1949	Mr P D Watson	OGC - 1960
Dr M A & Mrs J Spittle	OGC - 1940		
Mr R B & Mrs A Stewart	OGC - 1947	OGC - 1970s	
Dr P W Sutherland	OGC - 1948	Mr N J & Mrs N Allen	OGC - 1979
Mr K W J & Mrs A E Thomson	OGC - 1949	Mr L Bartlett & Ms E A Thomson	OGC - 1971, PP
Mr D A Wallace-Smith	OGC - 1943	Mr I H & Ms R E Begley	OGC - 1970, PP
Mr G H Wallace Smith	OGC - 1946	Mr J C Braithwaite	OGC - 1979

OGC - 1950s

Mr W B & Mrs C Allen	OGC - 1951	Mr A M Brown	OGC - 1978
Mr G L Barber	OGC - 1950, PP	Mr R V Brown	OGC - 1972
Mr K S Barber	OGC - 1953	Mr J A & Mrs J A Dennis	OGC - 1977, FP
Mr A G Boyd	OGC - 1953	Mr B T & Mrs B A Fenner	OGC - 1972
Mr A G Brebner	OGC - 1952	Mr A J & Mrs A M Ledoux	OGC - 1979, FP
Mr H T & Mrs A S Bromell	OGC - 1955	Mr A J Light	OGC - 1979
Mr H A & Mrs M Campbell	OGC - 1955, PP	Mr B J Mellor	OGC - 1970
Mr P T Campbell	OGC - 1951	Mr S S Monotti & Ms D B Mann	OGC - 1978, PP
Mr M D Colvin	OGC - 1950	Mr T D G Neilson	OGC - 1978
Mr R A G Colvin	OGC - 1951	Mr M D Philip	OGC - 1973, FP
Mr J C P & Mrs C Emerson	OGC - 1958	Mr M A & Mrs H E Rodda	OGC - 1979, PP, FP
Dr H C & Mrs C H Forbes	OGC - 1958	Mr I D & Mrs L M Stewart	OGC - 1977, CP, PP
Mr S J K Gibson	OGC - 1956		
Mr A G S Gray	OGC - 1959, PP	OGC - 1980s	
Mr D W M & Mrs C D McCann	OGC - 1954, PP	Mr J R Ganly	OGC - 1985
Mr T F McNair	OGC - 1958	Miss S M Leach	OGC - 1995, Staff
Mr I D Morrison	OGC - 1952	Ms S J Lee	OGC - 1986, CP
Mr R C W & Mrs J M Pypers	OGC - 1952	Mr J B Mawson	OGC - 1983, FP
Mr N J Richmond	OGC - 1952, PP	Mr K Ng & Mrs R Chen	OGC - 1987, FP
Mr R K Robson	OGC - 1959, PP	Mr D J & Mrs N Vaughan	OGC - 1984
Mr F W Russell	OGC - 1950	Dr C J & Mrs R L Yeaman	OGC - 1985, CP
Mr T K & Mrs A Salter	OGC - 1953		
Mr D R Seller	OGC - 1952, PP, Past Staff	OGC - 1990s	
Mr T W Sproat	OGC - 1955, PP	Mr C D C King	OGC - 1990
Dr A J Viganò	OGC - 1958	Mr P A Mishura	OGC - 1992
		Mr J M Oxley	OGC - 1999

18 Anonymous donors

MESSAGE FROM THE FOUNDATION PRESIDENT: THE NEXT CHALLENGE

Michael Betts, Foundation President

The College will this year complete a redevelopment of the Middle School campus' learning spaces to better equip them for our students' current and future learning requirements. This project has come with a cost of over \$10 million. There are other College buildings and facilities that require investment to make them suitable for the educational needs of the future. Given the cost of the Middle School transformation it has become evident that while the Foundation is in good financial shape, it needs to address the challenges of helping the school plan for its future.

The Foundation Board spent some time in a workshop immediately before the AGM to try to identify what it needed to do to be an effective focus for fundraising into the future. Our consultant, Chris Downes from DVA Navion, presented us with a clear picture of the changing face of philanthropy in Australia. There is a growing sense that donations will only follow where donors know and understand the needs of the College and are prepared to buy into producing real changes in educational outcomes.

This being the case, the Foundation and indeed the College must lift the level and content of its interaction with its community. This will require, in the short term, an investment in resources to facilitate this interaction. The Foundation is delighted that Principal Andrew Barr, who also attended the workshop, has clearly heard the same message. His appointment of Joyce Taylor as Director of Development, the resourcing of a Development Office, and a personal commitment of his time and energy gives the Foundation a tremendous base to address its future.

We have been well served as part of the Community Relations Office and have benefitted from the passion and professional support of Mike Howell and his team. However by raising the profile and resources devoted to the Foundation's work, there is a clear acknowledgement that we need an even stronger base to be able to build The Geelong College of the 21st Century – and a stronger partnership between the College and the Foundation.

We look forward to what the future holds for our College.



Foundation President Michael Betts addressing the guests at the Foundation Morning Tea.

FOUNDATION MORNING TEA



Susan Baulch, Rod Robson and Deb Chirside.



Shirley Forsyth and Anne Goucher.



Terry Egan, Sandy Hutton and Lyn George.



Neil and June Cameron.



Andrew Cameron, Deb Cameron and Michael Betts.



Jenny Barr, Kathryn Alexander, Brian Thom, Elwyn Thom and Elizabeth Farrow.

IN SEARCH OF THE BLUE AND WHITE

The Early Geelong Football Club and Geelong's Public Schools.

Deep within the Geelong Football Club's past, lies a mystery about the origins of its colours. College Archivist Con Lannan opens the wardrobe to see where those familiar blue and white hooped guernseys came from.

For many years some Geelong College stalwarts have sponsored a teasingly irreverent, if tongue-in-cheek, view that the College was at least partly responsible for the colours of the Geelong Football Club. The club adopted the colours in the early 1870s. Little did any of us know that a previously shadowy figure would emerge from history to give some credence to this suggestion and in doing so, assume a newly acknowledged place among the influential leaders of Geelong College and the Geelong Football Club.

In February, a Year 8 student at College, Ruby Pekin-Schlicht came to school to proudly display a medallion that her family had uncovered at Danedit, a family property at Weerite, Victoria. Neither she nor her family were aware of the provenance, history, or implications of this medallion.

This impeccably kept silver medallion was awarded to the Champion Geelong College Gymnast of 1874, Walter Curle. On the obverse was the name of the donor, engraved as "H. A. Reichmann, Pro. Gymn". It is H A Reichmann's story that links the fortunes of football at Geelong College, Geelong Grammar and the Geelong Football Club. His joint role between the Club and schools during the early 1870s suggests that the club's adoption of the blue and white colours was far more than coincidence.

The Geelong College's colours were blue and white from its foundation in 1861, until 1909 when it introduced green to avoid confusion with Melbourne Grammar, after joining the Associated Public Schools group. Blue and white reflected the Scottish heritage of the school and its founders, the Morrison and Campbell families. The distinctive school cap was blue with a vertical white stripe until 1909. Another view of the colour adoption is that the GFC and the school chose the colours of St Andrew from a common source because of the

strong Scottish influence in Geelong. In the early 1870s, the GFC colours were a raucous mix of a scarlet shirt topped with a red, blue and white cap or even, at times, a flamboyant mix of "come as you are".

Recent research assisted by AFL and GFC Historian Col Hutchinson, together with this rather improbably timed donation, reveal an alternate and more fascinating football history of the early Geelong Football Club and Geelong's public schools. The story centres on the man responsible for much of the early development, training and tactics of Australian Rules football in Geelong, Hermann Andreas Reichmann.

The first known photograph of a College football team was taken in 1877/78 on the northern side of George Morrison's imposing new school. It shows the team members in the familiar blue and white banded guernseys. A similar first photo of the Geelong Football Club taken in about 1877 at the old Argyle Ground, behind the Argyle Hotel (now Irish Murphy's), shows the players in the self-same guernseys. The origin of this guernsey will always remain conjectural but it seems very likely that Hermann Reichmann had some hand in its adoption by some of the teams he trained.



Year 8 student Ruby Pekin-Schlicht and her mother, Kate, with the Gymnastics Championship Medallion.



Geelong College Football Team, circa 1877-8.

