



The Geelong College Community Magazine

Issue No 136 June 2019

Ad Astra

Be of
COURAGE



THE
**GEE LONG
COLLEGE**

sic itur ad astra



From the Editor

The Geelong College's new gathering place at Campbell House, Wayaperree, was opened in February this year. As the first phase in the Campbell House Redevelopment, this welcoming and impressive facility is a taste of what's to come for our Junior School community. It's been exciting for the children and staff alike to see their new school buildings taking shape each day and we look forward to opening the completed redevelopment in mid-2020. See pages 22 to 25 for more about the redevelopment and the learning it has inspired at the Junior School.

The idea of "change" is a common theme in this edition of *Ad Astra*. Principal Dr Peter Miller writes about our College's priorities in response to a world that is constantly changing (page 6-7). The way we provide feedback to students and their families has also experienced a major shift aimed at helping students improve on their journey, rather than the traditional report after the fact (page 12-13). Our Impact of Giving article (page 39) describes how the generosity of Old Collegians has changed the lives of two recent College graduates, while OGC rower Jennifer Cleary tells us how Olympic disappointment has changed her as a person (page 46-47).

The College celebrated some "firsts" in Semester 1 too, such as our first Colour Dash fundraiser (page 31). One of our students was elected as Geelong's first Junior Mayor in February – you can read our interview with the impressive Josie Horne on page 30.

Our Old Collegians' website has had a facelift and a stronger emphasis on mentoring. Almost 1,800 OGCs have already signed up; join our growing community by registering at 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

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The Cover

The Geelong College community celebrated the opening of the Wayaperree facility at Campbell House in February. Turn to page 22 for more information and photos.



From the Chair of Council

By Dr Hugh Seward AM (OGC 1966)



In 1861, the founders of this school chose our motto, although it was not entirely as we know it today, because it said, “macte animo... sic itur ad astra”.

We all know Sic Itur Ad Astra means “reach for the stars”, or more strictly, “thus is the way to the stars”, but what about those first two Latin words? They mean “be of courage”. So the original motto said, “be of courage... for thus is the way to the stars”.

What is courage? We immediately think of the courage to be brave like a soldier or even an AFL footballer, but consider also: the courage of faith, to stand up for what is right, to try to make the world a better place, to fail, to learn from mistakes, and try again; to persevere; and to just have a go.

When I was about 12, I loved a book called *The Boys Book of VC Heroes* because it was about the courage of bravery. Courageous soldiers winning battles or saving their mates against great odds, and this is what I thought courage was all about. But I want to share with you some great examples of courage, some courageous people I have been lucky enough to meet in my life, and others who have been prominent in world news recently who demonstrate courage in an extraordinary variety of ways, beyond that brave soldier or the courageous footballer like a Joel Selwood.

Sir Edward “Weary” Dunlop was an army surgeon in World War II when he was captured by the Japanese and sent to work on the Burma Railway. His courage to accept beating after beating to protect the ailing soldiers in his care become legendary. He did not win a Victoria Cross but his courage of bravery gave many men of his regiment the courage to survive their captivity.

What of the courage to try to make the world a better place? On 9 October 2012, a gunman boarded Malala Yousafzai’s school bus in Pakistan, asked her name, and shot her three times in the head. Her crime? Speaking out about education for girls. But fear lost and courage triumphed. The shooting of Malala was a watershed moment, propelling a teenage girl into an overnight stateswoman for equal rights. On 10 October 2014, Malala co-received the Nobel Peace Prize. But that courage to change the world also lies with the hundreds of journalists and reporters currently jailed by suppressive regimes around the world for speaking up for freedom or fairness, or the more-than-1000 journalists murdered for this same reason over the past 20 years.

The courage of faith is the basis of the Christian faith that informs the values of this school. It is based on the courage of Christ through his crucifixion. Some years ago, this school took a football and netball team to play in South Africa. We visited the black township of Soweto and had a tour of the Regina Mundi church, an iconic church of the anti-Apartheid struggle. We heard the story of a service held in the church during the height of the struggle by the black majority against the oppressive white Apartheid regime. The government police stormed into the church during a service, believing it was really a political gathering. They fired into the walls above the 1000 people to try to stop the service. This failed, so the police colonel marched up to the Bishop and demanded he stop. But he continued. So he pointed his gun at the Bishop’s head – and he still continued to defy the order. The colonel realised if he shot the Bishop, he would die in the resultant stampede and his men too. In fear of his own life, he backed down, and in his fury smashed his rifle on the altar, breaking the corner off. This fractured marble altar remains today as a sign of defiance, and of the courage of one man who became Archbishop Desmond Tutu.



Geelong College Council members, from left, Dr Claire Darby, Prof Richard Page, Kathryn Alexander, Barry Fagg, Dr Hugh Seward AM, Dr Les Trudzik, Principal Dr Peter Miller, Geoff Williams, Dr Sylvia Walton, Matthew Bridges and Rev Dr Kelvin Yelverton. Absent: Kean Selway.

