



THE
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Ad Astra

The Geelong College Community Magazine

Issue No 132 **June 2017**

From the Editor



The Principal Dr Peter Miller and the College Council, in conjunction with the Preparatory and Senior School Parents' Associations, are excited to invite all College community members to The Geelong College Gala Ball. It will be held on Saturday 14 October at The Pier Geelong, which is spectacularly positioned over the water, 250 metres out from the bay. This will be a black tie event with a focus on friendship and celebrating our community. You will find your invitation to the Gala Ball inside this edition of *Ad Astra*, with a link to our bookings page, <http://trybooking.com/QFLE>. Please join us for what will be a magnificent night.

We hope you enjoy our winter edition of *Ad Astra*, which includes wonderful insights from our Leaders of Learning across the three schools on what it takes to be effective

educators and prepare our students for the future. This includes the development of our school environment through the College Master Plan, which Chair of Council Dr Hugh Seward writes about on page 4.

The school and the OGCA have had a number of "firsts" this year, from our inaugural lunch for Old Morongo Collegians (pages 37-38), to hosting four VAFA football games for the Old Geelong Sporting Club including the Senior Women's team, the Oggettes (page 55). In another special occasion, we will be sharing a 100-year anniversary dinner with Geelong Grammar School in early July, where direct descendants of former students who fought in the First World War will meet for a College-Grammar reunion dinner in Albert, France, exactly as their ancestors did on 7 July 1917.

This edition of *Ad Astra* also features some inspiring stories on Old Collegians (pages 47-53) who have shown strong focus and determination in their fields of expertise. Through resilience, they have adapted in a changing world to be successful.

We are very excited to see the increased level of engagement in our community through the new OGCA website, Geelong College Connect (pages 42, 44 and 45). It has been really well received, with nearly 1100 alumni signed up in our first six months. We are currently building an app to accompany the website, which will be ready to download in mid-July. Please update us with your current email address at communityrelations@geelongcollege.vic.edu.au so that we can register you on this platform to enable you to reconnect with your peers, the OGCA and your College.

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.



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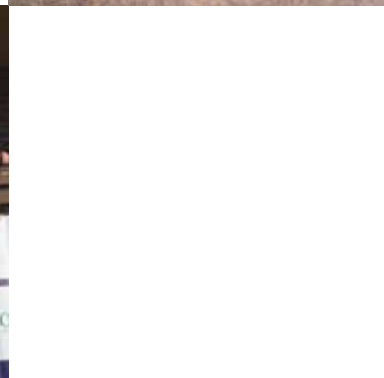
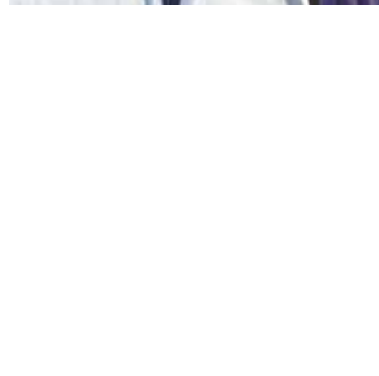
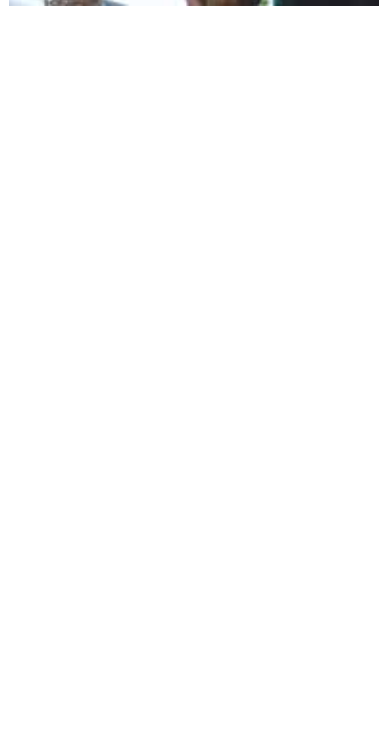
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The Cover

Early Learning student Evie Mahon and Year 1 student Ramsay Van Elst worked together to make a mandala from sand, sticks and stones on Junior School's first Ngarrweerreeng Day, inspired by National Reconciliation Week.



From the Chair of Council

By Dr Hugh Seward (OGC 1966)

The School Council has developed a long-range Master Plan to identify the infrastructure needs to support our educational aspirations and manage the ever changing requirements of providing the best educational opportunities for our students.

Our Master Plan is a “fluid document” to respond to new challenges, and already we have modified our earlier projections. This has led to the priority being given to our new Junior School or Campbell House. But at the same time, we have to respond to growing enrolments which are pressuring our facilities in both the Middle School and Senior School.

The Junior School design has undergone a rigorous review in the past six months to ensure it meets the needs of our Reggio Emilia program, which can be greatly influenced by the architectural surrounds. The student requirements of space and movement, well-lit areas and access to the outdoors are all important. At the same time, the new design must recreate the village atmosphere that is so cherished in our current complex of buildings.

We are fortunate to have the guidance of the award-winning John Wardle (OGC 1971) and his team of architects in producing a vibrant and exciting design that will create our city's best educational precinct for young students. The design will soon be finalised and put out to tender so construction can begin in the new year.

Once that project is under way, our Planning Committee's focus will turn to the Otways campus, where we plan to create an innovative Learning Outdoors program for all levels of the school. This coastal property, adjacent to the Cape Otway Lighthouse, will provide opportunities for studies and programs around the coast, environment and climate; Indigenous and early European history, encompassing the Shipwreck Coast; revegetation and sustainability; and a wide variety of outdoor activities. The buildings required for this campus will need to be sensitively designed to suit both the wild coastal environment as well as our student requirements, and we are preparing a site Master Plan to address these concepts.

While these activities are in progress, we have also been preparing for the future needs of the Senior School with our aspirations for a major teaching and learning centre, a larger gymnasium, a renovation of the traditional Cloisters to accommodate our eight-house system, and a major rebuild of Morrison Hall. This is an ambitious list of projects and will take about 15 years to complete. They will also require financial support from our Old Collegians, friends and parents, and we have started preparing for significant fundraising projects in the near future.

Of course, infrastructure is not the only task of the Council. We continue to focus on supporting Dr Peter Miller, his great executive team and staff to continue our broad education programs and build our next Strategic Education Plan.



College Council members in March 2017, from left, Joanna Monahan, Geoff Williams, Sylvia Walton, Barry Fagg, Hugh Seward, Helen Goode, Claire Darby, Les Trudzik, Principal Peter Miller, Kean Selway, Kevin Yelverton, Sarah Leach, Michelle Quigley and Gerald Miller.

New Additions to College Council

The Geelong College welcomed two new directors to the College Council in March. Les Trudzik and Sylvia Walton have considerable experience in the education sector and as directors.

Les and Sylvia join Hugh Seward, Gerald Miller, Claire Darby, Barry Fagg, Sarah Leach, Joanna Monahan, Michelle Quigley, Kean Selway, Geoff Williams and Kevin Yelverton on the College Council.

Helen Goode finished her tenure as a Council member after the March meeting, having been a director since June 2003. The College thanks Helen for her significant contribution and her expertise in educational leadership.



Les Trudzik BSc (Hons), PhD, GradDip Computing and Information Systems, MAICD

Les has some 30 years' experience advising in the education, research and innovation sectors. He has worked across primary, secondary and tertiary education, covering a wide range of areas such as Indigenous school education programs and strategies, vocational skills and workforce development, and equity programs in secondary and higher education.

Les held the position of Chair of the Industry Advisory Group for the Faculty of Science at the University of Melbourne from 2000 to 2014. He is currently chair of Bioplatforms Australia, overseeing publicly funded national research infrastructure for the life sciences, and he is a founding director of In2science, facilitating peer mentoring in STEM for secondary students by science undergraduates.



Sylvia Walton BA, MA, Dip Ed, Ed.D (h.c), B.Ed, FRGS, FAICD, FACEL, FACE, FAPC

Sylvia is a passionate educator with extensive experience, serving as Principal at Tintern and St Catherine's School, Executive Principal at Loreto College, Adelaide, and as Chancellor of LaTrobe University.

Sylvia has held numerous directorships on school, college and university councils and currently sits on both the Loreto Manderville Hall Toorak and The Geelong College councils. In 2003 Sylvia was awarded an Order of Australia medal for services to education – this is just one of her many accolades in the industry.

From the Principal

By Dr Peter Miller, Principal



At each community event in Term 2 I have spoken about the study tour I undertook over the non-term period at Easter. The study tour, based in the northern Italian town of Reggio Emilia, was truly inspiring. In this edition of *Ad Astra*, I would like to take the opportunity to share something of my experience with the College community.

For many years we have considered the student experience in the Junior School, Campbell House, to be inspired by the Reggio Emilia approach. Exactly what this means is not always clear. One key element of the study tour was to be able to clarify this in my own mind, with the expectation of supporting the staff with their outstanding work.

Among many things I learnt was that Reggio Emilia was a key location in the resistance to fascism. It was from this resistance to oppression and the rise of a modern, post-Second World War Italy that the citizens of the city looked to education, schools and community involvement to ensure fascism would not arise again.

Therefore, their approach to education focused on equity, the emancipation of women, viewing children as “citizens of today, not citizens of tomorrow”, and seeing education as a right for children because it was through education that great societies were created. The approach is embedded in values of equity, justice, collaboration and social interaction. A school inspired by the Reggio Emilia approach, even one in Geelong, is inspired by these values.

The Reggio Emilia approach is informed by educational theory, psychologists, philosophers, social theory and ongoing educational research by teachers reflecting in the process of their teaching, on what they have done and in preparation for action.

Teachers are not seen as experts of content but expert facilitators and a very active guide in student learning. Teachers are seen and valued as learners too. They are actively encouraged to engage in rich professional conversations together, to document their learning with their students and lead the way. This makes for a very exciting approach to school and a very different one to the traditional classroom containing the all-knowing teacher who is the expert on the subject, and students who are the passive recipients of that knowledge, regurgitating that material in tests and examinations. The Reggio Emilia approach demands a more interactive learning experience, guided by the teacher, creating meaning and understanding for the students. Who wouldn't want to be in that classroom?

In addition to the teacher, the classroom space and learning environment are also seen as important in the process for students and are seen as “educators”. The richness of the physical space, the opportunities to learn with prepared materials and magnificent aesthetics are all a part of this. Even more important is the social and emotional space in the learning environment. This is all closely aligned to what we see and know of The Geelong College.

Central to the Reggio Emilia approach is “the image of the child” – not of any one child but all children. Children are seen as learners, with rights as well as responsibilities to their community, to participate responsibly and collaboratively with others. Each person takes their place in the community, respecting the place of others with mutual benefit.



A rich learning environment is seen as an important educator in the Reggio Emilia philosophy which inspires the College's approach to teaching and learning.

I genuinely believe the central features of the Reggio Emilia approach are strong features of The Geelong College. I have been inspired by this study tour because it has brought together many years of professional experiences for me and a heightened understanding of the way we do things here, as well as the reasons for our approach.

Perhaps the best part of the Reggio Emilia approach is that they are very concerned about this approach being seen as a methodology, or even a philosophy. The approach to education is value-based, embedded in the desire to build a better society and pragmatic about embracing many different methods and philosophies. The Reggio Emilia approach allows for the contextualisation of education and a school. This means schools that adhere to the Reggio Emilia principles will look different, despite the proclamation of being "Reggio-inspired". The social, political, economic and historical contexts combine to produce the very social organisations that are our schools. The Reggio Emilia approach is mature and open enough to allow this to happen. It is not a formula.

My understanding of what we do here has been greatly enhanced by my recent study tour to Italy. I am increasingly excited about the fact that we have an outstanding opportunity to educate children and a shared responsibility with our community to do that. The values underpinning the Reggio Emilia approach are absolutely aligned to those of The Geelong College. This approach has informed our practice, the tone of this school and the very positive impact on our students across all year groups. It is fair to say that

I too have been Reggio Emilia-inspired and that I have a deep appreciation of what this means for our school. This has and will continue to shape the experiences of our students at The Geelong College.



Schools inspired by the Reggio methodology see children as learners with rights and responsibilities to their community, to participate responsibly and collaboratively with others.

From the College Co-Captains

By Izzy Greer, College Co-Captain

Starting the 2017 school year in the role of Co-Captain has been both an honour and a privilege, and I have immensely enjoyed the year to date. With the added responsibilities, the support received from teachers, parents and students alike has been absolutely amazing and I am excited for the opportunity to contribute to The Geelong College community as we move into the second half of the year.

As we began Term 1, my fellow Co-Captain Tom Page and I were fortunate to have the opportunity to travel to Adelaide at the end of February to take part in the fifth annual National Student Leadership Summit, where student leaders from around Australia could collaborate and explore the concept of leadership. It was an inspiring day and invigorated us both, leaving us with new ideas about how to most effectively work with our prefect team. Additionally, it has motivated us to coordinate a similar day for school leaders in the Geelong region, which we hope to hold later in the year.

It has also been a privilege to be a part of such a dedicated leadership team with both the prefect cohort and staff, in Dr Miller, Mr Smith and Ms Van Cleef, providing different perspectives and sound advice on various initiatives.

In particular, this year the prefect team is focusing on inclusivity in the College culture and is endeavouring to promote it across the many aspects of College life. In trying to make a tangible change, we are striving to create a greater continuity between the Middle and Senior schools by having cross-campus charity fundraisers, among other events.

2017 has started well for all year levels across the College, with swimming carnivals for Junior, Middle and Senior school, Year 7's orientation camp in Marysville and the Year 10s' culturally enriching Fulfilling Lives programs among the highlights. Year 12 has certainly come with heightened expectations and a greater workload, yet I have found there is also a great sense of camaraderie amongst the cohort as we share our final year of schooling. The strong relationships between both our peers and teachers will hold us in good stead as the year progresses and we move towards the exam period.

As the next half of the year unfolds, I am looking forward to being a part of the College community and helping make 2017 a truly memorable experience for everyone.



Izzy Greer and Tom Page joined school leaders from across the country at the National Student Leadership Summit in Adelaide in early 2017.

By Tom Page, College Co-Captain

The summer joys have moved into the colours of autumn, and already the frost on the College's Main Oval in the mornings suggests that winter is near; how quickly the days fly by in the excitement of our year of lasts.

Alongside my Co-Captain for the year, Izzy Greer, I have cherished the opportunity to lead our school into this academic year, with our intent to make a difference in our local community and beyond through our contributions.

Having had the privilege to contribute to the school, I have been reassured that the foundations of the College's strength lie in the enjoyment of all students' schooling life. This is thanks to the breadth of opportunities and extensive co-curricular experiences that are presented, on top of thorough and innovative academic studies.

As a student leader of the College, I understand the relationships within the community of the school are paramount to the school's success. Above all, it is the "community feel" among the students of the College, that brings a proud culture built on respect, honesty, striving to succeed as best one can, and as per the College's motto, to "reach for the stars". These attributes of our school have fueled our desire, along with our prefects, to ensure we contribute to our College as best we can.

Together, we have recently established a goal to promote inclusivity throughout the College, across the three schools which each have unique strengths, and more widely into our supporting community. We strive towards this goal by coordinating major events days with the Middle School, sharing leadership ideas throughout our College and with other school systems, and ultimately relishing our service to the school as a chance to make a longstanding difference.

It is the students' wealth of passion and enthusiasm towards our school that not only ensures we respect our learning environment, but also appreciate that time, co-curricular activities, social life, academics and other obligations.

Looking ahead, our calendar highlights include a local student leadership day for leaders in our region, inspired by Izzy and my recent visit to Adelaide as part of the National Student Leadership Summit 2017.

It is exciting to know that the remainder of the year will hold a multitude of opportunities for all students of the College, and especially the Year 12s as we battle through the winter on the sports field and in our studies, to do the College and each other proud before the year's conclusion.



The 2017 prefect group wants to promote inclusivity throughout the College this year.



Tom Page and Izzy Greer with Principal Dr Peter Miller and the Senior School Parents' Association's Leanne Deahl at the Senior School Parent Welcome.

Welcome, Sondra Wood!



Sondra Wood joined the College as the Head of Junior School, Campbell House, at the beginning of 2017.

Ad Astra caught up with Sondra in Term 2 to talk about her experiences so far and what's ahead.

Ad Astra: How have you found your first few months working at The Geelong College?

Sondra Wood: Time has gone very quickly, though I feel so settled. I feel like I have been part of this community for much longer than a few short months. Our families, staff and students have been very welcoming and supportive of my leadership. I could not have asked for a warmer welcome. I am very familiar with the College, with my husband Andrew and children Isaac and Claudia all OGCs. This sense of connection and love that they still feel for the College reaffirmed my decision to commit to lead the Junior School, Campbell House.

AA: What have been your highlights since stepping into the role?