In Principal George Morrison's 1872 annual report, he commented: "A gymnasium, provided with the most approved apparatus has been erected." This simple statement embraced a massive change in the priorities of the College, which had been developing its reputation on academic prowess. Morrison had opened his grand new edifice on Newtown Hill at the start of 1871 and within a year had erected his second building, a gymnasium. This significant building was probably at the behest of the visiting gymnastics master, the self-styled Professor of Gymnastics, Hermann Andreas Reichmann, whose presence at the College was first announced in 1871.

By June 1872, Reichmann was also the gymnastics master at Geelong Grammar School and by mid-October 1873, he had established his own gymnasium in a classroom of the recently forsaken Geelong College buildings in Skene St. He remained the gymnastics master at College until the early 1880s.

The Geelong of the 1870s was a small town with a growing, influential and thriving football presence. The Corio Club is often considered the first State Champions Club and it is the Geelong Club's rules of the early 1860s that formed much of the core of the codification of Australian Rules. Tom Wills, a co-founder of Australian Rules and co-referee of the first acknowledged Australian football match between Scotch College and Melbourne Grammar in 1858, lived in Geelong from about 1865 to 1876. He captained the Geelong team and was GFC President from 1873 until 1876. He and Reichmann were colleagues and Reichmann's association with the club probably owed much to Wills' support. It was Reichmann who took over from Wills in 1876, not only as GFC President but also as President of the Corio Cricket Club. The next two years saw Reichmann's training methods, tactics and fervour for physical fitness take GFC to its first Victorian Football Association Premiership in 1878, the second year of the VFA's existence.

The 1877 GFC photo is revealing, not only because it contains the only currently known image of Reichmann, but also because of the team's composition. Of the 19 players depicted, five are known to be from Geelong College and five from Geelong Grammar. According to the Jubilee History, The Geelong College fielded its first Football XX in 1861 and games between boarders and day students were a regular, if tough, competition within the early school. So much so that one student of the 1860s suggested that "though the more

numerous day boys could beat the boarders they found it far more discreet to play a losing game".

Life for Reichmann seemed prosperous and rewarding during the 1870s. He married a fellow emigrant in Geelong, Johanna Mathilda Schultz, and the couple had six children. But his fortunes took a tumble in November 1881 when he was declared insolvent with a deficiency of almost £208. His gymnastics business survived his financial difficulties and by July 1883, it was noted that the Geelong Football Team was "adopting a regular course in gymnastics training under H A Reichmann at the Exhibition Hall". Several months later the Geelong Advertiser reported that:

"The excellent physique of the victorious team as displayed in the past six weeks is, no doubt, due to the training undergone at the gymnasium in connection with the Exhibition Hall, conducted by Mr Reichmann. The players of the Geelong team have been placed in good form and muscular development, and it is likely that the team will continue well organized."

On 10 December 1883, the Geelong Advertiser announced the formation of a social and literary club for the district's German citizens, with H A Reichmann as president. All seemed well. Only eight days later however, the following item appeared in the Advertiser:

"A well-known resident of this town named Hermann Andreas Reichmann, who has been for many years a teacher of gymnastic exercises to the youth of our public schools and the town was arrested yesterday afternoon on a charge of lunacy. ... Dr Newman pronounced the case an aggravated one of 'delirium tremens'."

Reichmann died in 1891, aged 45. His affliction was a common one of the time and eerily familiar in this story. Tom Wills, aged 44, committed suicide after escaping from the Melbourne Hospital where he too was being treated for "delirium tremens", an extreme symptom caused by withdrawal from alcohol.

Ruby's great grandmother was Walter's sister, Lillian Eva Curle. She married James Chester Manifold MHR. Their mother, Emma, was a survivor of the wreck of the Schomberg at Peterborough while on its maiden voyage. The family has very generously donated Walter Curle's medallion to the College.

*Full article available online.



Geelong Football Club Team, circa 1877. Hermann Reichmann is in the centre of the image standing next to the Team Captain (with football). (Courtesy of the Geelong Football Club).

HIGH DISTINCTION: ORDER OF AUSTRALIA

Paul Sheahan

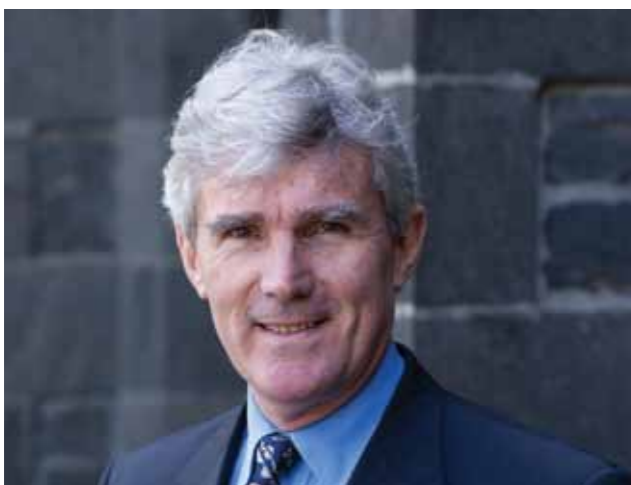
Paul Sheahan (OGC 1959) became a Member of the Order of Australia for his significant service to secondary education as a teacher, and his roles with sporting, charitable and community organisations.

Mr Sheahan was not only an outstanding past student of the College, but he also served as Principal from 1986 to 1995, when he took up the position of Headmaster at Melbourne Grammar School.

He has contributed to the development of education through his involvement in organisations such as the Association of Heads of Independent Schools of Australia, the Centre for Strategic Education, Independent Schools of Victoria, Victorian Curriculum and Assessment Authority, Associated Public Schools of Victoria and as a Professorial Fellow at Monash University.

Mr Sheahan is also well known as an Australian and Victorian cricketer, playing 31 tests and scoring 1594 runs for Australia from 1967 to 1974. His contribution to cricket has continued as President of the Melbourne Cricket Club since 2011 and a committee member since 1987, board member for the Player Hardship Fund, Sport Development Manager, Melbourne University Sport and the President of the Victorian branch of The Lord Taverners of Australia.

He has held a broad range of board and advisory positions with groups including the Snowdome Foundation, the Wilson Dilworth Foundation, Sir Robert Menzies Memorial Foundation and Trust, the Alfred Foundation, DrinkWise, Queen Victoria Market, Policing Operations Standing Committee, Australian Drug Foundation, World Challenge Expeditions, Melbourne Symphony Orchestra, the Walter and Eliza Hall Institute and the National Heart Foundation.



Peter Doak

Peter Doak (OGC 1957) was honoured with a Medal of the Order of Australia for his contribution to sport and the Geelong community.

Mr Doak has served on the Olympians Club of Victoria, Barwon Sports Academy and Bis-Sport Geelong committees, and he is a life member of the Geelong Swimming Club.

He is best known as a champion swimmer in the pool and the surf, with a trophy case that includes bronze from the 4x100m freestyle relay in the 1964 Tokyo Olympics; gold from the 4x110-yard freestyle relay in the Perth 1962 Commonwealth Games; seven gold medals from the 2009 Australian Masters Games in Geelong; and first prize from the Australian Surf Life Saving Championships' senior surf belt race in 1967.

Mr Doak captained Victoria's swimming team for eight years and went on to coach learn-to-swim classes at Kardinia Park Pool for 26 years. He is also a board member of the DoCare Geelong Cooperative, which encourages seniors at risk of isolation to get involved in the community.



Geoff Quail



Associate Professor Geoff Quail (OGC 1947) received a Medal of the Order of Australia for his service to medicine, particularly through his work in dentistry.

Prof Quail is a Monash University lecturer of more than 20 years' experience and was Monash

Medical Centre's Head of Dental and Maxillofacial Surgery for 30 years, and he co-founded a cleft palate unit in 1966.

He has been a member of the Royal Australian College of General Practitioners since 1978 and chaired the Medical Education Committee, and he has been an executive member of Southern Health's Senior Medical Association for 10 years.

He recently completed a Doctor of Philosophy for a thesis titled "The contribution of the Australian Military to the science of tropical medicine". This marked his 60-year association with the University of Melbourne as a student, researcher and academic.

Prof Quail has also been involved with the Australasian College of Tropical Medicine, the Australian Medical Council, the Specialist Royal Australian Air Force Reserve and the Heidelberg Repatriation Hospital's emergency department during his illustrious career.

