



THE
GEELONG
COLLEGE
sic itur ad astra



Ad Astra

The Geelong College Community Magazine

Issue No 134 June 2018

From the Editor



It is very exciting to announce that The Geelong College is about to embark on an important phase of its history and the first part of its Master Plan – the Junior School Redevelopment. Our Ad Astra front cover shows the first “turning of the sod”, a ceremony to mark the beginning of this redevelopment. Construction

will commence shortly with the building of a wonderful new assembly hall, “Wayaperree” (Wathaurong for “meet”).

We look forward to opening the new Campbell House - Junior School campus in about two years.

With Geelong’s ongoing population growth and transformation, we’re seeing very strong demand for places and waitlists for 2019, 2020 and 2021. If you plan to send children or grandchildren to College, we advise to enrol them at least three years before their start year to avoid disappointment.

In March, the College held a Loud Fence Installation Ceremony in the Chapel as part of our outreach and support for survivors of historical harm. Speeches from this service can be read on the following pages. This was a significant event for the College. Recognising the reality of our past is an essential step towards creating a better future for all students.

On behalf of the OGC community, I’d like to express my deep gratitude to David Waterhouse (OGC 1980) who has retired after five years as OGCA President. He has dedicated so much time to ensuring ongoing alumni engagement and lifelong connections to College with an active reunion program, OGCA scholarships, the establishment of a mentoring platform, and continued support of the Albert Bell and Old Geelong sporting clubs. I greatly look forward to working with our new OGCA President, Thane Joske (OGC 1990).

Our Old Collegian website now has 1462 members – help us reach 1500 members by the end of June by registering on www.geelongcollegeconnect.com

I hope you enjoy this edition of Ad Astra.

Mike Howell
Director of Advancement and Community Relations

Our Purpose

The Geelong College aims to provide an inspiring education where all students can learn how to learn, flourish, be innovative and aspire to futures that harness their many skills and abilities.

We aim for our students to be respectful and to confidently develop their academic, emotional, physical, social and spiritual potential.

The Geelong College seeks to provide learning experiences that shape personal development in ways that prepare students to contribute to society.

College Values

Integrity with compassion

Community with diversity

Aspiration with humility

Respect with grace

Endeavour with courage



geelongcollege.vic.edu.au



facebook.com/GeelongCollege



Twitter @geelongcollege



Instagram @geelong_college

CRICOS 00142G

Contributors

Mike Howell
Jennifer Chiu
Con Lannan
Sam McIntosh
Chelsea Matheson
Joyce Taylor

Photography

Nicole Roache
Coral Turner
Anne-Louise
O'Donoghue
Adrian Camm
Marita Seaton
Julie Bickett
Christie Barrett
Debbie Filling

Fiona Mackay
Thane Joske
Trevor Cooke
Photography
Richard Kumnick
Photo Play
Peter Lemon
Geelong College
staff and archives

Contents

- 2** From the Editor
- 4** Loud Fence Installation Ceremony
- 11** TripleR: The Sexualisation of Teenagers; A Snapshot of our Students
- 12** From the College Co-Captains
- 14** CLRI: Rethinking Teacher Research
- 16** Not Everything that Counts can be Counted
- 18** Nepal: No Ordinary School Camp
- 19** Careers in Health
- 20** Learning to Learn
- 22** Welcome to our New Middle School Leader of Learning
- 23** Unpacking the Maker Movement
- 24** Creating Cultures of Thinking
- 26** From Italy with Inspiration
- 28** Chaplain's Corner: The Message of Joy
- 29** Careers of the Future
- 30** Designer's Double Delight
- 31** Staff Departures
- 32** Boarding Life
- 34** School Activities
- 36** Foundation President's Report
- 38** Annual Campaign Donor List
- 39** Mockridge Immortalised; Purnell's Legacy
- 40** Still Growing! The Geelong College Heritage Guide
- 42** OGCA President's Report
- 43** The Making of a Mentor
- 44** Albert Bell Club News
- 46** Dr Bill Williams Tjungurrayi Scholarships
- 47** OGC News
- 48** Picture This: Fiona's Fine Arts Career
- 50** Old Geelong Sport
- 52** Farewells
- 58** OGCA Events
- 59** Community Events
- 60** Parent Events
- 62** Annual Campaign
- 64** School and Community Events Calendar

The Cover

Prep student Lucy Miller and her grandfather, Geelong College Council member Gerald Miller, had the honour of turning the first sod at Campbell House to mark the beginning of the Junior School Redevelopment.



Loud Fence Installation Ceremony

On Saturday 3 March, The Geelong College held a service in the College Chapel to acknowledge the harm that students of the past experienced while attending the College. Current and past families and students, survivors and staff attended the Loud Fence Installation Ceremony and heard from speakers representing the past, the present and the future.

The College's Loud Fence was instigated by senior students in 2016. Ribbons tied to the fence at the corner of Talbot and Aphrasia streets served as a symbol of support to survivors of harm. The ribbons were later transformed into a more permanent installation to be displayed in the College Chapel. The installation symbolises not only our support to the survivors, but also our commitment to ensuring the safety of all current and future students of the College.

Below are three of the speeches from the event.

The Past

Dr Hugh Seward AM (OGC 1966), Chair of Council

Thank you for coming today and sharing this service to acknowledge the harm that students of the past experienced from abuse while attending The Geelong College. Particularly, I would like to thank the brave survivors of abuse who have chosen to join us today.

At the age of five, I first crossed the threshold of this school to join the Prep grade and began my 14 years as a student at The Geelong College. I was blessed to enjoy my life as a schoolboy in what was then a "boys-only school". I felt nurtured, secure and was able to embrace this world of education under the tutelage of fine teachers who I both admired and liked. I was innocent, and like most of my schoolmates, naïve to any other state of being.

A dozen years ago, on joining the School Council, I was confronted by a starkly different experience of school life, at odds with my experience. Over the subsequent 10 years, I learnt the distressing reality that my safe world was not the experience of some other students of my era, or for some decades before or after. There was a sordid, disturbing, and shameful side to a small number of those teachers we had trusted so explicitly.

They had abused the trust placed in them by their students, families and the school, to seek out the young and innocent boys or girls for their own perverse sexual satisfaction. Whatever the stories, and there have been a number, ranging from grooming, to inappropriate touching, molestation and some shocking abuse. All had the potential to cause long and lasting harm, and often did.





Occasionally an alarm would be raised, but such was the role of a teacher, and a school in that time, that often the victim's complaints were dismissed or underplayed, and the significance of this evil crime and its potential for long-term harm was grossly underestimated or misunderstood. I suspect it was considered more a moral failing than a crime causing harm. The frequency of such abuse experiences in many schools and institutions is not an excuse for any of us.

We now know better.

I have had the opportunity to meet and talk to some of the survivors of sexual abuse in this school. It has been particularly personal for me as almost all I knew as schoolboys at around my time at school.

They have shared their stories and described the way in which these traumas derailed their lives. They are distressing stories, and even as an experienced medical practitioner, they disturbed me greatly. I had the opportunity to express my regret that this happened and to apologise on behalf of the school, and to explore what support the school could offer them. But I don't think I can ever say sorry enough for the trauma they have suffered. And sadly for at least one who is no longer with us, we have no further opportunity to express our deepest regret.

Since the Royal Commission, we are aware of the paedophile's modus operandi. What we have to accept is that a school, this school, failed to keep all its children safe. It failed to protect them, and then failed to deal appropriately with the perpetrators.

Sadly, the failures to understand the enormity of these crimes have not all been historic, there have been subsequent failures by this school to come to terms with the harm that has been done.

When the first complaint to the school of historic abuse arose in the 90s, our response was influenced by a legalistic approach – support was offered, counselling paid for – but the school's reputation was protected through secrecy provisions. This was not what that survivor needed to assist him to recover, in at least some measure, from the trauma he suffered.

In the mid-2000s when James Wishart approached us, we were certainly more empathetic and genuinely concerned for his welfare, but we missed the opportunity to take a national lead in reaching out to our community, as he asked us to do, to call for survivors to come forward. He knew the powerful and supportive message that such a request could send to survivors. We were not brave enough to do this, uncertain how our community and the wider world would respond. It took us another 10 years to do it and of course it was always the right thing to do and should have been done when James suggested it. We are most grateful for James' courageous guidance through this period of understanding and adjustment, and I acknowledge how painful he has found this distressing process.

When we confronted our first Victorian prosecution of a former non-teaching staff member three years ago, we decided to reach out to the community, but we were clumsy and misguided in some of our communications – still retaining an element of defensiveness for the school's reputation when being beaten up by the press.

I need to discuss this a bit more today.



At this time, we did try to get a greater understanding (because many of the people of the era were still around to ask) of how an abuser such as this erstwhile rowing coach could ply his evil trade undetected, but more so maintain a reputation as having “great rapport with students”, and be celebrated as a premier supporter of the school’s rowing program. He was again even employed a second time in our school. Those in coaching roles or senior teaching and administrative roles had no idea what was going on under the cover of this carefully crafted and disguised reputation.

Discussing it with the past Principals, Masters in Charge of Rowing or senior coaches, as I have done, they were all confounded by the subsequent discovery of his actions. They were distressed and reflected with me that they didn’t suspect, but also that they weren’t looking.

The school had no significant understanding, policies or procedures in place in the ‘80s and ‘90s to guide staff and adequately protect our students. This was a major failing of this school.



The other side of this disturbing story was that as some students suffered, others may have had knowledge or reason to suspect, and if alarms were raised, they were not heeded or effective. The culture of the school at the time deterred any student from calling out the perpetrators. Past students have said to me, “who would believe us?” – and they had no faith that any action would be taken or they were concerned that they could be regarded adversely.

Even when this perpetrator returned to our employment in the late ‘80s, with glowing references from elsewhere, that knowledge remained hidden... for a time. But then students and past students began to raise their suspicions and he was subsequently dismissed, but the authorities at the time never learnt about the severity of his crimes beyond what we now describe as grooming behaviour. Extraordinarily, we have recently learnt, that at this final stage, the students had set up their own protection strategies to protect their mates.

To our shame, the authorities at the time never looked too far into his behaviour. This again is a major failing from our past. Only in recent years has the extent of his crimes been revealed, and there may be others harmed who remain silent.





It has been suggested to me that I should not describe this part of our story because some will see it as the school covering up or excusing the errors of the past. Unfortunately this is the truth as told to me by many and they continue to be confounded and regretful about that, but deception presents varying degrees of opaqueness to different observers and is intended to distract and prevent certainty.

This has been a difficult process for the school to understand, to come to terms with the gravity of our past failings, but our difficulties pale into insignificance compared to a survivor's suffering.

Our approach now is clear.

We must ensure our students will always be safe and protected from such abuse. Dr Miller will discuss this further.

We must support the survivors of abuse that occurred in this school, assure them that the school is now safe for our students of today and tomorrow, and provide counselling, and support, and redress. We must apologise to them all.

Our School Council and the Old Collegians' Association have directly been involved in our Reach Out process and Dr Miller is now leading a powerful and empathetic approach to assist our survivors.

As a school, we are deeply sorry and we apologise unreservedly to the victims of abuse while students at this school in our care. We are now committed to acknowledging these many failures I have outlined, and apologise for the fact that these further added to the trauma our survivors were suffering.

The Council apologises for not recognising immediately what our first and most important responsibility should have been when the issues first came to light, that is, to understand the damage that had been caused and what each individual needed from us.

I personally apologise for not addressing James' wishes to reach out to our community 10 years ago, as I should have.

Some will never forgive the school, but I hope many of those who have felt harmed will be able to accept our apology. We will now strive to live up to our own intentions to be a leader in the way we support our survivors.

I would like to acknowledge and thank the survivors, a number who are present today, for sharing their stories and helping us gradually understand what we need to do to address these terrible mistakes of the past. I want to thank Pauline Ryan, our facilitator, for providing such an expert source of assistance to those who have made contact. I would like to acknowledge Dr Peter Miller's empathetic leadership in these matters over the last two years and to thank our Council's Reach Out team of Claire Darby, Gerald Miller and more recently David Waterhouse from the OGCA for developing our school's responses in recent times. Thank you all for being here today.

Our School Motto, Sic Itur ad Astra, means "thus is the way to the stars". We have been trapped in some very dark clouds for a long time and I hope today enables us to see some clear safe skies ahead.



The Present

Michaela Ryan (OGC 2017)

There are a couple of questions that always come to mind when hearing the stories of the abuse survivors of the past. These are, how could these incidents occur? And what can we do? I first came across the Loud Fence initiative while I was on a bus on the way to a rowing regatta in Ballarat. We passed a fence that was completely covered in ribbons and was confused as to what they stood for. So I did some consulting on Google, and found that the Loud Fence initiative was actually a symbol of recognition towards the survivors of abuse.

In bringing this student-run initiative to The Geelong College, we have been able to not only recognise that we have abuse survivors amongst our community, but to show that we care. The ribbons are used to communicate that in no way do we condone any kind of abuse, and to show that our thoughts and prayers are with those that have had to endure abuse in the past. This initiative has also taught the staff and students of today the importance of looking on our past to protect the generations of the future.

While the Loud Fence created a great sense of community, we wanted to make a more permanent display. So we have used the original ribbons in a piece of artwork that will sit in the Chapel as an ever-present acknowledgement of the survivors of abuse and to serve as a reminder to our community to prevent others from having to experience any form of abuse in the future.

It is in the present where we can make a difference. Yesterday has already happened and we cannot change the events that have occurred. But we can, as a community, show our support for the survivors that are here today through the Loud Fence initiative.

I would like to thank all those that are involved with the Loud Fence initiative, as well as all those involved with the outreach and support for survivors of historical harm. Thank you for doing what you could today, because nothing ever happens if we put it off 'til tomorrow. I would also like to thank the survivors for coming forward with their stories, without which our community would not have grown as supportive as it has become through our Loud Fence without you coming forward.

The Future

Dr Peter Miller, The Geelong College Principal

Today we acknowledge that there have been incidents in the school's history when our students have been failed, betrayed, and harmed – sexually, physically and emotionally – by some teachers and others in The Geelong College community. This realisation has brought forward a range of emotions and reactions in our community. Recognising the reality of our past is an essential step towards the creation of a better future for all students.

This service is about an expression of support from our community of today to the survivors of the past. It is all about the students, past and current. It is about acknowledging those harmed in the past and making a commitment to ensure it does not happen again.

As Principal of The Geelong College, it is my role today to show you how we are, and how we will be, addressing child welfare and protection in this school.

Keeping children safe is paramount. Our community has a shared responsibility for our students' wellbeing. It is not up to an individual student or a group of students or any single

person in our community to keep children safe. However, I accept the important role of the Principal in leading this.

We have to strive for and maintain a culture that values and listens to young people. This means they are to be respected by and engaged in the College community and valued members of that community. The phrase "children are seen and not heard" no longer applies. This artistic installation presented by Michaela today is symbolic of such a change. If we have learned anything from all this, it is that The Geelong College students are not here to necessarily serve the school, but the school must be here to serve the students.

To this end in the last three years, College has taken some significant steps in policy development, staff education and community awareness of these issues. All of these reflect a culture encouraging disclosure, raising concerns and then sharing concerns for students. These initiatives support the ongoing review and development of the student wellbeing programs at College and a strong pastoral care system to build student engagement in school and their empowerment.





A culture of disclosure must be our future. This represents a shift from a culture of secrecy and deception enabling exploitation, coercion and manipulation to emerge. That sort of culture must be a thing of the past. An approach that addresses student awareness, staff attitudes and community inclusion has been formulated and continues to be refined to cultivate a culture of disclosure.

This year, professional learning for all staff has a focus on child protection with the theme “Keeping Them Safe”. Throughout the year, staff are undertaking professional learning in areas related to child protection and support. 2018 commenced for all our staff with a presentation from Pauline Ryan. Another presentation to staff is scheduled in April. In addition to this, training will be undertaken in relation to legislation and reporting.

An increased awareness and a working understanding of our responsibilities under the law are one thing and enable staff to fulfil their obligations to meet a “duty of care”. We have an even greater obligation than a duty of care. I believe firmly that as people responsible for the welfare of our students, teachers have a “mandate to care”. To this end, increased awareness of and training in dealing with adolescent mental health is a part of the plan.

Teachers’ actions shape the development of our students. How we enact policies is the key. The way we do this demonstrates our culture. We have had to change and we will continue to develop our practices, mindful of clear values to build and retain a positive culture of support for students.

In addition to working with teachers, there is a determined effort to raise the awareness of child protection among our current parents and wider community. In preparation for today, and in explaining the purpose of this ceremony, I have been able to widely raise the historical issues and explain their relevance to our current context. In addition to this, new policies and procedures relating to volunteers and all people interacting with our students have been developed and continue to be refined. This has been very well received and well understood by everyone.

As a teacher, a father, a husband and as Principal, I am committed to ensuring I do all I can to create and maintain a culture within The Geelong College that has student safety first and foremost. I want to ensure we keep them safe.

Thank you for attending today’s ceremony. I understand this is an important event for many people, some of who have been unable to attend. Our thoughts and support extend to everyone who has been harmed at The Geelong College, as does my sincere commitment to do my very best to ensure the failings of the past are not repeated into the future.

Thank you.

- A full transcript and video of the Loud Fence Installation Ceremony can be sent on request. Please email **communityrelations@geelongcollege.vic.edu.au** to obtain a copy.

The Sexualisation of Teenagers

By Joan Gill, Director Student Wellbeing

How does popular culture shape our views of what it means to be a young woman or young man?