Sondra: Meeting students, staff and parents of our community has of course been a highlight. It has been a seamless transition and I do feel a genuine sense of belonging. Our family BBQ demonstrated the work and

dedication of our amazing PSPA committee. Campbell House really does have a village feel, which reminds me of the African proverb that "it takes a village to raise a child". Working alongside such a high-quality team of educators has also been a highlight; they are a very dedicated team. Spending time in classrooms, getting to know the students, is always a favourite part of my day, I still do not know everyone's name but I am working toward this.

AA: You recently travelled to Italy to attend a Reggio Emilia Study Tour. What did you take away from that experience?

Sondra: Professionally, I had the chance to connect with more than 450 likeminded educators from over 30 countries, 150 being Australians. It was exciting to discuss, reflect and inspire with educators from day care centres, early learning centres, primary and secondary schools, universities, architects and builders. All aspiring to reach the same heights – to provide not only a high-quality educational setting, but the highest quality educational setting. This study tour reaffirmed not only my own philosophy of education, but reminded me of why I wanted to lead the Junior School, driven by the strong approach that guides our Vision for Learning.

One of the presenters of the study tour beautifully articulated that children are citizens of the present, not the future; they have been citizens since birth and deserve a commitment to a quality learning journey. "If we change our children's lives, we change our lives, we change the world."

AA: Campbell House, a beautiful part of the College, is about to undergo a significant transformation as part of the Master Plan. What can you tell us about it?

Sondra: With the exciting redevelopment of Campbell House, we can demonstrate an approach to lead education well into the future and provide a lighthouse to empower and make a difference to our ever changing world. The redevelopment plans are innovative and exciting, while valuing the integrity and beauty of the existing Campbell House "village". It's a wonderful example of modern architecture that demonstrates respect for both the past, the present and the future.

Simon Young

Our New Head of Senior School



The Geelong College is delighted to announce the appointment of its new Head of Senior School, Simon Young. Simon will commence at The Geelong College for the start of Term 3.

Simon joins us from Hale School in Perth where he has worked since 2006, most recently as Deputy Head of Senior School. His previous roles include Head of Administration and Students, and Director of Sport.

He began his teaching career in 1999 and has had experience both in the independent and public sectors. He spent five years as Head of Sport at Radford College,

Canberra, where he is also an Old Boy. As part of Simon's practice teaching, he was placed at The King's School in Sydney and also spent 10 weeks on a residential placement at Rugby School, UK.

Simon said he looked forward to becoming a part of the College community. "One of the major attractions for me was the sense of community within the College, coupled with the special place the College holds in the wider community," he said.

"I firmly believe that it is the quality of the relationships that exist between students and staff that define any school or learning environment. The interrelations between the students, staff and the wider community set the tone of that student's education.

"The Geelong College is genuine about producing well-rounded global citizens and from the outside looking in, it appears as though this is happening and I feel incredibly privileged to be afforded the opportunity to contribute to the wonderful foundations that have been established."

Principal Dr Peter Miller said Simon's experiences across Australia and internationally would serve the College well.

"He has attained a Masters of Educational Leadership from the University of Western Australia and is raising three young children with his wife Sarah. Simon is excited about the opportunity that awaits him here at The Geelong College and I have no doubt that we will be richer for his enthusiasm and dedication to the role," he said.

Farewells

This semester, the College farewelled Senior School Teacher Mark Andrews, Tuckshop and Catering Assistant Katie Appleyard, Middle School Teacher Sue Bradford, Cook Glen Craven, Design and Technology Teacher Nicola Griffiths, Uniform Shop Assistant Jill Jarvis, Caretaker Victor Maas, Junior Software Developer Dylan Mazurek, Cleaner Leanne Miletic, Bus Driver Steve Percy, and Risk and Compliance Officer Shane Thompson. Long-serving staff Terry Egan (Maintenance Technician) and Rob Wells (Timber Technician) also retired in December 2016, having started in their respective roles in the 1970s. The College thanks all of these staff members for their service and wishes them all the best.



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

Building Quality Relationships



By Edwina Davis, Deputy Head of Junior School, Campbell House

The Geelong College's TripleR program aims to develop important life skills such as resilience, respect and the building of quality relationships.

Wellbeing for Kids Director Georgina Manning, a registered counsellor and psychotherapist and member of the Australian Counselling Association, spoke to a large number of Junior School parents in Term 2 on the topic of Friendships in the Primary Years. It explored ways to support children and develop healthy friendships and social awareness.

Georgina has had many years of experience working in schools, supporting children and parents to reach effective social and emotional outcomes. In this informative, engaging session, she provided plenty of practical advice on how friendship gives children plenty of opportunities to solve problems and develop their social and emotional intelligence.

The happiness and wellbeing of our students is of the utmost importance at Junior School, Campbell House. Children thrive when they are confident and connected to their environment and peers. However, there will be times throughout life when conflict occurs. It is interesting to delve deeper into this issue and explore how we, as adults, cope with conflict and teach our children strategies to use when conflict arises.

There is a strong, natural instinct to protect children from situations that cause hurt and distress. Yet many life lessons and coping strategies can be learnt by tackling conflict proactively.

In the seminar, Georgina informed us that through experiencing conflict, children learn about compromise, problem-solving, empathy and cooperation. The ideal model for children to learn how to deal with conflict is when adults help them cope rather than rescue them from difficult or emotive situations.

Georgina demonstrated the skill of "reflective listening" for the participants to explore. She encouraged them to reflect emotion, reflect content and discuss different ways to think about the situation, and then try to solve the problem together.

By modelling and participating in this listening practice, we developed greater self-awareness and added another skill to our repertoire for dealing with emotionally charged friendship issues.

It was also very beneficial to unpack the definitions of common relationship issues. We highlighted the difference between misunderstanding, disagreement, conflict and bullying situations. All of these scenarios require a different level of intervention and support from adults.

It is important to note that as children grow and learn together, they also need to have plenty of unstructured activities which give them a chance to negotiate on their own.

Teaching specific social skills – such as turn-taking, and giving positive, specific feedback when the desired behaviours are achieved – is also another highly effective way of supporting children's social-skills development.

At Junior School, problems are discussed openly, solutions are negotiated and everyone moves forward with a strategy to help them when things go wrong. The children also use mindfulness in their classes as a strategy to focus and

regain a sense of calm and clarity. TripleR is part of our culture and all staff use every opportunity to reinforce key social and emotional concepts.

In conclusion, educators and parents of the children of today are encouraged to coach and guide our children through adversity, as opposed to solving all their problems.

“Our effectiveness as adults, parents and teachers must not be measured by how well we make our children happy, but by how well we have empowered our children to make themselves happy.” – *Wisdom Not By Force* by Wilson McCaskill

Gaining Perspective

By Joan Gill, Director of Student Wellbeing

“Australia will give you a ladder to climb. Make sure you don't wait for the elevator.” – Abdi Aden

In a recent Year 12 TripleR session, refugee Abdi Aden recounted his story of fleeing Somalia when civil war erupted. At the age of 13, and with no members of his family with him, he walked from Mogadishu to the Kenyan border. The journey took more than three months, and of the 300 people he walked with, only five survived the journey. When he arrived in Kenya, he was so appalled at the conditions at the refugee camp that he decided to walk back to Mogadishu.

Abdi returned to his family home to be told his father had been killed. He then travelled to Romania and eventually, he arrived in Melbourne at the age of 15, homeless and unable to speak English. Abdi went to high school in Melbourne,

then TAFE and finally university. He now works as a fully trained youth worker.

Abdi had the Year 12 students spellbound, not just by the adversity he had suffered but also by his charming, positive and good-humoured approach to life. His gratitude and humility was inspiring and reminded us of the importance of hearing such stories of resilience.

Abdi's personal memoir, *Shining*, is available to parents, staff and students in the Senior School library, and can also be downloaded onto a reading device. My colleague Therese Foley and I hope to invite Abdi back to College for a book club night, to speak with interested members of the community. Stay tuned to the College Bulletin and Geelong College Connect website for details.



Somalian refugee Abdi Aden spoke to Year 12s about his journey to Australia during a TripleR session in May.

Leaders of Learning

By Adrian Camm, Director of Teaching and Learning

With the departure of our Director of Professional Learning and Research at the end of 2016, a decision was made to adopt a more distributed leadership structure in 2017 to better support and be more responsive to the differing needs of our Junior, Middle and Senior schools. As a result, three new Leader of Learning positions were created across the College, one at each of our three schools.

Kevin Jess (Years 9-12), Doug Wade (Years 4-8) and Jillian Carter (Prep - Year 3) form this team which supports the creation, delivery and leadership of an innovative, high-quality and vibrant curriculum and professional learning community within the context of our Vision for Learning. Both Kevin and Doug have worked at the College for many years and are well known to our community for their passion, enthusiasm and wealth of skill and expertise they bring to the profession.

Jillian Carter joins our community this year, bringing with her a wide range of experiences, most recently holding the position of Lead Kindergarten Teacher at the University of Melbourne's Early Learning Centre. Jillian has a depth of knowledge and expertise of the Reggio Emilia philosophy supporting the Reggio-inspired approach adopted throughout our Junior School.



The Leaders of Learning primarily work with classroom teachers to support student learning and teacher practice. Just like our students, our teachers engage in continuous learning and seek to refine their approaches on a daily basis. The Leaders of Learning support, challenge and empower them as they use evidence to reflect on their learning and explore their own practice from multiple perspectives.

All three Leaders of Learning have had an immediate impact, working with and alongside teaching staff, Heads of Department and Curriculum Coordinators to drive a number of key initiatives, including:

- supporting teaching staff in our new Professional Learning Program structure;
- seeking alignment and a common understanding of the Reggio Emilia philosophy in the Junior School;
- leading a team interested in capital infrastructure and refurbishment works at the Senior School as part of the College Master Plan's "100 small projects";
- the development of collegial and high-performance learning teams aligning with our Vision for Learning; and
- providing coaching opportunities for staff.

Coaching in education is increasingly recognised as a key ingredient in school improvement and an important way to improve teaching and learning capacity, leadership skills, and ultimately student learning outcomes and wellbeing.

Coaching in education is not like sports coaching, although it has many similarities. Coaching essentially provides a framework for conversations that uses listening and questioning techniques to prompt inquiry and problem solving. It aims to unlock people's potential to maximise their own performance by empowering them to look inward, reflect deeply, take ownership and learn by adopting an independent and solution-focused disposition.

Director of Early Learning Ros Molyneux and Leader of Learning (P-3) Jillian Carter talk about Early Learning's Reggio-inspired philosophy.



As Leader of Learning (4-8), Doug Wade's role is to support student learning and teacher practice.

Coaches can create a safe environment for people to see themselves more clearly, identify gaps in their own learning, use more intentional reflection and thought processes, and set professional goals and actions.

Our Leaders of Learning, together with our Heads of Department and Curriculum Coordinators, recently spent two days learning about the intricacies of leadership coaching and putting their coaching skills into practice. This program will expand later this year to include pastoral leaders across the College.

Professional learning in schools is no longer just a conference or a one-off workshop or activity, although these do still have their place. Rather, the best professional learning our teaching staff undertake is usually within the confines of the school. This is where we share our expertise with each other, talk about teaching and learning approaches and observe each other in practice.

Our new Leaders of Learning in Kevin, Doug and Jillian provide a mechanism to effectively facilitate this approach and are an exciting addition to our leadership team at the College.



Kevin Jess, well known at the College as Head of the Design and Creative Arts department and former Teacher in Charge of Football, is now Leader of Learning (9-12). Turn to page 16 to read about his thoughts on the teachers' professional space.



The Teachers' Professional Space

By Kevin Jess, Leader of Learning (9-12)

In a recent conversation with a colleague, we discussed the importance of professional collaborative spaces in a school environment. It is this concept that I would like to share and shine a bright light on: the professional significance for the teacher of the “staff common room”.

This is a space within a school where teachers come together professionally to console, to inform, to align, to clarify and to grow.

In a previous era, this physical space used to be a thriving space, a hub for collaboration and professional discourse. However, now we sense the context for such dialogue has changed.

The focus on the student is still paramount, whether it be their learning, their wellbeing or the delivery of daily instruction on their programs. Yet the mechanism has altered. A more immediate exchange of information between teacher is available through email along with a precisely documented dossier of procedures now more immediate and accessible within the online “Portal”.

However, because of this evolution, what is becoming less evident, less visible and at risk is the professional conversation, the buzz generated from energetic dialogue between professionals sharing opinions, judgements, knowledge and experience. Professionals united in a common search for the alternative, the innovative and the creative method to engage students in learning.

While the environment or context of a school may change, the inherent aspiration, intention and desire of the teacher remains the same as it always has: to provide their students with every opportunity to learn and to reach their full potential.

The Professional Learning Program, mentioned in Adrian Camm's column on page 14-15, is one way our school is overcoming the unintended consequence of this change, establishing a “space” for teachers to collaborate and engage in professional dialogue.

In its third year of implementation, teachers across the whole school immerse in action research projects. While selecting appropriate research topics, teachers ask themselves three fundamental guiding questions: What will benefit the student? What will develop me as a professional? And what can I learn from broader educational spheres? This year we are seeing greater scope and relevance in the research areas teachers are investigating.

Leading the learning at Senior School for me will be a collaborative approach. It is my intention to search for ways to develop and foster this professional dialogue, to bring teachers together to explore possibilities and to grow capacity.

The breadth of teaching experience and depth of knowledge held by our teachers is vast. So as we hurtle into the 21st-century educational landscape, the digital age and an escalation and perpetuity for change, we must not lose sight of where we are today and use this as our springboard for where we need to be in the future. As educators, we must look at what ingredients are working well and what innovations and advancements we can make to grow capacity and provide what the 21st-century learner requires to thrive in their world.



It is important for our educators to come together to discuss what innovations and advancements we can make to provide what the 21st-century learner needs to thrive in their world.

Our teachers are investigating such topics as growth mindset strategies for feedback, and ways of developing the student as a resilient, inquisitive learner; and we are seeing digital technologies introduced to enhance the immediacy of feedback and learning in the physical education context.

We are seeing one group, as part of the College Master Plan's 100 Small Projects, investigating what learning spaces in our specific Senior School context will need to look like in the future. If students are to develop 21st-century skills such as creativity, critical thinking, problem solving, collaboration, and the ability to access and analyse information; and if they are to become innovative and entrepreneurial, agile and adaptable, and able to demonstrate initiative; then we must provide a learning environment that supports the development of these skills.

This group is identifying from their research the strong need for strategic and purposeful planning around design thinking for learning spaces. Their research supports a perception that may be no different to any other industry and even society itself: that change without purpose or strategy is simply giving in to a fad or trend. Adopting a mothership concept conceived by someone else is always going to be just that... someone else's.

However, to develop a strategy with relevance to our context – drawing on sound research, experiences and evidence from broad sources – becomes something more deliverable, measurable and valuable. A versatile and agile amalgamation of strategy, design thinking, technique and environments, all applied to teaching, learning, community and leading. Our Vision for Learning reflects this; it is our "vision" and we are well underway with its implementation, making it part of our school's fabric, part of our DNA, as a leading school in the 21st century.

Through these projects, professional learning opportunities at our school are broad, diverse and exciting. Our teachers continue to embrace the adage that even the most experienced and most knowledgeable person can still learn something new. After all, this is what has made them "the most" experienced and knowledgeable. Teachers are exploring, sharing and developing new approaches to advance learning programs and the students' learning experiences.

Each of our three schools can be identified through their own unique nuances, brought about by their environments and their educational purposes – more specifically aligned with the transition of a learner from their foundations in learning, to a breadth of experiences, then finally their choices of pathways. However, we are all one, united as we strive to create a common thread based on engagement and inquiry. Our teachers are engaged professionally in learning and understanding what it takes to be effective educators in a school within this fast-paced, ever-evolving digital age of the 21st century.

Fulfilling Lives at Nyangatjatjara College

By Debbie Filling, Outreach Coordinator

The Fulfilling Lives program takes our Year 10 students out of the classroom and into the wider world. It is an opportunity for our students to step outside their comfort zone and connect with a different culture, group or way of thinking and living.

This year, some groups spent time in Aboriginal communities in the Red Centre, with the Yulara and Anangu groups visiting Nyangatjatjara College. Despite temperatures soaring over 40C on some days, students embraced the opportunity and developed greater empathy and awareness of others and how they live.

Nyangatjatjara has three campuses across almost 500km, from Docker River near the WA border to Yulara and Imanpa, 190km east of Yulara. Our Anangu group went to Docker River, while the Yulara group lived at the Yulara campus and visited Imanpa. The secondary-aged students at Yulara are from Mutijulu, a small community 20km from the tourist town of Yulara, in the shadow of Uluru.

College student Ilah Watson describes her experience:

Community: a group of people living in the same place or having a particular characteristic in common. This was a huge part of the 2017 Yulara Fulfilling Lives trip; from learning about what a real community was, to being able to experience it and slowly, in a way, being accepted into it.

Some special moments – the kids, at first careful and almost paranoid around us, ending up laughing and sharing gossip with my group. Kids who had not shown up to school in months filtering out to the bus some mornings, much to the teachers' surprise.