Prof Quail attended The Geelong College until 1947 and his association with the College continued through his son Ross (OGC 1982).



Malcolm Skilbeck

Past Geelong College parent Malcolm Skilbeck has become an Officer in the General Division of the Order of Australia for his "distinguished service to tertiary education as an administrator, researcher and author" and for

his contributions to curriculum development and policy formation both in Australia and abroad.

Emeritus Professor Skilbeck, father of Brigit (OGC 2006), has undertaken studies for educational bodies including the Federal Department of Education, Science and Training; the Higher Education Authority in Ireland; the Commonwealth of Nations; UNESCO and the Organisation for Economic Cooperation and Development.

He was also the OECD's Deputy Director of Education from 1991 to 1997, and he headed an international education research and consultancy, Connell Skilbeck, for a decade.

Elsie Brown



Elsie Brown received a Medal of the Order of Australia for her outstanding service to the community, through charitable and church organisations.

Mrs Brown – mother of Colin (OGC 1972),

Adrian (OGC 1973), Peter (OGC 1977), Jim (OGC 1978) and Rob (OGC 1983) – has been on the Australian support committee of Bushikori Christian Centre Orphan Support since 1998 and is heavily involved in fundraising.

She also gifted her family home in Geelong to St Andrew's Uniting Church to provide accommodation for families of people undergoing medical treatment.

FAREWELLS

ANGUS, John Leason (1937-2014), OGC 1950, died on 20 April, 2014, husband of June. He was the father of Michael and Melissa, and Tim and Linsie; devoted "Pa" of Sally, Tom, James, Lachlan and Sarina; step-father of Amanda and Alastair, Michael and Melissa, and Sharyn and Paul; and grandfather of Lily, Mackenzie, Riley, Emma and Sam. Both his sons attended College until the 1980s.

Sources: Geelong Advertiser 23 April 2014.



BUNTINE, Robert Walter (1929-2014), OGC 1943, is best known as a teacher and talented rowing coach at Newington College, Sydney, where he was Deputy Headmaster for more than 20 years until his retirement in 1996.

Born in Melbourne on 18 February, 1929, he was the son of former Geelong College Principal Dr Martyn Arnold Buntine (1898-1975) and former Australian Chief Commissioner of Guides, Gladys Selby nee Spurling OBE (1901-1992). He attended Perth's Hale School where his father was Headmaster, before moving to Geelong College in 1946 for two years when his father became College Principal. At College, he developed a life-long affection for rowing, starting in the Third VIII in 1946 and eventually rowing in the First VIII in 1947. 1947 was a busy year for him as he was a school prefect, Calvert House vice-captain, a Cadet Lieutenant and a member of the Music Committee.

From College he entered Ormond College, studying arts at the University of Melbourne from which he graduated in 1951. Needless to say, he rowed with Ormond College and the University, earning his "University Blue". Then followed a year at sea on merchant ships and after a brief period in the UK, he joined Trans Australian Airlines as a researcher in the head office. Five years later, he joined Balm Paints (Dulux) as Group Training Officer before changing career towards teaching in 1960.

"Bob" then taught at King's School, Parramatta for 14 years and became Housemaster of Broughton House and Master in charge of rowing, during a period in which the King's School won the AAGPS Head of the River five times in a row. During this time he completed both a Dip Ed and then M Ed. He was Headmaster at Wolaroi College in Orange for two years before moving to Newington College in 1975. He married in 1958 and his two daughters were pupils at Abbotsleigh School, and learnt French with Pauline Turner

who was later to become Principal of Geelong College. Bob also taught terms at Leys School, Cambridge and Tabor Academy, Boston. Bob's brother, John Buntine (OGC 1948) also attended College.

Retirement for Bob was merely a phase change and he continued to coach rowing with Newington First Vllls, winning many Head of the River titles. His interest in the maritime world continued as a foundation member of the Australian Maritime Museum in Sydney.

Bob lived at Mosman until his death on 8 March, 2014, aged 85, and fittingly his memorial service was held at Newington College.

Sources: Ken Fargher (OGC1942); Sydney Morning Herald 11 March, 2014. Obituary King's School; Image King's School.

CAMERON, Donald Ager (1927-2013), OGC 1942, a grazier formerly of "Burando" near Macarthur, went to school at Aringa State School before becoming a boarder at College. He enrolled at the school on 15 February, 1940, and continued until December 1945.

A member of Morrison House and the Cadet Corps, he developed a strong involvement in the House of Guilds and in later life developed an interest in silversmithing and woodwork. He died at Port Fairy on 22 May, 2013.

CAMERON, James (1923-2013), OGC 1936, real estate, stock and station agent, was born at Terang on 19 January, 1923 to parents James Cameron and Mary Ellen nee Brooks and came to College after attending Terang Higher Elementary School. He boarded at the College for two years from 1938 to December 1939. After College he worked with the wool brokers, Strachan & Co.

He enlisted in the RAAF on 8 September, 1942, and carried out training on Oxford and Wellington aircraft at various sites across England. On his last training flight on 13 August, 1944, before squadron posting, an engine failed at a crucial time during take-off and his Wellington bomber crashed, leaving him with severe burns. He spent 12 months recuperating and later served in a non-flying role with 26 Operational Training Unit until his discharge from the RAAF on 8 January, 1946. After his service, he returned to the family agency business until his retirement in 1982. He died at Abbeyfield House, Mortlake, on 27 May, 2013.

Sources: Herald Sun (Melb) 28 May, 2013.

CLARK, Peter Gratton (1934-2013), OGC 1949, died after a brief illness on 14 November 2013. The Port Fairy man was husband to Sally, father of Piliita, Andrew, Tim and Richard, a grandfather to Samantha, Kaya, Brad, Hannah, Hamish and Eva, and a great-grandfather of one.

Source: The Age 16 November 2013.



DUIGAN, John Denis (1927-2014), OGC 1942, farmer, airman, adventurer, led a life of dramatic enthusiasm on Flinders Island. Born on 19 July, 1927 in Colac, he was the last surviving child of Reginald Charles Duigan and Phyllis May nee Peck and a member

of one of Australia's most distinguished aviation families. The Duigan Brothers, Reginald and John, built and flew the first Australian-made aircraft at Mia Mia near Heathcote in 1910. John's elder brothers, Brian Lawless Duigan, DSO DFC (1915-1972) and Terence Lawless Duigan, both attended Geelong College during the early 1930s.

John spent his early years at Elliminyt, attending Elliminyt Primary and Colac High School before becoming a boarder at College from 1942 to 1945 where he became a School Prefect in 1945. He became a member of the College Cadet Corps and a very active participant in the College Air Training Corps which operated under the supervision of teacher "Tam" Henderson for three years during World War II. Although too young to join his brothers flying during World War II, he learnt to fly with John Meehan in a De Havilland Tiger Moth. He later joined the Merchant Navy and worked for Shell before eventually moving to Flinders Island with his young family to take up farming. He continued using light aircraft on his farm, buying a Skycraft Scout in 1976 which he later upgraded to a Thruster Ultralite in 1985.

His farming career was punctuated with a number of flying "incidents" and his son, Nick Duigan, affectionately recounted these in his eulogy for his father, who he described as a man with an enormous generosity of spirit, that "he was one of those very rare, precious people who brightened the day, he always had a joke or a poem, a song or a compliment, he went out of his way to make us feel good... He saw possibilities never problems, everything was a good idea". John Duigan died at his home on Flinders Island on 2 January, 2014.

Sources: Eulogy by Nick Duigan; Launceston Examiner 7 Jan 2014.

HAULTAIN, Graham, OGC 1943, died on 21 May 2014. His funeral service was held on 28 May at the Eastwood Uniting Church in New South Wales. He was husband to Joyce (dec), brother of Veronica (dec), Philippa and Robin, and a father of four.

Source: Sydney Morning Herald 24 May 2014.

HILLS, David Stewart (1931-2013), OGC 1945, died on 12 May, 2013. Mr Hills received Town of Walkerville's 2013 Volunteer of the Year award a few days after his death, with his wife Jenny and daughter Megan accepting the honour on his behalf. The award recognised his work as a Friends of the Walkerville Library volunteer and Neighbourhood Watch area coordinator. He was a keen musician during his College years.