Melinda Tankard-Reist recently posed this question to boys and girls at Senior School. She challenged their thinking around body image, sexploitation in the media, the effects of pornography and the normalising of violence. Her message was around being critically aware of the sometimes subtle and often pernicious messages sent to us in the media.

Some of her messages were:

- The media sexualises children at an increasingly younger age;
- The ubiquitous nature of pornography has led to the distortion of what is "normal and healthy" sexual behaviour;
- The average age of exposure to porn is now 11. It has become a default sex educator;
- Escalating levels of pornography and violence against women;



- 88 percent of naked selfies end up on porn sites;
- Obsession with body image preys on the wellbeing of young men and women;
- The mixed messages coming from video games that normalise violence and the resources our society is investing in to promote respectful relationships.

Melinda urged boys and girls not to buy into the negative messages coming from a culture infused with sexualised representations of young people. Students expressed a very lively and diverse range of opinions to her presentations, and the resulting debates reinforced the importance of provoking conversations around confronting issues.

A Snapshot of our Students

Each year, we ask our senior students to take part in the Mission Australia Youth Survey. The survey offers a snapshot of how our young people are feeling and ranks their key concerns. About 360 College students were among 24,055 young Australians who took the survey, which found:

- 61.8 percent of Geelong College students reported high levels of happiness (rating 80 percent and over), significantly higher than the state average of 47.8 percent of participants;
- 76 percent of our senior students felt highly positive about the future, compared with 63 percent state-wide;
- More than half our students expressed very high levels of confidence in what they intended to pursue post school, compared with 40 percent across the state;

- The top three issues of concern for our students and young people nationally were coping with stress, followed by body image, then school or study problems;
- College students ranked equity and discrimination, followed by alcohol and drugs, followed by international relations, as the most important issues facing Australia today. Across the state, the top three were mental health, equity and discrimination, then alcohol and drugs.

The results hold some key findings for policy makers, especially the growing emphasis on mental health concerns. Nevertheless, we have many reasons to feel optimistic about our own young people and where they see themselves heading.

From the College Co-Captains

By Mimmi Balaam, College Co-Captain

The opportunities at this wonderful school, The Geelong College, are diverse, exciting, humbling and sometimes unexpected, and this is how I felt as I embraced this extraordinary and fortunate opportunity to Co-Captain The Geelong College, with Lachie Sutherland in 2018.

I appreciate the enormous support and guidance that we constantly receive from Dr Miller, Mr Young and Ms Van Cleef and the encouraging environment they create during meetings and Open Days. They are always keen for us to share our thoughts and insights, and I have valued the opportunity to be involved behind the scenes under their guidance.

School Prefects and House Captains have embraced the new format of Senior School assemblies, with each House now taking turns with the responsibility of running the assembly, and it has been enjoyable listening to so many students contribute on a weekly basis.

As parents can attest to, Term 1 seems to be the busiest term, with sport training before and after school, busy subject timetables and homework, combined with the various welcome evenings, year group and boarding dinners, as well as drama and music. These are all fun and great ways for both students and parents to make new friendships and deepen bonds.



Principal Dr Peter Miller with Co-Captains Lachlan Sutherland and Mimmi Balaam, Vice-Captains Libby Falkiner and Zac Jackson and the 2018 Prefect team.

I would also like to encourage parents and valued members of our school community to support their children on the sporting sidelines. This really helps to create that positive atmosphere that's good for competition, and shows respect to the opposition and appreciation for the dedication of our student athletes and coaches.

Building on last year's focus on the culture of inclusiveness across our whole school community, Lachie and I have enjoyed participating in a Junior School Assembly, and we were delighted and impressed to hear the confidence and enthusiasm coming from these young students. The Whole School Easter Service was another enjoyable day for our community to celebrate the Christian message of death and resurrection through prayer, song and reflection, led by our passionate Senior School Chaplain, Mr Curnow.

Term 1 also saw the celebration of Harmony Day, which focused on the importance of respectful relationships and cultural diversity. Our school continues to assist Eat Up, an organisation that provides healthy lunches to students around Geelong who otherwise would go without lunch – something I know I would struggle to cope with. The TripleR program continues to provide speakers who challenge and inspire us, such as Dianne McGrath, who's currently shortlisted for the one-way trip to Mars (!) and spoke about following your dreams and having a solution-focused mindset.

A personal highlight was attending the 130-year Albert Bell Club dinner, celebrating our school's rich and significant involvement in rowing. It was a wonderful evening where members of our current College senior crews spoke, and Olympians told us of their very different journeys from The Geelong College Boatshed to representing Australia, which I am sure will inspire many students to continue to row after leaving school.

I look forward to enjoying all the experiences and challenges that our last semester of schooling will bring. Along with my entire cohort, we are determined to embrace all the challenges while enjoying every moment in this nurturing and uplifting environment.

By Lachlan Sutherland, College Co-Captain

Having the year progress quickly into winter through the change of season brings a new feel about the school, along with the reflection of the great summer and semester that was. As we move away from the hype and exuberance of the summer sport seasons, we look ahead to the opportunities we have to make a difference as we mature into our roles in the school community.

With the chaotic excitement of Term 1 behind us, I am privileged and thrilled to be working alongside my Co-Captain Mimmi Balaam as we both strive to do more than merely fill the role of Captains, rather wishing to lead progression amongst our community and beyond.

This endeavour extends to our capable and willing Prefect team who have displayed eagerness in taking on the tasks in front of them and have flourished in their respective roles. Having the opportunity to work with this team has assured me of their level of pride for the school and therefore our ability to work collectively to lead and improve the school into the future.

In my role of Co-Captain so far, it is clear the abundant emerging talents of the young people in our school is largely attributed to the extensive opportunities available and the breadth of co-curricular activities on offer. I am thoroughly excited at the many opportunities that I have the chance to be a part of and believe I speak on behalf of our entire school in saying this.

As it dawns upon us that this is our year of lasts, and a short one at that, our desire to propel the school forward is ever-growing. One of my core principles going into this role was that I would make a long-lasting difference to the school and leave my mark on what is a fantastic environment to be a part of. I have had great pleasure in knowing that the people around me are equally as driven towards this goal. We are dedicated towards achieving this and are constantly looking for ways to implement change.

Through contact with people from other schools around the nation, it is humbling to see respect expressed towards the school and its community feel that we all know and love. Mimmi and I experienced this during our trip to the National Student Leadership Summit 2018 in Adelaide, our APS Captains' meeting at Carey Grammar and our



Lachlan and Mimmi, pictured with Year 3 students Adam Bisinella and Ruby Ballantyne, were impressed to hear from the confident and enthusiastic children of Campbell House during a Junior School Assembly in February.

many other interactions with the APS schools. At the APS Captains' meeting, our combined schools have decided this year to support the Skyline Education Foundation. This foundation provides intensive support for talented VCE students from disadvantaged backgrounds. At the National Student Leadership Summit, we learnt about effective leadership, emphasising the importance of being yourself and empowering others to speak by attentively listening to their contributions.

As the year progresses, our ever-growing ambition is to build on our community across all three campuses to extend humility, compassion and kindness. We look forward to flourishing further while encompassed in these values and watching the rest of our community do so as well.

Rethinking Teacher Research



By Adrian Camm, Director of the Centre for Learning, Research and Innovation



The profession of teaching is experiential. Confidence and expertise in the craft of teaching develops as explicit and tacit knowledge about the art of working with young people is refined and built upon over time.

As much as it is an art form, as our

understanding of teacher professionalism and the profession of teaching develops, it is increasingly viewed as an evidence or research-informed calling. This does not mean that teaching is now purely clinical or restricted to quantitative analysis, key performance indicators or other positivist metrics, but rather, it highlights the increasing role of research-literate teachers across the profession.

Being research literate invites those in the profession to view the misuse of data, political agendas or non-disclosed corporate and government interests through an informed lens. It enables teachers to help students develop the tools and assets required to become discerning individuals in an age of information abundance. This literacy looks to link theory with practice and engage with new learning to build on the best of existing ideas, and interrogate old or outdated approaches, beliefs and assumptions.

When research emerges that is opposed to the individual's accumulated knowledge, being research literate invites an open re-examination of approach, not necessarily in the negative, but in a reflexive way that assimilates new learning for the benefit of the student, the teacher, the school and ultimately the system.



The Centre for Learning, Research and Innovation holds workshops to increase our community's understanding of our Vision for Learning and to provide opportunities for parents to engage with their children's teachers. Early Learning staff presented on their work to explore and embed Aboriginal and Torres Strait Islander perspectives authentically into their program.



Sarah Liu, founder of The Dream Collective, visited the College in May to speak to Year 12 students, Prefects and the wider Geelong community as part of the CLRI's Women in Leadership series.

Involvement by teachers in research, particularly in primary and secondary school environments, has almost exclusively been the purview of the individual teacher, as opposed to a coordinated whole-school endeavour. We are challenging this orthodoxy, with our Centre for Learning, Research and Innovation providing a platform for staff to engage in research, creating a rich dialogue of theory and practice, where we debate the best approaches to teaching and learning in our context, in our College and indeed across our wider community.

Together with many of our staff engaged in post-graduate research, collaborative ventures and a wide variety of events, workshops and lectures all feature prominently in our work this year. As the CLRI enters its fifth year of operation, participation and attendance at our events have increased significantly, firmly establishing the centre as a beacon of learning, research and innovation in the Geelong region and beyond.

This year our events have a significant focus on women in leadership. The Geelong College has been co-educational for 44 years and remains committed to improving gender equality. Through the Centre for Learning, Research and Innovation, we provide a platform for influential thought leaders to work with our student body and not only share their deeply inspiring stories with our community, but also to address the major issues confronting women in all aspects of their public and professional lives.

Our women in leadership series in 2018 has seen high-profile women speaking with our students, teachers and parents, including at free public lectures. In May and June, we heard from Sarah Liu, entrepreneur and passionate advocate for women in leadership; Chelsea Roffey, Winston Churchill Fellow, AFL umpire and author; and influential young female entrepreneur Ally Watson. Still to come in the Women in Leadership lecture series are Winston Churchill Fellow, environmentalist and activist Anna Rose on 31 July; and multi-award-winning scientist Dr Amanda Barnard on 4 September.

We are also offering a range of workshops aimed at increasing our community's understanding of our Vision for Learning, as well as providing opportunities for parents to engage with their children's teachers and experience contemporary teaching and learning approaches firsthand.

For more details about our upcoming events, please visit **www.clri.com.au/event**

Our Centre for Learning, Research and Innovation is an exciting part of the future of the College, supported by The Geelong College Foundation and in collaboration with Deakin University. Its impact is not only as a vehicle for the professional growth of our teaching staff, but also as an agent for community education, democratising teaching and learning practice, collaborating across sectors, engagement with research, and ultimately, through increased understanding about what works in our context, and improved student outcomes across a broad range of areas.

Not Everything that Counts can be Counted

An excerpt from a research article for the Centre for Learning, Research and Innovation by Kevin Jess, Leader of Learning (9-12), in conversation with Deb Hynes, Head of Performing Arts.

In researching for this article on topics relating to measuring learning outcomes, I found myself reading an article by Dave Mason, Principal of strategic design company Multiple Inc. In this article Mason spoke of the Yerkes-Dodson Law: optimal anxiety, where the measurement of a business task is designed to attempt to stimulate people (through either positive or negative stress) to achieve the mental and emotional state of peak performance. This law also implies that if a business cannot accurately measure the results of a specific activity, that activity is not likely to survive long (i.e. management is going to cut that program!).

Yet Mason went on in this article to challenge this notion, and for me this is where my mind engages as we, in education, evaluate how we are measuring learning and that is, "Not Everything that Counts can be Counted, and not everything that can be counted counts". This quote is regularly attributed to Albert Einstein, but in fact originates with sociologist William Bruce Cameron, addressing the notion that anything that cannot be readily quantified is valueless.

More fully explored by Mason in his article, Cameron's statement says: "It would be nice if all of the data which sociologists require could be enumerated because then we could run them through IBM machines and draw charts as the economists do. However, not everything that can be counted counts, and not everything that counts can be counted." He is talking about measuring human behaviour, and that is where things get a little fuzzy.

There are preconceived notions of education that our business is to teach, test then measure. However, the question that needs to preface such processes remains, "what is it that we are measuring?" Measuring of performance is a truth in education, we do use tools to gather data and we do compile this data to measure. Yet, we need to challenge the misinterpretation or misrepresentation of learning that a number or a graph may present. We need to read data sets for that moment in time while maintaining an awareness of the holistic value



A scene from the Year 12 Production of Sweeney Todd.

of learning that may include less measurable growth in a student's development. We need to acknowledge that any standardised testing by its very merit is just that... standardised; standardised to gain a measurement for that moment in time. Then that data, along with many other tools, can be used to continuously evaluate and develop the learning environment for the student and for society as it too evolves and develops.

What such measures of academic achievement may not manage to identify effectively are also significant, if not critical aspects of learning, but are not new. In fact, Jean Piaget, a biologist, psychologist and educational theorist (1896-1980) developed the "constructivism in education" theory some time ago. The constructivist classroom "is no longer a place where the teacher ('expert') pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be actively involved in their own process of learning... Within the constructivist classroom, both teacher and students think of knowledge not as inert factoids to be memorized, but as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view."



Year 9 Drama students performed "fractured fairy tales" for Junior School students at Campbell House.

I recently had the privilege of observing the learning of our Year 9 Drama students as they took their performing arts skills and knowledge to Junior School to perform "fractured fairy tales". The learning was evident in their performances, measured by the audience participation and applause. However, the significant observation for me on this day was the change in the students' "learner identity" from before the performance as we walked to Campbell House, then after their performance as we walked back to Senior School. This may simply have been the anxiety and nerves before, versus elation, excitement and relief post-performance. Yet I sensed it was greater than this – there was a sense of accomplishment, achievement, pride, empowerment, connection and community. Together they had learnt, practised and now delivered something that engaged an audience. They needed to collaborate, communicate, use their intuition, know when to lead and know when to be led. Through the scrutiny of an audience, they were vulnerable, yet their faith in learning became their safety net to attempt to fly.

Head of Performing Arts Deb Hynes and her team continually grapple with the question, how do we actually weigh up our effectiveness as teachers? Are we responsible for our students' ranking, results, future and life? Is it not more sensible to instil in the student a sense of ownership and achievement that is nurtured by the teacher?

Deb explained that she has "had as much if not more pleasure from less academically capable students 'surviving' their performance exam without having a heart

attack and vomiting from fear beforehand. These same students coming out of the written exam smiling and claiming they understood everything on the paper, they may not get into the high or very high percentile of the state in their study score, but their excitement on results day is unquestionable and intoxicating. I will always celebrate the high level of success that many of our naturally talented, academic go-getter students will achieve; however I will equally nurture and savour my students who do Drama because it makes them feel special and accepted, and I cannot put a number to that."

Deb's intuitive view on the balance of education is well supported in the humanist theory in education explored by Andrew P Johnson, College of Education Professor at Minnesota State University, and author of *Education Psychology: Theories of Learning and Human Development*. Johnson suggests the goal of education should be human development and personal growth (as opposed to higher test scores): "Focus on these will naturally increase intellectual achievement and prepare students to contribute to global as well as local societies." Measuring growth rather than achievement.

- To read the full article where Kevin explores further the concept of measuring learning in the current educational climate and specifically at The Geelong College, go to www.clri.com.au/category/research



Nepal:

No Ordinary School Camp

By Adrian Camm, Director of Teaching and Learning

On Christmas Eve, a team of Senior School students returned from an 18-day expedition in Nepal. The team travelled backpacker style throughout the areas of Kathmandu, Pokhara and Chitwan, soaking up the incredible culture, trekking through the Annapurna region of the Himalaya, viewing Mount Everest, and contributing to the rebuilding efforts of a school damaged by earthquakes in the medieval city of Bhaktapur.

This was not your ordinary school camp or tour however. This expedition was 100-percent student-led. Preparations began in March 2017 as the student team designed an itinerary, conducted travel simulation days at the You Yangs, raised funds for the community service project and developed skills of leadership, communication and budget management that would be soon put to use.

Each day in Nepal, a student or group of students would be responsible for leading the group. Nothing was pre-booked, so these responsibilities included arranging accommodation for the night; transport, logistics and navigation; deciding on locations for breakfast, lunch and dinner; ensuring the team had enough drinking water and most importantly, managing the team budget.

“While travelling through Nepal, it was our time to lead,” Year 12 student Luxe Colls said. “The teachers took the back seat. As a team we organised what to do during the day, where to go, where to eat and where to stay for the night, all within a budget we had each day. I found it a great way to learn about leadership and how to organise things whilst travelling in a new place.”

Our Vision for Learning recognises that students require an awareness and understanding of not only themselves, but also the world in which they live. Students need to explore the world in a variety of ways to develop skills and attributes to communicate across cultures while expanding their awareness of the world’s complexities and learning to appreciate difference. By giving students opportunities to lead and make real decisions, they become skilled at making good decisions and develop a greater understanding of what it means to be a leader and indeed, a good citizen.

“Being able to work with the children in the school of the local village, teaching students English and having them teach us a traditional dance was so much fun,” Year 11 student Georgia Adams said.



Students did both themselves and the College proud by showing resilience, perseverance, leadership skills, teamwork, confidence in travelling, independence and self-sufficiency. College programs like this student-led expedition empower young people to uncover their unique identity, develop life skills and embrace the world beyond their own borders through a combination of adventure, cultural immersion and experiential learning opportunities.