Year 10 student Ilah Watson spent time with Nyangatjatjara College students during the Yulara Central Australia Fulfilling Lives program.

I remember sitting in a classroom helping a girl of 18 years with maths, watching and counting on my fingers with her to identify an answer to our equation. Even now, thinking about it, I smile. Helping people and communities was and is a huge part of the Fulfilling Lives program, and it is definitely rewarding.

From the bus trip out to the Mutijulu community, home of the students we spent our days with, reading the scribbles across the bus seats and hearing them laugh and chatter behind me. Watching with curiosity at their homes, that, I will not lie, scared me. I tried to put myself in their shoes at times, but it was hard. I didn't know how they thought, I was scared of what they thought about my "tribe" and me.

One day we painted the girls' nails and glittered their faces whilst the boys went out and played football with the "fellas" on the oval. I remember some of the girls complaining the day after about the glitter permanently plastered on their scalps. However, the barriers had been broken down.

Every day was amazing, and inspiring, making you want to be a better person. I hope to visit again in the near future and relive all the experiences I had with an older brain and a bigger heart.

The Global Challenge

Street art produced during the College's most recent Global Challenge program have been seen by about 300 people at a forum to discuss Geelong's future. The artworks, created by Year 9 students at the end of the 2016 school year, responded to environmental issues raised in earlier Global Challenge seminars, information sessions and subsequent discussions.

The Global Challenge focuses on climate change and global environmental issues through visiting speakers, diverse activities and intensive workshops. Working in teams and drawing influence from street artists and their styles, students created their own visual voice on the global challenges we face.

Their pieces were so impressive that organisers of the City of Greater Geelong's Our Future assembly asked to display them at the event in May at The Pier Geelong, where 300 community members debated and considered the region's priorities for a 30-year vision.



Vision for Learning in Action

By Doug Wade, Leader of Learning (4-8)

In Term 1, parents and teachers came together to develop a shared understanding of the educational programs across Years 4, 5 and 6. I was pleased to be a part of and welcome everyone to the Vision for Learning in Action evening.

Below is part of my introduction on the night:

When I started teaching in 1987, I believed my job was to know the curriculum. It was for me to tell the children what I knew. It was a bit like everything I knew about the curriculum was in this jug and it was my job to "teach" the children. I was the imparter of all knowledge. I filled the empty vessel.

Fast forward 30 years and we all know that there is a new reality – learners can learn almost anything, anytime, anywhere. The old method of filling the empty vessel is not enough. Children are and need to be continually learning in a variety of ways. They have access to an abundance of information that we could only have dreamt of 30 years ago.

In my Year 7 Maths class the other day, a boy asked "what does factorising mean?" and before I could answer the question a girl said, "I didn't know what that meant either so I Googled it". She now knows... and she then explained it to the boy. It is very challenging for a teacher if they feel their job is to impart knowledge.

Seymour Papert once said: **"Success in the slowly changing worlds of the past centuries came from being able to do well with what you were taught to do. Success in the rapidly changing world of the future depends on being able to do well what you were not taught to do."**

At The Geelong College, we believe that the aim of education is to develop the most important skill of all: learning how to learn. This is the basis for our Vision for Learning, which was launched in 2015. It is a document and an approach that describes the skills, knowledge and expertise students must master to succeed in a world that is rapidly changing. It provides a broad framework for the development of learning experiences that assist students to thrive in the global economies of today and tomorrow. For students to be active contributors to their world, they must learn not just subject knowledge, or so called "21st century" skills, but also the most fundamental aspect of a modern education – **learning how to learn.**

I am reading a book called "Educating Ruby" by Guy Claxton and Bill Lucas, where they share their concerns about some aspects of education: "We are deeply worried that our young people are being force-fed, over-tested and misunderstood. They are taught to pass exams but not necessarily taught in their own unique way and on their own terms."

At The Geelong College, we want children to develop their knowledge and skills but also their learning capabilities. We want students to be literate and numerate but we also want them to be confident and powerful learners. To thrive in the current world, it is not enough to leave school with a batch of examination certificates. Students need to learn how to be tenacious, resourceful, imaginative, logical, self-disciplined, self-aware and inquisitive. They need to have habits of mind that will allow them to become adaptive, responsive and caring people. We all need to help our students to learn how to think – not just regurgitate facts.

Our job as teachers is not to "prepare" children for something; our job is to help children to prepare themselves for anything.





After the introduction, parents then attended workshops, where our teaching staff gave them more information and examples about specific teaching and learning programs. They were asked to participate in hands-on activities as if they were students. The programs and activities included:

Maths300

The Maths300 program has a variety of open-ended mathematical problem-solving tasks. The students need to think, reason and communicate their findings. Parents at the workshop worked through one of these activities with a partner and explored the probability of winning a game.

Problem Solving

The purpose of problem-solving activities is to strengthen the understanding of mathematical concepts. These types of activities are engaging for the students and encourage flexible and creative thinking. At the workshop, parents used materials to explore combinations and permutations in the construction of garden beds. They developed algebraic expressions to enhance understanding and aid in the development of more complex scenarios.

Writer's Workshop

Within the writing process, the students create a "seed" which demonstrates their thinking about the topics they are going to write about. After finishing their written piece, they also attend a group conference, and publish their piece. At the workshop, parents had the opportunity to develop a seed and to be part of a group conference.

Shared Inquiry

The goal of the Shared Inquiry process is for students to explore ideas, meaning and information from a given text. Students work together to gain a deeper understanding and appreciation of the writing. Parents at the workshop read a story called "The Two Brothers". They discussed the focus question and provided evidence to support their thinking.

The parents had many positive comments about the evening, such as this one I wanted to share in particular: *We appreciate the valuable time staff put into preparing and workshoping the "Vision for Learning in Action". We came away buoyed with the innovative methodology of the Middle School in teaching our children the skill of "learning how to learn".*

Initiatives like this allow our teaching staff to share their expertise and invite parents to see first-hand the way in which we are bringing our Vision for Learning to life.



Leadership in Years 4, 5, 6

By Claire Bartlett, Year 4 5 6 Coordinator

Student leadership encompasses many of the ideas and intentions that are often described as student participation, student agency or student voice.

The term “student leadership” refers to education principles and practices that give young people the opportunities and support to find their voices, to participate in decision-making, and to understand their rights and responsibilities as active citizens.

When students are given the skills and opportunity to lead within their schools, they are empowered to have a real impact on their learning and school environment and are prepared to participate meaningfully in their community, according to Black et al in 2014.

Students at The Geelong College learn to respect and value leadership and teamwork, with numerous opportunities to lead and experience working with staff and parents from the earliest years.

Year 4 students enjoy their “buddy” role with the Early Learning students. They spend time at both Junior and Middle schools and share experiences such as gardening, library and free play.

When asked what she liked about being a buddy, Ellie Thompson from 4A replied, “I really like reading to my buddy. When I read to them I am helping them learn to read. We learn to put others before ourselves and how to be kind. The buddies are funny and they teach us stuff too.”

The students from Early Learning value the buddy program too. Rhys from EL4B said, “My buddy’s name is Charlotte. We talk about lots of things. I really enjoy being with my buddy because she’s so friendly and helpful.”

“I have learnt a lot from my buddy. He helps me when I visit Enviro. We made a frog pond together and got all muddy!” Archie said.

Ivy’s response warms the heart: “I really love seeing my buddy. She reads me books and always holds my hand. It feels nice to have a big friend.”

The innovative Enviro program gains great interest from other schools. The Year 4 students host other students and take them on tours while sharing their knowledge, experiences and understandings. The students embrace the opportunity to host visitors and it has proven to enhance motivation, learning, and intellectual, social and personal growth.



Year 6 SRC representatives James Williamson, Evelyn Robinson, Takoda Ritchie, Eva Tegart, Jasmine Balazs and Will Roffey.

The Year 5s have opportunities for cross-age experiences. At the beginning of Term 3, they will work with the Preps to build Marble Rollers out of cereal boxes. This will be a lovely opportunity for the students to reconnect with their buddy from 2016. Peer teaching offers a range of benefits for students, such as increased social and intellectual awareness; significant gains in empathy; and it empowers students, increasing their sense of mastery and self-esteem. Year 6 students are buddied up with Year 3s from the same House. They will share some of their learning experiences and assist with the Year 3 students' transition from Junior School to Middle School. We are looking at ways to provide purposeful connections such as athletics and cross country.

This year the Year 6s have had the opportunity to become a Student Representative Council member. Two students from each homeroom were chosen to represent Years 4, 5 and 6 after submitting applications for the role. So far they have spoken at assemblies, attended fortnightly meetings with the Year 7 and 8 reps and assisted at the fortnightly barbeque.

When asked why she wanted to be a SRC representative, Jasmine Balazs said, "to be a part of making The Geelong College a better place". She has learnt to just say her ideas and not hesitate, how to not be shy around new people and how to cook a sausage. So far, Jasmine has enjoyed meeting new people and coming together to share ideas.

Two of our representatives were lucky enough to attend the Environmental Change Makers conference at GPAC in May. The day after the conference, I received this feedback from Takoda Ritchie in 6B:

Hi Mrs Bartlett, I am emailing to thank you for the amazing opportunity to attend the Environmental Change Makers conference on Wednesday. It was an amazing thing that I will never forget. I have taken away so much. From what we have taken away, Will and I have made a little film to show at the SRC meeting tomorrow. Thanks again, Takoda.

Through leadership opportunities, students are developing our key learning dimensions of Identity, Creativity, Thinking, Communicating, Contributing, Creating and Enterprising. As stated in our Vision for Learning, our learners are: sometimes teachers, sometimes learners, but always leaders striving for excellence and a sense of emotional, spiritual and physical wellbeing.



Year 4 and Early Learning students have been buddied up and share experiences such as gardening, library and free play.

A Community of Teachers as Learners

By Jillian Carter, Leader of Learning (P-3)



This year, the Year 1 teachers and students have embarked on a learning project inspired by the United Nations International Year of Sustainable Tourism for Development, as a method of pedagogical collaboration through a Reggio Emilia-inspired lens.

Focusing on student-led research and an inquiry-focused pedagogy, the big ideas of the project include cultural awareness, sustainability and fostering world development.

The teachers have been meeting weekly with the Junior School's Leader of Learning to engage in deep pedagogical discussion of student work and the project's ever-evolving direction. As a group, the teachers look closely at documentation of student learning and ask questions such as: What are the students' wonderings? Are any misconceptions present in their current knowledge? What are their genuine interests?

In the Reggio Emilia philosophy, a provocation is a tool used to provoke thinking. A provocation could reveal itself in the form of a question, statement, photo, artefact, or even

an excursion. The purpose of providing provocations is to challenge thinking, promote discussion, and predominantly to encourage wondering.

A provocation of "what is a home?" began the project for all three classes, with the aim to build student identity and a sense of community amongst the group. Term 1 provided multiple provocations to students, ranging from questions such as "does every living thing have a home?" to an array of photographs including igloos and high-rise apartment complexes.

A key component of the Reggio Emilia philosophy, or "the pedagogy of listening", is the dedicated focus of providing opportunities for authentic student voice. The Year 1 teachers have this intent at the forefront of their planning during weekly meetings, with the understanding that this listening is not always through our ears, but also through our eyes. They therefore create learning experiences through multiple means of communication, such as drawing, construction, dramatic play, photography and peer discussion, representing the child's "100 languages".



While the teacher takes on the role of listener, they also take on the role of learner, which is central to our College Vision for Learning. In Reggio Emilia, they describe schools as “laboratories for teachers” – environments for active collaborative inquiry for all involved. For many teachers, positioning themselves in this role can be somewhat intimidating as it often means relinquishing control. However, it is an essential component for an authentic inquiry-based teaching approach. As stated by experienced teacher and consultant Kath Murdoch, the inquiry teacher should always be asking, “how can I release responsibility?”

Documenting the learning journey across three groups of students is both challenging and fascinating. A third-party observer will often perceive the learning experiences in different ways than the teacher may have imagined. As a result, we have been able to identify emerging themes in student voice and discover connecting threads between the three classes, despite the different paths each group has taken. The Leader of Learning is also there to provide encouragement and inspiration to teachers throughout the process.

During periods of reflection and planning, documentation of student learning is analysed and student voice heard and respected. Harvard’s Project Zero has created a tool for teachers, called Looking at Opportunities, for exactly this purpose. The template encourages teachers to reflect with colleagues on a learning experience that has occurred, focusing on content, student engagement, depth of work, and presence of thinking. The “depth of work” and “presence of thinking” areas are particularly relevant in the Year 1 teachers’ planning and reflection sessions, as they are constantly looking for new ways to challenge students’ thinking beyond content-based learning. They are looking for ways to engage students in learning skills such as wondering, problem-solving and making connections, while delving deeper into what is important in their world.

The project integrates easily into the Year 1 curriculum, incorporating literacy, math and science, using inquiry as the instrument for learning. From the initial provocation of “homes”, the three groups of students have led their teachers down three different paths, with the big ideas of sustainability, cultural awareness and world development remaining present. Students will be focusing on concepts such as homelessness and the impact of humans on animal habitats, the physical construction of homes using a technological approach, and the exploration of traditional Indigenous Australian culture and environment.

The Reggio Emilia philosophy of teaching and learning uses the term “progettazione” to describe the process of planning and designing curriculum. As Jan Millikan, an Australian leader in Reggio Emilia, said this year, “the plan does not predefine everything that will occur, but involves the flexibility to consider many possibilities both before, and whilst a project is in process”. Giving students the ability to lead their own learning journey, and being open to learning alongside them can be an empowering and exciting experience for a teacher.

A lesson for us from our friends in Italy – embrace the unknown, trust the journey, and have fun along the way.



Our Cultural Connection

By Anita Dye, Early Learning Teacher

“As educators of young children, we must have a commitment to reconciliation. But how is it done? Look at yourself, respect your place, respect knowledge and respect time.” – Early Childhood Consultant Tracey Simpson, Early Childhood Australia Reconciliation Symposium 2016

Here in Australia we are fortunate enough to have one of the richest and oldest continuing cultures in the world. This is something we should all be proud of and celebrate. Curriculum frameworks from Preschool through to Year 12 now offer us guidance and resources to ensure we can help all children come to understand this.

In Early Learning, our curriculum is guided by The Victorian Early Years Learning and Development Framework (VEYLDF). The VEYLDF recognises and respects Aboriginal cultures and their unique place in the heritage and future of Victoria. Learning about and valuing the place of Aboriginal people will enhance all Victorian children's sense of place in our community.

Staff at Early Learning (EL) were aware of the need to embed Aboriginal culture into our work with the children, but were anxious about how to do it correctly. There was a

fear of lacking authenticity and not knowing where to begin. EL Director Ros Molyneux and I were fortunate to attend the Early Childhood Australia Reconciliation Symposium in Sydney last year, and came away with the overwhelming conclusion that for reconciliation with Indigenous people to begin in Australia, it is imperative for all educators to start the conversation with children. There is no right or wrong, we just need to start. Part of our uncertainty about how to start sharing knowledge with our children was our own lack of knowledge about Aboriginal culture. As a group and individually, staff set about educating themselves about this ancient and culturally rich history.

In the second half of 2016, we were pleased to make a connection with local Wadawurrung woman Corrina Eccles. Corrina is involved with the Wadawurrung Corporation, doing cultural work and traditional ceremonies with the organisation, the Registered Aboriginal Party (also known in short as RAP) for the boundary area of Wadawurrung. Corrina is also connected with Wathaurung, Narana and Deakin's Koorie Institute of Education, and is an invaluable resource for us. She runs her own consultancy, working with many community groups in our local area.



Norm Stanley performs a Welcome to Country for the Early Learning children to observe as they learn about Aboriginal culture.



The EL staff met with her, and she has since visited twice along with Norm Stanley to engage the EL children in cultural workshops. We have observed a Welcome to Country and traditional Smoking ceremony. We have also had the opportunity to participate in a traditional dance workshop, ochre painting and artefact sharing and storytelling. Norm has enthralled the children with his boomerang throwing, encouraging them to practise their own skills.

The children and staff have found these experiences to be rich and meaningful, and are very pleased to be able to continue their ongoing relationship with Corrina and Norm. Corrina will continue to be our Aboriginal mentor, helping to embed Aboriginal perspectives into our daily programs. We are spending time learning about the environment and connecting with country at Year 4 Enviro, and through regular visits to our Bush Kinder site at Dog Rocks, Batesford. Indigenous puzzles, items from nature, imaginative play spaces and quality children's stories such as *Sorry, Sorry* and *Welcome to Country* have become elements in the curriculum that we share often. Children then share their ideas for setting up learning areas in the classroom and playground to explore and play in.

"I really did want a big tree and a really big river with lots of rocks along the side so canoes can go down the river. The Aboriginals would need to catch fish in the river in their canoes. A big log can be like Uluru. Sometimes the Aboriginals climb up it." – Will, aged 5

We, along with many organisations, are now developing a Reconciliation Action Plan. This practical plan of action will provide us with a framework enabling us to learn and share in our journey of reconciliation. Reconciliation Australia's Narragunnawali: Reconciliation in Schools and Early Learning programs (www.reconciliation.org.au/narragunnawali) has been a vital resource, supporting all schools and early learning services across Australia



to develop environments that foster a higher level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. Continuing to build on our relationship with Corrina Eccles and Norm Stanley is part of this plan.