Sources: "About Town", Town of Walkerville 2013.



McCOLL, James Carvel AO (1933-2013), OGC 1945, was appointed a member in the General Division of the Order of Australia last year for his contribution to agriculture, fisheries and resource management in the public and private sectors, as well as in academia. He was a Fellow of the Australian Institute of Agricultural Science and Technology, and a Distinguished Fellow of the Australian Agricultural and Resource Economics Society.

He was South Australia's Director of Agriculture and Fisheries from 1976 and the Director-General of Agriculture from 1980 until 1985, until he joined the Industries Commission as a full-time Commissioner. He presided over several inquiries, including the Royal Commission into Grain Storage, Handling and Transport in the 1980s.

He was the inaugural Australian Fisheries Management Authority Chairman from 1992 to 2000, before joining the CSIRO in 2001 as a Visiting Research Fellow. He received the Eureka Prize with Professor Mike Young in 2005 for water research; in 2006, he won a Centenary Medal for Agriculture; and in 2010, he received the Australian Medal of Agricultural Science. He died in October, 2013.

Sources: Ad Astra July 2013.



McMEEKIN, Alexander Keith (1920-2014), OGC 1935, the son of Rev Alexander Leslie Duncan McMeekin and Maud Livingstone nee Wood was born in Geelong on 25 February, 1920. He attended Derrinallum State School before coming to Geelong College as a boarder from 1932 until December, 1934. He then went on to Scotch College in 1935 and 1936. He later worked in banks. During World War II he enlisted in the RAAF on 31 March, 1941 and was discharged on 30 January, 1946. At the time of his discharge, he was a Warrant Officer with No 1 Operational Training Unit. He died 11 March, 2014.

Sources: Herald Sun (Melb) 17 March, 2014.



MARTIN, William Alexander (1923-2014), OGC 1938, was a great-grandson of Rev James Forbes, the first Presbyterian Minister in Victoria and founder of Scotch College, Melbourne.

Born at Wynyard, Tasmania, on 26 April, 1923, to parents Dr Colin Hasler Martin and Alice

Lorraine nee Creswick he attended Melbourne Grammar School before entering College as a boarder from 3 June, 1936, until 1941 where, as a member of Form IV, he coxed the First Rowing VIII in 1941 and played with the Second Football XVIII. The previous year he coxed the Second Rowing VIII. "Alec" died at Cooina Village at Benalla, aged 90 years on 18 March, 2014.

Sources: Paul Mishura; Age (Melb) 20 March, 2014.

MORTON, Douglas John (1927-2014), OGC 1942, died on 22 March, 2014. He was a boarder in the late 1930s, coming from a farming family at Gonn Crossing.

Sources: Executor of DJ Morton's estate 3 April, 2014.

NORLEY, Peter John (1943-2014), OGC 1955, died on 25 March, 2014, at St John of God Hospital. The Carji Greeves Club and Highton Bowls Club member is survived by his wife Frances and children Dean, and Jodie and Rob.

Sources: Geelong Advertiser 26 March, 2014.



ROGERS, Allan John AM (1928-2013), OGC 1942. Allan Rogers attended the College as a boarder from 1942 to 1946. He was a School Prefect in his final year and a member of the premiership cricket team and the First XVIII. During his time at the College he became

extremely interested in the Rambling Guild at the House of Guilds headed by Master, John Bechervaise. The group attempted a landing at Rodondo Island in Bass Strait which was unsuccessful but succeeded at a later date and there was exploration of hitherto unexplored sections of Wilson's Promontory.

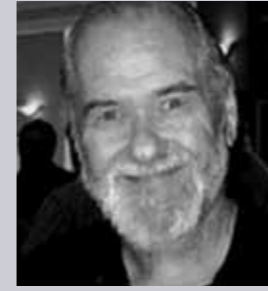
After leaving school, Bechervaise invited Allan to join an expedition to climb an unclimbed peak, Federation Peak in Southern Tasmania. It was a very difficult exercise and excited a good deal of reference in the press. Allan revisited the peak twice, once by climbing and the last time by helicopter, joining boys and girls from the Geelong College Exploration Society.

Allan started a successful commercial career after school, firstly with British Tobacco and later with Mobil. While in New York for training with Mobil he met and later married Pamela Higgins. They settled in NSW and had two boys and two girls. Pam's family controlled a company, Lillis & Co, which manufactured and sold "Big Sister" plum puddings and Christmas cakes. Allan joined the company and later became its Managing Director. There followed a series of moves and appointments in the food industry which finally led to his appointment as Managing Director of Sara Lee for Australia and later for Asia. He established a factory at Gosford, NSW, and the family lived nearby in Avondale.

His interest in sport continued and for many years, he played cricket for the Mosman Veterans, a club side in the main district competition. He also became a fanatical golfer at Elanora Golf Club, of which he became Captain and managed a re-design of the course. He received Membership of the Order of Australia for his extensive charitable work including with Barnardos and Odyssey.

He was a regular attendant at College reunions in Sydney and on occasions in Geelong, such as the Gilbert and Sullivan re-union in 2002. Allan became ill early in 2012 and had massive surgery from which he never fully recovered. He died at home a few days short of his 85th birthday.

Sources: Obituary submitted by 'Bill' Rogers; Sydney Morning Herald 17 Dec, 2013.



SEFTON, Russell Douglas (1938-2013), OGC 1951. "Russ" Sefton started in television at its inception, joining television station GTV9 in Melbourne, a predecessor of today's Nine Network. Pegasus Magazine in 1956 reported that Russ had risen from the ranks of

Junior Cameraman to Production Director. He became the youngest television director in Australia and was responsible for the running of several programs.

He remained with Channel Nine for almost 50 years until 2005, becoming one of the pioneers of Australian television production in the process. Among his many projects was the legendary "In Melbourne Tonight" which was an iconic program for the network for many years. He was also involved in fundraising for charity and was a member of the Od Bods charity group for 44 years.

Like many College boys, he attended the Morongo Nursery School before enrolling at the College on 10 February, 1944 until December, 1956. He rowed with the Sixth VIII in 1953, the Fourth VIII in 1954, became a member of the College Cadet Corps (CSM WO2 of B Company) and participated on the Music Committee in 1956. He died on 17 November, 2013. His brother Daryl Sefton also attended College and his granddaughters Ebony and Roxy currently attend the School.

Sources: Pegasus June, 1960 p60; Herald Sun (Melb) 20 Nov, 2013; Melbourne Observer 27 Nov, 2013 p10; Sefton family.

THACKER, Birkwood William (1936-2014), OGC 1949, was a well-known printer in Geelong before becoming an Otway farmer.

Born on 24 September, 1936, the son of former Collegian William Ethelbert Thacker (1884-1955), he became a student at College from 16 September, 1941 at Kindergarten to December, 1951, entering Shannon House at Senior School. He became the Under-14 Swimming Champion in 1950.



Ian Watson, Head of the Preparatory School, later commented in Pegasus that: "Another feature of the football season that warmed my heart, was the way Mr Birk Thacker came twice a week, voluntarily, to assist with coaching our main teams, and travelled as far afield as Ballarat and Melbourne to show these teams his interest and pride in the College. It seems only like yesterday that he and Mr Roland were small boys starring in our Under Age Prep. Teams, and it is encouraging to have their skill and energy still at our disposal."

"Birk" died at Geelong Hospital on 20 January, 2014, aged 77 years. Both his children, Michael, OGC 1984, and Louise, OGC 1988, attended College.

Sources: Pegasus June 1948 p17; Pegasus December, 1950 p11; Pegasus June, 1952 p5; Pegasus December, 1960 p54; Geelong Advertiser 23 Jan, 2014.

WALTER, Francis Aldridge (1927-2014), OGC 1940, trained and worked at Imperial Chemical Industries as a Chemical Engineer before transferring to ICI's computer section.

"Frank" was born on 29 December, 1927, attending Bendigo High School before becoming a boarder at College from 1943 to 1944.

He was a long-time member of the Austin 7 Car Club, becoming a life member in October 1964. At that time he had served more years on the committee than any other member. He was also active across all interests of the Club and competed in a variety of competitions. He ran the communications team at Sandown Park and built and/or maintained all the club's communications and timing equipment. He also served on the Victorian State Council of the Confederation of Australian Motor Sports (CAMS) and, as the Club's CAMS Delegate for some years, received a CAMS Service Award. Frank also donated the Frank A Walter Trophy to the Austin 7 Club, awarded to the winner of the Other Cars Aggregate Competition, a perpetual trophy first presented in 1965. He died after a long illness at Kew Gardens Aged Care on 17 January, 2014, aged 86 years.