The expedition to Nepal will become a permanent addition to our College calendar and is an exciting part of our commitment to student leadership development and community service.

We will launch the 2019 edition of the expedition later this year, with the team planning to trek to Everest Base Camp!

"The Nepal experience was absolutely amazing. The view of the Annapurna ranges and misty snow-topped mountains was breathtaking and one I definitely will not forget. Being immersed in the culture, eating the Nepalese food and learning about the religion was incredible." – Sadie Longden, Year 12

"The Nepal journey is one that I will remember for the rest of my life. Even though each day was physically tough, I loved interacting with the people of Nepal, exploring Kathmandu and visiting temples. Amazing." – Madeleine Salveson, Year 12

"The thing that I loved most about Nepal was the trek. It was like something I have never experienced before. Challenging, spectacular and inspiring." – Harriet Jennett, Year 11



See a video of the 2017 Nepal experience by scanning this QR code with a mobile device or visiting <https://vimeo.com/258007917>

Learning to Learn

By Adrian Camm, Director of Teaching and Learning

What do we really mean when we use the word “learn”?

We all have a general understanding of what this complex process entails but often make many assumptions. Teachers often assume that when they teach, students must be learning. Students assume that, because they have studied hard for a test and got a decent grade, they have learnt something. While there are elements of truth to each of these and many other assumptions, they do not tell the whole story.

We have been exploring these assumptions in the Year 7 subject “Learning to Learn”, discussing the role of students, teachers and parents in the learning process and developing a framework to help students develop sophisticated strategies and metacognitive skills that are applicable to their learning in and across any subject area.

Our Vision for Learning describes learning as an iterative process where we find, identify and define problems, design solutions, refine these solutions and then go through a process of evaluation. This approach has roots in design thinking and has the potential to transform the way we think and learn. Research suggests however,

that skills like this are difficult to learn out of context. You cannot just learn how to learn. The skill of learning develops through and within the context of disciplinary content or interdisciplinary projects.

This is why we have chosen three themes for students to engage in this work. Each term, students choose an elective from three options: Born to Rule, Global Village or the Escape Room.

In the Born to Rule stream, students play the role of mayor in a district. As mayor, they are required to make important decisions about various aspects of life in their region. In the Escape Room, students are immersed in a world of code breaking, deciphering and problem solving through designed experiential learning experiences. In the Global Village, students are presented with the scenario of having to establish a new settlement in a foreign land, due to a catastrophic event that has wiped out the city of Geelong.

In the context of these themes, students are applying their creativity and learning about the process of Design, Refine and Evaluate as outlined in our Vision for Learning.





Students in the Year 7 Global Village stream of the Learning to Learn program collaborated with the Department of Architecture and Built Environments at Deakin University to tackle a challenge of global proportions.

What does this look like in a classroom?

Design

Students find a problem or challenge to solve.

Students learn research skills and then seek to develop an understanding of the problem.

Students are encouraged to deconstruct the problem or challenge by looking at its parts, purposes and complexities, or parts, people and interactions.

Students brainstorm and generate a range of crazy, creative and ridiculous ideas.

Students experiment and filter the best ideas.

Students quickly build a prototype, accepting that nothing is perfect on the first iteration.

Refine

Students trial their prototype.

Students discuss their results with their team.

Students develop a plan for improvement.

Students modify their prototype.

Evaluate

Students develop a debrief protocol and establish rules for collaboration and feedback.

Students share open and honest conversations with their team about how various prototypes worked and the



City of Greater Geelong Mayor Bruce Harwood (OGC 1978) imparted some of his knowledge of the municipal council system with students in the Born to Rule stream of the Year 7 Learning to Learn program.

effectiveness of individual team members' contributions.

Students collect data from a range of sources and elicit feedback from others.

Students evaluate this feedback, reflect and decide on key learnings.

As children are learning about learning and thinking about their thinking in this type of environment, they ask themselves questions like: What am I trying to achieve? What goals do I have? What strategies can I use? What do I already know about this topic? What are the different perspectives? What are the alternative viewpoints? What have I already tried? Whom can I ask for help?

This self-questioning and metacognitive reflection leads to deep and powerful learning as students develop self-directedness and independence. By developing these frameworks and schemas that assist students in these meta-processes, they can then decide for themselves when their current level of understanding is not adequate. Discipline becomes self-discipline.

This level of self-awareness, combined with a sense of empowerment, creates a particular type of learner – one that exercises choice responsibly, makes good decisions, is independent, self-directed, and able to articulate their thinking. A learner that is equipped to face any challenge put in front of them.

Dig In for National Tree Day

The College Foundation and Year 4 Enviro team invites the College community to join their efforts to plant 1500 indigenous plants on National Tree Day.

Over the past two years, Year 4 students, parents and staff have helped revegetate the Foundation's Merrawarp Road block with almost 3000 plants.

Our regular partners in National Tree Day, John King and Kerri Bremner from the Geelong Indigenous Nursery, have been busy collecting seeds from the block over summer, the Foundation's Scott Chirside (OGC 1970) has already been thinking about the site preparation, and the Year 4s are getting excited for the big weekend, which begins with Schools Tree Day on the Friday before National Tree Day.

College parents, staff and Old Collegians are encouraged to join our Community Planting Day on Sunday 29 July from 9am to 1pm. Put the date in your calendar and gather your family and friends for what promises to be a fun and worthwhile community event on the banks of our own beautiful Barwon River.



Welcome to our new Middle School Leader of Learning

By Adrian Camm, Director of Teaching and Learning

The Leader of Learning role in our College is an incredibly important one. We have a Leader of Learning in each of our three schools who form a team responsible for the creation, delivery and leadership of an innovative, high quality and vibrant curriculum, and professional learning community within the context of the College Vision for Learning.

The Leaders of Learning work with classroom teachers to support student learning and teacher practice. They focus on individual and group professional learning that expands and refines our understanding about research-based approaches in contemporary learning environments, to ensure we continue to offer the best possible opportunities for the young women and men in our care.

After much deliberation, our Middle School Leader of Learning Doug Wade decided to step down from this role in 2018. We thank Doug for his work in this role throughout 2017 as he resumes the role of 4,5,6 Coordinator in 2018. He led much of the work in developing the new Learning to Learn program in Year 7, restructured many systems and processes, and was a mentor and coach to many Middle School staff.

After an extensive application, shortlisting and interview process, we are delighted to announce Marita Seaton as our new Middle School Leader of Learning from the beginning of Term 2.

Marita is not new to our College community, most recently holding the position of Art Curriculum Coordinator. Having participated in the collaborative development of our Vision for Learning, Marita feels a deep sense of ownership and is passionate about its communication and ongoing development. A recipient of the inaugural Foundation Fellowship, her recent studies in New Zealand investigating best practice in interdisciplinary learning will enhance our existing Middle School programs.

Marita is a learner first who will look to provide structures and processes which harness the collective talents of our staff, building on the strengths of our current programs while also providing a research lens through which to support and encourage staff to extend and explore innovations.

"When I think back on my previous role as a Curriculum Coordinator at The Geelong College Middle School, I realise that all my personal and professional learning was working its way towards the position that I now feel privileged to hold," Marita said.

"Leading a team of progressive thinkers who are driven by a desire to create 21st century learners is an exciting prospect. My colleagues are not only skilled professionals, but individuals with a vast wealth of experience accumulated through the living of rich and varied lives. My first challenge will be to tap into that incredible resource and enrich our already dynamic school."

We welcome Marita Seaton into the role of Middle School Leader of Learning.



Unpacking the Maker Movement

By Adrian Camm, Director of Teaching and Learning

The College welcomed international expert on constructivist and constructionist learning, Dr Gary Stager for a day with teachers and students on Friday 16 March.

In addition to being a popular keynote speaker at some of the world's most prestigious education conferences, Dr Gary Stager is a journalist, teacher educator, software developer, publisher and school administrator. An elementary teacher by training, he has taught students from preschool through to doctoral studies. In 1990, Dr Stager led professional development in the world's first laptop schools and played a major role in the early days of online education. Gary is the founder of Constructing Modern Knowledge and the co-author of *Invent To Learn – Making, Tinkering, and Engineering in the Classroom*, widely considered the “bible of the maker movement in schools”.

Gary spoke to a breakfast audience of more than 100 teachers and parents in the Middle School Mezzanine about the connection between the maker movement and Reggio Emilia. He spoke with passion and authority on how the Reggio Emilia approach to education includes profound, subtle and complex lessons from intensely learner-centred classrooms, and how it is applicable to all ages and all educational settings. Gary's message resonated with and reinforces our Vision for Learning, with quotes such as:



Dr Gary Stager engaged our Year 5 students in a design and engineering challenge which involved creating an invention to help the sick Easter Bunny deliver Easter eggs.



The Year 3 students were introduced to basic programming ideas, using a virtual turtle to draw various shapes, during Dr Gary Stager's day at the College.

“The co-construction of the curriculum with children and their families, based on a child's interests, stimulates a free, open-sourced and infinitely deeper style of learning. Children are encouraged to develop skills in problem solving, hypothesising, critical reflection and collaboration by becoming novelists, mathematicians, historians, composers, artists, engineers – rather than being the passive recipient of instruction. Students then naturally become more confident, competent and curious citizens in a new world of possibility.”

Gary collaborated and consulted with our staff throughout the rest of the day, as well as running two workshops with Year 3 and Year 5 students. These hands-on and minds-on workshops created exciting learning experiences that emphasised action, invention, creative expression and hard fun. Cardboard construction, exploring e-textiles by making interactive clothes and jewellery with electronics, and the programming and building of robots created a palpable and contagious energy of learning and excitement in his workshops.

Dr Gary Stager's day at the College was part of our Centre for Learning, Research and Innovation guest speaker series. For more information about upcoming events, please visit www.clri.com.au/event

Creating Cultures of Thinking

By Claire Bartlett, Leader of Learning (P-3)

The role of an educator has changed significantly over time. We are mentors, facilitators, innovators and most importantly, learners.

At The Geelong College, professional development is encouraged, supported and promoted. We attend meetings, workshops, peer observations, have Professional Learning Projects and read, read, read.

Last year, many staff from all three schools chose to become members of a book club and read Ron Ritchhart's *Creating Cultures of Thinking*. We explored the eight forces that transform schools. My Junior School colleagues and I were then offered the opportunity to complete a Harvard Graduate course. This process has reinforced how much education has evolved, and I often wonder how much more I would have achieved if I was a student in today's educational environment.

Culture is important for any group or institution. At The Geelong College, we focus on school and classroom

culture to create a positive, welcoming, supportive and engaging place to be; thus supporting student thinking, learning and development. Junior School's Reggio Emilia approach and our school's Vision for Learning has helped shape our culture.

"Our Vision for Learning establishes seven key learning dimensions: identity, creativity, thinking, communicating, contributing, creating and enterprising. These underpin everything we do. They are the capabilities that our young people need for growing, working and participating in their communities in a changing and global society. They are the key to engaging in every learning area across the College, and are encouraged, modelled and explored across all ages." – Adrian Camm, Director of Teaching and Learning

The eight key forces of cultures of thinking are environment, expectations, language, time, modelling, opportunities, routines and relationships.



Learning is not just restricted to the indoors in the Junior School at Campbell House. Outdoor learning spaces are becoming more prevalent and valued.



The Geelong College focuses on creating a positive, welcoming, supportive and engaging school and classroom culture.

What does our school environment communicate? What do our learning spaces do to encourage and support learning? The Reggio Emilia approach which Junior School fosters, aligns with the notion that environment is influential on learning. Gone are the days where students sit at desks in rows and are expected to work independently and quietly. Walk into a classroom today and you will see furniture that promotes collaboration and flexibility. Some students are probably sitting at tables but then there will be some on a couch or lying on the floor, maybe even standing and working on top of lockers. There will be areas that provide learning provocations, engagement and learning through "play". Learning is not just restricted to the indoors. Outdoor learning spaces are becoming more prevalent and valued.

We understand how beliefs shape our behaviour. We have high expectations of our staff and students at The Geelong College. We believe that we are all learners, that we can all improve and work collaboratively to achieve our goals. As our Vision for Learning states, "the aim of education is to develop the most important skill of all; learning how to learn. It is the lifelong process of helping each individual discover their own uniqueness, talents, capacities and potential. It should lead people of all ages to an increased understanding of themselves and their world, to think critically, have courage, perspective, be able to communicate effectively, care deeply and act wisely".

We quite often hear that actions speak louder than words, and this is true in many cases. Yet it is important not to underestimate the power of language, particularly common language. Talk to a staff member or student about values and you are sure to hear about kindness, courtesy and respect. This sets a united tone for what we see as important and what we are striving to be. Word choice



is also very important. Using the words, "it is time for learning", as opposed to, "it is time to work", has a major impact. I had a three-year-old Early Learning student say to me, "I am a learner!" Wow.

Most days it seems time is against us. We are all "busy" and our days are full. Time certainly flies by and most of us don't know where it goes. Educators are learning to think, plan and use time more flexibly and effectively. If students are engaged in a topic and are busy asking meaningful questions and exploring their understandings, one might choose to continue with this learning rather than stop just because it is time for the next "subject". We now expect teachers to spend less time talking and more time questioning and facilitating student-led learning.

Teachers strive to model behaviours and learning for their students and peers. If we want our students to be curious, creative, active, confident, resilient, persistent and aspirational, then it is imperative that they see their teachers being all of those things and more. Gone is the adage, "do as I say, not as I do".

When asked why you would send your child to College, this is one of the many reasons I provide. We offer rich and varied learning opportunities and experiences, students are encouraged to embrace them and most are eager to do so. At Junior School, students can take instrumental lessons, join choirs and musical groups, speak at assemblies and other events, and participate in incursions and excursions including Bush Kinder, the Buddy program, sporting events, fundraising and learning projects, just to name a few.

Education is always evolving, but one thing will remain the same. How can we help children find the meaning of what they do, what they encounter, what they experience? Students need to see the value in learning, be encouraged to think and question, to seek the solutions and answers, and become lifelong learners who contribute positively to their world.

From Italy with Inspiration

Early Learning educators Julie Bickett and Christie Barrett had the opportunity to visit Reggio Emilia in January as recipients of the inaugural Geelong College Foundation Fellowship. In this article for *Ad Astra*, Julie and Christie reflect on their tour of the birthplace of the world-renowned philosophy to education.

Both of us had been working closely with the Reggio Emilia philosophy for a number of years and leading others in this approach at College. We felt that to be authentic, we needed to fully experience the approach in Italy, and the in-depth study tour provided us with a more intense and meaningful program. It involved hands-on workshops designed by the educators in Italy to really extend the thinking of teachers over six days.

Reggio Emilia is a small town in Northern Italy that is renowned for its unique early childhood educational project. The pedagogical practice is used as inspiration for schools globally. Reggio believes that education is the right of all and that it lives by listening, dialogue and participation.

Reggio believes that children are born capable, and this “image of the child” is central to educative decision-making. Reggio Emilia celebrates the “hundred languages” of



children; the unique and different ways children express themselves and learn. They believe that children have a hundred ways to know, to discover and to learn. Reggio values the environment within which children learn and sees the environment as a third teacher. Teachers, or pedagogistas, use documentation to make learning visible and embark on intentional and carefully considered project work with the children.

While walking the streets of Reggio, it was evident that its people enjoyed a very social life and valued opportunities to gather to talk and share their lives with one another. The idea of how people connect and stay connected is very much at the heart of the Reggio Emilia approach.

Sunday brought us to the Loris Malaguzzi International Centre and the first day of our study tour. The centre is set up as a hub to showcase the Reggio approach and to make it accessible for the citizens of the city as well as educators from around the world. Many ateliers or studio areas are set up in this space with materials for manipulation, creation and learning. We saw some serious technology in action on this day, with families spending time with children and getting deeply involved in the materials and spaces.



Early Learning educators Christie Barrett and Julie Bickett have returned from a study tour of Reggio Emilia, funded by The Geelong College Foundation Fellowship.



On Monday, we listened to pedagogistas and atelieristas from local schools. We heard about the culture of the atelier, a space where children and adults are encouraged to think with their hands. Claudia Giudici, President of Reggio Children, reminded us that a child's hundred languages embodied a respect for the world. Creativity is seen as a quality of thinking.

Pedagogista Paola Strozzi asked us to consider that knowledge walks first through the emotions and then the cognitive. This understanding has the power to shift the way we engage with children. To finish off the day, we visited Rodari school, an infant-toddler centre.

Our next encounter was with the Park Atelier Allende, an infant-toddler centre with a rich and diverse natural environment, which is referred to as a park atelier. The environment includes ponds, bamboo thickets, animals and an ever-changing landscape. There is a very strong ecological philosophy at this centre. This experience really highlighted the importance of developing children's ecological sensibilities, which can only be done through regular, rich, authentic and unhurried encounters in the natural world.

On Wednesday we visited the Balducci school. It was a beautiful place. We were lucky enough to visit this school while the children were there. The school was designed around a central piazza and as soon as we walked in, we noticed the lack of tables and the large amounts of loose parts and rich materials on offer for the children.

Visiting Balducci reminded us that ateliers, or schools for that matter, are not manufacturing centres. It highlighted the importance of sharing our work and looking at things from different points of view. The Balducci school shifted both of us. It was a place of friendship and we felt so grateful and so lucky to be there.