Some of the other focus areas that we are working on this year include connecting with the wider school community, including Dave Curnow and Senior School Indigenous students. We shall explore the concept of reconciliation with our children, looking at values such as friendship, harmony, diversity, acceptance and understanding. We shall also develop our own Acknowledgement of Country, which will be used at special events and meetings with the children.

We look forward to continuing this ongoing journey.



Love thy Neighbour

By Dave Curnow, Senior School Chaplain

Jesus said, “A new commandment I give you: Love one another. As I have loved you, so also you must love one another. By this all men will know that you are My disciples, if you love one another.” – John 3: 34

The Geelong College shares a strong connection with the Shalom Christian College in Townsville, Queensland. Shalom is an Indigenous day and boarding school for students from Prep onwards, and takes its name from the Hebrew word for peace.

Students and staff from both The Geelong College and Shalom Christian College have visited each other's schools in a two-way learning process since 2003. For our students, the cultural exchange partnership is an opportunity to experience another environment with a sense of purpose for mission. They usually arrive in time for Shalom's NAIDOC Day celebrations in September.

The bond that the College has with Shalom, as well as the Uniting Aboriginal and Islander Christian Congress and the Aboriginal Cultural Centre in Grovedale, aligns strongly with our Mission Statement: “The Geelong College is a

Uniting Church coeducational day and boarding school that creates outstanding opportunities for its community of students, encouraging and inspiring all to be positive contributors to our world.”

“Mission” imbues a sense of service, humility and teaching of morals through action and theory in Religious Education.

The positive relationships the students formed while spending time together in the boarding houses, visits and excursions around Townsville, have indeed inspired them to contribute to their world. One Old Collegian is currently working at Shalom Christian College and attending university in Townsville, and all Shalom students who have travelled to our College have obtained employment after graduating.

While this partnership offers a small group of students the chance to take part in a meaningful approach to reconciliation, as a school and community we all have the opportunity to face new challenges each day and to love thy neighbour.

God Bless.



Geelong College students participated in Shalom Christian College's NAIDOC Day celebrations while on a cultural exchange program in September.

Community comes together for Careers Expo

By Adrian Blades, Careers Educator

Students from Years 9 to 12 had a chance to find out more about career pathways at this year's College Careers Expo on Wednesday 10 May.

Hundreds of students and parents flowed through the George Logie-Smith Auditorium and Costa Theatre in the Keith Humble Centre from 4pm to 7pm, with about 60 industry professionals, higher education representatives, and university and TAFE students generously volunteering to share their knowledge and experiences.

The main aim of the expo is for students to find out from industry professionals about their experience in a particular career. Industries covered included accounting and finance, architecture, communications, engineering, entrepreneurship, fashion design, forensic science, IT, medicine and allied health, music, nursing, osteopathy, paramedicine, pharmacy, psychology, project management, sports management, veterinary science, and youth and social work.

Deakin University, The Gordon, Marcus Oldham College, Barwon Water and Apprenticeships Matter continued their excellent support of the expo. A number of Deakin University's representatives are also industry experts, and this year Architecture and Built Environment gained significant attention. Their medical imaging representative has also been a great supporter in the past three years.



Samantha Jackson from Education USA and James Gorell (OGC 2016), future George Washington University student, were at the Careers Expo to speak to students interested in studying in the US.



Deakin University was among the tertiary institutions represented at the expo.

Education USA and Queensland's Bond University attended for the first time, with excellent feedback. There has been great interest in both of those organisations in the last couple of years and that was reflected at the expo.

The event is truly a showing of our community spirit, with parents, past students and College staff all represented among the volunteers. The expo could not have been the event it was without the contribution of the College community. Representing more than two-thirds of the participants, their support and quality of information is valuable and greatly appreciated by the Careers Learning Centre. Other Old Collegians who weren't able to attend have also offered to support the careers program throughout the year.

We hope students and parents enjoyed the insights into the various career pathways. They are always welcome to contact the Careers Learning Centre if they wish to talk about future career opportunities.

• Are you an Old Collegian who would like to give back to the College community by volunteering at future Careers events? Let the College know by going to geelongcollegeconnect.com and ticking the relevant "willing to help" boxes.



Paramedics Peter Moody and Andrew Hough had an eye-catching display at the expo. Peter (front right) is pictured talking to Year 10 student Angus Jackman.

Making Her Mark in Women's Footy

By Jennifer Chiu, Publications Coordinator

Year 12 Geelong College student Eliza Shannon is uniquely placed to see how attitudes to women's football have changed in recent times.

Eliza has been playing football since she was five years old, starting in Auskick with her brother. She has been playing ever since.

Late last year, Eliza was named in the Geelong Cats' VFL Women's squad. With the first season of the AFL Women's competition just completed, interest in the women's game has never been higher.

Eliza said she had noticed a complete shift in attitudes since she first started playing. "There's so much more talk about it," she said.

"Even my sister, who I would never imagine playing footy, this year joined an Old Collegians' team up in Melbourne. It's almost become the norm now. Less people questioning why girls are playing footy.

"I used to get a few comments like, 'oh, that's a boy's sport', but now I think everyone's in it for the long run and really enjoying it."

Eliza played with the Geelong Amateur boys until Under-14s, when she was too old to continue. She also played with the College's football teams in Years 7 and 8, before joining a women's team at club level. She was identified as a promising junior and selected in the Geelong Falcons Youth Girls Academy, the 2015 Under-16 and Under-18 All-Australian teams, and Under-18 Vic Country teams.

She is registered with Newtown and Chilwell's Under-18 girls, and hopes to hit the turf with North Geelong's seniors and the Geelong Cats' VFL women in the near future, once she recovers from a leg injury.

Eliza trains twice a week with the VFL side, at venues including Highton Reserve and Simonds Stadium. Eliza said the team focused on their conditioning in the preseason and were working hard to refine their skills.

"We're pretty lucky because the coaches are all very experienced, especially Hoody the main coach (Paul Hood). They all really care for the girls and they're putting a lot of time and effort into us to get some good playing out of us," she said.



Photos: Arj Giese Photos

"Intensity and professionalism is so much greater in the VFL and even with the Under-18 Falcons girls, compared to club, and that's why we can see improvement. And over the next few years if we can keep up this training standard, the AFL Women's is definitely going to increase in everything, skills-wise and coaching-wise and viewers-wise."

Eliza hopes to study pharmacy or physiotherapy at Melbourne University next year, followed by a post-graduate medicine degree. The dream of playing football on the national stage is one she'd also love to fulfil one day.

"I'm only young, still 17, so it's not really too much on my mind yet, especially having to go through growing and injuries, but definitely hopefully one day when I'm a bit older, I'd love to have the opportunity to play for the AFL team."



Scan here to see a video of Eliza at
training with the VFL Cats

Nick's Incredible Run

By Jennifer Chiu, Publications Coordinator

The past two years have been amazing in the sporting life of Year 8 student Nick O'Brien.

In Year 6, Middle School Athletics Coordinator Mark Torpey approached Nick to consider taking up athletics after some impressive cross-country outings.

Two years later, Nick lined up at the Sydney Olympic Park Athletics Centre as a top contender to become the Under-15 400-metre and 800-metre national champion. By then, he had already won the Victorian U14 All Schools titles in 400m and 800m, the U14 800m Australian All Schools Championship, and the U15 800m Victorian Track and Field Championship. He also won 400m silver medals at the Australian All Schools and Victorian finals.

Faced with a tough field of competitors and an equally tough downpour of rain in the 800m national final in Sydney, Nick came second in 2 minutes and 1.41 seconds to add to his bronze in the 400m.

"To get the result I got in that race, I was over the moon. It was really difficult conditions but I think I pushed on through the conditions and to have it over was a bit of a relief to realise it's all done. And to walk away with that as a result I was super pumped," Nick said.

In the 2016 APS Athletics Finals, Nick became Geelong College's first boy to break an APS track record in 18 years. In the U14 800m, he ran strongly to win and set a new record of 2min 5.62sec, two seconds faster than the old record. The previous College boy to break an APS track record was James Boston in 1998 (U17 100m in 10.84sec – still a record).

"I think it's been a really successful season... I was really happy with it, I didn't expect to do this well so to pull off what I achieved, I was super stoked," Nick said.

With Year 8 classmates Cassidy Bradshaw, Skye Ellis, Will Jarman and Hamish Poulter also competing at nationals this year, there was plenty of support among his peers. "There's a few kids I've gone through school with so we get on really, really well, and it's pretty nice when you're in a foreign state to have a few people close to home to be with," he said.

During the season, Nick trains with the College squad as well as Chilwell, where he's coached by Anula Costa. "It's a great environment, there are some really talented athletes there and Anula's knowledge for the sport is... she just knows everything," Nick said.



Nick after winning a silver medal in the 2017 national championships.

Scan here to see a video of Nick's Interview

His training includes strategy and technique, as well as a "challenging" exercise where he aims to avoid being caught by his teammate, U20 national champion Christian Davis.

Nick's motivated by the idea that the more he trains, the better he will become: "I'm going to be better off with that extra training session. So that's always a good positive way to think," he said.



Year 8 student Nick O'Brien on his way to breaking an APS record at the 2016 APS Athletics Final. Photo: Richard Kumnick, Photo Play

Boarding Life

By Claudia Cheatley, College Gap Student

“Even if you’re new to boarding, on your first night you make so many friends that, at school, you feel confident because you at least know those couple of people from the boarding house.” – Zac Norton, Year 8 student.

With around 90 boarding students at The Geelong College, the close-knit boarding community is truly a home away from home.

Head of the Boys’ Boarding House, Greg Smith, says boarding is “the best part of the school to work in, because it is a place where one can have a positive impact in the daily life of students who live away from home”.

The students experience relationships that are just not possible in the day school. They learn about individual differences, tolerance and resilience. Around a quarter of College boarders are from across Asia and Europe, with the rest of boarders coming from rural Australia, the Geelong region and Melbourne.

This variety of backgrounds allows for a culturally diverse living environment. “Being woken up in the morning and all walking to the Dining Hall to have breakfast with everyone

is a great way to start your day,” one of our international students said. “In the afternoons you hang out together, kick a ball on the oval, go out for a coffee with your ‘boarding family’. And the good thing is, if you feel like you need some alone time, you have the privacy of your own room to just relax and take a break.”

Boarders are exposed to a wide range of weekend activities as well as their APS Sport commitments, including cultural excursions to Melbourne and around the Surf Coast. Boarding activities such as theatre and going to the football, paddle boarding, go-karting, shopping and tree surfing, to name a few, all help to encourage a strong sense of belonging to a family away from home.

Year 9 student Jonathan Hanson said, “when I first came to the boarding house, I met this girl and we instantly made so many connections and I instantly felt like I knew the people here, it made my transition a whole lot easier”.

Year 12 student Sophie Walmsley said living in the boarding house had been beneficial for her independence. “It really sets you up for schooling and after school, you’ll still have heaps of connections everywhere,” she said.



Olivia Howie, Aspen Ohyama, Rebecca Lam and Astrid Crtalic in their “home away from home”.



Michael Pan, Michael Delahunty, Patrick Barkla and James Norton relax after school at Mackie.

Boarding Events

Boarders' Welcome

Monday 30 January

1. Arthur, Calvin and Audrey Ng
2. Callum, Sue and Brendan Dwyer
3. Kelly Grigsby with Helen and Stuart Hanson
4. More than 100 boarders, parents and staff gathered to welcome in the 2017 school year



Boarders' Family Day

Sunday 19 February

1. John Walmsley and Gavan Deppeler
2. Julian Carroll, Sarah Tehan, Sara Cashman and Elisa Carroll
3. The Delaney family – Tanya, Shayne, Nick, Emily and Holly
4. Shirley Wilson, Dean Brown and Thelma Brown

Boarders' Weekend

Saturday 6 May

1. Don Henderson, Angela Field and Andrew Holdsworth
2. Bruce and Sam Doery
3. Caroline Pizzey, President of the Boarding Parents' Support Group, welcomes parents to the dinner
4. Boarding Captains James Norton, Rose Cashman and Jack Henderson spoke at the dinner and are pictured with Principal Dr Peter Miller



School Activities



The College's 28-strong Surf League team, comprising students from Years 7 to 12, combined to cruise to victory at Torquay in February.



Year 9 Drama students treated Junior School children to stories which incorporated fairy-tale characters into popular reality TV shows.

Year 8 SRC students made and sold pancakes to staff and students, raising \$580 for UnitingCare in February.



Shannon House swam to success at this year's Senior School House Swimming event. At the time of printing, Keith House was leading the race for the Cronk Trophy.



Year 12 Physics students experienced physics in action on amusement rides at Luna Park, collecting and analysing data along the way.

Old Collegian Nick Parks (OGC 1999) and his father Joe performed songs on accordion and guitar at the Senior School Harmony Day Assembly.



The College's female swimmers showed sensational team spirit as they finished fifth in the APS final in March.



Year 8 student Sam Milner's mum Maria and nonna Michelle visited Middle School to teach Paddock to Platter elective students how to make pasta and gnocchi.

More than 150 students attended the Year 7 Camp at Marysville, where they developed peer relationships and connections through outdoor activities.





Prep students donned lab coats and made use of clipboards as they did experiments on buoyancy.



Maya Billman, Oliver Hair, Will Roffey, Hannah Bates and Zara Salajan (absent from photo) launched their handmade water rocket the furthest at the Year 6 Challenge.

Early Learning children visited the Dog Rocks Flora and Fauna Sanctuary for Bush Kinder in March.



*Year 12 student Jack Henderson takes a spectacular mark in the derby against Geelong Grammar School.
Photo: Drew Ryan Photography*



The Senior School Prefects and Middle School SRC members and House Captains brainstormed examples of leadership and ideas to strengthen the connection between the two schools.

Year 3 students had a fun day at Enviro with the Year 4s and Richard Hanley as their guides, as part of their Inquiry Unit on sustainability.



The school oval was decorated in the colours of the Aboriginal flag for National Reconciliation Week. Photo: Marcus Tyrrell



The Stage Band and the Pegasus Singers represented the College at the Generations in Jazz festival at Mt Gambier, with Rory Vagg nominated for the Division 3 Superband on tenor saxophone.

The Early Learning Mother's Day celebrations are an annual highlight in the College calendar.





Be a part of our vision for the future.

Now, and in the future, we aspire to provide learning experiences that are second to none. Experts in learning, teaching, design and leadership, are helping to shape our vision, which will address current and future challenges.

We invite you to join with us in championing one of our key projects:

- Boarding (Building Fund – tax deductible)**
- Cape Otway Campus (Building Fund – tax deductible)**
- Boarding Scholarships (Scholarship Fund – tax deductible)**
- Indigenous Scholarships (Scholarship Fund – tax deductible)**
- Foundation Fund (Foundation Fund – not tax deductible)**

Any level of support can make a difference.

Find out more at www.geelongcollege.vic.edu.au

Foundation President's Report

By J A (Sandy) Hutton (OGC 1973), Foundation President

The Foundation has started 2017 with two successful functions – the annual Foundation Lunch and an inaugural lunch for Morongo Old Collegians. The Morongo Old Collegians' Association decided in 2015 to move to recess and kindly donated their residual funds to the Foundation, along with some of their memorabilia. As a result of this generosity, the Foundation now sponsors an annual scholarship for a female student connected to a Morongo family and the College also awards the Margaret Shannon Cup to a Year 12 female student who has excelled at the College.

At our Annual General Meeting in February, the Foundation Board farewelled Wendy Abikhair after 12 years' representation, the maximum allowed under our constitution, and welcomed Julie Cole to fill this vacancy. We are looking forward to the contribution that Julie will make to our future endeavours and we thank Wendy for her service.

This year, the Foundation is supporting the refurbishment of the Mackie and Mossgiel boarding houses as the annual project of the Principal's choice for Foundation support. These works will occur throughout the year as planning allows. The Foundation has made a significant initial financial commitment to the College's Master Plan and initial works in respect of this will become evident at Campbell House on the Junior School campus over the

next 12 months. The Foundation is also supporting the College in providing opportunities for staff to undertake professional development either nationally or internationally. The Foundation Fellowship builds on The Geelong College's reputation for excellence and awards a staff member or a team of staff members \$10,000 to be used to gain invaluable national or international experience in study, research, professional development or through a shadowing or immersion-based experience. The College is currently taking submissions from staff and we look forward to awarding the inaugural Foundation Fellowship in coming weeks.

Upcoming Foundation functions for the rest of this year include the Foundation Concert, a Melbourne Cocktail Party, the second annual tree-planting day at our Fyansford property, a community golf day at Barwon Heads and the annual Morrison Society Lunch.

The Board looks forward to its continued association with Foundation members and the College community throughout the remainder of the year and beyond.