Sources: Herald Sun (Melb) 29 Jan, 2014; Geelong Advertiser 29 Jan, 2014; Austin7 Car Club (Life Members).

HERE 'N' THERE

Phoebe Stanley (OGC 2003) married David Kelly in the College Chapel on 1 February, 2014. Fellow Old Collegian Stefani Driscoll (OGC 2001) was at the couple's big day as the photographer.



Matthew Howard (OGC 2007) was married to Dr Alison Sahhar on 7 December, 2013 at Scots Presbyterian Church.

Hamish Tostevin (OGC 1989) and Kirstie, nee Hall, welcomed daughter Poppy Elizabeth on 20 January, 2014. Poppy is a sister to Lily (2005), Mia (2008) and Sienna (2010).

Big brother Evan is proud to announce the arrival of his little sister Milla Kaaden Leheutre, born 26 March, 2014. **Jacinta Kaaden (OGC 1990)** and Xavier Leheutre are delighted. Jacinta has called New Caledonia home for the past 16 years, teaching English at various locations in the capital Noumea and a village called Poindimié.



Emily D'Altera (OGC 2005) married Lachlan Carlyle on 11 January, 2014 in the College Cloisters. Photographer Dean Bateup took this image of the happy couple in the iconic Cloisters.



King Chung Calvin Ng (OGC 1987) and his wife welcomed the arrival of their fifth child Andrew, on 8 March, 2013. Andrew is brother to Arthur, Audrey, Arnold and Ashley.



Rebecca Maddern (OGC 1995) joined Channel Seven's Sunrise team as the show's Melbourne correspondent. Rebecca was no stranger to the early-morning starts, having worked in presenting and reporting roles on Sunrise and Weekend Sunrise before joining the Sunrise crew full-time in March. Rebecca, an avid Geelong Cats fan, has been a Seven News reporter and presenter for more than a decade.

Xavier Muhlebach (OGC 2004) has established a career in television, where he has worked as a producer since 2009. He worked full time with Network Ten before going freelance. He has worked on projects including MasterChef, My Kitchen Rules and the Ellen DeGeneres Show, as well as Channel Seven's development unit. Xavier is now working full time with Working Dog Productions, which is known for The Castle, The Dish, Thank God You're Here and The Panel.

Marcus McWilliam (OGC 2000) and his wife Jessica welcomed their son Harry to the world on 28 February, 2014, a little brother to their two-year-old boy Charlie.



Four Old Collegians are representing Australia in international rowing this year. **Josh Dunkley-Smith (OGC 2007)**, **James Wilson (OGC 2006)** and **Jennifer Cleary (OGC 2011)** received call-ups to Australia's senior rowing team, while **Addy Dunkley-Smith (OGC 2011)** is on the national under-23 list.

Josh contests the men's coxless four, the event where he won silver at the London Olympics, while his sister Addy was named in the under-23 women's coxless four. James earned selection in the lightweight single scull and Jennifer was nominated for the women's quadruple scull.

Selectors will name their final senior team for the World Rowing Championships by August 5.

Sam Gant (OGC 2004) scored a chance to become Australia's next MasterChef. She impressed judges Matt Preston, Gary Mehigan and George Calombaris with her rustic and wholesome Chateaubriand steak during auditions to progress through to the top 24.

Sam is a fashion designer who opened her own business in Berlin and worked for Target's Piping Hot fashion label, but her dream is to open a catering business and provide with her wife Celeste.



Dr Rowan Macdonald (OGC 1973) completed an electrical engineering degree at Duntroon in Canberra, before retiring from the army as a Lieutenant Colonel. He then held positions as a telecommunications specialist and contract negotiator with the government and private forms. Rowan also completed a PhD in Government.

Robert Tripolino (OGC 2008) was one of the creative forces behind DreamSong, a new musical which was on show during the Melbourne International Comedy Festival. Robert composed the score for DreamSong with Hugh Chiarella, who wrote the book and lyrics. DreamSong followed the story of a Pastor of an "evangelical mega-church" which lost millions in the global financial crisis. The comedy saw the Pastor plotting to stage the second coming of Jesus and market him as a centrefold superstar.

Top Designs

2013 Year 12 Visual Communication Design students **Lachie Chomley** (Port Impossible Golf Course design), **Ella Fenton** (Leaf Lamp design) and **Jacob Jess** (Half Pint Milk packaging design) were selected from more than 700 applicants to be among only 23 students whose work featured at the Melbourne Museum in the 2013 Top Designs exhibition.



OGCA PRESIDENT'S REPORT

David Waterhouse, OGCA President

The past few months have been a busy period for the Association.

The year started with a successful reunion of the 2013 school leavers at the City Quarter Bar on Cunningham Pier. This was a well-attended event which was enjoyed by all in a great venue. Steve Lansdell and Richard Herd, representatives from the Old Geelong Sporting Clubs came and spoke about the opportunities for Old Collegians to play football, cricket or netball in Melbourne. Ben Thompson, President of the Albert Bell Club, also spoke about rowing opportunities.

The legendary Old Geelong College versus Old Geelong Grammarians Golf Day on 7 March was again a day of good golf and great camaraderie. The winning College player was Charlie Baulch (OGC 1994) with a score of 5 up and runner-up was Peter Winter (OGC 1968) who finished 3 up.

Also in March, the OGCA held a reunion in Hong Kong at the Langham Place Hotel. More than 50 guests attended the 10 March event, which was a fun occasion with Old Collegians, current parents, a number of international agents, and College representatives Bill Phillips (OGCA Committee) and Michael Betts (Foundation President). Principal Andrew Barr, who was there with wife Jenny, updated the guests on our College and its future vision. We hope to make this an annual event.

Our 2004 leavers converged on the Dining Room for the OGCA 10-year reunion on 21 March. Geoff Heard spoke to his year group as former School Captain and a great evening ensued as people caught up with stories from school and what they have been up to since. This cohort is a tight-knit group and they continued the night at the Diggers and met again for breakfast the next day.

A significant task in recent months has been researching nominations and selecting Old Collegians to be inducted into the OGCA Portrait Gallery of Notable Old Collegians. The Gallery was established in 2011 as part of the sesquicentenary celebrations and currently has 44 inductees, with the portraits located in the 1873 entrance.

The OGCA is pleased to announce 21 new inductees are joining the Gallery this year. This diverse group of inductees has achieved to a high level in their chosen field and in many cases continue to do so. We congratulate them all and will have a school community reception for them at the College later in the year.

I would like to thank all members of the OGCA sub-committee for their time and efforts in selecting these outstanding individuals. Numerous nominations remain outstanding, pending receipt of further information.

Finally, the OGCA is pleased that restoration work on the grave of George Morrison, his wife Rebecca and son Norman has started. The Morrises were the first and second principals of The Geelong College. The OGCA, together with the Council and in collaboration with the Morrison family are contributing to the restoration of this historic gravesite, located in the Western Cemetery Geelong.



2014 New Inductees into the OGCA Notable Old Collegians Portrait Gallery

Alexander "Michael" Hirst Aikman (1933-2005): Sport. Michael represented Australia rowing in bow position in the Men's VIII at the 1956 Melbourne Olympic Games. Michael was Principal of Haileybury College in Melbourne's south-east from 1974 to 1988.

Robert "Bob" James Grant (1934-2007): Sport. Bob represented Australia in javelin in the 1956 Melbourne Olympic Games.

James "Jim" Guthrie Howden (1934-1993): Sport and County Court Judge. Jim represented Australia rowing in position four in the Men's VIII at the 1956 Melbourne Olympic Games.

Donald Moreton Kendell AM (1930-2001): Business. Don was one of the luminaries of Australian aviation and established Kendell Airlines.

James Carvel McColl AO: (1933-2013) Local Government. James was appointed a member in the General Division of the Order of Australia in recognition of his "distinguished service to primary industry through policy and strategy advisory roles in the agriculture, fisheries and natural resources sector, and to conservation and the environment".