Thursday saw us back at the international centre. This time, it was our turn to play in the ateliers to explore a digital and graphic-based experience. We were amazed at how rich the ateliers were in materials and resources, and it was clear the trust educators had in children to use the technology – there were webcams, endoscopes, stop motion cameras, projectors, and graphic pads. These were set up alongside all manner of exquisitely presented natural and man-made materials, all carefully curated by the atelieristas.

On Friday, we were shown recent examples of projects happening in Reggio Emilia, including the City Atelier Project. The City Atelier is seen as a way to protect children's rights by allowing all children access to these rich spaces. We discussed the idea of documentation being used to further the work, to throw the learning forward and to relaunch with children.

We came up with five key areas on our return, fundamental complexities, to bring back to The Geelong College Junior School. On reflection, we could see how closely these five key areas linked with the College's Vision for Learning. We hope to focus on these with our colleagues in the coming months through our Professional Learning Project. These areas are:

1. The Culture of the Atelier
2. A Design Process Way
3. Aesthetics
4. The Hundred Languages
5. Documentation as Professional Development

We would like to thank the Foundation for their support and the community for the trust they place in us each and every day with the children.

"Listening is not easy. It requires a deep awareness and at the same time a suspension of our judgements and above all our prejudices; it requires an openness to change." – Carla Rinaldi



Chaplains' Corner:

The Message of Joy

By Dave Curnow, Senior School Chaplain

The summer skies that we experienced this year around our local communities reminded us very much of the time in which the world was being formed by the Creator.

As we moved into Genesis Chapter 2 and the period often referred to as “the fall”, the Adam and Eve story is a stark reminder of the global village in which we now live – with war, dictatorship, selfishness, negativity, anger, aggression and a lack of peacefulness.

But what happens when we live in the image of God?

Galatians 5: 22 -24 (new revised standard version of the Bible) translates God's way and the image of the spirit:

The Fruit of the Spirit

²² By contrast, the fruit of the Spirit is love, joy, peace, patience, kindness, generosity, faithfulness, ²³ gentleness, and self-control. There is no law against such things.

But what happens when we live God's way? He brings gifts into our lives, much the same way that fruit appears in an orchard – things like affection for others, exuberance about life, serenity, genuine peacefulness. We develop a willingness to stick with things, a sense of compassion in the heart, and a conviction that a basic holiness permeates things and people. We find ourselves involved in loyal commitments, not needing to force our way in life, able to marshal and direct our energies wisely.

While love, hope and faith are the values upon which the Gospel of Christ hinges, we look to the fruits of the Spirit to ground us in our actions. Last year, we finished the year by talking with our Year 12 students about the value of unconditional love: “agape”. The second component of living with the spirit of Christ, according to Paul in his letter to the Galatians, is joy, or exuberance about life. Making decisions is not easy, but approaching some good parts of life with a passion engenders discipline and joy.

The Australian cricket team's recent South African tour has caused us to stop and reflect upon our actions, and while there are policies and procedures to help us deal with human error, there is always a struggle to overcome our



Year 12 students Ebony Skene and Charlotte Midgley found joy as part of the College Relay for Life team.

failures. The simple message of joy at a school such as The Geelong College is to find discipline in what we believe is right and pursue it with vigour and enthusiasm.

Where is your joy at The Geelong College? It may be in music, sport, curricular pursuits, community service activities, building positive relationships or daily acts of unselfishness.

Seek Joy! Get Joy! Dance Joy!



Senior School Chaplain Dave Curnow shared a message of joy at the Whole School Easter Service.



The Year 10 students involved in the Lilla Fulfilling Lives program in the Northern Territory made meaningful positive connections with the local children – a truly fulfilling experience for all involved.

Careers of The Future

By Adrian Blades, Careers Educator

As little as 20 years ago, the concept of a job for life was still prevalent, with the focus on technical skills being all that was needed to have a successful career in one workplace.

Students currently completing secondary school are now estimated to have up to 17 different roles in their lifetime. It seems clear that employers are looking for transferable skills which can be used across the workforce.

Two great examples of this are medicine and journalism.

A key part of the Year 12 medicine entrance test is answering behavioural questions, and medicine interviewers seek to test a student's ability to interact with patients and staff. The most academically and technically capable students will often now not be admitted into a medicine degree.

Despite perceptions to the contrary, journalism is growing as a profession. Journalists now require a multitude of transferable skills in addition to writing, and need to have web and photographic skills, and business knowledge because they are now often self-employed.

At The Geelong College, around 440 students have been offered places to 160 different courses across Australia in the past three years.

Programs such as the Duke of Edinburgh Award, which is offered at many schools, have improved employment outcomes for students as employers increasingly value community service and leadership skills.

After students finish secondary school, it is generally up to the tertiary institutions to help prepare students for the beginning of their career management. The College's five biggest feeder universities – the University of Melbourne, Swinburne University, RMIT, Monash University and Deakin University – all provide opportunities for students to amalgamate their skills, aptitudes and interests in a degree.

The University of Melbourne has the Melbourne Model, which requires students to study subject areas outside of their general degrees, and Swinburne University provides dual degrees in seemingly different disciplines such as health science with business or media and communication. Monash University has many different disciplines combined with their double degree and Honours programs, particularly in engineering and business/commerce.

RMIT provides students with an opportunity to combine business management with engineering, while Deakin University's Vice-Chancellor has promoted IT coding across all degrees. Deakin also allows students to study drama with a law, science or commerce degree.

All universities have work-integrated learning and overseas exchange programs. Two of Australia's biggest universities, the Australian National University and the University of Sydney, have also made significant recent developments in the flexibility of their courses.

For want of a better term, careers education is now about the whole person and providing them with far more than the technical skills. It is up to all areas of the education system to support and provide students with opportunities to build all skills. The flexibility of options in the tertiary system reflects that understanding.



Congratulations to our Class of 2017 graduates, with 99 percent of those who applied for a tertiary course receiving a first-round university place.

Designer's Double Delight



Annabel Whitford (Year 12) was picked to exhibit her website and animation in this year's VCE Top Designs at the Melbourne Museum. Scan the QR code above using an iPhone camera or QR code app, to see our interview with Annabel. Alternatively, type <https://youtu.be/3FW-qHVNn8M> into your web browser.

By Jennifer Chiu, Publications Coordinator

Year 12 student Annabel Whitford has been recognised as one of Victoria's top student designers. Annabel's work has been seen by countless students, teachers and creative types from across the state at this year's VCE Top Designs exhibition.

Being chosen for Top Designs is a sought-after feat for any Victorian student. Annabel has been picked to showcase not just one, but two projects, making her achievement even more special.

She is among only 10 VET Creative and Digital Media students in Top Designs for a website and an animation she created for the subject while in Year 11.

Annabel's website was created for Steampacket Foods, after the catering company's owner presented a work brief to the class. "It felt kind of like a real-life experience, actually getting the client notes and talking to him in real life and making the website," Annabel said.

"It was even more exciting getting picked by him to have my website featured for his business, and that just made the whole experience feel a lot more real. I made it completely from scratch, just writing my own code and stuff," she said.

Meanwhile, her animation tells the story of a creature who yearns to escape to another life. "A lot of my inspiration just came from watching YouTube videos ... and I just

picked some of the simpler ones out because I just wanted to see what other people are doing with 2D animation, because that was what I was wanting to do."

Annabel said the projects gave her an appreciation for the work graphic designers put into something that might look simple. She spent almost every night designing, developing, coding, drawing, recording, editing, testing and fine-tuning her work.

Both the website and animation have allowed Annabel's creativity and problem-solving skills to shine through. The website project in particular has inspired her to pursue a career in web design. "Since creating my website, I've actually really loved doing web design and I think it's something that's really important these days. It's actually really gotten me into wanting to do stuff like coding and web design. I think I really want to do graphic design, but web design is where I'm really focusing on with that," she said.

"I've always loved the idea of being flexible in art subjects and the idea of being able to make what I want, and being able to teach myself what I like, instead of having that set structure. That's what I really like about being creative. I can just use my imagination whenever I want."

The VCE Top Designs exhibition is at the Melbourne Museum until Sunday 15 July.

Staff Departures

Julia Thompson



Julia has been a stalwart of the College Library department since joining the Senior School Library as a library assistant “for a term” 40 years ago. She later attained a Diploma in Library and Information Services to gain more depth and responsibility in her role, before finding her niche in Middle School.

“The role over those years has been ever-evolving and new skills and challenges taken on. In the beginning a good part of my role was to help students retrieve information from print material. Classes would book into the library for research. With the advent of technology there has been a shift from print to online sources and databases. That would be the biggest change in libraries. No two days are the same and that is what has made my role so rewarding,” Julia said.

“What hasn’t changed is our focus on the importance of reading. Recommending great books to students and have them come back and tell you how they loved it.”

Julia said she felt fortunate to have worked with great staff at the College, felt valued and included, and formed long-term friendships.

2016 was a special year for Julia, when her granddaughter Astrid began attending Year 6 at College. She was followed in 2017 by Ellie in Year 4 and Nico in Prep. To them, she’s not “Mrs Thompson”, but “Nanna”. “It will be bitter-sweet to leave such a wonderful job, and all my friends and I am sad to be leaving, but I’m going to enjoy the freedom that retirement allows. As with many retirees, travel and grandchildren will be the big focus. I’d like to be part of the volunteer movement as well as spending more time at our Bush House.”

Deb Woods



Deb Woods joined the College in March 1997 as the Publications/Media Officer and became the College’s Registrar in 2007 (recently retitled Admissions Manager). Deb has been the “face” of the College, meeting hundreds of potential students and families, conducting tours and interviews, and working tirelessly to maintain the College’s enrolment numbers.

Deb was heavily involved in College life, with her sons Alexander (OGC 2009) and Joshua (OGC 2011) having both attended the school. She was in parent support groups, carnival committees and the College community choir, just to name a few. She leaves the College to take up a role as Deputy Registrar at Geelong Grammar. We wish her all the best in the next chapter of her career.

We also bid farewell to Caretaker Harry Baghban, IT Trainee Rhys Rae, Instrumental Music Teacher Sara Rafferton, Teacher Assistant Lisa Santalucia, Groundsperson Matthew Smigowski and Foundation Executive Officer Joyce Taylor. See page 36 for more on Joyce from the Foundation President, Sandy Hutton.

Boarding Life

By Jennifer Chiu, Publications Coordinator

The past six months has been a time of change at The Geelong College's boarding houses. Carolyn Matthews' departure as Head of Girls' Boarding at the end of last year signalled a changing of the guard in both Mossiel and Mackie.

This month marks the end of Greg Smith's time as Head of Boys' Boarding. He has led Mackie House since 2004 and will continue to teach at the College, with Gareth Gilby taking on the boarding role.

"How to summarise 14½ years as Head of Mackie House?" Greg pondered.

"I started out with what I thought was a good plan. The plan morphed and re-morphed constantly. The only constant is change. A concept I'm fond of boring the boys with is that everything I've done has been with the aim of making life better for them in Mackie. In this, I have made many mistakes. I hope I've learned from them. In the upshot, I trust that I leave Mackie a better place than I found it. I hope I've contributed as much to Mackie as it, and its gamut of characters, has given to me. History will tell.

"I have been lucky to share my Mackie journey with many very capable and dedicated staff. Too many to mention

here, but I can't let the opportunity go without lauding the Matrons I've worked alongside: Ann Vile, Mandy Bridges and Julie Jeffreys. I am happy to pass the baton to an incumbent such as Gareth, whose proven pastoral record will see him steer the SS Mackie to greater things."

Greg has helped to shape many fine men over the past 14 years, steering them through the challenges of living away from family and gaining their independence. Former Mackie boarder Gus Boyd (OGC 2016) said "not many people understand how hard it is to run a boarding house, yet Greg has done it so well. He has constantly strived to make Mackie House a better place and has continuously supported all those who have lived there".

Incoming Head of Boys' Boarding Gareth Gilby also paid tribute to Greg. "He has built a culture of inclusiveness, respect and tolerance in the house and in the process has played a significant role in shaping and influencing the lives of countless young men. Greg's commitment to boarding has been exemplary. With his clear vision, high standards of expectation and supportive nature, he has created an environment where students not only enjoy to live but where they thrive as individuals," he said.



The Mackie boarders started a new tradition this year, playing an Urbans v Rurals commemorative Anzac Day football match. The boys decided to name the perpetual trophy after Greg Smith, who steps down as Head of Boys' Boarding after 14 years.



Leigh Knight and Gareth Gilby are the College's new Heads of Mossgiel and Mackie boarding houses.

Gareth has held various roles at College over the years, including Head of Keith House, Head of Boys' Sport and Teacher in Charge of Cricket. "I had little knowledge of, or understanding about boarding in our school prior to taking on a tutor role in Mackie in 2016. Over the past couple of years, I have thoroughly enjoyed getting to know the 'Mackie Men' and learning more about the boarding experience," he said.

"My family and I are very much looking forward to immersing ourselves into boarding life as I assume the Head of Mackie House role in Semester 2. The sense of community, the relationship-building and maintaining and continuing to foster the positive culture that Greg has established in Mackie are the aspects of the role I am most looking forward to."

At Mossgiel, Leigh Knight has just completed her first semester as Head of Girls' Boarding. Leigh first came to the College as Head of English at Senior School in 2004. She taught English and Literature and worked in Mackie as a residential tutor. She resigned with a heavy heart in 2008 when her husband's work necessitated a move.

An interstate move for the family several years later took Leigh to The Friends' School in Hobart, where she taught English and was Director of Residence. She spent five years in this role before returning to both Geelong and College in 2015, again as Head of English.

Leigh described her first months in the Head of Mossgiel role as "a terrible lot of fun" and she, her husband and three young children are thoroughly enjoying life back within a boarding community. Leigh is focused on learning the things most valued and valuable about Mossgiel, and is working to develop the trust and confidence of the people she both lives and works with.

School Activities



The Geelong College hosted a Trans-Tasman Cricket Quadrangular with Scotch College Adelaide, Scots College from Wellington and St Andrew's College from Christchurch competing in 50-over and 20-over matches.



Student leaders from Middle and Senior Schools joined forces at an Eat Up workshop to make sandwiches for local children who would otherwise go without lunch. The College community has made more than 5,000 sandwiches for the charity since August 2017.

Plenty of house spirit was on show at the Senior School House Swimming Carnival, with Shannon the victors ahead of Wottenhall and Keith.



More than 70 students, parents, grandparents and staff combined for a community working bee in the Enviro Garden in March.



Junior School students celebrated Chinese New Year by performing a song they had learnt in Music, complete with dragon costumes, at assembly.

The Senior School Harmony Day assembly celebrated our diverse community, with speeches and performances including Gigi Hooper-Birch, Stephanie Williams and Tiara Douglas singing and dancing to Geoffrey Yunupingu/Blue King Brown's song Gathu Mawula.



The College's tennis players and parents had their first hit-out on the new Rankin Field surface during a Tennis Family Day in March.



Year 8 students, parents and staff joined forces to create props for the production of The Little Mermaid.



The College's boys' and girls' swimming teams recorded many personal bests and podium finishes at the APS Swimming Finals in Melbourne.



Middle School SRC Community Group members and 7D students helped Junior School students improve their skipping skills on Jump Rope for Heart day.



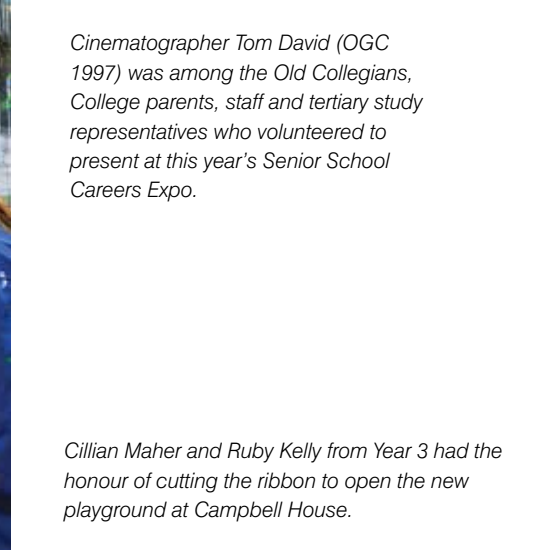
Our Years 5 and 6 female footballers showed great enthusiasm, teamwork and determination in the Gala Girls' Football Day at Barwon Reserve in April.



Cinematographer Tom David (OGC 1997) was among the Old Collegians, College parents, staff and tertiary study representatives who volunteered to present at this year's Senior School Careers Expo.



Students in the Year 8 Laneways elective were treated to an artistic tour of Melbourne streets with street artist "Haha", aka Regan Tamanui. The students applied their own stencils and aerosol work in the famous Hosier Lane.



Cillian Maher and Ruby Kelly from Year 3 had the honour of cutting the ribbon to open the new playground at Campbell House.



Year 8 CODE IT student Max Yang shows Year 2's Nina Newett how a 3D printer works, as the CODE IT class became teachers for a day in May.



Early Learning 4 children explored Night Mysteries and Night Windows at Senior School, dressing up for an adventure, eating dinner together in the Dining Hall, and going on a treasure hunt around the school.



McArthur House won a tightly-contested House Music competition with their renditions of Best Day of My Life and Feeling Good. Morrison and Keith Houses also finished in the top three.



Yoga is in full swing in Campbell House, with students from Prep to Year 3 welcome to join in lunchtime yoga games and activities once a week.



Foundation President's Report

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



The Foundation is pleased to report on a number of initiatives and activities over the past several months.