In closing, I would encourage you to facilitate our fundraising efforts by considering a donation to this year's Annual Campaign. Information on this, as well as becoming a Foundation member and leaving a bequest to the College or the Foundation can be obtained by contacting Director of Development Joyce Taylor on (03) 5226 3779.



The Foundation Board, from left, Vice-President Mr A M C Cameron (OGC 1978), Vice-President Ms S T Mockridge (OGC 1977), Mr R G Carr (OGC 1973), President Mr J A (Sandy) Hutton (OGC 1973), Mr J C P (Cam) Emerson (OGC 1958), Mrs J A Cole, and Mr S M Chirside (OGC 1970). Absent from picture is Dr P J Carman.

Foundation Events

Luncheon for Morongo Old Collegians

Monday 27 February

1. College Archivist Con Lannan gave guests a tour of the Morongo Room at Mossgiel
2. Anne Howarth, Diane Sprague and Janet Vibert
3. Sandy Hutton and Jeanette Joseph
4. The former Morongo students reminisced over archival photos of their school days
5. Heather Lochhead, Jeanette Joseph, Sandra Oriander, Janine Richmond and Susan Tayler



Annual Foundation Lunch

Wednesday 15 March

1. Catherine Gray, Robert Ingpen and Joan Kelso
2. Paul Sheahan, Peter Miller, Robert Ingpen and Hugh Seward
3. Joyce Williamson, Margaret and David Lethbridge, and Alan Williamson
4. June Cameron with June Champness and Len Champness
5. Simon Cole, Andrew Cameron, Sandy Hutton, Keith Fagg, Bill Huffam and Suzanne Mockridge



The 27th Annual Foundation Concert

A wonderful evening of music and community.
Save the date **Monday 7 August, 2017 at 7pm**
Costa Hall, Deakin University Waterfront Campus.

Tickets available at GPAC from Monday 17 July.

ANNUAL CAMPAIGN DONOR LIST

Thank you to all those who donated to the 2016 Annual Campaign. Your generosity will make a real difference to our current community and the generations to come.

Ms W Abikhair	PP	Mr R W Purnell	OGC 1944, PP
Dr L A Allen	PP	Prof G G Quail	OGC 1947, PP
Mr J G & Mrs H Anderson	PP	Dr P W Sutherland	OGC 1948
Betts Family		Mr K W J & Mrs A E Thomson	OGC 1949
Bell Charitable Trust		Mr D A Wallace-Smith	OGC 1943
Mrs B P Betts	PP		
Mrs M Brumley		OGC - 1950s	
Mrs J V Cameron	PP	Mr G L & Mrs P A Barber	OGC 1950, PP
Mrs M Fallaw	PP	Mr K S Barber	OGC 1953
Mr G S Fielding	PP	Mr H T Bromell	OGC 1955
Mr G L & Mrs K L Goldsworthy	PP	Mr H A Campbell	OGC 1955, PP
Miss C M Gray		Mr A G S Gray	OGC 1959, PP
Dr B M & Mrs H Jenner	PP	Mr D W M McCann	OGC 1954, PP
Mrs J B Kelso		Mr T F McNair	OGC 1958
Mr E Kennon	PP	Mr I D Morrison	OGC 1952
Mr S Kidd		Mr R C W Pyper	OGC 1952
Mrs M H Lethbridge	PP, Past Staff	Mr N J Richmond	OGC 1952, PP
Mrs B Maclean		Mr R K Robson	OGC 1959, PP
Ms D B Mann	PP	Mr F W Russell	OGC 1950
Mr B A Mawson	PP	Dr A J Vigano	OGC 1958
Mr A J Montgomery	CP, PP, FP	Prof D G Williamson	OGC 1959
Mr M E & Mrs N Neagle	PP		
Mrs M Rawlings		OGC - 1960s	
Mr P C Rufus		Mr M J Betts	OGC 1965, PP
Mr R N Smith	PP, Staff	Mr P N Cameron	OGC 1968
Mrs A M Swaney	PP, Past Staff	Mr H R Champness & Dr C Darby	OGC 1969, PP
Dr V Tarrant		Mr B G Fagg	OGC 1966
Mrs J B Taylor	CP, Staff	Mr N A Kearney	OGC 1969
Dr P C Turner	Past Staff	Dr C B Olsen	OGC 1968
Mr M J Walsh & Ms S A I Legoe	CP, FP	Mr D Ooi	OGC 1966
Mr A H Williamson	PP	Mr G E Richardson	OGC 1963
Mr J M Wilmot	PP	Hon R M Robson	OGC 1960
Dr J & Mrs S Woods		Prof D T Runia	OGC 1965
		Dr H G & Mrs C M Seward	OGC 1966, PP
OGC - 1920s			
Mr H G Fagg	OGC 1929, PP		
OGC - 1930s		OGC - 1970s	
Mr J G Cameron	OGC 1939, PP	Mr J C Braithwaite	OGC 1979
Rev L A & Mrs M F Cartwright	OGC 1938	Mr R V Brown	OGC 1972
Mr A M Lowe	OGC 1936, PP	Mr R G Carr	OGC 1973, PP
Rev A J S & Mrs B Matthews	OGC 1938	Mr J A Hutton	OGC 1973
Mr D W Rogers	OGC 1939	Mr B J Mellor	OGC 1970
Mr D B Rolland	OGC 1939, PP	Mr T D G Neilson	OGC 1978
Mr J H G & Mrs J Watson	OGC 1936, PP		
OGC - 1940s		OGC - 1980s	
Mr J T Cameron	OGC 1941	Mr J R Ganly	OGC 1985
Mr J D Colvin	OGC 1947	Ms A C Graham	OGC 1987
Mr R L Falconer	OGC 1947	Mr M C & Mrs M J Hoare	OGC 1989, CP
Mr B J Henderson	OGC 1948, PP	Mr K Ng	OGC 1987, CP
Mr D G Henderson	OGC 1942, PP	Mr M C Noordenne	OGC 1982
Mr A J Holmes	OGC 1948	Mr D J Vaughan	OGC 1984
Mr G A A Hooper	OGC 1948	Dr C J & Mrs R L Yeaman	OGC 1985, CP
Mr W H Huffam	OGC 1944, PP		
Mr J R Jeffery	OGC 1949	OGC - 1990s	
Mr I W Macmillan	OGC 1949, PP	Mr P A Mishura	OGC 1992
		Anonymous donations - 7	

A Scurrilous News-sheet

By Con Lannan, College Archivist

A “scurrilous internal news-sheet” was how Bert Keith described the student-inspired newspaper *Chez Nous*, in the 1961 College history. However, its irreverent and newsy pictorial style was a refreshing and innovative look that brought together a range of student and staff skills, supported by the technical expertise within Francis Rolland’s House of Guilds. Whatever the contemporary views were, it remains a fascinating insight into College life in the 1940s.

Chez Nous is one of a multitude of newspapers, newsletters and magazines that have emerged over the years from the Collegian mind. The focus of these creative efforts were varied: to inform, record, stimulate, entertain, display, showcase and occasionally to confront. Fleeting, ephemeral and often rudimentary in production, they highlight the College’s changing culture.

Some of these mainly printed and recurrent publications traversed the boundaries between student and staff and some were aimed solely at staff. *Omnium Gatherum*, for example, was a professional development journal of staff contributions in the early 1990s.

The earliest known student-oriented publication was *The Collegian*, published in 1882. A product of one person, probably Alexander Henderson Moore (1865-1919), *The Collegian* attempted to provide a journalistic account of doings at the College, although it is unclear how the handwritten publication was reproduced or distributed. Like many of its later cousins, it contained an eclectic mix of sports and College news, poetry and dubious humour. It claimed to be a weekly, reached at least 11 issues and provides the only known first-hand account of student activities in the 19th century, other than the College annual reports. The *Dewdrop* and the *Clarion* followed in the early 1900s, with the *Dewdrop* featuring “*The Mystery of the Lost Chord: A Thrilling Adventure of the Immor(tal) Sheerluck Jones*”.

The *Prep Newsletter*, produced by staff and students from the early 1920s, was at first handwritten, and then typed. It was relatively long-lived and presented its subject matter from the students’ point of view and, especially in the early copies, included material written by students and hand-coloured covers. It reappeared in several irregular incarnations up to 1971. Its early distribution is unclear,



The Collegian is The Geelong College’s earliest known student-oriented publication, dating back to 1882.

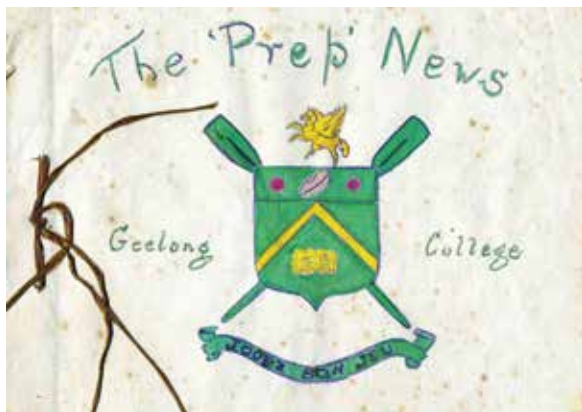
though parents were clearly the audience. It was the forerunner of several Prep publications such as *Equus Alatus* (1978-1980), with its whimsically drawn Pegasus covers. Many Old Collegian authors, writers and historians gained their first published outing in these periodicals. For example, *Equus* contains our first known published output of journalist Gideon Haigh (OGC 1983).

Senior School students published *The Criterion: The Journal of the Sixth Form* in 1921. Only one issue of this has survived, so its longevity is uncertain. No further publications are held in the College Archives until the flamboyant eruption of *Chez Nous* in 1940.

The 1960s to the 1980s were a golden age for these publications, with the single issue *Newsbag* launching the era. Its successor, *The Icarus*, despite its name, ran regularly for five years and probably holds the title of the longest-running student magazine. *Eighteen-Sixty-One*, published from 1967, advertised itself as a worthy successor of *The Icarus*.



The *Chez Nous* writers proposed a high-rise building of “anything from 30 to 57 floors” to house its headquarters, between Morrison Hall and the main school building.



The Prep News, produced from the 1920s, included hand-coloured covers.

The publications tend to reflect their aspirations and their coverage through their title, although it's hard to know what to make of 1972's *Mouldy Marvin's Mothercraft Manual*, or the unnamed newspaper of 1978 that advertised for its own title: "Hey Man, What's this Buzz about a free record voucher, just for namin' this here rag; Cool Baby Cool". *Lizard*, an innocuously titled newspaper of 1972, departed from the mundane to preach a strident anti-establishment vehemence in a model of the "underground" newspaper. It lasted one issue.

Many like *Stamp* or *Railway Review* appeared only in a few or even solitary issues, while others such as *Warrinn*, *Mackie House* or *Mossgiel Matters* were targeted towards a very specific audience.

Even before the age of photocopying, most magazines and newspapers were produced within the school. However some magazines had high production values, such as *Tardis: Geelong College Literary Magazine*, which was commercially set and printed.

These periodical publications tend to fall into two categories, those trying to disseminate news and entertainment such as *Chez Nous* and *Prep News*, and those aiming to provide a stage for student work such as *The Icarus* or *Aletheia*. In times past, *Pegasus* magazine flew between both these worlds – prior to *Ad Astra*, its increased frequency voiced regular school and Old Collegian news. During the 1970s, *Pegasus* contained original student contributions, and settled into its current role as a more passive record of the College year.



The Dewdrop's *The Mystery of the Lost Chord: A Thrilling Adventure of the Immor(tal) Sherlock Jones*, circa 1917.

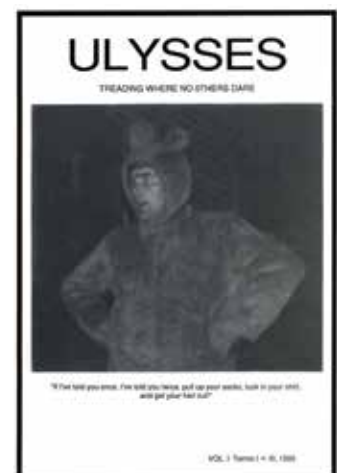
- The College Archives holds an incomplete periodical collection. There may be many more unknown publications that barely survived their first issue. Donations are welcomed. Discover more at <http://gnet.geelongcollege.vic.edu.au:8080/wiki/AllPages.aspx?Cat=Publications>



The *Eighteen-Sixty-One* magazine in 1967 imagined a grand new addition to the College.



The *Equus Alatus* was one of several Prep School publications through the years.



"If I've told you once, I've told you twice, pull up your socks, tuck in your shirt, and get your hair cut" - read the cover of the 1990 *Ulysses*.



The *Chez Nous* design resembled that of a traditional newspaper.

OGCA President's Report

By David Waterhouse (OGC 1980), OGCA President

The Old Geelong Collegians' Association has made some significant improvements to the benefits we provide Old Collegians in recent times.

The most important has been the development of the mentoring, networking, jobs and social engagement online platform for our Old Collegian community, namely geelongcollegeconnect.com

We had been researching different avenues for an IT-based platform that brought all of those components together for some time. The OGCA is the first APS alumni association to use the service and we are in good company, beside Harvard, MIT, Oxford, RMIT and 300 other international institutions.

By signing up to Geelong College Connect, our alumni can receive substantial benefits. They can hear about jobs in our network, search for contacts, check out events, ask for career advice, find a mentor, volunteer to be a mentor, and engage with the OGC network through the "directory" facility.

More than 1000 Old Collegians have registered so far via LinkedIn, Facebook or their own email address. The larger network of 8600 OGCs will migrate over time. Registration is very easy and takes just a few minutes. We hope many more will sign up, engage with each other and reach out to our community. More and more of our communication is online so please provide us with or update your email address by contacting: communityrelations@geelongcollege.vic.edu.au

A century ago on 7 July 1917, a group of 34 Old Geelong Collegians and Old Geelong Grammarians met for a joint

reunion dinner in an Albert farmhouse, in the north of France. All had made their way from various towns and villages on the front line to find some escape from the horrors of war and comradeship among friends from home. On 7 July this year – 100 years to the day – descendants of those men, plus Old Collegians and Old Grammarians, will join together again in Albert to recreate that reunion.

In commemoration of fallen Old Geelong Collegians, the descendants and the College will lay memorial wreaths at the Australian National Memorial located nearby at Villers-Bretonneux.

The OGCA and the school were proud to host an Old Geelong Sporting Club (OGS) event, with four Victorian Amateur Football Association games held on Mackie and Main ovals on Saturday 22 April. It was a great day with women's and men's football, followed by a memorable luncheon in the Dining Hall. The College plans to host an OGS fixture every two years.

Coming off a stellar year in 2016, the OGS have started the season well and the "Oggettes" are a very strong competitor in the league. It was fantastic to see female Old Collegians including Eliza and Annabel Scott (OGC 2011 and 2014), Annabelle Shannon (OGC 2013), and Katherine Monotti (OGC 2010) playing on Mackie Oval. The team was cheered on by a big crowd of supporters, including Sarah Henderson MP (OGC 1981). Well done Oggettes..

Many thanks for the day go to OGCs Tom and Nick Betts, Jimmy Legoe, Stephen Lansdell and the OGS leadership team, Mike Howell, Alistair Ewart and Hugh Seward.



OGCA President David Waterhouse (right) unfurls the Old Geelong Sporting Club football premiership flag at The Geelong College with OGS Co-Presidents Stephen Lansdell and Jimmy Wright.

OGC News



Tom Wettenhall (OGC 1999) and Kim Wettenhall are thrilled to announce the arrival of Sophia Jane Wettenhall, born on 3 April 2017. Her parents are overjoyed and Isabella is a very proud big sister!



Ian Lyle (OGC 1973) married Lleeanne Wallis (Morongo 1976) at the RACV Torquay resort, having grown up as neighbours in Aphrasia St and known each other since they were five. School mates from College and Morongo were among the guests.

The celebrant was College teacher David Curnow, MC was **Jim Marendaz (OGC 1972)** and best man was **Peter Solomon (OGC 1973)**. Bridesmaids were Lleeanne's daughters **Kelly Smith (OGC 2004)**, **Jacqui Smith (OGC 2007)** and Kate Lyle.



Radio station 3MBS recognised **Frank Pam (OGC 1949)** as a Volunteer of Note in December for his dedicated commitment and significant contribution through the presentation of hundreds of unique programs over many

years. 3MBS has also played songs from **Robert Pyper's (OGC 1952, pictured above)** CD, *Bright is the Ring of Words*, a compilation of English, French, Italian and German music including opera, oratorio, lieder and other styles. His interest in singing started at College, where teacher George Logie-Smith provided "wonderful opportunities for anyone with an interest in music".

Angus Robertson (OGC 1944) was the first Old Collegian to become a registered bookmaker, and now after 56 years, the book is closed. What time is left is taken up with bowls, golf, running a few cattle and quite a few coffee breaks. Angus and Gloria's children are OGCs and, of their grandchildren, one attended College, one is in Year 12 and one is yet to start.