Professor Max J. L. Cooke OAM Bundesverdienstkreuz: Music. Max is a leading figure in music performance and education. He has taught some very talented students, including people who have become Professors of Music in Germany, Scotland and Australia.

Peter John Doak OAM: Sport. Represented Australia at the 1964 Tokyo Olympic Games and won a bronze medal in the freestyle team event. He received an OAM this year for his service to sport and to the community of Geelong.

John Lawless Duigan: Film Producer. He most notably won Australian Film Institute awards for Best Picture for his films *The Year My Voice Broke* (1987) and *Flirting* (1991). His most recent film *Careless Love* was released in 2012.

Joshua John Dunkley-Smith: Sport. Represented Australia as stroke of the Men's IV at the 2012 London Olympic Games where he won a silver medal.

Mitchell Gourley: Sport. One of Australia's best Paralympic alpine skiers, Mitchell began competing in winter sports aged 11 and represented Australia for the first time at 15. He represented Australia at the Vancouver 2010 and Sochi 2014 Paralympic Games.

Nicholas John Heffernan: Sport. Nick represented Australia at the 2000 Sydney Olympics in the individual and team fencing events. His team was narrowly defeated in the quarter finals by the eventual gold medallists, Italy.

Sarah Moya Henderson: Politics. Former presenter of ABC's *The 7.30 Report*, journalist and lawyer, Sarah was the Liberal candidate for the Victorian seat of Corangamite at the Federal Election in 2010. She was elected to the Corangamite electorate in 2013.

Fergus "Stewart" McArthur AM: Politics. Stewart was a Liberal Party member of the Australian House of Representatives from 1984 to 2007, representing the electorate of Corangamite, Victoria.

Robert "Bob" Frederick Merriman AM: Politics and sport administration. A former Australian Industrial Relations Commissioner and former chief of Cricket Australia, Councillor of Latrobe University and Trustee of the Bradman Foundation and Cats Foundation. Bob is now a local government councillor.

Sally Joy Morris: Sport. Sally represented Australia in the 1990 World Waterski Championships and has been a three-time winner of the Australian Open Women's Tricks Championship. Sally is currently Team Manager of the Australian Waterskiing team.

Karina Nicole Newmarch (nee Wieland): Sport. After leaving school she accepted a scholarship into the Australian Institute of Sport and progressed through a series of national and international events to represent Australia in the Women's VIII at the 1996 Atlanta Olympic Games.

James Robert Paterson-Robinson: Sport. Based in the Netherlands, James is an active international show jumper at the highest level and represented Australia in equestrian at the 2012 London Olympic Games.

Michelle Lesley Quigley QC: Law. Michelle has practised as a barrister since 1988 in a broad range of planning, environmental, heritage and local government matters. Michelle combines her practice with a commitment to social justice.

David Barton Ramage: Sport. Represented Australia at the 1964 Tokyo Olympic Games as stroke of the Men's VIII and also at the 1968 Mexico Olympic Games in the Men's Coxless Pairs.

Phoebe Amanda Stanley: Sport. Phoebe represented Australia as stroke of the Australian Women's Coxed VIII at the 2012 London Olympics.

Georgina Elizabeth Sutherland (nee Clarke): Sport. Georgina represented Australia at the 2000 Sydney Olympics in the 1500m when she was just 16 years old.

More information available online.

CHANGING THE WORLD ONE SEED AT A TIME

**Interview with Andrew Mahar AM (OGC 1971)
Mike Howell, Director of Community Relations**

When you look at the big picture of where the world is heading in terms of population and economic growth, it raises grave concerns about climate change and sustainability. However a phone interview with Andrew Mahar, a social entrepreneur in East Timor, gave me a glimmer of hope as we discussed his mission to create sustainable communities into the future.

Andrew founded WithOneSeed, a social enterprise which helps some of the poorest people in East Timor. WithOneSeed has four major commitments – reforestation, economic participation (many people earn less than 80 cents a day), enabling children to complete primary education, and forming regional partnerships.

Becoming a Social Entrepreneur

Andrew learnt the importance of a strong sense of social justice from his father. He worked with Aboriginal children in Darwin not long after Cyclone Tracy, opening his eyes to their struggles with disadvantage, substance abuse and alcohol. Other early experiences came from working on public housing estates in inner Melbourne.

Andrew's early entrepreneurship came about through a system he developed to find beds for the homeless. He saw another opportunity around the start of 2000, when the threat of Y2K bug meant that many companies and government departments were ditching their old computers. Andrew recycled them and then sold them at affordable prices to low income earners. This business was called Green PC, part of a much larger technology enterprise which he founded, called Infoxchange. Infoxchange aimed to deliver technology to disadvantaged communities to create positive social change.

In 2002, Andrew was invited to update the technology systems at the Institute of Technology in Dili, East Timor's capital. This experience made a deep impression on him and, in his words, he was "bitten by the bug and fell in love with East Timor". He set up Info Timor, using the same model as Infoxchange. He brought six young Timorese to Melbourne for certified IT training, giving them the skills to establish Info Timor.

The inspiration behind WithOneSeed

It was while reading Tim Flannery's book "Now or Never" about maintaining forests that Andrew had the idea of selling trees into the carbon market.

Andrew's overarching philosophy is that everyone can participate and everybody can benefit. With less than 1% of East Timor covered with natural forest, down from over 50% in the mid-70s, Andrew saw reforestation as the crucial first community project. Reforestation counters soil erosion which in turn improves the soil and quality of food, as well as yield which also improves the nutrition in the diet. The idea is for each local farmer to be paid 50 cents a year for each tree that is left in the ground on an ongoing basis.

A partnership with Computershare has supported the program and there are now 20,000 trees under management. Another 20,000 trees will be planted this year, amid plans to plant a million trees over the next five years. The community is seeing the tangible benefits as the farmers' income has increased, empowering them to spend on their children's education and at local shops. The trees are already five metres tall so people can see the return of the forests.

Another of Andrew's partnerships sees Melbourne's Royal Botanic Gardens setting up a program, WithOnePlanet, with an eLearning portal to develop curriculum resources on the carbon cycle to educate young people on the importance of carbon.



The average wage for over 37% of people in East Timor is just 80 cents a day. The average East Timorese person lives a hand-to-mouth subsistence existence. The country is only 12 years old with no debt. It has \$12 billion in reserves from its oil and gas resources which the government can use to build the economy and civil society. Over 50% of the population is illiterate.

In 2015 Geelong College students will have the opportunity to visit East Timor. What will they be doing?

They will work together on selected educational and development projects, learn about an amazing culture and gain a first-hand view of strong communities where they can build an ongoing relationship with the College. It is the connections, conversations and sharing of ideas which will leave a lasting impression.

What can the East Timorese teach us?

The spirit of a community is strong where they all work together and share everything. The key thing is simplicity and lack of material possessions. Everything revolves around the family unit and relationships.

What can we do to help make a difference?

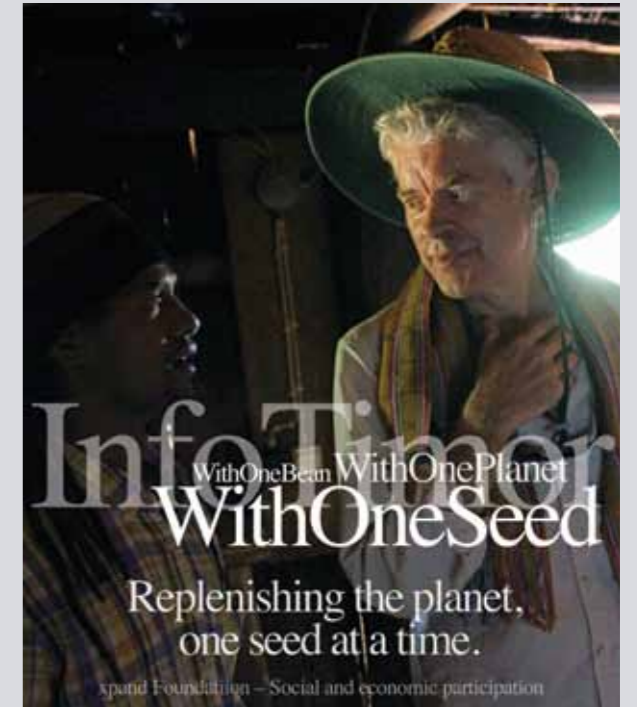
Australia is one of the highest per capita users of carbon in the world while East Timor is the lowest. With plans to plant over one million trees in the next five years, generating \$500,000, East Timor will become the lungs of Australia!