The annual College community golf day was held at Barwon Heads Golf Club in November with 85 players enjoying golf and lunch, and an update on the school's activities from Principal Dr Peter Miller.



The 31st Foundation AGM was held in February, at which we bade farewell to Joyce Taylor after eight years of service assisting the Foundation and the Morrison Society. Joyce began in 2010 as the Foundation Officer, before progressing to Director of Development in 2014, where she made a very

significant contribution to the Foundation and oversaw the major gift programs, annual campaign and bequests. We wish Joyce every success in her pursuits away from the College.

The Board composition remains the same for 2018, with Scott Chirnside elected as Vice-President, joining Andrew Cameron in that role. Sally Sadler, a current College parent of three students, has been appointed to the newly created

role of Advancement Coordinator, which incorporates the activities of the Foundation. Any Foundation queries should be directed to Sally at the Community Relations office in Talbot Street or by email to sally.sadler@geelongcollege.vic.edu.au

The Foundation's contribution to the annual Principal's project for the past two years has been applied to refurbishments in the Mackie and Mossgiel boarding houses which have been recently completed. The results are quite stunning and the improvements have been well received by boarders and their parents alike. Dr Miller has requested this year's Foundation contribution be applied to urgent resurfacing and drainage work to the path around Mackie Oval, which is causing damage to surrounding facilities during significant rain events. The Board was pleased to agree to fund this project.

The Foundation has also committed significant financial support for two major school projects. The first is the Junior School Redevelopment at Campbell House, with work commencing in June as the first stage of the College master plan. The second is financial assistance in the acquisition of "Marjoribanks" from the Collins family, who have a long history with the College. The property is in Noble Street opposite Mackie House and has immense strategic value to the Senior School campus.

The Foundation's Fyansford land continues to be leased out as an agricultural asset and has gradual improvements made to it for weed and vermin control. Pleasingly, the property engages Year 4 Enviro students and the wider community in revegetation every July for National Tree Day. The land was revalued in 2017 and, not surprisingly, has risen in value since purchase. The board is involved with neighbouring property owners in monitoring City of Greater Geelong zoning proposals due to significant growth in the housing footprint of Geelong.

A number of Foundation activities are scheduled for the rest of the year and the Board welcomes involvement from parents, Old Collegians and friends of the school.

Finally, I thank Council Chair Dr Hugh Seward, Dr Miller and the Board members for their time and involvement in the Foundation's activities during the year and their commitment to constantly improving the educational offering of the College.

ANNUAL CAMPAIGN DONOR LIST

Thank you to everyone who made a gift to our 2017 campaign. Your generous donations have gone a long way to improving the living areas of our boarding houses, developing our Cape Otway campus and helping to change the lives of five students through our scholarship/bursary program. Part two of our story is now underway in our 2018 campaign. Please see page 62 for details. We hope you will consider helping us again.

We would love to give you a tour to see the differences you have made. Our Director of Advancement and Community Relations Mike Howell is always available to give you a tour or to answer your questions on 03 5226 3191. Thank you once again.

Mr J G & Mrs H Anderson - PP

Mrs M R Beith

Bell Charitable Trust

Mrs M Brumley

Dr M Cai - CP

Mrs J V Cameron - PP

Dr C Darby - PP

Dobsons Pty Ltd

Dr L Drysdale & Ms H Goode

Mr V H Goy & Dr C Nelson - PP

Miss C M Gray

Mr S J Guthrie & Dr G L McClure - PP

Mr R M Holding - PP

Mrs M A Hosford - PP

Dr B M & Mrs H Jenner - PP

Ms J J Johnston - Past Staff

Mrs J B Kelso

Mr L D & Mrs E Langley - PP

Mrs M H Lethbridge - PP, Past Staff

LGE Electrical Services Pty Ltd

Mrs B Maclean

Mr B A Mawson - PP

Mr A J Montgomery & Ms Q Xiao
- CP, PP

Mr M E & Mrs N Neagle - PP

Mr J G & Mrs S J Parker - PP

Mrs M Rawlings

Mr P C Rufus

Mrs E M Russell - PP, Past Staff

Mr R N & Mrs H F Smith - PP, Staff

Dr V & Mrs N Telegin - PP

Dr P C Turner - Past Staff

Mr A E Twining - Past Staff

Mr M J Walsh & Ms S A I Legoe - CP, FP

Ms C Wang & Mr W Wei - CP

Wash'N'Shop

Mr A H Williamson - PP

Mr J M Wilmot - PP

Dr J & Mrs S Woods

OGC - 1930s

Mr J G Cameron - OGC 1939, PP

Mr A M Lowe - OGC 1936, PP

Rev A J S & Mrs B Matthews
- OGC 1938

OGC - 1940s

Mr R G Brown - OGC 1940

Mr R L Falconer - OGC 1947

Mr A J Holmes - OGC 1948

Mr W H Huffam - OGC 1944, PP

Mr J R Jeffery - OGC 1949

Mr D G Neilson AM - OGC 1942, PP

Professor G G Quail - OGC 1947, PP

Mr J W Rowe - OGC 1946

Mr G T F Snell - OGC 1944

Mr K W J & Mrs A E Thomson
- OGC 1949

OGC - 1950s

Mr G L Barber - OGC 1950, PP

Mr A G Brebner - OGC 1952

Mr H T Bromell - OGC 1955

Mr H A Campbell - OGC 1955, PP

Mr N M & Mrs P M Craig - OGC 1959

Mr G C Fenton - OGC 1956

Mr P F Fenwick - OGC 1956

Mr H W Fleay - OGC 1950

Mr D W M McCann - OGC 1954, PP

Dr I W McCay - OGC 1955

Mr T F McNair - OGC 1958

Mr I D Morrison - OGC 1952

Mr R C W Pyper - OGC 1952

Mr N J Richmond - OGC 1952, PP

Mr R K Robson - OGC 1959, PP

Mr F W Russell - OGC 1950

Mr A P Sheahan - OGC 1959, Past Staff

Dr A J Vigano - OGC 1958

Mr D R Walter - OGC 1954

Professor D G Williamson - OGC 1959

OGC - 1960s

Mr D S & Mrs K Barkley - OGC 1964, PP

Mr M J & Mrs R M Betts - OGC 1965, PP

Professor T R & Mrs C Carney - OGC
1960

Cole family - Tim OGC 1956, David OGC
1960, Simon OGC 1963, Jon OGC 1966

Mr B G & Mrs J Fagg - OGC 1966

Mr T W Habel - OGC 1965

Mr N A Kearney - OGC 1969

Dr C B Olsen - OGC 1968

Mr R Ooi - OGC 1968

Hon R M & Mrs M P Robson - OGC 1960

Professor D T Runia - OGC 1965

Mr I F Sayers - OGC 1965

Mr P D Watson - OGC 1960

OGC - 1970s

Mr J C Braithwaite - OGC 1979

Mr R V Brown - OGC 1972

Mr R G Carr - OGC 1973, PP

Mr B T Fenner - OGC 1972

Mr R A Fyffe - OGC 1978

Mr J A Hutton - OGC 1973

Mr A J Light - OGC 1979

Mr B J Mellor - OGC 1970

Mr S S Monotti & Ms D B Mann - OGC
1978, PP

Mr T D G Neilson - OGC 1978

OGC - 1980s

Mr J R Ganly - OGC 1985

Ms A C Graham - OGC 1987

Mr J B Mawson - OGC 1983, FP

OGC - 1990s

Mr S M Cosgriff - OGC 1992

Mr P A Mishura - OGC 1992

OGC - 2000s

Mr E Chien - OGC 2008

Mockridge Immortalised

Cycling legend Russell Mockridge (OGC 1942) has been recognised as one of Geelong's greatest ever sportsmen, after the city's new home of cycling was named in his honour.

The Russell Mockridge Pavilion at the Belmont Criterium Track was launched in April, with his nephew Bob and daughter Melinda, and members of Geelong's cycling community there for the ceremony.

"It's an honour, and not unexpected in a way, because I know that Geelong people have been holding his memory dear for a long time," Melinda said. "It's just lovely."

Having won his first race with the Geelong Amateur Cycling Club in 1946, Mockridge quickly became an international star of both track and road cycling. He has been described as the best all-round cyclist Australia has ever produced.

He competed at the London 1948 and Helsinki 1952 Olympics, winning gold in the 1000-metre time trial and 2000-metre tandem events in Helsinki on the same day. He also won two gold medals and a silver medal at the 1950 British Empire Games in Auckland.

Purnell's Legacy

The Geelong Legacy Club has created a medal in honour of the late Lieutenant Colonel Kenneth Claude Purnell (OGC 1906), the club's first president.

The KC Purnell Medal, created to celebrate the 100th anniversary of the end of the First World War, was presented to the best-on-field player in the Anzac Day match between Drysdale and Portarlington in the Bellarine Football League.

Dr Purnell (1893-1967) was awarded the Military Cross in 1918 for extreme bravery in France, where he rescued wounded soldiers under heavy fire from no-man's land.

On returning to Geelong, he opened a medical practice in Ryrie Street, before Legacy founder Stan Savage asked him to be the first president of Geelong Legacy.

Dr Purnell then served in the Middle East, Greece and New Guinea in the Second World War, and was discharged with the rank of Lieutenant Colonel at the end of the war.



Russell Mockridge's nephew Bob Mockridge and daughter Melinda Mockridge with Mayor Bruce Harwood (OGC 1978) at the Russell Mockridge Pavilion.

Mockridge won 12 Australian championships, including the professional national road race title three years in a row.

He tragically died in his prime at age 30, when he was killed in a road accident during the early stages of the 1958 Tour of Gippsland. In 2015, Mockridge was an inaugural inductee into the Cycling Australia Hall of Fame.

The \$1.4 million pavilion was funded by the City (\$934,000) and the Victorian government (\$466,000).

Mayor Bruce Harwood (OGC 1978) said Mockridge was a remarkable athlete who was both the national sprint and road race cycling champion. "It's fantastic that our cyclists of today will now see his name and remember his deeds every time they come to train."

The KC Purnell Medal also recognises his long history of community service in the Geelong region.



Still Growing!

The Geelong College Heritage Guide

By Con Lannan, College Archivist

“I s’pect I grow’d. Don’t think nobody never made me,” opined Topsy to Ophelia in the well-known American fable of Mississippi life, *Uncle Tom’s Cabin*.

When originally envisaged, The Geelong College Heritage Guide was a modest encyclopedia of key facts for students. Now, it’s the innovative go-to place for recording the events, places, records, people and stories of the College’s fascinating past.

Up until the 1990s, the College published a small booklet for distribution to students, which provided descriptions and explanations of the names of buildings and a few key traditions. At just a few pages, it was a simple item. Possibly, it had emerged from the old boarding question-and-answer initiation ceremonies. These rituals had become archaic and lapsed over time.

By the College Sesquicentenary, the booklet was badly in need of updating. In considering a new published history, the school realised a hardcopy compendium of student records, as previously published, was not viable and so the idea of an online dynamic repository was born.

The Heritage Guide now holds nearly 800,000 words of text, more than 1000 images, and acts as a directory and resource guide to the College’s past publications and documents. Some short video and audio excerpts are also included.

While the guide is targeted towards the heritage information needs of both former and current Collegians, it has also been “discovered” with glee by researchers, family

historians and others throughout Australia. It is unique among Australian schools as a low-cost, yet effective complement to the existing heritage informational needs of the College. Much more information could be included but, as a resource-limited project, it expands very slowly. Unlike more ephemeral promotional material, its content is structured for extremely long-lived use.

The guide is free, easily accessible through the internet, and often carries records and information before publication in the *Ad Astra*. Old Collegian obituaries, for example, usually appear in the Heritage Guide months in advance of the twice-yearly *Ad Astra*, and include more detail due to the lack of restrictions on article length.

Subjects in the guide include building and place names, events and activities, publications, sports and much, much more. The guide includes listings of Academic and Sports Prize winners, sports captains, fairest and best awardees and the origins of awards. Biographical entries include former students of the school, staff members and significant individuals associated with the school. Biographies of all the Old Collegians in the OGCA Notables Gallery are included, as are many other notable former Collegians from the past.

Ease of searching is assisted by entries classified into subject and biographical categories. The guide enables searching by keyword, individual page title or even at random, for those feeling adventurous.

Members of the College community are encouraged to use the Heritage Guide, suggest amendments and provide content and images for it. This is very much a community project.



The Geelong College Heritage Guide

Who can use it?

It is freely available on the internet. No sign-in or subscription is needed.

Where is it?

Simply search Google for “Geelong College Heritage Guide”, select the Heritage Home Page and start exploring. Alternatively, type <http://gnet.geelongcollege.vic.edu.au:8080/wiki/MainPage.ashx> into your web browser.

What’s in it?

A vast collection of College heritage-related subject and biographical information, more than 2000 separate pages, audio and video, as well as access to published histories about the school and the school magazines, *Pegasus* and *Ad Astra*.

How well do you know The Geelong College?

1. Where was the College Golf Course?
2. What happened to the rowing boat "Khalifa" in 1912?
3. Was Lancelot St George Piercy Austin a real character?
4. How many Collegians served in World War I?
5. Who was College Netball Captain in 1993?
6. When did the cows leave?
7. Who was the Specialist Mathematics Prize named after?
8. What is Freeman house?
9. Where was "Gun Alley"?
10. Who was Robertson Hall named after?

Visit the Heritage Guide for the answers!



*The namesake of the Specialist Mathematics Prize (question 7).
Photo courtesy of the Cole collection.*



The only known image of cows in the paddock at College (question 6), taken circa 1917. Photo courtesy of the Delaney collection.

OGCA President's Report

By David Waterhouse (OGC 1980), OGCA President



OGCA President David Waterhouse with College teachers Rob Kayler-Thomson and Phil Taylor at the 10-Year Reunion. Turn to page 58 for more photos from our reunions.

It is with pleasure that I write again and report to our community on the activities of the Old Geelong Collegians' Association over recent months.

The 2017 Leavers' Function was moved to a new location at the National in Moorabool Street which, with a rooftop entertainment area, was a great success. Pleasingly there was a successful recruitment drive for OGCs to join the Old Geelong Sporting Club at Como Park in South Yarra. The growth of women's football has seen the OGs now build three teams and 135 women on the football list.

Also in February, the Albert Bell Club co-hosted a very enjoyable event at GMHBA Stadium to celebrate 130 years of College rowing. It was great to see OGCs David Ramage (OGC 1953), Phoebe Stanley (OGC 2003) and Jen Cleary (OGC 2011) talk about their experiences at the highest levels of international rowing. You can read more about the event on page 44.

Recent reunions have seen the 2008 year group coming together in March and the 1978 year group returning to College in May. Both events were well attended and enjoyable occasions.

Our OGCA website, Geelong College Connect, has close to 1500 members signed up. With more than 60,000 page views, it is exciting to see Old Collegians reconnecting, posting jobs and helping each other with

careers advice. Our most connected cohorts are 1997, 1987, 1978 and 2017. Join our growing community on www.geelongcollegeconnect.com

We received a significant number of nominations after our call in the last *Ad Astra* for new inductees to the Gallery of Notable Old Collegians. I thank all community members who have submitted nominations and assure that the process of research and selection is nearly complete.

Importantly also, the OGCA committee joined other members of the school and broader community at the Loud Fence Installation Ceremony in the College Chapel in March. This was an important public acknowledgement of the harm some Old Collegians suffered while students at the school many years ago. The apology by the school to those Old Collegians can be an important part of the healing for past victims of abuse. On behalf of all Old Collegians, I thank those people who spoke and attended the ceremony for their courage and strength.

My time as President over the past five years has come to an end. I am entirely grateful to Mike Howell and Chelsea Matheson, plus everyone in Community Relations for so much. The OGCA committee has appointed Thane Joske (OGC 1990) as President. I wish her every success and good fortune and know that she and the OGCA committee will continue to support Old Collegians, our clubs and the school in the future.

The Making of a Mentor

By Jennifer Chiu, Publications Coordinator

"If you don't ask, you don't get."

Seeking out a mentor can be daunting business, especially for someone early in their career and still finding their way.

The OGCA's Geelong College Connect website is making it easier for Old Collegians to find and make contact with potential mentors, with more than 850 OGCs willing to be a mentor.

Rob Vickers-Willis (OGC 1977) has had more mentoring experience than most. As the General Manager of Learning and Development at Marshall White in Melbourne, he's passionate about the personal and professional development of his real estate sales agents. He also mentors 15 future company leaders.

"I've created a path where I've embraced continual learning, and if I wasn't in real estate, I think in my younger years I would have loved to be a school teacher. So it's great now, more so in the last 15 years, it's been a passion of mine to mentor, educate and help those around me to learn and be challenged," Rob said.

"I look at each individual as a whole, so it's not just real estate skills, it's also life skills, it might include time management, life balance, also mindfulness. I'd like to give everyone the opportunity to grow and learn, and also to get out of their comfort zone."

A father of four, Rob's early mentoring work was being "the best possible role model" for his sons, encouraging them to create and own their own paths.

He counts his father and older brother as two influential childhood mentors, as well as then-Principal Peter Gebhardt, who taught him to focus on people's strengths instead of weaknesses. "He had great belief in me at a young age and it's something I've always reciprocated with the mentoring I've done, both formally and informally," Rob said.

His biggest tip for someone looking for a mentor was to know "what you really, really want" and take ownership of your path. He encourages his mentees to write down measurable and achievable goals in family, health, personal growth, personal contribution, love and connection, and financial areas. "Unless you have it in writing and have a realistic timeline, you'll never get out of your comfort zone," Rob said.