Robert Armstrong (OGC 1965) retired from the Army Reserve in 2014 after 42 years of continued service. In 2016, he retired as a school bus driver due to cancer, which he is still battling. He volunteered for 20 years with Meals on Wheels and 10 years with the CFA, and worked at Ford for 22 years.



Caleb Fleet (OGC 1988) is heading up the front of house for a new culinary venture in Drysdale, Merne, which replaces Loam.

David Runia (OGC 1965) has retired as Master of Queen's College at the University of Melbourne. He remains a professional Fellow in the School of Historical and Philosophical Studies at the university where he will continue his research on ancient philosophy.

Cody Harmon (OGC 2008) won the National FPA Financial Planner of the Year award in November. Cody is the youngest ever to win the prestigious award. He also mentors RMIT students, coordinates a community garden and assists with developing coursework for Griffith University.



Chris Ganly (OGC 1987) published his second book, a biography of Major William Drummond Mercer, who lived in Geelong between 1838 and 1851. A Scotsman from a prominent family, Mercer became a British Army Major and an influential settler, squatter and MLC in Australia.

Dennis Troedel KSJ (OGC 1953) won Best Sustainable Garden and Gardener of the Year at the Victoria in Bloom 2016-17 garden competition, a Victorian Government initiative.



Sam Jess (OGC 2016) was accepted into the VCE Top Designs exhibition for his Visual Communication Design folio. His brothers Jacob (OGC 2013) and Harry (OGC 2011) were also Top Designs exhibitors in the past.

A Mentoring Mindset

By Adrian Blades, Careers Educator

The College's Careers Learning Centre is currently working with the Old Geelong Collegians' Association to continue to strengthen ties between Old Collegians and current students.

An important part of the careers program is our connection with Old Collegians, and the Careers Learning Centre is always open for those who have been students at our College. It is pleasing that Old Collegians from the past five years have started to use this service recently.

In my time at The Geelong College I have been impressed by the way we support each other as a community and I believe a mentoring program would build on one of our greatest strengths.

The OGCA's new networking platform, Geelong College Connect, is a great way to ensure this message is clear. For a school with as long and storied history as ours, Old Collegians have been successful in many different careers and there is a vast array of knowledge to share. The support of many Old Collegians was invaluable at the Careers Expo in May and a number of OGCs have offered to provide support to the careers department in an ongoing capacity.



Chris Ganly (OGC 1987) was among the Old Collegians volunteering at the Careers Expo this year.

The mentoring program is a key component of our approach to supporting former students, and we have already seen Old Collegians sharing news of job opportunities and professional advice through Geelong College Connect. Making a connection through the networking website is as simple as browsing through the Directory, clicking on an Old Collegian's profile and sending them a message.

However there is a great opportunity for Old Collegians to share their knowledge and experiences with current students. From providing advice on a résumé, to talking about tertiary pathways, there are many formal and informal arrangements to help a student build knowledge and confidence in their tertiary and career decisions.

We have such a great community of people, knowledge and achievement. A program such as this can only be of benefit for both mentors and the people they support.

The Careers Learning Centre, OGCA and Community Relations department are currently working on a mentoring model which is compliant with government regulations. Please keep an eye out for future announcements and we look forward to continuing to build this program.



Mentoring can be as easy as meeting your mentee for coffee.

Geelong College Connect

Connecting the dots at the OGCA's new networking website



Connecting with old school mates will soon become even easier, with the launch of the OGCA's Geelong College Connect app! Search "Geelong College Connect" on the Google and Apple app stores from mid-July to get started.

Albert Bell Club News



Albert Bell Club Annual Dinner

Some 65 Albert Bell Club (ABC) members and guests attended the 43rd Annual Dinner in The Geelong College Dining Hall on Saturday 22 April. The Annual Dinner and AGM was a great success, with an inspiring talk from two-time Olympic rower and silver medallist Joshua Dunkley-Smith (OGC 2007).

At the AGM, we welcomed Vicky Edmonds (OGC 1987), Carli Roulston and Trent Simpson to the committee and thanked outgoing ABC President Duncan Ashby (OGC 1991) for all his hard work. A big welcome to our new Albert Bell Club President, Bec Widdicombe (OGC 2010).



Colin Carstairs Bell Rowing Pathway Bursary

The ABC awarded bursaries to five Year 12 students to help them continue rowing after College. The club's David Caithness presented the bursary recipients – Cary Foley, Eliza Lawson, Oscar Malone, Cooper Mathews and Dominique Russell – with certificates at the Senior School Assembly on Wednesday 3 May. The Colin Carstairs Bell Rowing Pathway Bursary is an ABC initiative for graduating students who are passionate about rowing and wish to continue in the sport at club level after school. The scholarship is to the value of \$1,000, paid over two years.



Boat Renewal Project

Rowing is recognised as the most expensive sport the College participates in. The ABC wants to be in a position to give significant and ongoing assistance to the Boat Club. Please help the ABC to ensure that the College fleet is kept up to date by donating to the Albert Bell Club Boat Replacement Project. Those in a position to assist can make a tax-deductible donation by either of the methods below:

Online: Donations can be made online at <https://asf.org.au/make-donation/abc-boat-renewal-project> (select EFT as the payment option and ignore the system-generated email that provides instructions on how to make the payment).

By Cheque or Credit Card: Email David Caithness, dcaithness@bigpond.com, for a donation form.

A note from the President, Rebecca Widdicombe

2017 has been a tremendous year for College rowing, and the ABC will continue the momentum of the past few years to support the College through the implementation of a range of initiatives. We are incredibly proud of the fantastic results that were achieved this year, which include: two bronze medals at the Nationals; 13 State Championship medals; second overall at the Head of the River; top APS school and sixth overall at Head of School Girls; and four Victorian Pathways 8+ representatives.

In addition, recent initiatives by the ABC include:

- the creation of the ABC pin presented to all 2016-17 school leavers and ABC members at the annual dinner, to encourage and build awareness of the club;
- the implementation of the Colin Carstairs Bell Pathway Bursary Fund;
- in collaboration with College Archivist Con Lannan, we will catalogue and display the Boat Club's extensive collection of heritage items and memorabilia;
- the ABC Boat Replacement Project and the ABC foundation – two new projects developed to create an ongoing income stream and ensure the long-term viability of the ABC.

We are looking to launch some additional events and activities. We welcome your feedback. Follow us on Facebook at Albert Bell Club or email albertbellclub.gc@gmail.com

Rowing in the USA

By Meg Blundy Jones (OGC 2016)

In the middle of the summer I packed my bags and waved goodbye to my friends and family, boarding a plane bound for the University of Connecticut (better known as UConn). In a whirlwind of airports, long flights and dramatic weather changes, I suddenly found myself beginning my freshman year of college in the USA.

I learnt during VCE exams that I had been offered a scholarship to row for the UConn Huskies. Two months later, I was starting classes as a Human Rights Major. My first days in the US were a culture shock, our mild Victorian winters are a warm summers day compared to the cold of Connecticut, and as snow pelted me on the walk to my first classes I wondered if I'd made a huge mistake.

However a routine was soon in place and, along with my teammates, I found my footing at UConn. I'm the first Australian the team's ever had and my new team was quick to catch on to my accent.

We began training in mid January, the dead of winter, with temperatures ranging from -5C to -17C. For the first months our training was indoors, because the lakes in Connecticut freeze in the wintertime. Lucky for us however UConn is sponsored by Nike and has pretty incredible facilities and a training program that includes daily weights, ergo sessions and yoga.

With it snowing for so much of the semester, our coaches have got winter training down to an art form. Well sort of, we finally got to practice on the lake in mid March and the temps had peaked at a toasty -4C. March is technically spring in America but it didn't feel like it as we rowed through layers and chunks of ice. Coach also reminded us not to make any sudden movements if we fell into the lake, "because if the ice reaches your heart you'll die". I laughed when she said this but she was deadly serious!

Teams head south for training once a year because of the frosty East Coast temperatures. As Spring Break rolled around, everyone's minds were on the Florida training trip. As the youngest member of the team and a freshman, it was awesome to be included in the squad that travelled to Florida and the bonus was the spring temperature in Florida is 27C! I have also had the opportunity to travel with the team and compete in Boston, Philadelphia and New Jersey before finally returning to Florida in May for the NCAA Championships.

My experience at UConn has been incredible. I've finished my first semester and I've made great friends on the team who I'll live with in dorms when I return in August. Moving to America and starting College has been challenging and rewarding. I'm so thankful for the experience as it has pushed me out of my comfort zone in so many ways and made me a better rower.



Meg Blundy Jones (OGC 2016, pictured third from left) moved to the United States this year to row for the University of Connecticut.



Meg (fourth from left) with new friends on a chilly Connecticut day.



Disaster struck Harriet Brown (OGC 2008) in preparation for the 2016 Ironwoman season. A bike accident right at the beginning of the season resulted in a broken jaw which kept her out of the water for six weeks and prevented her from eating or talking properly.

Atop the Ironwoman's Throne

By Mike Howell, Director of Community Relations

Despite this setback, she took out three world titles – the World Ironwoman crown in the Netherlands in November, followed by two World Championship Paddleboard crowns in Fiji in December.

Her success has continued into 2017, beginning with a record-equalling sixth Lorne Pier to Pub win. She then became the first Victorian to win the 2017 Nutri Grain Ironwoman Championship in Cronulla in February. Two weeks later, she was crowned the Queensland Ironwoman Champion in a dominant performance yielding six gold medals.

Harriet grew up in a sport-loving family and became a member of the Ocean Grove Surf Life Saving Club. She has competed since she was 12 years old and said she had always looked up to her older sister Alexandria (OGC 2006), who had similar interests in music and sport and is now an Age Group World Championship triathlete. Harriet also cites fellow Old Collegian Kirsten Ulmer (OGC 2004) as a role model – she competed in surf life saving at state level while at school and moved to Queensland to compete.

Harriet attended The Geelong College from Prep through to Year 12. "I had a great time at school and there are so many things I loved about school – lots of memories. I remember doing a space project in Year 3 with Mr Johnston and running around the oval every morning in kilts before

school started. The activities that I remember most include the Year 8 camp, going on an Aussie Rules trip to Denmark and doing a French exchange in Year 10. I recently caught up with friends in Melbourne who started with me in Prep."

She said some of her best times at College were House Sport, wearing house colours and passionately supporting and competing as a member of Pegasus House and then McArthur House. Her main sports at College were water polo, hockey, athletics, surf life saving and swimming. She also played the violin in the school orchestra.

Following College, Harriet decided to attend Bond University on the Gold Coast, where she received a scholarship to study Exercise Science. There she could combine all her interests and passions.

After eight years of hard work and sacrifice as a professional athlete, Harriet has reached the pinnacle of her career this season. However a big disappointment for Harriet was the cancellation of the Australian Ironwoman championships due to Cyclone Debbie, as she was feeling so good in her racing. Harriet will now have to wait until 2018 to add it to her list of achievements.

In the meantime, she was in Malaysia in April during her “off-season”, and is now training for the brutal Molakai2Oahu 55km paddleboard race in July as her winter challenge. “I’m not sure what to expect having never raced this distance before but it has always been something I have wanted to do,” Harriet said.

She continues to have many role models, including her coach, former Ironwoman champion and Olympic kayaker Naomi Flood, and the other girls she trains with at Northcliffe SLSC. “It inspires me to see how hard other people train and how they achieve different things as well,” Harriet said.

Harriet is now a role model herself, talking to young athletes and nippers about what it is like to be an elite athlete, the importance of an active and healthy lifestyle, and leading skills sessions. She wants to inspire them to love the surf as much as she does.

She said short and long-term goals were a big part of her training regime. “The biggest part of motivation is enjoying what you do and loving the sport. I am motivated by feeling fit and feeling faster, so for me to try and race, I love to know that I have done all the work,” she said.

“It is hard to be motivated all the time. It’s more about planning and setting goals. I have my long-term goal in what I want to achieve but also have my short-term goals of where I want to be in four weeks’ time or in the week and completing each training session.”

Harriet prepares in the knowledge that she is one of the best and will win the race on the day. She said it’s important to keep a balance of being fit, but also happy. Outside of training, Harriet is a Pilates teacher and exercise physiologist. She incorporates other sports into her training and recently attended an AFL training camp. She also enjoys going for a jog, yoga and surfing.



“Wellbeing for me is making sure I am keeping a balance – physically healthy and fit and happy as well – lots of different things going on in your life – keeping stress to a minimum,” she said.

“I make sure I have social occasions I look forward to. I eat really well, I am training very hard and at the end of the week take time out. Listening to your body and looking after it both physically and emotionally is so important.”

Harriet can teach us so much about leading a healthy and balanced lifestyle, while being at the top of her sport at the same time. With her family still in Newtown and mother Carmel working as a swim coach at the College’s Recreation Centre, we hope she can come to inspire our College students on her next visit to Geelong.



Reinvention in the face of change



By Jennifer Chiu, Publications Coordinator

By his own admission, Ross George (OGC 1977) was a “tunnel-visioned” engineer.

Ross and his Geelong-based engineering firm Austeng enjoyed a secure existence, working with clients from the automotive industry (such as Ford, Pilkington and Henderson’s), the cement and phosphate works, Alcoa and Shell, among others.

But all that changed with the decline of Geelong’s manufacturing industry. Ross was forced to evolve the business, or risk it becoming another victim of the downturn after that part of the business “completely disappeared”.

“We’re in the process, and have been in the last five years, of completely restructuring our business, finding new customers and new products and new services to keep our doors open,” Ross said.

“It was forced on us by circumstance and it’s actually quite interesting – my background is engineering and I’m probably a very tunnel-visioned engineer. It was only my business partner who isn’t an engineer, actually said to me, ‘we’ve got to do this completely differently’.

“I said, ‘we’ve got to do better and better engineering’, but my business partner said, ‘no, you’ve got to go out there and tell someone what you’re doing’. And so we’ve spent a lot of time marketing, schmoozing politicians, talking to bureaucrats, networking, all of the things that engineers don’t do, aren’t trained to do and probably don’t like doing.”

Ross said Austeng’s Geelong-based turnover has dropped from 50 to 10 per cent in recent years. The company has

overhauled the way it does business, the way it finds work and the clients it works with. The transition and worrying times aren’t over yet, but in the midst of it all, Ross has found one of the most exciting phases of his career.

“It’s a complete change. I used to deal with engineers five days a week. Permanently. All of these companies employed other engineers so it was a dialogue between engineers about engineering stuff,” he said.

“I mean, now I wouldn’t deal with an engineer from one weekend to the next. I’m dealing with other technical people that aren’t in our area, so they might be chemical people or something like that; or they’re people that aren’t engineers – they’re financiers, they’re venture capitalists, they’re lawyers, safety people or whatever it might be.

“They speak a different language. They’re not interested in engineering, they’re not interested in how it works, they take it for granted that it does work. But they’re interested in a whole lot of other things. So it’s learning a different language, it’s trying to understand the language, it’s trying to understand what pushes people’s buttons. So it’s radically different.

“It’s been an interesting journey. It’s certainly better than buying a red Ferrari, I think.”



He speaks enthusiastically about the industry and the many projects his company is working on, including the production of a revolutionary carbon material called graphene in a pilot plant in Geelong; storing solar energy without relying on batteries; and recycling rubber into high-value-add products. Austeng has also been involved in a new, more efficient way to harvest hemp fibre “which could potentially bring this particular fibre back onto the market as an economic product that’s natural and clean and green, and potentially that could centre around Geelong because that’s where the technology’s being developed”.

“Australia per capita actually produces more patents than the US, but we don’t commercialise those. I think there’s a lot of work we need to do in Australia... we’ve got the smart engineers, and we’ve got the smart scientists and we’ve got the well-trained trades, we are good lateral thinkers,” Ross said.

“The challenge we’ve got is to commercialise that and build an environment where that’s fostered, and Australia still needs to wrap its brain around how we’re going to do that. Certainly our graphene customer is a great example of how it can be done, but some of our other customers are struggling with raising capital to move their technology forward.”

Ross is the third generation of his family to go into engineering and manufacturing. After graduating from the College in 1977, he studied mechanical engineering at the University of Melbourne and worked in Melbourne for about 18 months before returning to Geelong to work on a project with his dad, John (OGC 1947). One project led to another, and with business growing, Austeng formed as an

offshoot of the original family company. More than 30 years later, the company now employs about 20 staff, specialising in the design, engineering development and building of customised electro-mechanical systems. In 2010, he was inducted as a Fellow of the Institute of Engineering Australia for his impressive background and sustained contribution to major engineering projects.

Ross is well known in the College community as a rowing coach and regularly hosts Year 4 students on his property west of Geelong to tell them about his vast revegetation project. He has also spoken at careers nights at the College and is a passionate advocate of engineering and manufacturing as an exciting industry.

“Manufacturing has had a very bad name, in that there’s a perception of manufacturing as being dirty and dangerous and not something parents would like children to go into and not something that schools necessarily encourage,” he said.