Emissions from technology make up 4% of the total carbon footprint. Your phone and computer emit carbon. Download an app that lets you know your carbon footprint usage from your phone which you can then offset by buying trees and being carbon neutral.

What is the long-term vision for WithOneSeed?

To develop a model of small community projects that can be rolled out in other countries. I am currently working with the East Timor Government and we are just 12 months away from proving the model works.

Andrew's work is not charity or aid, but a social enterprise which looks at small community-based activities where people can support each other, rethink how economies work and most importantly, come up with a local solution. Through his entrepreneurial vision and innovation he has already made a huge difference to the lives of many.



RECIPE FOR SUCCESS

Jennifer Chiu, Publications Coordinator

Kate Bartholomew (OGC 2001) has transformed from a foreign policy major into a genuine force in Melbourne's restaurant scene since her College years.

Bartholomew, nee Calder, has opened two acclaimed restaurants with her husband Mykal – starting with the Vietnamese-inspired Coda, then expanding with the Indian-flavoured Tonka.

"They're extraordinary," Bartholomew said. "They're booked out eight weeks ahead for Friday and Saturday nights. Our first restaurant is five years old and now we have our second one-year-old restaurant and they're just these monsters. They're incredible places and I'm just so proud of them."

Bartholomew's love for food and hospitality started early but she couldn't see how to turn it into a career until her 20s.

She took a "half gap year" in England for six months after finishing school, before moving into Melbourne University's Ormond College to complete a Bachelor of Arts and write a thesis on Australian foreign policy in her honours year.

"The whole time I always worked in hospitality, even on weekends when I was at The Geelong College for some pocket money," Bartholomew said.

"Even when I finished my thesis, I didn't know what I wanted to do yet, and I think it's okay – it will come to you, as long as you do what you love," she said.

"When I got into the end of study, I thought 'I'd like to take a year off' and worked full time in hospitality. I just fell madly in love with it and was just addicted to it. Then I met my now-husband, who's heavily involved in hospitality, and it all made sense."

Bartholomew said her College years had prepared her for the challenges ahead.

"The advice from my teachers, who said basically 'do what you love', has been the best thing thinking about my career now. That was just such great advice," she said.

"I feel incredibly fortunate, it's an amazing school, and it really has shaped my career and how I approach my day-to-day life."

Bartholomew cites English teacher Julie Gainey and Drama teacher Deb Hynes as two of the people who had a lasting impact on her life.

"What we were offered at school was enormously broad. I loved drama and was really encouraged to do it – being supported like that at school gives you the confidence to tackle any challenges that come along," she said.

A new restaurant in Geelong is a possibility, once the Bartholomews work out how to be in three places at a time, but for now, the next challenge is writing a cook book for Coda and Tonka.

"Now that Tonka's stabilising, we're ready to keep moving forward and we thought this would be a great step," she said.

"I think if we were fortunate enough to be able to get a space in Geelong, we'd focus on that for a year or two years and let it establish itself. We're certainly always looking forward to progress."



Photos courtesy of Stefani Driscoll Photography



OFF TO A FLYING START

James Ratcliffe (OGC 2006)

It is amazing how quickly the off-season comes and goes – the 2014 season proved no exception to this phenomenon!

The Old Geelong Football Club made it through another successful and challenging pre-season. With more than 120 people training throughout and over 50 of these new faces, the club was ready to get the 2014 season proper off to a flying start!

There has been a seismic change in the OGFC committee which we all hope will continue the amazing work by the previous committees. In particular we thank Jimmy Legoe, the club's leader for the past five seasons. The committee currently has four Collegians doing a mountain of work – these are Tom Betts (OGC 2000) in Communications, Nick Betts (OGC 2002) as Secretary, John Bailey (OGC 2006) as Player Representative and Jack Bell (OGC 2003) in Football Operations.

The season has started well with OGS sitting in the top four of both the Seniors and Reserves sections, and just outside the top four in the Club XVIII competition at the time of writing. The Club wants all sides to play finals and be a realistic chance to win their respective premierships. A grand final appearance or better in the Seniors would also bring promotion to Premier C Grade of the VAFA competition.

The Pivot Lunch, or supporters' lunch, held at Como Park on 17 May (Round 6) was an amazing success yet again, thanks to the organisation of Lachie Stevens. The next lunch is scheduled for Saturday 16 August (Round 17) and is being hosted by the Old Geelong Collegians Association.

So we ask that you contact the Club at oldgeelongfc@gmail.com or myself on 0405 608 866 if you can attend.

OGS can be a powerhouse in the VAFA competition, but we need to ensure that past students of the College are involved as players and supporters. The strength of the Club will always be its roots with Geelong College and Geelong Grammar. We encourage players who are looking to play VAFA football in Melbourne to play at Old Geelong. The combined playing group of ex-College and Grammar footballers would form an elite team capable of playing in the top sections of the VAFA.

For any enquiries about how you can participate at Old Geelong, please email oldgeelongfc@gmail.com or visit the website, www.oldgeelong.com.au



NETBALLERS AIM FOR GLORY

Bella Anderson (OGC 2008)

So far in 2014, the Old Geelong Netball Club has six netball teams in action in the Albert Park Indoor Sports Centre's netball competition.

The newest team in the family is OGS White, made up of 2013 Geelong College school leavers including Stephanie Wood, Sophie Brand and Georgia Del Rio. OGS White has been off to a great start and looks set to do well in finals.

Reigning premiers OGS Navy have welcomed back two old players from previous years for the 2014 season – Courtney Wood (OGC 2008) is back as a star goal shooter and Edwina Hawkins (OGC 2007) was missed in defence while she was overseas for the past two years.

The second half of 2014 will see a new season of netball commence. Girls keen to play netball can either submit a team of 10 or submit their names individually to be added to an existing team.

The OGS Netball social scene is looking great in 2014 with a special one-off cocktail party to be held on Saturday, 5 July at Church364 in Richmond and the annual Ladies' Lunch coming up later in the year on Saturday, 2 August at the Royal South Yarra Tennis Club.

If you're interested in getting involved with OGS Netball, whether it be to play netball or attend events, please contact Bella Anderson at arabella@progressivepr.com.au or 0400 193 285.



FLYING THE OLD GEELONG FLAG

Roly Imhoff

Old Geelong Cricket Club has won its first premiership in only its fifth season.

Finishing the home-and-away season in fourth position with three powerful clubs which had all recently won flags, the first XI boys played beautifully in the semi-final to defeat last year's premier Melbourne High and then bowled beautifully to restrict Old Xavier's powerful batting line-up to 151, with Nick Smith (2-19 off eight overs), Meyrick Buchanan (2-23 off 7.4 overs), James Ratcliffe (2-27 off eight overs) and Jamie Harrison (2-37 off eight overs) the wicket takers.

However grand finals are rarely won easily and the Old Xav's bowlers worked with great discipline and at one stage had us three wickets down for two runs. At 4-37, Henry Weddell joined Tim Bayles and they started to put together the first partnership of any substance before Bayles was stumped while trying to take on the Goss. Bertie Weddell then joined his brother and they looked in good touch until Old Xav's captain Matt Cosgrove had Bertie LBW.

We lost Richie Herd shortly afterwards and, with the score on 7-75 and fewer than 15 overs remaining, things were not looking good.

Henry kept his cool though and he was joined by Jimmy Ratcliffe, who showed great courage and determination. Despite needing six an over, they put together another partnership which got us back on track, until Rat lost his wicket.

This brought Cam Russell to the wicket. It's fair to say Rusty's batting has not had the opportunities to reach its potential and he has struggled to middle the ball as he used to.

But "cometh the hour, cometh the man" and needing seven runs off the last over, Rusty rocked back to a moderately short ball and pulled it past short mid-wicket, sending it to the boundary. He then got off strike and Henry finished off a fine innings of 60-odd runs – winning the game with two balls to spare.

In nearly 30 years of playing cricket, this was one of the greatest wins I have ever seen. I am also pretty sure we are the first club in our time to win from fourth position and the two teams we beat, Melbourne High School Old Boys and Old Xavier, are very good teams.