Another important tip was to not be shy. "If you don't ask, you don't get. If you look at the resources The Geelong College has as a community, everyone is more than happy to support somebody if they ask. Ask politely and I'm sure you'll get it reciprocated. The network's fantastic at The Geelong College – just pick up the phone, send an email, send a note," he said.

Rob said mentoring relationships could be formal or informal, with regular face-to-face catch-ups. "My recommendation to mentors would be to listen; make time available."

"Initially it might be one hour a quarter for 12 months... Quite often it's just giving a bit of guidance and it might be an email once every six months.

"Especially in my generation, having done a lot of the hard yards, building a career, managing a family, it's great to be at a stage where we can give a lot back. That's the rewarding thing about being a mentor."



Rob Vickers-Willis (OGC 1977) says being a mentor is a rewarding experience. See our interview with Rob by scanning this QR code with a mobile device or visiting <https://youtu.be/q6ynOjW03w4>

Albert Bell Club News

A note from the President

In February 2018, The Geelong College, Albert Bell Club and Rowing Parent Support Group joined forces to host a 130 Years of Rowing celebration dinner. The event was a huge success, with more than 300 guests, including Oscar Stanley (OGC 2001) as MC, and crew members from the 1940s through to current students and their families.

The dinner provided a wonderful opportunity to remind students of the Boat Club heritage and the contributions made by the Albert Bell Club over more than 40 years. It was with great pride that the Albert Bell Club presented ABC pins to Year 12 rowers in front of their families and the wider College rowing community.

Highlights of the evening included the presentation of the Douglas Cumming oar (Captain of Boats and member of the College's first Head of the River crew), and his great niece Elizabeth Reynolds' incredibly moving speech; the presentation of oars to our winning 1981, '82 and '83 crews; and a panel discussion facilitated by Principal Dr Peter Miller with Olympic representatives Phoebe Stanley (OGC 2003), Jen Cleary (OGC 2011) and David Ramage (OGC 1953).

In spite of inclement weather, this year's Head of the River was a magnificent day for the College with five winning crews, including the Girls' 2nd VIII, Boys' 1st IV, Year 10 Girls' Coxed 4 Div 1, and the Year 9 Girls' Coxed 4 Div 3 crews. The newly created Albert Bell medallions were presented to our winning Head of the River crews in April.

In April, the ABC represented the College at the induction of Phoebe Stanley to the Victorian Rowing Hall of Fame, recognising the important foundational link between rowing at school and beyond.

We hope to see you at the AGM which will be on Saturday 18 August at the College Dining Hall and will be combined with a wine and cheese night to launch our wine drive fundraiser. We are looking for some fresh faces to support succession planning for the ABC committee – so please let us know if you are interested in coming on board.



Finally, I would like to congratulate and welcome our new President Peter Lawson (OGC 1990). Peter has a long association with rowing at the College and will be a tremendous ambassador for the ABC.

As ever, we welcome your feedback. Follow us on Facebook at Albert Bell Club or email albertbellclub.gc@gmail.com

Thane Joske (OGC 1990), President



Principal Dr Peter Miller interviews Olympians David Ramage, Jen Cleary and Phoebe Stanley during the 130 Years of Rowing celebration.



David Caithness and Thane Joske from the Albert Bell Club with Phoebe Stanley at the Victorian Rowing Hall of Fame awards.



News in Brief

Two-time Olympic silver medallist, Joshua Dunkley-Smith (OGC 2007), has announced he will not pursue selection for the Australian Rowing Team for 2018 to focus on his career and personal life. Josh won Olympic silver medals at the London 2012 and Rio 2016 Olympic Games in the Men's Four and has five Senior World Rowing Championship medals. In March 2018, Josh also broke the world record for 2000m on an indoor rowing machine, setting a time of 5:35.8 minutes, breaking New Zealand's Rob Waddell's 19-year-old record for the 19-29 age category. Josh has been a wonderful supporter of Geelong College rowing, and we wish him the best of success.

Rowing Australia has confirmed the Senior Australian Rowing Team set to race at the 2018 World Rowing Cups. Addy Dunkley-Smith (OGC 2011) has been named in the Women's Eight squad, which also boasts 2017 World Rowing Champion Katrina Werry and four U23 World Championships medallists. Addy was also in the winning Queen's Cup Women's Eight crew.

The Australian Men's Eight sees Angus Widdicombe (OGC 2012) rowing alongside Olympians Joshua Booth and Nicholas Purnell.

In other selection news, Year 12 student Jack Thornton will row in the Junior Coxless Pair at the Junior World Rowing Championships in the Czech Republic in August. The ABC is proud to be providing a \$1000 bursary to support Jack's seat fees.

130 Years of Rowing Dinner



SAVE THE DATE

Albert Bell Club AGM & Wine and Cheese Night



The Albert Bell Club Inc will hold a Wine and Cheese Night (including its Annual General Meeting) to launch the 2018 Wine Drive.

WHEN: Saturday 18 August 2018, 7pm

WHERE: The Geelong College Dining Hall, Talbot Street, Newtown

For more information, please contact Carli Roulston, 0408 576 103



Dr Bill Williams Tjungurrayi Scholarships

A new scholarship for Indigenous education at The Geelong College has been established in memory of Dr Bill Williams (OGC 1972).



Dr Bill Williams speaking at the Sidney Myer Music Bowl before the launch of ICAN. Photo by Adam Dempsey, <https://www.flickr.com/photos/30835738@N03/3040115328> (Creative Commons 2.0)

Bill Williams, who died in September 2016, was a general practitioner who also made his mark through a range of causes. He wrote and campaigned with vigour and tenacity on topics including gender issues, domestic violence, environmentalism, Indigenous issues and nuclear weapons. He helped found the International Campaign to Abolish Nuclear Weapons (ICAN), which received the Nobel Peace Prize in 2017.

In considering how to keep Bill's memory alive, a group comprising Bill's school friends, family and College leaders has established the Dr Bill Williams Tjungurrayi

Scholarships to enable Indigenous students to attend the College. Tjungurrayi was Bill's skin name, given to him by his family at Kintore, an Indigenous community west of Alice Springs, near the WA border.

He lived with his family for an extended period at Kintore and wrote a novel inspired by his experiences there. He returned regularly to continue his medical work with Indigenous people, and was due to return there a few weeks after his untimely death.

"We believe that this is a fitting way to remember Bill, because of his passion for improving the lot of Aboriginal Australians, particularly young people. Moreover, as well as the benefits for the Aboriginal students themselves, all students at the College will benefit from their interactions with students supported in this way," Brad Fenner (OGC 1972) wrote in a letter to his peers about the scholarships.

The College launched the scholarships on Saturday 26 May, with members of Bill's family, school friends and College staff among the guests. The scholarships are open to male or female students of Indigenous descent or identification, who wouldn't otherwise be able to attend The Geelong College.

Donated funds will contribute to an endowment fund established within the College's overall endowment, supporting the scholarships in perpetuity. Initially, the scholarships will need to be bolstered with funds from other sources.

For more information about the scholarships or to make a tax-deductible donation to the fund, please contact Advancement Coordinator Sally Sadler, 03 5226 3779.

OGC News

Amanda Davies (nee Mitchell, OGC 2001) and Bryan Davies welcomed their third baby Vivien Elwood Davies on 9 October 2017, a little sister to a very proud Ella and Edward. It will be a busy year ahead for the Davies family, as they head into their second year as owners of the Geelong Rural tractor and agricultural machinery dealership in Fyansford.



Michael Burnell (OGC 1997) married Keri Troman at Chapel on Little Ryrie on 4 November 2017, followed by photos at College. Senior School Chaplain Dave Curnow was their celebrant, with **Michael Parker (OGC 1997)**, **Joel Fuller (OGC 1997)** and **Adam Burnell (OGC 1995)** in Michael's wedding party.



Isabella Henricus (OGC 2003) and **Tom Butters (OGC 2001)** married in the College Cloisters on Saturday 13 January. Dave Curnow was their celebrant and school friends were in attendance among the guests and bridal party.



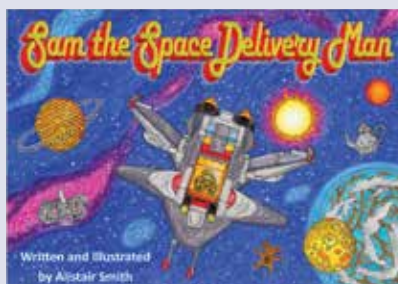
On 6 January 2018, **Craig Salen (OGC 1989)** married Donna Maree Quayle at Deakin Estate, Waurn Ponds. Fortunately the venue for the ceremony and reception was air-conditioned, so the large gathering of family and friends was not affected by the 43-degree weather outside. Craig

is the National Commercial Manager for Haymes Paints and Donna is a Primary School Educator at Kardinia International College.

Angus Fitzpatrick's (OGC 2008) portable eye-wash invention, Rynse, has won Good Design Australia's People's Choice Young Designer of the Year award. Rynse can be quickly attached to a water bottle to reduce the risk of eye trauma.

Cricketer **Eamonn Vines (OGC 2011)** made his debut in the Victorian Sheffield Shield team in February against South Australia. Eamonn captained the Geelong Cricket Club to its first Premier Cricket finals since 2013/14, and he led the Premier run-scoring during the home-and-away season with two centuries. In Futures League cricket, the Shield 2nds competition, Eamonn also made 178 and 129.

Olivia Foy (OGC 2010) has pursued her love of country music after College. Her first single, Kiss Me, was released in February and her first EP is due out at the end of 2018.



Alistair Smith (OGC 1994) has published his first children's book, *Sam the Space Delivery Man*, for children aged 5 to 8 years old. Alistair, a College Science

Teacher, has been working on the book since 2008. He launched the book on Friday 20 April at the NextGEN Gallery in Geelong West.

Alex Kvant (College Dux & OGC 2011) has graduated at the top of her class in her Law/Arts degree at Monash University, winning the Supreme Court Prize for Best Honours Student and the Monash Faculty of Law Prize for the Best Honours Student.

Mitchell Anderson (OGC 1993) broke the world 24-hour cycling record, clocking up 894.04km at the Australian Automotive Research Centre near Anglesea in March. A sports doctor, physiotherapist and former professional triathlete, Dr Anderson also set the 12-hour record last year. He's the second Old Collegian to break the 24-hour world record, after **Rod Evans (OGC 1971)**.

The gravesite of the College's founding Principal, **Dr George Morrison**, has been enhanced with the addition of a memorial stone. George's great-grandson **David Morrison** arranged for the Scottish granite to be shipped from Aberdeen, adding to the grave's recent restoration funded by the Morrison family, OGCA and the College.



James Turner (OGC 1971) took part in the Queen's Baton Relay in Hervey Bay in March, ahead of the Commonwealth Games. He had a 200m segment along Pier Street, Urangan.

Picture This:

Fiona's Fine Arts Career

By Phil Taylor, Design and Creative Arts Teacher

Over the past 20 years, many Geelong College students have gone on to establish distinguished careers in the fine and applied arts. The College has a long history of excellence in arts practice, enabling our students to gain an excellent education in the visual arts.



Fiona Mackay (OGC 2003), a sought-after contemporary photographic artist based in Paris, returned to College in February to inspire Senior School arts students.

The road to success in the arts is one that requires a lot of hard and persistent work. The area is very competitive and fraught with many challenges for fledgling artists to establish a name for themselves.

Fiona Mackay graduated from College in 2003, before completing a Bachelor of Arts and an Honours course in Media and Communications. Fiona has evolved into one of the world's best contemporary photographic artists. What was intended as a short holiday to Paris in 2014 then turned into a permanent stay, with the odd visit back to Australia to visit family.

On a recent trip to Geelong in February this year, Fiona dropped into the College's Austin Gray Centre to revisit the scene of her artistic inspiration. We were fortunate to have Fiona come and talk to our current senior arts students on aspects of her artistic journey and the work she is undertaking.

In recent years, Fiona has been represented by Galerie Agathe Gaillard in Paris, the oldest gallery dedicated to photography in France and third oldest in the world. During this time, Fiona has held two solo exhibitions and is preparing for an upcoming group show at Galerie Agathe in June. How Fiona became involved with Galerie Agathe is an interesting story in itself: walking past the Galerie one day, she ventured in and began talking with the owner. As they say, the rest is history.

Since late 2017, Fiona has been working as a freelance curator at the gallery, specialising in vintage fashion photography. This direction has tied in with her Instagram platform, Vintage_Vogue, which Fiona has been managing for six years. What started as a side project has since grown to more than 372,000 followers. This has led to other promotional and collaboration work with brands, celebrities and museums from around the world.



A shot from Fiona's Psychopolis series, which explored the abandoned Mont Park and Larundel mental asylums.



Fiona's Continuous Temporality exhibition looked at the effect of modern excesses through vacated shops.

Fiona's next project involves working on an exhibition with the Norman Parkinson archive. Photographically, Fiona's work has a pre-occupation with vacant spaces and the temporality of urban surroundings. She describes them as typically "spaces in which the physical bodies rarely interlude, in favour of their traces and artefacts". Her images invite the viewer to interpret the sometimes faint, and often intangible imprint of human activity, encouraging the viewer to use their own personal histories as an overlay when engaging with her work.

In her exhibition "Continuous Temporality", Fiona comments "these images explore the effect of modern excesses through vacated shops. The interiors exemplify the temporality of our everyday urban surrounds, 'non-places' that in their empty state, are both familiar and yet unfamiliar, and devoid of social exchange. Through photographs, these spaces are repurposed and bear fragments of what was left behind. These fragments, discarded fittings and objects, hint at the very present past and can be peculiarly defined by the words and texts they offer – some instructive (Be Your Own Kind of Beautiful), prohibitive (No Food or Drink to be Consumed in This Store) and informative (Made in Melbourne)".

Fiona's subjects have ranged from mental asylums to retail shops, beaches, sex workers and flowers. "We are living in an age of increasing impermanence within the urban landscape," Fiona says.

"With the aid of innovative technology (faster transportation and internet access), we are available to move more freely and swiftly than ever before. It is through photography's ability to represent the past in the present that makes us aware of not only the transience of our surrounds, but of our own temporal existence. This philosophical play on temporality is the essence of my photographic exploration".

Like many Old Collegians pursuing a career in the arts, the journey is a challenging one, but one that can come with rich rewards. It requires real passion and commitment, as well as a trust and belief in one's own creativity. And, it also requires the odd lucky break.



An image from Fiona's Shallow Hours collection.



In Staged Interiors, Fiona explores the carefully curated spaces created by webcam personalities.

Old Geelong Sport

Cricket

The 2017/18 season for the Old Geelong Cricket Club 1st XI provided a great deal of highlights, including the unveiling of numerous young talents, many of whom were produced at The Geelong College cricket factory.



OGCC player Henry Weddell (OGC 2005).

Co-Captain Will Langley (OGC 2013, former 1st XI Captain) set the standard with an average of 53, including a breathtaking 116 not out against Melbourne University followed by 95 the next week against Xavier.

George Chisholm (OGC 2011) also provided a number of highlights with a season average of 46, including a top score of 83 not out. George also found himself atop the bowling charts with 13 wickets at an average of 14.

The Simson brothers, John (OGC 2012) and Will (OGC 2014), came into their own this season with both bat and ball, making 338 runs and taking 11 wickets.

Unfortunately the 1st XI premiership defence didn't go to plan for the OGs, narrowly missing the finals. The silver lining to the season was the fact that more than 40 players pulled on the baggy blue and white in 2017/18.

The club is very fortunate to have such strong ties with both The Geelong College and Geelong Grammar School, especially when it comes to the use of facilities. The Geelong College Main Oval is unquestionably the most pristine sporting ground in the competition and we are honoured as past students to be able to come back to our old home and represent the Old Geelong Sporting Club.

This season saw the introduction of new faces, including recent graduates of The Geelong College that are fresh from the tutelage of some of the best cricket coaches in the business. We are once again looking forward to introducing some more young players into the line-up in the upcoming season.

Cam Russell (OGC 2006)

Football

The momentum just seems to keep building at Como Park, with plenty of Old Geelong Collegians returning to their roots and the OGs in 2018!

This year has seen the OGs field seven sides on some weekends, with three women's teams now being fielded in addition to the four men's teams. The women's football program has burgeoned over the past year, injecting a renewed sense of enthusiasm into the club.

At the time of writing, four rounds of the 2018 VAFA season had been played and five of the six official OGs sides sit in the top four of their respective ladders. The Men's Seniors, led by Captain Callum Wood (OGC 2008) have started well, winning three of their first four Premier C matches, including an impressive home win in round 1 against 2017 preliminary finalists Marcellin. John Simson (OGC 2012) continues to impress after debuting in 2017, while new recruits George Chisholm (OGC 2011) and Matt Bird (OGC 2015) have added plenty of class in their first year.

The Men's Reserves have had a similar start to the year and hit their strides with a big 100-point win against Old Camberwell, led by strong performances from Will Simson (OGC 2014) and Tom Chisholm (OGC 2011). Charlie Crozier (OGC 2016) and Xavier Seller (OGC 2015) have also performed well for the Reserves, under the watchful eye of Assistant Coach Jonnie Read (OGC 2010).

The Thirds have also only lost one game thanks to consistent performances from Will May (OGC 2013), Sam Caldwell (OGC 2010), Tim Hosking (OGC 2014) and Tom Welleman (OGC 2012). The lifeblood of our club – the Under-19s – have put together plenty of good quarters but only won one match so far, with Paddy Whittakers (OGC 2017) the sole Old Collegian in that side.