“The fact that the number of people doing STEM (science, technology, engineering and mathematics) is actually going down in Australia, is shocking. One of the things we’ve really got to do is actually tell a really good narrative around manufacturing and around the possibilities for manufacturing, and why Australia would be good for manufacturing. Why it’s got great careers, why we should get more people doing STEM, doing engineering, doing science; spending a lot more time getting women into engineering as well and the technical areas; and really promote the fact that manufacturing in Australia has just got the most awesome future, if we change a few attitudes.”



Ross George welcomed Year 4 students onto his property last year to talk about revegetation. Scan the QR code above to see a video of our interview with Ross.

Innovation, It's in the Bag

By Nicole Roache, Marketing Manager

Peter Wade (OGC 1967) really has been there and done that. In 1980 he started Travelbag, a specialist company selling holidays from the UK to Australia, after completing university in 1974 and being firmly bitten by the travel bug.

This was in the dark ages, before online travel was born, and when the travel industry was stuffy. Peter was convinced that a young enthusiastic Australian with travel knowledge could compete with Britain's largest operators.

"Our trademark was a full range of Australian experiences available to the UK market with unique stopovers as a point of difference. We ended up with a stopover holiday in Argentina, which no competitors could copy, for at least a while. By the time they caught up, my growing product team at Travelbag were developing new and exciting things for our clients," Peter reminisced.

Surprised by the poor standard of people working in the travel industry, Peter was determined that Travelbag would have great people who were well-trained. "We needed to make sure we had a supply of talented people to employ, which is how our relationship with Bournemouth University began. When we sold Travelbag, we had over 100 Bournemouth graduates working for us, including three of our directors, and 75 per cent of our total staff were university educated. This quality of people made us really stand out."

Peter and his team decided in 2001 to open a large number of shops in London under a separate brand name and to dominate the long-haul market of travel in London.

"We wanted more shops and we wanted to be well-established before online travel got too strong a foothold in the market, so we decided to take over a smaller company operating in London with a culture similar to our own called Bridge the World," he said.

Reinforcing his decision to diversify, a large online travel company called ebookers bought Travelbag for £55 million in 2003.

"We had no idea the offer was coming. I was sitting in Noosa with my wife Susan one night, enjoying a glass of wine when the phone rang. After thinking about it for about 10 minutes, I decided that the offer was so good that there would be a life after Travelbag. The deal was done in about one hour of rapid-fire calls," Peter said.

"I know money isn't everything but it was a stunning feeling to realise that eight of our staff would become millionaires under this deal. They were a great group of young people who had given everything so it was a fitting reward for them!"

Since returning to Australia with Susan and children Jessica and Christopher, Peter has been involved in the Australian tourism industry through directorships of leading government travel organisations like Tourism Queensland, and in private companies such as APT in Melbourne and Quicksilver in Far North Queensland.



Peter Wade (OGC 1967), a former day and boarding student at The Geelong College, donated \$10 million to the University of Melbourne's Ormond College to set up an institute for entrepreneurship.



Peter chairs a debate at the Wade Institute with Qantas CEO Alan Joyce and Brett Godfrey, former CEO of Virgin Australia.



Peter, an avid traveller, after hiking 500km on the Loire in France, with only 350km to go.

"Australians are totally obsessed with travel and it constantly amazes me how many Australians travel both overseas and at home in Australia. Long may it continue!" he said.

Back in his home country, Peter started to worry that Australia was turning into a large quarry for the exporting of raw materials and wanted to change the focus.

"I could see that as a country we have so much to offer in areas like engineering and medicine, but that we needed to train creative thinkers across industries," Peter said.

"After a few discussions with my brother Darrell, who was involved in this area through the Melbourne Accelerator program at the University (of Melbourne), a group that supports and mentors start-up businesses, and Rufus Black who was the Master of Ormond College, I decided that Australia needed to help young and budding entrepreneurs to learn their craft," he said.

"The university was proposing a Master of Entrepreneurship, a great idea! And I decided that we could help the university by providing a residential home for students taking on this course. It became apparent that the university would take a number of years to get the course running, and Rufus suggested we could actually run the whole thing at Ormond. I soon realised he was right, and that it would run in a more entrepreneurial way than was possible at the university campus."

Sixteen months, \$10 million and a lot of hard work later, the Wade Institute was born.

"At Wade, we do not believe that we create entrepreneurs. The students who come to us already have the drive and ambition. Hopefully we help them succeed in their dreams! If 90 per cent of all new start-ups in Australia fail, we would be thrilled if our students could enjoy a 50 per cent success rate," he said.



Peter hiking with a friend in Portugal.



Peter after a hike in Portugal.

The Wade Institute consists of residential quarters and an educational centre at Melbourne University's Ormond College. The first cohort of students entered the institute in a University of Melbourne-approved Masters of Entrepreneurship in February 2016.

Peter also sees that schools have a part to play in fostering an entrepreneurial spirit in the students of today.

"One area that is important in education is the development of innovation and entrepreneurship, and I think many people are starting to look at the "how". My own belief is that the schools need to make more of an effort to teach in this area. It is hard to change and adjust syllabus at senior school level, but there is no reason why middle schools couldn't get far more involved. Schools are very worried about moving towards ATAR results but after spending time with my daughter Jessica this year, I do worry that the model of teaching is very prescription-based."

Peter said those at the Wade Institute were still "learning our way" but were focused on gender equality, ethical practice and supporting both non-profit and for-profit ventures.

"Hopefully with places like Wade we can continue to develop the brilliant young minds of Australia. We don't think that we will create all the solutions to entrepreneurship in Australia but we will play an important role along with other educational organisations, business and government. What we do hope beyond everything else is that our students will help Australia reach its full potential in this fast-changing world."



The Old Geelong Cricket Club 1st XI celebrates their premiership win in March. Photo: Kim Blain

Old Geelong Sport

The Old Geelong Sporting Club's run of success has continued in 2017, with a cricket premiership and a women's football lightning premiership.

Cricket

Nine Old Geelong Collegians have helped Old Geelong Cricket Club to a premiership win in the MCC Club XI Division 1 Grand Final.

Batting first against Old Scotch on their home turf, Old Geelong posted 188 from 40 overs. Gus Boyd (TGC 2016 cricket captain) was the mainstay of the innings, scoring 93, with support from Will Langley (2013 cricket captain) and Tim Bayles.

In reply, Old Scotch were bowled out for 143 in 36.4 overs. James Ratcliffe (OGC 2006) ended with figures of 3-28, while Joel Blain took 2-17 and Gus Boyd took 2-25.

"It was certainly a great way to finish the season," Man of the Match Gus said. "It was a pleasure to be a part of a team filled with terrific people, it was some of the most enjoyable cricket I have ever played."

The Premiership win caps off a successful season for the Old Geelong Cricket Club, with the 2nd XI also making the grand final in Division 3. They lost in a hard-fought match against Old Trinity but had done very well to make the final after losing most of their semi-final team from last year.

Over the season as a whole, 1st XI player Cam Russell (OGC 2006) had an excellent year with both bat (179 runs at 25.6) and ball (27 wickets at 16.8). Cam won the Division 1 bowling and made the team of the year.

Netball

The Old Geelong Netball Club saw the return of six teams, including one mixed team for the start of Season 1 2017. Our teams compete at various locations around Melbourne, primarily through the CitySide Sports program.

The OGS netballers gather together just before a game, throw bibs on and enjoy a run around the netball court at different times of the evening. Through playing netball, it allows everyone to join together either as an Old Geelong Collegian, Geelong Grammarian or any other friends to catch up weekly among our busy lives.

Many past College students have made an incredible impact on the club this season, including Erica Robinson (OGC 2012), Emily Jackson (OGC 2015), Charlotte Kay (OGC 2015), Lucy Bishop (OGC 2013) and Stephanie Wood (OGC 2013). If you would like to join the upcoming season, we are looking for more individuals/teams to join of any ability. Please head to the Old Geelong Sporting Club website's netball page for more information. I look forward to seeing many new faces at the club next season.

Ally Kirkwood

Football

We're only eight weeks into the 2017 VAFA football season, and we're already experiencing one of the most action-packed seasons in the Old Geelong Football Club's 63-year history.

Organisation for the 2017 season started in the second half of 2016, as the club began preparations for the VAFA's inaugural women's competition. The interest in women's football has been huge, with a large number of girls joining the club in the preseason, resulting in not one but two successful women's teams. After winning their division in the lightning premiership, the Senior women's team was placed in Division 1 – the second-highest division in the VAFA's women's league – and has performed well, only losing one of their first five games.

Captained by Libby Graham (OGC 2010), the Seniors includes plenty of Old Geelong Collegians. The women's Reserves has also been leaving their opponents in the dust, with two wins from two matches.

It was great to see a huge turnout at The Geelong College in Round 2 for the first ever VAFA match at the school. Four games were played in beautiful sunny conditions on a mild autumn day, with the Reserves registering a huge win over Williamstown CYMS. The day was punctuated by the unfurling of the 2016 Senior and Club XVIII premiership flags, and a great lunch in the Dining Hall with guest speakers Jon Anderson (OGC 1970), Hugh Seward (OGC 1966), Sarah Henderson (OGC 1981) and Lily Mithen.

The men's Seniors have had an inconsistent start to the Premier C season, winning three of their first eight games, but have played some impressive football. After the premiership success of 2016, the Seniors bid farewell to some elder statesmen and welcomed many young recruits. Jacob Jess (OGC 2013), Jonnie Read (OGC 2010) and John Simson (OGC 2012) have been terrific inclusions, while Harry Graham (OGC 2013) has solidified his position in the side as a rebounding key defender.

The men's Reserves have continued their solid form from 2016, despite rising a division to Premier C. Like the Seniors, the Reserves have also welcomed a raft of new recruits including James Coumans and Tom Nagle (both OGC 2010), who have helped the side to third on the ladder as of Round 8.



Old Geelong's female footballers celebrated a Lightning Premiership victory this year, their first season in competition.

The club is again fielding a talented Under-19s side who, after being regraded into the U19 Premier Reserve section, have dominated their division with big wins over the top sides. Key performers in that side have included Jacob Anthony and Larry Willett (OGC 2015), among many others from both College and Grammar.

For more information on OGFC visit our website, www.oldgeelong.com.au, or our Facebook page, www.facebook.com/oldgeelong

Joshua Hoevenaars (OGC 2008)

Tennis

The Old Geelong Tennis Club finished its second season at the start of 2017, after hosting several events over the summer at Royal South Yarra Lawn Tennis Club. All were welcome at these fantastic social events, where both single and doubles tennis were played in a very relaxed environment, and food and drinks were had in the wonderful surrounds of South Yarra. For more information visit www.facebook.com/ogstennis

Farewells

FIELDING, Garnet Stewart (1935-2017)

Extract from eulogy by Dr Hugh Seward



One of the great pleasures of attending formal school events during Garnet Fielding's 15 years as Chairman of The Geelong College was to listen to his speeches. Garnet had a commanding presence. His cultured voice, his measured words, his mastery of the English language and polished delivery all

served to leave the lasting impression that here was the man-in-charge, and gave us all great confidence that the school was in capable hands.

Garnet was a member from 1979, Deputy Chairman in 1980, and Chairman of The Geelong College Council from 1 August 1981 until his retirement in 1996. In recognition of his service, Garnet was appointed a Life Governor of The Geelong College in December 2003. His portrait hangs in the Senior School Dining Hall.

The Geelong College remains in his debt. He oversaw a long list of infrastructure developments, amongst them Stage 2 of the Rolland Centre and the transformation of the House of Music into our wonderful School Chapel. At the Preparatory School campus there was a new Robertson Hall and music centre, an arts centre and a refurbished library. He established the Early Learning Centre, a new rowing shed and of course, the wing of new classrooms on the Noble Street boundary that bears the name "The Garnet Fielding Wing".

He also paid great attention to the administrative aspects of the school, guiding its incorporation and constitutional reform, and registering the elaborate coat of arms. With a small group of College supporters, he helped establish The Geelong College Foundation, of which he was the first paid-up member.

Education itself was his essential interest. College Treasurer Michael Dowling and Vice-Principal John Gilson, at the time of his retirement from the school, recorded in Pegasus: "Mr Fielding always demonstrated a love of learning and a belief in the value of a broad and liberal education. His commitment to coeducation is inexorable. ... He honoured the Scottish tradition of devotion to the principle of fine education and the ideal of service in the interest of others."

Garnet also had the courage to break with out-dated traditions, exemplified in the appointment of Dr Pauline Turner as Principal of the College, the first female principal in a Victorian APS school. This appointment would seem commonplace today but 20 years ago it was ground-breaking and visionary.

Garnet's passion for Geelong College continued after his retirement as chair. He was always available and willing to provide advice, often clarifying important interpretations of our constitution that would support and protect the school. Speakers at his College retirement farewell spoke of his leadership, vision, wisdom, judgement, energy, commitment and good humour. His legacy lives on in a multitude of ways.

Garnet was born near Stanhope in northern Victoria and boarded at Scotch College from 1948 to 1951. He entered Ormond College, graduating with a Bachelor of Laws from Melbourne University in 1956. Garnet was a partner in Whyte Just & Moore Lawyers from 1959 to 1995, retiring in 1999. He died on 31 January 2017 and is survived by his wife Judy, and sons Jamie (dec, OGC 1977) and Tom (OGC 1979).

ANGWIN, Mansley Bruce (1925-2016), OGC 1938, studied at College from 1941 to 1942. He was in the 1942 3rd Rowing VIII. He served in the merchant navy. His brother Keith (1918-2000, OGC 1931) and daughters Louise and Sally (both OGC 1988) also attended College. "Bruce" died on 3 October 2016.

BELL, Randall John (1944-2017), OGC 1957, lawyer, attended College from 1950 to 1961. He was in the 1961 1st Cricket and 1st Football teams. Randall was a National Trust of Victoria member, Geelong National Trust President, and National Wool Museum Board Member. His brothers Barry (1933-2010) and Daryl (1933-1981), both OGC 1947; and sons Simon (OGC 1988) and Jonathan (OGC 1991) also attended College. Randall died on 26 February 2017.

BIDSTRUP, Alan Ernest (1925-2016), OGC 1938, farmer, boarded at College from 1938 to 1940 after attending Kurrue Kurrue Creek State School. His brother George (1924-1945); and sons George (OGC 1970), Ian (OGC 1972), David (OGC 1977) and Roger (dec, OGC 1981) all attended College. Alan died on 27 January 2016.

BODEY, Rodger William (1940-2017), OGC 1953, real estate agent, attended College from 1949 to 1958. A Cadet Corps Band sergeant and drummer, he also rowed in the 2nd VIII of 1958. He was Geelong Chamber of Commerce President, 1986-87. Rodger died on 11 January 2017.

BRUMLEY, John Wells (1925-2015), OGC 1939, farmer, boarded at College from 1938 to 1941. He rowed in the Senior IVs and won the 1941 Senior Gymnastics Prize. His father "Les" (dec, OGC 1914) and brother "Alan" (dec, OGC 1945) also attended College. John died on 8 December 2015.

CALVERT, William Joseph (1925-2016), OGC 1939, was a boarder from 1939 to 1943. He earned Swimming Colours, played in the 2nd Football XVIII and was CQMS in the Cadet Corps in 1943. He was a gunner with 2/12th Field Regiment at Labuan in North Borneo in WWII. Bill died on 22 April 2016.

FAGG, Donald Charles (1949-2016), OGC 1964, farmer, son of Charles Stanley Fagg (1914-1989, OGC 1928), attended College from 1965 to 1966 and played in the 4th Football Team. His children Kristen (OGC 1993), Renee (OGC 1996) and Jacqui (OGC 2004) all attended College. His accidental death in November 2016 stunned the Geelong community.

HARDIE, Andrew Thomas (1924-2015), OGC 1938, went to school in the UK before boarding at College from 1939 to August 1941, alongside his brother Dr Graham Hood Hardie (1928-2010, OGC 1941). Andrew was a gunner with 135th Heavy Anti-Aircraft Battery in Darwin in WWII. Andrew died on 24 October 2015.

HEARD, Geoffrey Bromell (1943-2011), OGC 1956, grazier, boarded at College from 1956 to 1959. He was in the 1957 Under-14A Cricket and the Under-14B Football teams and captained the 1958 Under-15B Cricket Team. His children Jock (OGC 1989), Dan (OGC 1991) and Penny (OGC 1995) also attended College. Geoff died on 10 June 2011.

HOWARD, Peter Charles (1924-2016), OGC 1936, went to Swanston Street State School before becoming a day student at College from May 1938 to October 1938. Peter died on 27 November 2016.

HYLAND, Raymond George (1925-2016), OGC 1940, studied at College from 1940 to 1942. He previously attended Queenscliff State School. Raymond died on 15 August 2016.

JONES, Norman Errol (1930-2016), OGC 1946, grazier, from "Ostwestry" near Corowa, was educated by correspondence before boarding at College from 1945 to 1948. A member of the 2nd Football Team, a cadet and member of the Rifle Shooting Team, Norman died on 17 December 2016.