This flag is something that can never be taken away from the guys or the club, and will inspire players in seasons to come.



Bennett Merriman (OGC 2005), Jamie Harrison (OGC 2011), John Graham (OGC 2008), Tim Bayles, Rob Hunter, Richard Herd (OGC 2002), Henry Weddell (VC, OGC 2005), Bertie Weddell (OGC 2007), Meyrick Buchanan, Cameron Russell (OGC 2006), James Ratcliffe (C, OGC 2006) and Nick Smith (OGC 2008).

OGCA EVENTS

OGC V OGG GOLF DAY FRIDAY 7 MARCH

The 29th Old Geelong Collegians v Old Geelong Grammarians Golf Day was held at Barwon Heads Golf Club on Friday 7 March.

A field of 126 players were involved, with the Old Geelong Grammarians winning overall for the second consecutive year.

The Old Collegians still lead the head-to-head, 18 wins to 11.

Next year will be the special 30th anniversary of the competition.

1. Lunch at Barwon Heads Golf Club
2. Peter Winter (OGC 1968), runner-up
3. Simon Reed and Charlie Baulch (OGC Winner)
4. OGGs winners
5. Stewart McCallum and Tim Noonan
6. Sandy Hutton and OGGs Convenor Simon Reed and the perpetual trophy



1.



2.



3.



4.



5.



6.

HONG KONG REUNION MONDAY 10 MARCH

1. Diana Ng, Connie Tee and Christina Tee
2. Kent Lin and Chris Szeto
3. Ros Betts, Hannah Bowd and Dr Nathan Taylor
4. Corinna Luk, Maggie Lee and Thomas Tam



1.



2.



3.



4.

10-YEAR REUNION FRIDAY 21 MARCH

1. Christopher Clyne, Louise Taylor, Kate D'Altera and Tegan Tomkins
2. Helen McLean and Charlotte Barr
3. Julian Russell and David Allan
4. Jacqui Fagg, Stephanie Burton and Justine Nancarrow
5. Lachlan Kerney, Richard Silcock and Jeremy Palmer-Morgan



1.



2.



3.



4.



5.

YEAR 12 LEAVERS' FUNCTION THURSDAY 20 FEBRUARY

1. Tom Carman, Alex De Young, Max Varley, Alex Wood, Ronan Mathews and Jack Shembrey
2. Laura Brodie, Will May, Andrew Barr, Annabelle Shannon and Ella Fenton
3. Danielle Ruby, Jayden Barber and Claire Rogers
4. Clodagh Taylor and Rachel Odam
5. Beatrice Fraser, Lucy Cannard-Fink, Georgia Del Rio and Madeleine Leonard



1.



2.



3.



4.



5.

PARENT EVENTS

BOARDERS' WELCOME SUNDAY 2 FEBRUARY

1. Eileen Ng, Guillermina Ulloa and Paul Ng
2. Gracie Wootton, Eve Kantor, Gus Boyd and Kass Boyd
3. Tim Walpole, and Marcus and Philippa Norton



SENIOR SCHOOL WELCOME TUESDAY 4 FEBRUARY

1. Ali Storch, Kendell Wright, Jackie McDonald, Neville Wright and Annie Kinge
2. Elizabeth Reeves, Anne-Maree Senan and Cathy Thompson
3. Jamie and Vicki Baensch and Linda Humphries



JUNIOR SCHOOL WELCOME FRIDAY 7 FEBRUARY

1. Anna Stokes, Rebecca and Eva McGrath with Olivera Mitreska
2. Doris Sandner and Skye Glover



MIDDLE SCHOOL WELCOME TUESDAY 11 FEBRUARY

1. Jane Dunning, John Henderson, Jennifer Tostevin and Alexander Crowe (Year 8)
2. Heather McArthur, Kevin Murphy, Kerri Hosking, John McArthur and Belinda Murphy
3. Year 4 Enviro parents' welcome



WARRNAMBOOL COCKTAIL PARTY THURSDAY 13 FEBRUARY

1. Georgina and Sue Sambell, Carolyn Matthews and John Sambell
2. Chris McEwan, Pip and Marcus Norton and Anne Hunt
3. Jock Bromell, Anthony Robinson, Gael and Neale Everett



YEAR 9 PARENTS' DINNER FRIDAY 21 FEBRUARY

1. Gary and Michele Glover, Leisha Riddington, Peter Lawson and John Greer
2. Rohan Gow, Kevin Flanagan and Simon Sutterby



BOARDERS' FAMILY DAY

SUNDAY 23 FEBRUARY

1. David Langley, Bruce Doery, John Walmsley and Tim Trescowthick



1.



SUMMER SPORTS DINNER

THURSDAY 3 APRIL

1. Badminton students
2. Ella Vernon, Fraser Mahony, Harry Kershaw, Zaine Cordy, Timothy Hosking, Douglas Horn, Sabrina Lewicki, Angus Tan, Bronte Panckridge, Phoebe Niven, Corrina Palmer and Emma Carruthers.
3. Rowing parents



2.

YEAR 7 PARENTS' DINNER

FRIDAY 28 MARCH

1. Achan Bibi Aker, Chagai Gum Malong, Dianne Green and Darryl Lazzaro
2. Lucy Townson, Jacqui Mahony, Kim Douglas and Stephen Townson
3. David and Fiona Young with Kate and Greg Porte



1.



2.



3.



1.



3.

YEAR 11 & 12 PARENTS' COCKTAIL PARTY

FRIDAY 30 MAY

1. Paul Hoban and Jane Laidlaw
2. Jon and Mandy O'Connor with Samantha Berry, Christine Bath and Emma Malone
3. Colin Smith and Denis McGrath
4. Russell Watson, Lorelle Warren, Sue and Craig Scott, and Karen Cordy
5. Rebecca and Mark McPherson with Tina Kay
6. Lynne Gorell, Susan Pasula, Ross Gubbels, Madeleine Brew, Geraldine Kahwagi, Trevor Bartlett, Rochelle Williams and Geraldine Niven



1.



2.



3.



4.



5.



6.

School & Community EVENTS

JULY

**Senior School Founders' Day
Assembly**
Wednesday 16 July

**Past Parents' and Friends'
Cocktail Party**
Wednesday 16 July

**Middle School Founders' Day
Assembly**
Thursday 17 July

**Junior School Founders' Day
Assembly**
Friday 18 July

**Carji Greeves and Newman Club
Cocktail Party**
Friday 18 July

Year 10 Parents' Dinner
Friday 25 July

AUGUST

**Hamilton Community Cocktail
Party**
Tuesday 5 August

Year 8 Production
Wednesday 6 August

Winter Sport Dinner
Thursday 7 August

Year 12 Mid-Year Formal
Friday 8 August

Senior School Arts Week
Tuesday-Thursday 12-14 August

**Carji Greeves End
of Season Football Dinner**
Thursday 14 August

OGCA 30 Year Out Reunion
Friday 15 August

Foundation Concert
Friday 22 August

**Junior School Parents'
Cocktail Party**
Friday 29 August

SEPTEMBER

Year 8 Social
Friday 5 September

Senior School Production
Thursday-Saturday 11-13
September

Music Dinner
Thursday 18 September

**Wagga Wagga Community
Cocktail Party**
Tuesday 23 September

OGCA Melbourne Reunion
Thursday 25 September

**Echuca Community Cocktail
Party**
Tuesday 30 September

OCTOBER

Years 4-6 Parents' Cocktail Party
Friday 10 October

Boarders' Formal
Wednesday 15 October

Year 8 Cre8 Presentation
Wednesday 15 October

Athletics Dinner
Saturday 18 October

Speech Night
Tuesday 21 October

VCE Art Show Opening
Thursday 23 October

Year 8 Parents' Cocktail Party
Friday 24 October

VCE Art Show Concludes
Tuesday 28 October

NOVEMBER

OGCA 20 Year Out Reunion
Friday 7 November

**Dunkeld Races (OGCA
Marquee)**
Saturday 15 November

Valedictory Service and Dinner
Friday 21 November

**Junior School Christmas
Service**
Wednesday 26 November

Junior School Christmas BBQ
Friday 28 November

DECEMBER

**Senior School Christmas
Concert**
Thursday 4 December



Find the Old Geelong
Collegians on Linked In



Join the Old Geelong Collegians'
Association on facebook