The Under-19s celebrate a win against the Preston Bullants, 8.11-59 to 5.7-37.

Our women's sides continue to improve as the depth of the squad increases and they begin to gel as a cohesive unit. Ably led by Captain Libby Graham (OGC 2010), the Women's Seniors won two of their first three matches in the newly formed Premier B Blue division. Under the experienced tutelage of Sam Goddard (OGC 2009), the Seniors have played plenty of great football, featuring influential performances from Anna Brodie and Eliza Scott (OGC 2011), Annabel Scott (OGC 2014) and Annabelle Shannon (OGC 2013).

The Women's Reserves have been the standout team for the OGs thus far, sitting atop the ladder, undefeated after three matches. This is largely down to an improvement in skills and gameplay from the women's squad and great

contributions from Em Jackson and Charlotte Kay (OGC 2015), Keeley Murrehy and Lucy Bishop (OGC 2013), Georgia Scott (OGC 2009), Roxy Sefton and Eliza Lawson (OGC 2017).

With the majority of the season still in front of us, there are plenty of exciting matches left for all seven OGs sides to play this year. We encourage you to make the journey to the beautiful Como Park in South Yarra to watch the OGs strut their stuff as they push for ultimate glory in 2018! For further information, including scores, fixtures and news, please visit www.oldgeelong.com.au or www.facebook.com/OldGeelong.

Joshua Hoevenaars (OGC 2008)



Emily Carr (OGC 2010) in the Women's Reserves win against West Brunswick, 8.17-65 to 5.4-34.

Farewells

AGNEW, Rowan Grant (1936-2016), OGC 1949, attended Toolamba State School before boarding at College from 1950 to 1951. His address at entry was "Blacklers", Mooroopna, Victoria. He was born on 26 July 1936 to Robert Rowan Agnew and Kathleen Mary nee Grant. Rowan and his wife moved to Esperance in 1962 to clear, fence and build sheds on New Land farms. They lived in Esperance for 40 years before moving to Perth in 2002. Rowan sold his last farm in 2008. Rowan died in Perth on 16 July 2016, aged 79. His brother Robert (OGC 1958) also attended College.

BENT, Gary Lindsey (1938-2018), OGC 1951. Born on 28 June 1938, Gary was the son of Lindsay George Bent and Minnie Spencer nee Pietzsch. A Geelong solicitor and stalwart College supporter, Gary proposed both the Toast to The Geelong College and the Toast to the Old Geelong Collegians' Association at the College's Australia Centenary celebration in November 2001. Gary was a College Council member from 1979 to 1989 and OGCA President in 1977-1978. Gary studied at the College from 1949 to 1956. In football, he was a member of the 1954 Under-16A Football, 1955 2nd Football and 1956 1st Football teams. He was also a member of the 1955-56 2nd Cricket XIs. He won the Boys' U16 Swimming Championship in 1954 and the Open Swimming Championship in 1956. He participated in the Library, Pegasus and Swimming committees. In 1956, he was a School Prefect and a House Vice-Captain. After graduating LLB from Melbourne University, Gary became a partner in the Geelong law firm Ingpen and Bent with Donald Ingpen (1910-2003, OGC 1925). Gary died on 4 February 2018. His brother David Bent (OGC 1958) and son Mark (OGC 1988) also attended College. His grandson Leo is currently at College.

CRAWSHAY, Richard Briscoe (1945-2017), OGC 1958, born on 4 November 1945, boarded at College from 1957 to 1963. He was from "Woolbrook" near Teesdale and was enrolled by Mrs J G Morrison. He was a member of the 2nd Cricket XI in 1962 and 1963 (Captain), a Senior House Prefect and a Cadet Corps Sergeant in 1963. He was called up under the National Service Scheme, serving (No. 3788636) in Vietnam as a Gunner with 4 Field Regiment, Royal Regiment of Australian Artillery from 2 May 1967 until 12 February 1968. He was a founding Director of Crawshaw Consultants, payroll specialists in Melbourne. Richard died on 16 November 2017.

DOAK, Murray Robert (1956-2018), OGC 1970, born on 24 February 1956, studied at College from 1967 to 1973. He previously attended Colac West State School. At College, he was in Shannon House and the 1972 1st Football XVIII, and gained Swimming Colours in 1973. Murray died on 14 January 2018.

GIBB, Professor Donald Menzies (1937-2017), OGC 1950, a historian and academic especially in local and community history, was born on 18 October 1937 and boarded at College from September 1950 to 1955. In 1954, he was a Mackie House Prefect, Vice-Captain of Boats, member of the 2nd Football XVIII, and History Prize recipient. In 1955, he was in the 1st Football XVIII and 2nd Rowing VIII, McArthur House Captain, School Prefect, and received the Stanley B Calvert Prize for Debating. He was also a member of the Music, PFA, Rowing and Swimming committees. McArthur House won the Inter-House Rowing "Henry Young Memorial Cup" with Don as stroke. McArthur went on to win the overall House competition. Don featured in the 1955 College Glee Club production of *The Pirates of Penzance*, and in the boarders' revue production, *Cottage Pie Slice VI*, described by *Pegasus* as "an instructive discussion on how to propose, given by two of our most promising Romeos, Messrs Gibb and Lawler".



On 14 October 1955, Governor of Victoria Sir Dallas Brooks visited Geelong, and the College Cadet Unit took part as the Guard of Honour under their Commander, D M Gibb. Led by Don, they marched down Noble Street. Don attended Ormond College, Melbourne University, and later became Associate Professor of History at Deakin University. A Fellow of the Royal Historical Society of Victoria from 1937 to 2017, he published several works on history and contributed to many compilations. Don died on 9 November 2017. His father Dr Herbert Ian Gibb (1898-1972, OGC 1914) and brother John Grey Gibb (1933-1994, OGC 1946) also went to College.

GRUTZNER, Patrick William (1925-2017), OGC 1939, was born on 27 July 1925 at "Cambrai", East St Kilda, the son of Dr Frederick William (Wilhelm Auguste) Grutzner and his second wife, Madge nee Abernethy of "Na-Nareen", Shepparton. Pat boarded at College from 1937 to 1943, winning the 1937 U13 Athletics Championship. In 1938 he played a pirate in the Junior Dramatic Society's rendition of Peter Pan in Geelong's Plaza Theatre. He was Vice-Captain of the 1941 U16 Football Team, a member of the 1st Football XVIII, the 1st Rowing VIII in 1942-43 (stroke 1943), and the Athletics teams of 1942-43 (Captain 1943). He was also a School Prefect and Morrison House Vice-Captain and served in staff member "Tammy" Henderson's Air Training Corps in early 1944. Pat led Morrison House to win the Henry Young Memorial Cup in 1943. In the Second World War, he enlisted (No. 449432) in the RAAF on 24 March 1944 and embarked for Canada in August 1944 for training with the Empire Air Training Scheme, firstly at 7 AOS Portage la Prairie, Manitoba, and then at 19 SFTS. He held the rank of Flight-Sergeant when he was discharged on 9 November 1945. Pat's father, Dr Frederick William Grutzner (1887-1974, OGC 1905), studied at College on a full academic scholarship and was School Dux. Pat died on 24 November 2017, aged 92.

HENDERSON, Barry John (1934-2017), OGC 1948. Barry Henderson attended Hampton State School before studying at Geelong College from September 1945 to 1952. Barry was awarded the College's Fen and Roy Pillow Bursary in 1951, the Dr Gus Kearney Memorial Prize and the W H Hill Memorial Cricket Trophy in 1952. He was in the 1951-52 1st Cricket Teams, and the 1950-52 1st Football Teams (Captain 1952). In 1952, he won the Boys' Open Doubles Tennis Championship with Bob Merriman. He was a Corporal in the College Cadets in 1951, and Morrison House Vice-Captain and School Prefect in 1952. Barry died on 15 November 2017. His children Belinda (OGC 1979), Richard (OGC 1980) and Cameron (OGC 1985) also attended College.

HOWELLS, Reverend Thomas Boase (1926-2017), OGC 1939. Born on 4 February 1926, "Tom" studied at College from 1938 to 1942 after attending Geelong High School. At College in 1942, he was a School Prefect, a member of the 1st Cricket and 1st Football teams, Cadet Corps corporal, a member of the Debating Society and was awarded the Dr Gus Kearney Memorial Prize. After College, he gained a BSc at the University of Melbourne in 1949 and later BD from the Melbourne College of Divinity. He then became a Uniting Church Minister. His brothers, Morris William Charles Howells (1919-1933), and Alban Thomas Howells (1923-2003, OGC 1936) also went to College. Tom died 18 October 2017, aged 91.

HUME, David Bruce (1943-2017), OGC 1957, born on 19 January 1943, attended College from September 1947 to 1956. His address at enrolment was 44 Fenwick St, Geelong. David died on 10 June 2017 at Geelong, aged 74. His sons, Michael and Glenn, also attended College.

LOGAN, John McPherson (1934-2017), OGC 1949, born on 17 December 1934, boarded at College from 1948 to 1951. His address at enrolment was 42 Bowen St, Warragul, and he previously attended Warragul State School. John, of Portarlinton, died on 14 July 2017, aged 82.

McARTHUR, Andrew Fergus (1988-2018), OGC 2006.



The College community was shocked by the death of Andrew McArthur, who passed away after being struck by a vehicle while cycling in Sydney on 27 March 2018. Andrew is the son of "Stewart" (OGC 1951) and Beverley McArthur, twin brother of James (OGC 2006), and brother of Sarah. Andrew attended the College from 2003 to 2006.

He was a member of McArthur House (named in honour of his grandfather's uncle), played in the 2003 1st Tennis Team, the 2005-6 1st XVIII Football Teams, and as the Vice-Captain of Boats, rowed in the 2006 1st VIII. He was named in the College Football Team of the Decade (2001-2010). Andrew had been working at USB Investment Services in Sydney at the time of his death.

Below is a eulogy written by Mike Richards for Andrew's funeral service at Camperdown in April:

How do I capture a life so full—yet so tragically cut short? At age 29, Andrew McArthur's death last week has brought unfathomable grief to family and friends, and his passing has resonated in many parts of the country and abroad.

Andrew was the gifted sporting son of a prominent Western District political and landowning family that spans five generations over more than 175 years. He was of the highly accomplished next generation in a Scots clan shaped by a distinctive heritage of family and political establishment. The son of a former longstanding Liberal Party MP for Corangamite, Stewart McArthur AM, and his wife, Beverley, a local councillor and the Victorian country vice-president of the Liberal Party, Andrew had continued the McArthur tradition of competitive discipline and achievement on the sporting field and dedicated contribution in life and work.

He was an identical twin, the younger brother born 14 minutes after James on 15 June 1988. As a baby, Andrew was so like his brother that his father – characteristically – once contemplated putting a tattoo on his foot so he could tell them apart. That bond as twins was to endure as their lives closely intertwined through education, sport and work for almost 30 years. The twins grew up riding horses with older sister, Sarah, at pony club and at the family property, Meningoort, near Camperdown. It was the start of the children's shared passion for horses and the country, including Meningoort and its mid-19th century pastoral history.

Andrew's education began at Noorat Primary School, continuing through King's and Brauer colleges in Warrnambool before entering Geelong College in 2003. In The Geelong College 1st XVIII Football, he played in the winning premierships team of 2006, as well as stroking The Geelong College 1st VIII crew in the Head of the River, as his father had done 50 years before. He was also a highly talented tennis player, competing at national level. And, as if tennis, football and rowing were not demanding enough, Andrew, along with James and Sarah, competed in show-jumping and one-day eventing and he played polo for the Hexham polo club.

Football was his abiding love at school, and he had great success as a full-back for Geelong College in a premierships APS team, and later in a grand final with Newtown and Chilwell football club, as well as playing a couple of seasons with the Geelong and Werribee VFL clubs. A selfless team man, he would willingly sacrifice personal glory for the benefit of his team. Ankle injuries requiring several surgeries eventually cut short a storied football career.

Andrew entered Ormond College in the University of Melbourne in 2007, the College where his great-grandfather, William Gilbert (later Sir) Stewart McArthur, had been the first student enrolled in 1881. He completed undergraduate honours and masters degrees in urban planning at the university, and he also studied abroad at the University of California, Berkeley.

After a period working in urban planning, he completed a Master of Management (Finance) degree at Melbourne University in 2014, before taking up a role at UBS investment bank in Sydney in 2015, where James also worked. At UBS, where he was known as A-mac, success came quickly for Andrew. The CEO of UBS Australasia, Matthew Grounds, says of him: "Andrew had already achieved so much at the bank. He had just been promoted to Associate Director and was destined for great things starting with a secondment to New York. He was universally respected and always had time for everyone, especially the younger staff whom he mentored extensively. Andrew was the first person they would seek out for advice and support; he was someone you could rely on as a friend and a colleague. He made such a positive impact on so many at the bank."

As is often the way with twins, Andrew and James lived both closely together and closely apart and, as best mates, they pushed each other to achieve success, but each on his own terms. Andrew's room at Meningoort is instructive: it is an awesome trove of countless sporting awards, medallions, trophies and prizes; not surprisingly, James's room across the hall is a mirror of these competitive accolades. The important point to note – quickly obvious to any visitor to these rooms – is that they are overwhelmingly team awards.

Andrew and James shared other interests, as well, one of which was sartorial splendour. Their friends would chide Andrew, especially at how well turned-out he always was. The fashion for a bit of farmyard grunge seemed to have passed him by as he kitted himself out impeccably, to the wry amusement of his mates. Perhaps this was yet another example of his energy and positive commitment in any situation: a commitment to turn up and put in, to always put his best foot forward.

Never one to big-note himself, Andrew lived life to the full: for the myriad sporting teams of which he was a vital part, for the community contribution he made through his volunteer efforts at organisations like Pollinate Energy in India, and for his many friends. To Sarah and James, he was a kind and considerate brother. As they say about him: "Andrew's modesty and gracious nature will continue to be an inspiration for how we live our lives."

May I end on this note: Andrew was a high achiever but more than that, he was a gentle, thoughtful, caring and immensely popular young man – adored by his parents and siblings, and loved and revered by friends who had shared his illustrious journey. Above all, he was selfless in his passionate embrace of life. As one of his Sydney cycling friends put it: "Andy was the most beautiful man I have ever met. Honestly and truly! His personality was infectious, his smile so calming. He always asked after you first and thought of himself last. He remembered all of my family, my passions, he remembered what was happening in my life and made sure I was okay. He reassured me, he guided me, and he did it all with grace. He was such a genuine man."

Someone once wrote: "Goodbyes hurt the most when the story isn't finished." As a young man of uncommon achievement, yet so full of promise for life yet to come, Andrew McArthur's story was not finished, but his epitaph – his story – will be the selfless love and extraordinary gift of friendship he bestowed on all of us.

MURPHY, Paul William (1961-2016), OGC 1978, was born on 28 March 1961 in Oxfordshire and attended school at Southport, UK, before attending Geelong College from 1973 to 1977. His father, John Murphy, taught languages at College. Paul was in the 1977 1st Hockey Team, the first College team to play in the Geelong Hockey Association A Division. He gained School Colours in Hockey and Swimming, won the Robert Gillespie (Junior) Prize in 1976, and was the U16A and U20B Fencing Champion. Paul studied at Melbourne University, becoming President of the International House Student Association in 1981-82. He later became a merchant banker and worked in Sydney, Singapore, New York and Tokyo. In later life, Paul joined the Singapore Polo Club, serving as committee member and treasurer, and earning the nickname "Murf" and a reputation for enthusiasm, dedication and hard work for the club. Paul died on 17 May 2016, aged 55. His brother Chris (OGC 1980) and sister Gill (OGC 1983) also attended College.



NEILSON, Donald Geoffrey AM (1929-2018),

OGC 1942, born on 12 November 1929, was a respected leader in business and the community. His passion for education, coupled with his astute financial management, was highly valued in the development of Deakin University, The Geelong College, Marcus Oldham College and Morongo Presbyterian Girls College. "Geoff" was on the Old Geelong Collegians' Association committee and chaired both the College Council and Foundation. He was appointed a Life Governor of the College in 2003, the Senior School accounting prize is named after him, and his portrait hangs in the Dining Hall. He received Membership of the Order of Australia in 1985 for his service to the community.

A Chartered Accountant, Geoff was a founding partner in Day Neilson Jenkins and Johns. He became the state chairman and then national President of the Institute of Chartered Accountants in Australia, and represented Australia on various Asia Pacific and international accounting bodies.

At Geoff's funeral, Michael J Dowling AM delivered a eulogy which paid tribute to Geoff's impact on the community, which also included years of service in Rotary, St David's Parish, the YMCA, Geelong Chamber of Commerce, Order of Saint John of Jerusalem Knights Hospitalier – Great Priory of Australasia, and as founding Chairman of Geelong Community Foundation:

"Geoff liked people and saw his role in life as being one of service. Service to his family, to his church, to his profession and his clients, service to education, service to the community and to worthwhile organisations in Geelong and beyond. His approach to life contrasts with that of many individuals and organisations we see today. Geoff was a great citizen. We thank him for this and know that the world is a better place for Geoff having passed this way. We should remember his example of service because we may not see his like again."