KITSON, Robert Donald (1942-2016), OGC 1955, finance manager, was a boarder from 1959 to 1960. In Calvert House, he was a member of the Library Council, the Swimming and 3rd Football teams, and a cadet guard corporal. In later life, he was a Life Governor of United Way, Geelong. His brother Douglas (OGC 1958) also attended College. Rob died on 20 September 2016.

LAIDLAW, Antony Haliburton (1941-2017), OGC 1956, boarded at College from 1956 to 1958. His half-brothers Ralph (1916-1996, OGC 1929), Thomas (1920-1943, OGC 1935) and David (1923-2000, OGC 1937) also attended College. "Tony" died on 19 February 2017.

LAWLER, William Wallace (1937-2016), OGC 1951, boarded at College from 1947 to 1955. He was in the 1954-55 1st Football XVllls, 1952-55 Athletics Teams (Captain in 1955), and 1952 Relay Team. In 1955 he was a School Prefect and Captain of Boats, winning the Head of the River with the 1st VIII. In 1956 Wal studied Commerce at Ormond College and Melbourne University, then joined the Ford Motor Company in Melbourne and Adelaide, before returning to Geelong and a Toyota car dealership. He was in the Victorian Automobile Chamber of Commerce, was a Newtown City Councillor and Geelong Chamber of Commerce President. He was also Albert Bell Club President and a loyal College supporter. His brothers Tony (OGC 1954) and Rob (OGC 1959); and children Sam (OGC 1986), Rebecca (OGC 1988) and Edward (OGC 2002) also attended College. Wal died on 13 December 2016.

MACGUGAN, James Alastair (1951-2017), OGC 1966, boarded at College from 1966 to 1969. He won the 1967 Alexander and John Coto Prize and the 1969 Robert Gillespie Prize. In 1969, he rowed in the 2nd VIII, captained the 4th Football Team, competed in athletics, played in the Pipe Band and served on the Social Service Committee and Library Council. His father Alan (OGC 1933) and brother Roderick (OGC 1969) were also boarders. Jim died on 23 February 2017.

McDONALD, Allan McKenzie DFC (1923-2015), OGC 1936, stock and station agent, and wartime Flying Officer navigator, boarded at College from 1936 to 1938. He was Under-15 Singles Tennis Champion and Vice-Captain of the Under-15 Football Team. His son Barry Checklin McDonald (OGC 1963) also attended College. Allan's DFC citation read: "During one daylight attack on Duisburg, his aircraft was severely damaged by anti-aircraft fire... This officer went to the assistance of the wounded wireless operator and gave valuable aid to his captain. His efficiency and determination did much to extract the crew from the desperate situation." He returned to rural life after the war. Allan died on 19 December 2015.

OMAN, Geoffrey Gardner (1949-2017), OGC 1964, son of William (1910-2003, OGC 1925) and brother of Warwick (OGC 1970), was a talented cricketer who played with Kent County's 2nd XI, St Kilda and Geelong. "Joffa" attended College from 1964 to 1967. He was in the 1st Cricket XI in 1965, Co-Vice-Captain in 1965 and Captain in 1967, and won the W H Hill Memorial Cricket Trophy in 1967. He is a member of the College Sesquicentenary team. Geoff died on 2 February 2017.

PARSONS, Samuel William (1981-2017), OGC 1999, boarded at College from 1996 to 1999. He earned House Colours in cross country, cricket, football and swimming and was in the 1998 3rd Cricket and 1999 2nd Cricket teams. His father Bill (OGC 1953) and sister Sally (OGC 1997) also attended College. Sam died on 15 January 2017.

PHILP, Peter Evan Michael Lyle (1945-2017), OGC 1960, coached College rowers from 1992 to 1997. A College boat bears his name in honour of his outstanding service. In 1993, Peter coached the Boys' 1st VIII to Head of the River victory. Peter began in the College kindergarten in September 1949 and left College in August 1959. In 1959, he joined Melbourne's Scotch College and rowed in their 1963 Head of the River victory. After school, he rowed in the 1966 World Championships at Bled. He continued rowing throughout his life and won in a Masters VIII at the 2011 Boston Head of the Charles Regatta. After he began coaching at the Melbourne University Boat Club in 1973, he was the first Australian coach to win at the 1974 FISA World Championships. He coached many state and national crews through the 1970s and early 1980s. He was also a member of the Torquay Surf Life Saving Club since the 1959/60 season, and won the world's first Ironman event, the Jim Wall Ironman, in 1962. Peter was a member of the insurance broking business, Philp Newby & Owen P/L. Peter died on 3 January 2017.

RUSSELL, James George (1987-2017), OGC 2005, studied at College from 1996 to 2005. He was in the Athletics Team in 2001, 2002 and 2005; the 2002 Hockey Squad and Year 9 Hockey Teams; and the 2004 2nd Rowing VIII and 2005 1st VIII. He won the James Fraser Sutherland Prize and the Principal's Art Prize in 2005. His great-grandfather James (OGC 1914), grandfather Ron (OGC 1937), father Peter (OGC 1965), and brothers Henry (OGC 2008) and Will (OGC 2009) all attended College. His mother Libby was also Director of Campbell House. James died on 15 January 2017.

SEFTON, Dr Daryl Ralph (1927-2016), OGC 1940, veterinarian and wine maker, studied at College from 1936 to 1944, when he was in the Debating Society, Athletics Committee and 4th Rowing VIII. He was the foundation President of the Geelong Winegrowers' Association, 1974-93, and a Victorian Wine Industry Association Board Member. In 1998, he and his wife Nini won a Victorian Wine Industry Association Award. Daryl died on 21 November 2016. His brother Russell (1938-2013, OGC 1951) also attended College.

SMITH, Gregory Trevor (1958-2016), OGC 1972, boarded at College from 1970 to 1974 after attending Ocean Grove State School. He was a member of the 1972 Athletics and the 1974 2nd Football teams. Greg died on 13 October 2016.

SPARROW, Lionel Raymond (1927-2017), OGC 1940, geophysicist and company director, studied at College from 1942 to 1945. He was a Vice-Captain of Morrison House in 1945, Captain of the 1944 2nd Cricket XI, member of the 1945 1st Football XVIII and Athletics and Swimming committees, and a Cadet Corps CSM. Lionel died on 22 February 2017.

STEEL, Ian Hart (1927-2017), OGC 1941, grazier, studied at College from 1939 to 1945. He was a College Cadet Corps Lance Corporal in 1944. His sons David (OGC 1970) and Andrew (OGC 1972), and grandchildren Jack (OGC 2012) and Madeleine (OGC 2010) attended College. Ian died on 10 March 2017.

STEWART, Sydney William (1922-2015), OGC 1937, farmer, attended College from 1936 to March 1938. During WWII, he enlisted in the RAAF and trained at Victor Harbour and Benalla before being promoted to Sergeant in April 1943. He continued his training in England and was commissioned Flight Lieutenant in July 1944. He completed his operational quota in November 1944 and was transferred to Transport Command at Portsmouth. Returning to Australia in 1946, he farmed sheep and cattle at "Yan Yan Gurt". He was Colac Legacy's President, Birregurra RSL's President and Secretary, an RSL Life Member and a CFA volunteer for 50 years, receiving the National Medal for Service and Bar and the Queen's Fire Medal. His son Sandy (OGC 1968) also attended College. "Syd" died on 30 January 2015.

WILSON, Ian Price (1932-2016), OGC 1946, studied at Numurkah Higher Elementary School before boarding at College from 1945 to 1948. He rowed with the 6th Rowing VIII in 1948. Ian died on 15 June 2016.

WILSON, Raymond John (1920-2017), OGC 1932, studied at College in 1936 before becoming an accountant and joining the Victorian Public Service. Jack enlisted on 8 June 1938 and served as a Lieutenant with 2nd Field Regiment and the 2nd AIF in New Guinea and Bougainville. His service ended on 3 January 1946. He returned to the public service and, at retirement, was CFO at the State Rivers and Water Supply Commission. His brother Ronald (1922-1969, OGC 1935) also boarded at College. Raymond died on 21 March 2017.

WOODBURN, William James (1923-2017), OGC 1937, boarded at College from 1940 to 1941 and was a member of the 1941 1st Football and Cricket teams. His brother John (1921-2007, OGC 1937) and son Jamie (OGC 1966) also attended College. William died on 23 April 2017.

Staff

KEMP, Brian Francis (1937-2017), talented potter and staff member from 1963 to 1972, was Head of Art and Craft at the Preparatory School. He established Hockey in 1963 as well as the Adventurers Club, which used to have a flying fox across the river. With Class 2J, Brian cut the original track from the Prep School to the Barwon River. He completed a Diploma of Art and Design (Ceramics) at the Gordon in 1969. He studied in Japan for three years before setting up Koyama Pottery in Wallington in 1975. He wrote two books on fibre-kiln glazes and taught at the National Institute of Singapore. Brian died in February 2017.

SARGOOD, Denis Graham (1926-2017) was a boarding master and teacher of Maths and Science at College from 1951 to 1957. Thane Joske said "rowers from the 1950s decade crews recall him fondly, and remember him as an integral part of the success of the College during this era". He completed his MSc in 1959 and was appointed lecturer in the Physics Department at the University of Melbourne, where he later gained his PhD with a thesis describing experiments in nuclear physics. Denis died on 19 November 2016.

STONE, Franklyn James (1950-2017), rowing coach and Director of Rowing from 1986 to 1990, died on 12 May 2017. He coached at Wesley College, Geelong Grammar, St Joseph's College at Hunters Hill, Scots College at Bellevue Hill and Rockhampton Grammar School, before joining the College as Director of Rowing. During his time at the College, Head of the River crews recorded wins in 1989 and 1990. He was teaching at Gippsland Grammar School when he retired in 2015.

STURZAKER, June Aileen (1931-2017), joined the College staff aged 13 years in 1945, when the Refectory Block was buzzing with up to 40 resident domestic staff. June started as a waitress in the Dining Room, then became a cleaner. She left in 1949 to help manage her family's cafeteria in Peterborough, before returning to the College for a year in the 1950s and more permanently in 1957. In later years June also managed the cleaning operation. June died on 28 February 2017.

• *Full obituaries are available on The Geelong College Heritage Guide website.*

OGCA Events

2002 Reunion

Saturday 11 February

Steph and Jason King hosted a 2002 reunion at their house in Ocean Grove with a lunch and tennis competition that continued into the night. Old Collegians travelled from Sydney, Hamilton and Melbourne for the event.



2016 Leavers' Function

Thursday 16 February

1. Charlie Blakeley, Mark Kovacev, Dayne Jackson, Andy Falkiner and Tom Burke
2. Chloe Wynter, Bridget McNamara, Louise McDonald, Jala Cleaver, Ally Howie, Kennedy McMaster, Lucinda Milner and Emma Gorell
3. Bibi Holten, Noah Nicholas and Alexander Blight



OGC v OGG Annual Golf Day

Friday 10 March

1. Charles Baulch and Stuart Whitehead
2. Henry Weddell, Rob Hunter, Jon Vickers-Willis and John Bailey
3. Murray Mountjoy, James Richardson, Tony Le Deux and Frank Herd
4. Sam, Simon and James Cole





10-Year Reunion

Friday 24 March

1. OGCA President David Waterhouse, Elanor Kloester, Mark Gruzauskas and Tim Maltby
2. Former teachers Louise Thompson and Margaret Lethbridge, with Sarah James
3. Jim Champness, Joshua Dunkley-Smith and Elya Telegin
4. Jack Townley, Albert Weddell, teacher Phil Taylor and Harriet Burton

Albert Bell Club Dinner

Saturday 22 April

1. David Jones with Vicki and James Edmonds
2. Geoff Wills, John McDonald, Justin Pennefather and David Caithness
3. Tim Sproat, Mark D'Altera and new ABC President Bec Widdicombe
4. Wally Koch and Duncan McDonnell



Parent Events

Senior School Parent Welcome Evening

Thursday 2 February

1. About 300 Senior School parents gathered in the Cloisters to welcome the 2017 school year
2. Richard Page and Andrew Morrison
3. Izzy Greer with Shelley and James Gross
4. Naomi Miller, Tina Tran and Wendy Venters



Middle School Parent Welcome Evening

Tuesday 7 February

1. Carli Roulston, Eliza Leake and Lawrie Malcolm
2. Katrina Boyd-Walsh, Principal Dr Peter Miller and Paul Walsh
3. Year 8 student Maggie Gilby and Deputy Head of Middle School Michael Panckridge
4. The Middle School courtyard was packed with parents for the welcome evening

Junior School Parent Welcome Evening

Friday 10 February

1. Amanda Salajan, Lisa Burke and Justin Fowler
2. Kristin Brooks-Dowsett, Director of Early Learning Ros Molyneux and Chloe Brooks-Dowsett
3. PSPA members Mathew Hoare and Simon Mitchell meet new Head of Junior School, Campbell House, Sondra Wood
4. Steve Horvat, Shelley Watson, Andrew Lane and Tina Horvat



Year 9 Parent Dinner

Friday 17 February

1. Annika and Mark Naylor with Gus Dobie
2. Don Howie, Mark Bain and Principal Dr Peter Miller
3. Paul Chalmers, Head of Calvert Therese Foley and Yasmin Chalmers
4. Tim Maishman and Kate Kennett

Year 7 Parent Dinner Friday 24 February

1. Carli Roulston, Craig Osborne, Gep Burke, Mathew Hoare and Melesa Osborne volunteered to make the dinner a success
2. Chris and Amy Barnes, Naomi Vagg, Chris and Jess Powers
3. Steven Chapman, Gavin Dowling, Melissa Stephens and Kirsten Kilpatrick
4. Yannick Lairs, Sharon Dong, Claire Wood, Shelley Watson and Andrew Lane



Years 10, 11 & 12 Parent Cocktail Party Friday 5 May

1. Andrew and Cath Rose, Peter and Vicky Murrhy, Lynda Stewart, Noel Russell, Jane Tierney, Anne Taylor and Leanne Deahl
2. Ben Clark, Sue Barker and John Greer
3. Julia Williams, Robbie Falkiner and Amanda Fisher
4. Tim Wood, Paul Greene, Anna Pegg and Caroline Wood

Community Events

Hong Kong Community Function Monday 6 March

1. Ivan Wong, Paul Yip, Director of Community Relations, Mike Howell, Maggie Lee and Ferrie Cheung
2. Adam Montgomery and Qiong Xiao
3. Priscilla Fu and Kenneth Ng



You are warmly invited to



THE
GEELONG
COLLEGE

Gala Ball

2017

Saturday 14 October 2017

7.00pm - 12.00 midnight

The Pier Geelong
10 Western Beach Foreshore Rd

Dress: Black Tie

Tickets available until 30 September 2017 at

<https://trybooking.com/QFLE>

Tickets \$150 per person

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School & Community Events



July

Geelong College and Geelong Grammar Albert, France Reunion
Thursday 6 - Saturday 8 July

Founders' Day
Saturday 8 July

OGCA London Reunion
Tuesday 11 July

Senior School Founders' Day Assembly
Wednesday 19 July

Middle School Founders' Day Assembly
Wednesday 19 July

Junior School Founders' Day Assembly
Friday 21 July

OGCA Sic Itur Luncheon (50+ Year Reunion)
Saturday 29 July

Community Planting Day at College Foundation Property
Sunday 30 July

August

Hamilton Community Cocktail Function
Monday 7 August

Year 8 Production
Wednesday 9 - Friday 11 August

Winter Sport Dinner
Thursday 10 August

Year 12 Mid-Year Formal
Friday 11 August

Senior School Arts Week
Tuesday 15 - Thursday 17 August

Open Day
Wednesday 16 August

Carji Greeves End of Season Football Dinner
Thursday 17 August

OGCA 30-Year Reunion
Friday 18 August

October

The Geelong College Gala Ball
Saturday 14 October

Boarders' Formal
Wednesday 18 October

Athletics Dinner
Monday 23 October

Year 12 Valedictory Service & Ceremony
Tuesday 24 October

Open Day
Wednesday 25 October

VCE Art Show Opening
Thursday 26 October

OGCA 40-Year Reunion
Saturday 28 October

November

Year 8 Social
Friday 3 November

Morrison Society and Patrons' Luncheon
Wednesday 8 November

Year 8 Parent Cocktail Party
Friday 17 November

OGCA 20-Year Reunion
Friday 17 November

OGCA Marquee at Dunkeld Races
Saturday 18 November

Foundation Golf Day
Friday 24 November

Year 12 Valedictory Dinner
Saturday 25 November

Senior School Christmas Concert
Thursday 30 November

September

Early Learning Fathers' Day Breakfast
Saturday 2 September

27th Annual Foundation Concert
Friday 8 September

Senior School Production
Thursday 14 - Saturday 16 September

Albury Community Function
Sunday 17 September

Music Dinner
Thursday 21 September

December

Junior School Christmas BBQ
Friday 1 December

Middle School Christmas Services
Monday 4 December

Junior School Christmas Service
Monday 4 December (TBC)

Senior School Christmas Service
Tuesday 5 December

Senior School Awards Ceremony (Years 9-11)
Friday 8 December



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