RICHARDSON, John Meldrum (1930-2018), OGC 1944, was director and manager of the family business, H F Richardson and Co, originally founded by his grandfather Horace Frank Richardson in 1881. Born on 24 April 1930, John attended College from 1936 to October 1946. He founded the Victorian Lot Feeders Association and was National President of the Australian Lot Feeders Association. He was also a Vice-President of the newly formed Stock and Station Agents Association of Victoria. John died on 7 January 2018. His brother Peter "Frank" Richardson (1931-1993, OGC 1945), father Frank Evan Richardson (1895-1962) and grandfather Horace Frank Richardson (1854-1935) also attended College.

SCOTT, Stuart Warwick (1958-2017), OGC 1972, born on 14 January 1958 and often known as "Squid", boarded at College from 1970 to 1974. He came to the College from Mt Gambier, where his father was an electrical contractor and retailer. Stuart married in 1979 and lived variously at Woomera and Moonta SA. He became a Geelong Cats supporter at College and retained a lifelong enthusiasm for the club. Stuart died on 20 November 2017, aged 59. His brother David (OGC 1966) also attended College.

SIMPSON, Lachlan Neil (1927-2017), OGC 1940, went to Murtoa Primary School before boarding at Geelong College from 1943 to 1945. He rowed with the 1944 3rd Rowing VIII before becoming stroke of the 1945 1st Rowing VIII. A member of Shannon House, he was also on the rowing and tennis committees. Born on 21 November 1927, he was the son of Lachlan Lewis Samuel Simpson and Clarentine nee McArthur. After leaving College, he worked in the life and superannuation consultancy industry. Lachlan died on 14 July 2017.

SMITH, James Archibald (1931-2017), OGC 1943, pastoralist of Yarrawalla South and Jarklin districts near Pyramid Hill, Northern Victoria, was a College boarder and Calvert House member from 1945 to 1946. At enrolment, his address was "Craigielea", Gulpa NSW. He was born on 11 January 1931, son of J L Smith. His extensive community service included membership of the CFA for more than 55 years, the Boort Pyramid Water Services Committee at Murray Goulburn Water, President of the Hall Committee which established the Yarrawalla Community Centre, and local Masonic Lodges with various senior roles. He received CFA service awards, including the Queens Medal and Good Conduct Medals. "Arch" died at Boort Hospital, aged 86, on 7 December 2017. His wife of 58 years, Mary Jeanette nee Wallace, predeceased him on 2 June 2016. His brother, Reginald Noel Smith (1927-2002, OGC 1943), and sons Chris (OGC 1977) and Ash (OGC 1979) also attended College.

SUTHERLAND, Dr Peter William (1935-2017), OGC 1948, boarded at College from 1949 to 1953. He previously attended Terang Higher Elementary School. He was born on 30 September 1935 to Reverend William Fraser (1895-1973) and Mary Leeson nee Thorn. Peter was in the 1952 3rd Football XVIII and Vice-Captain of the 1953 2nd Football XVIII. He was a member of Morrison House, School Prefect (1953), Mackie House Prefect (1952) and a Corporal in the College Cadet Corps (1951). He was also on the Music Committee, the PFA Committee and the House of Guilds Council. Like his brother James, he was awarded the Robert Gillespie Prize (Senior) in 1953. He gained an MD at Melbourne University in 1964, before working in private practice and at the Royal Melbourne Hospital. Peter died on 22 October 2017. His brothers James Fraser Sutherland (1933-1952, OGC 1946), Thomas Remington Sutherland (OGC 1950) and David Norman Sutherland (OGC 1951) also attended College.

TURNER, Robert Burley (1934-2015), OGC 1949, was enrolled as a boarder by his father, R B Turner from 1945 to 1951 after attending Nhill State School. Robert was born on 4 December 1934. Robert was a member of the 1951 1st Cricket XI, the 1950-51 1st Football XVIII, the 1949-50 Athletics Teams, and the College Cadet Corps Mortar Platoon. He won many of the U16 Athletic Championships at school. Robert died on 18 June 2015, aged 80.

WATSON, John Herbert Geoffrey OAM (1921-2018),



OGC 1936. A wartime Catalina aircraft pilot, “Geoff” played a key role in one of the pivotal battles in the south-western Pacific area in World War II. His Catalina aircraft located a Japanese convoy in the Bismarck Sea carrying troops to Lae, New Guinea. The US Fifth Air Force and Royal Australian Air Force then attacked and destroyed the convoy. Geoff studied at Geelong College from 1934 to 1939. He was a member of the 1st Football XVIII and captained the Athletics Team in 1939. He enlisted (No. 409190) in the RAAF on 19 July 1941 and served as a Flying Officer in 11 Squadron. He flew most of his operations with fellow Geelong Collegian skipper, Terry Duigan (OGC 1930). He recorded his flying time from Cairns in his privately published work, *To War in a Black Cat*: “Looking back over the last period of my time at Cairns, I still marvel at how fortunate I was to have flown with a pilot as skilful as Terry. In a three-month period from 28 February to 24 May 1943, six Catalinas with practically all their crews (fifty men) were lost. The skippers were Jack Daniells, Frank Chapman, Clem Haydon, Bill Clark, ‘Tubby’ Higgins (at Nelson Bay), and Arnold Hinchcliffe. At the time the average number of operational crews would have been about fifteen, so in that short time 40% of crews were lost. This extrapolates to an annual wastage rate of 160% – an appalling figure. I had actually flown with Frank, Clem and Bill, and could have been on Arnold’s aircraft on his fateful day but for the toss of a coin at Rathmines the previous May.”

He married Joan Margaret Dobbie of Brisbane on 1 July 1944. Geoff was discharged on 5 October 1945, after instructing at Nhill and Port Pirie, and a posting to 43 Squadron (Darwin) where he flew a further 12 operations. After the war, he studied accounting before joining the Commonwealth Scientific and Industrial Research Organisation (CSIRO), becoming Secretary of the CSIRO Division of Textile Industry. With other CSIRO staff, he founded the Sirovilla Elderly Peoples Homes and served as Honorary Secretary, Vice-President and Management Committee member in various roles between 1982 and 1998. David Evans described Geoff as the undisputed founder of, and the driving force behind Sirovilla. It has been said “he could twist almost anyone’s arm, and press them into service in such a way they thought it was their own idea”. Geoff was also a Trustee of Geelong Cancer Aftercare Group 1978-90, Board Member of Lifeline (Geelong) 1982-87, and was an honorary auditor for several other community agencies. He was awarded the Queen’s Jubilee Medal in 1977 for his extensive voluntary community service. On Australia Day 2015, he was further recognised “for service to aged welfare in the Geelong region” with his induction as a member of the Order of Australia. Geoff died at Geelong Private Hospital on 8 February 2018.

WILLIAMS, Douglas Graeme (1936-2018), OGC 1950, a respected architect, Geelong Football Club and Davis Cup Tennis Foundation Director, died on 24 April 2018, aged 81. “Graeme” was well known in Geelong as the Managing Director of the architectural firm D Graeme Williams & Associates, and a passionate supporter of football and tennis. He was a Past President of the Geelong Lawn Tennis Club and Barwon Region Tennis Council, and a board member of the Australian Davis Cup Tennis Foundation from 1984 to 2014 with eight years as Vice-President. His long association with football included roles as a board member of the Geelong Football Club, Chairman of the Geelong Football Club Social Club, board member of the Victorian Football League (now AFL), and recipient of the Australian Sports Medal for his outstanding service to sport. The son of John Gordon and Edna Mavis Williams, Graeme was born on 8 December 1936 and attended Newtown State School prior to College from 1947 to 1953. He was a member of Shannon House, the Drill Platoon and the 1954 2nd Football XVIII, and became Senior Tennis Champion in 1953. In 1953, he was also the U16A Football Team Captain. His brothers, Rev Ronald Gordon Williams (1930-1983, OGC 1943) and John Russell Williams (1933-1982, OGC 1947), also attended College.

OGCA Events

Visit geelongcollegeconnect.com
for more photos from OGCA events

2017 Leavers' Function

Thursday 15 February

1. Cooper Hosking, James Glover, Baz Courtney, Matt Dowling and Nick Kemp
2. Emma McFee, Aleisha Mauderer, Molly McLaughlin and Izzy Greer
3. Grace Bond, Aurelia Pereira, Mia Harris and Summer Russell
4. Tom Yang, Matthew Bagnara and Jason Sun
5. George Johnston, Jack Holdsworth, Bryce Newton, Lochie Hosking and Paddy Whittakers



OGC v OGG Golf Day

Friday 9 March

A field of 125 golfers enjoyed perfect conditions for the 33rd Annual OGC v OGG Golf Match at Barwon Heads Golf Club on Friday 9 March. The Old Grammarians (average par score of -2.42) defeated the Old Collegians (average par score -3), registering a record sixth consecutive victory, eclipsing TGC's five straight wins from 2000 to 2004. Despite this, College leads GGS 19-14 across the 33 years.



10-Year Reunion

Friday 23 March

1. Ainslie Herbert and Jess Chirnside
2. Sam Profitt, Katalin Schopp, Tom Middlemiss and Emily Rutherford
3. Thomas Burns-Wallace, Steph Guy and Joshua Hoevenaars
4. Luke Wu and Dean Denny



40-Year Reunion

Saturday 5 May

1. Leslie Hatton, Alec Wettenhall and John Watson
2. Will Ashburner and Felicity Rousseaux
3. Andrew Philip and Jim Brown
4. Rhonda Sutas and Sally Peel

Community Events

Hong Kong Community Function

Monday 19 March

1. Kinsey Ng, Priscilla Fu, Maggie Lee and Ferrie Cheung
2. Peter Solomon, Peter Miller, Steve Perret and Warren Pescud



Warrnambool Community Cocktails

Thursday 8 February

1. John and Anne Hunt, Jan and Gerald Irvine
2. Michael Harris and Simon Young

Senior School Parent Welcome Evening

Thursday 1 February

1. Naomi Miller with Mike and Sally Lean
2. John and Heather McArthur, Cheryl Boness, Sandra Bourke and Tony Jennett
3. Josh Fraser and Tanya Vick
4. David Koch, Carolyn McHarry, Felicity Koch, with James and Kirsteen Byrne



Middle School Parent Welcome Evening

Tuesday 6 February

1. Janette Martin, Hannah and Seamas Jones, and Duncan Williams
2. Kerrie and Steve Blackford with Bec Bain
3. Paul Kearns, Karen D'Souza, Naomi and Mick Vagg, and Madeleine Brew
4. Ronnie Seignior and Brianna Watt

Junior School Welcome BBQ

Friday 9 February

1. James Agar, Rekha Turaga and Amy Agar
2. Matthew Leong, Esme Leong and Michelle Mok
3. Robert Hunter and Mathew Hoare
4. Vandana, Chatar, Tanush and Radhika Goyal, with Lucy, Nathan and Amy Donovan



Year 7 Parent Dinner

Friday 23 February

1. Brett Thompson, Mark and Nova Hunter, and Sally Dale
2. Karen Royce, Jude Moorfoot and Ian Royce
3. Meagan and Jarrod McCartney, and Will and Michelle Cox
4. Robin Veitz, Felicity and Gary Adams and Anthony McDonald



1



2



3



4



1

2



3



4

Year 9 Parent Dinner

Friday 2 March

1. Bruce and Ainslie Bethune and Gareth Gilby
2. Leisha Riddington, James Synoradzki, Liz Maclean, Maria Milner
3. Libby Falkiner, Zac Jackson and Dr Peter Miller
4. Tanya and Adrian Deans and Sophia Shen

Years 10, 11 & 12 Parent Cocktail Party

Friday 18 May

1. Cheryl Boness, Lachy Joyce, Simon Young and Deb Hynes
2. Jenny Barr, Carolyn McHarry and Debra Jackson
3. Karen D'Souza and Robin Veitz
4. Zahidah Zeytoun-Millie, Fiona and Robert Gregory and Daniel Zeytoun-Millie



1



2



3



4

Cloisters...the Heart of our College



*Cut along dotted line

My gift

\$50	\$100	\$200	\$500	Other: \$
------	-------	-------	-------	-----------

Name _____

Address _____

Phone: (home) _____ Mobile _____

Email

Payment method ☐ Cheque (enclosed) or ☐ Credit Card

☐ Visa ☐ Mastercard ☐ Amex

Name on Card

Card No. Expiry

CSV *CSV 3 digits on reverse of card

Signature of Cardholder _____ Date _____

My gift

\$50 \$100 \$200 \$500 Other: \$

I would like to direct my gift to:

- ☐ Mackie Welcome Project
- ☐ Regional and Rural Boarding Bursaries
- ☐ Cloisters classrooms
- ☐ Pegasus Scholarships

For more information on these projects visit:
www.geelongcollege.vic.edu.au/community/foundation

*All gifts to these projects are tax deductible

OR

- ☐ I would like to give a gift to The Geelong College Foundation (not tax deductible)

My choices:

- ☐ I would like my gift to remain anonymous
- ☐ I would like to include the College in my Will
(please send me information about bequests)
- ☐ I would like to know more about becoming a
Foundation member

Or donate online at
www.geelongcollege.vic.edu.au/community/foundation
P (03) 5226 3779
E foundation@geelongcollege.vic.edu.au

Introducing Pegasus – Equity Scholarship Program

We are passionate about supporting good and worthy students who cannot afford the fees to be able to share the wonderful experience offered at the College. This year The Geelong College will introduce the “Pegasus scholarships.” This program has been specifically designed to assist young people who could not otherwise afford to come to the College. We hope to raise a significant sum to provide fee relief for such students. Your gift will make a real difference to the life of these students who can then contribute so much to the College and to society.

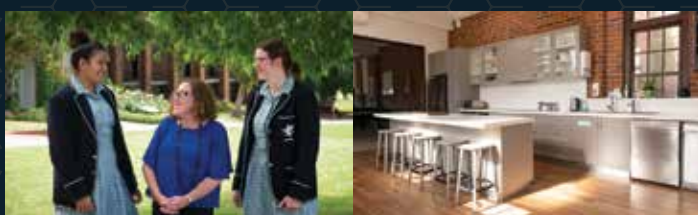
A first-class welcome to Mackie

Inspired by what was achieved earlier this year with the kitchen and living spaces, we would dearly like your help to leave a legacy that would improve the Mackie experience for students, staff and parents. Mackie is a warm, friendly and well run boarding house, but sadly our current reception area and duty office are dark, dated and dull. There is no suitable space for parents to meet with staff or their sons in a private setting. Our dream to completely overhaul this area.

Help for Regional and Rural Boarders

At Geelong College, we pride ourselves in our support for regional and rural families. We know times are still challenging in many country areas and accessing quality education is difficult for a lot of regional and rural families. The cost of boarding at College is prohibitive for some families now, ending family traditions and limiting opportunities. Last year with your generous donations and College funds, the College gifted five bursaries to regional and rural boarding families to assist them to join The Geelong College community. We know there are still many families who would love to continue their family tradition at College or begin one, but simply can't for financial reasons. Our vision this year is to offer 10 boarding bursaries to boys and girls from Years 9 to 11 beginning their time at College.

Please consider giving to one of these key projects. Your gift, of any size, will be greatly appreciated and will help the College to upgrade important facilities and offer opportunities to live and learn at The Geelong College.



School & Community Events

July

Founders' Day
Sunday 8 July

Morongo Lunch
Wednesday 18 July

Senior School Founders' Day Assembly
Wednesday 18 July

Middle School Founders' Day Assembly
Wednesday 18 July

Junior School Founders' Day Assembly
Friday 20 July

Carji Greeves/Newman Clubs Derby Eve Dinner
Friday 27 July

Community Planting Day
Sunday 29 July



August

28th Annual Foundation Concert
Friday 3 August

Hamilton Community Function
Monday 6 August

Winter Sport Dinner
Thursday 9 August

Year 12 Formal
Friday 10 August

Open Day
Wednesday 15 August

Carji Greeves Football Presentation Dinner
Thursday 16 August

OGCA 30-Year Reunion
Friday 17 August

Albert Bell Club Wine Tasting and AGM
Saturday 18 August

Back to Campbell House and Early Learning Event
Wednesday 29 August

Junior School Father's Day Breakfast
Friday 31 August

Year 8 Parent Cocktail Party
Friday 31 August

September

Senior School Production
Thursday 6 - Saturday 8 September

Music Dinner
Thursday 20 September

October

Morrison Society Morning Tea
Wednesday 10 October

PSPA Trivia Night
Saturday 13 October

Boarders' Formal
Wednesday 17 October

Year 8 Social
Friday 19 October

Athletics Dinner
Monday 22 October

VCE Art Show Opening
Tuesday 23 October

Open Day
Wednesday 24 October

Year 12 Valedictory Service & Ceremony
Thursday 25 October

November

OGCA 20-Year Reunion
Friday 16 November

OGCA Marquee at Dunkeld Races
Saturday 17 November

Foundation Golf Day
Friday 23 November

Year 12 Valedictory Dinner
Saturday 24 November

Foundation and OGCA Melbourne Event (TBC)
Wednesday 28 November

Senior School Christmas Concert
Thursday 29 November

Junior School Christmas BBQ
Friday 30 November

December

Junior School Christmas Service
Monday 3 December

Senior School Christmas Service
Tuesday 4 December

Middle School Christmas Services
Wednesday 5 December

Middle School Celebration of Learning
Tuesday 11 December

Senior School Awards Ceremony (Years 9-11)
Tuesday 11 December



Join the Old Geelong Collegians' network at geelongcollegeconnect.com



Join the Old Geelong Collegians' Association on Facebook