But courage is not just the domain of the brave or faithful, because the scientist too can demonstrate courage in a different way. The courage to fail, to learn from failure, and to try again. Without failure, science – in all its spheres – cannot progress. The College has amongst its alumni one of Australia's greatest scientists, Sir Macfarlane Burnet, a student of this school just over 100 years ago, a Nobel Prize winner in 1936 and the father of immunology, the branch of medical science that led to the creation of vaccines, cancer treatments and organ transplants. At school he was brilliant, but I suspect in today's language we would call him nerdy. His brilliant mind, combined with his courage to fail and persevere, has left a legacy of a whole branch of medicine that makes our world a better and healthier place today.

My final example comes from an experience I had in my days as a student at Middle School. One of my schoolmates, Gary, suffered from polio – a viral disease now all but eradicated due to vaccines. Polio infected children and left them with paralysis. If they survived, they were often left with a useless paralysed arm or leg. Gary had weak legs and wore an iron calliper on one leg so he could stand and walk, but only just. However, Gary always contributed – in football season he was the goal umpire, during cricket the scorer, with athletics the time keeper.

During school athletic sports, Gary was aware that our House, Pegasus, needed every point it could get, so he asked the sports master for permission to run in the 100 metres. "Of course not – you can't run" was the response. The gun fired, the 100 metres started – and there on the end of the line was Gary, limping down the strait. It took him ages – and it must have caused him a lot of pain – but he did it and finished to huge cheering from the crowd. He had the courage to just have a go.

So courage comes in many forms. Courage can be small, it can happen every day. It can be the courage to just get up and come to school when things are going badly. It can be the courage to stand up for a friend who is bullied. It can be as small as the courage to ask the first question, or it can be the courage that shows you learnt from your mistakes and will do better next time. This is why we value courage in this school.

So be of courage... and reach for the stars.

From the Principal

By Dr Peter Miller

The theme of “Landscapes of Change” recurs in this edition of *Ad Astra*. This comes from the Reggio Emilia-inspired approach in Campbell House which informs other aspects of teaching and learning here at The Geelong College, beyond the early years of schooling. It is a simple fact that the world changes and the landscapes we engage are dynamic.

A challenge for us today is to understand the factors bringing about change in terms of both the type and the pace. Some changes are natural, others are precipitated by deliberate action, while others are unintended or even accidental. Planned change is better than chaos in our human world.

The Geelong College has continued to operate as a school for more than 150 years because it has adapted to change and, in many cases, led change. It is reasonable to expect that College will change over time in response to the context in which it operates, as well as playing a role in shaping that same landscape.

To guide the evolution of College, rather than rely on chance or undesirable influences of change, we embarked on a plan that's enacted and reviewed. This guidance comes from the strategic plan, *Towards 2025: We reach for the stars*, which was initially formulated in 2017 and presented

to the College community in 2018. It continues to be an important document informing the framework, guiding actions and direction in the College's evolution.

Supported by the strategic plan, five areas have been identified for strengthening in the next two years. These areas were identified through a process of formal and informal feedback from students, parents, staff and College community members. In addition to the Capital Master Plan addressing the development of buildings and facilities, these five areas relate to professional and educative features of the College. They are:

- Learning Culture – maintaining and seeking even higher academic achievement and aspirations for students and staff. We seek to improve access to feedback on student progress and achievement as we build an even stronger learning culture. We will be encouraging students to do things that are difficult. A sense of a challenge ahead of achievement and success will feature in our conversations. This has always been a feature of College but we are seeking to make it a little more visible. Our aspiration is to have a courageous learning culture maintained by staff and students, with parental and wider community involvement;



Dr Peter Miller welcomes parents to the annual Year 7 Dinner.

- Indigenous Connections – at individual, group and community level, through partnerships and opportunities. These include support for Indigenous student places at College, connections with Indigenous communities around Australia and positively engaging in Indigenous issues. Continuing with the existing programs such as our alliance with the Smith Family, Year 10 Fulfilling Lives and extending connections through new initiatives will strengthen this area;
- International Connections – broadening the range of experiences and opportunities for our current and past students. Engagement at a global scale broadens our students' perspectives. International connections are enabled through international students attending College, interactions with students from overseas (exchange, cultural and sporting programs) and engagement in international issues. Another area to strengthen is our connection with Old Collegians located overseas, with each other and College students;
- Faith and Values – developing a better understanding of what it is for College to be associated with the Uniting Church, and to develop actions related to this. Religious education in classrooms and an understanding of philosophy, as well as our rituals and presentation of the Christian faith are important aspects of this area. This does not necessarily mean more of these, just a better understanding in our day-to-day life. Actions towards environmental sustainability/impact are also front of mind. A strong culture of child safety and effective support for students harmed in the past remain an important aspect of this area to strengthen;
- Capacity Building – strengthening philanthropy and connections in our community to facilitate opportunities, as well as our foundation for future prosperity and security, constantly require attention. A truism often stated is: "the value of the whole is greater than the sum of the parts". This applies to us as we seek to secure the future of College for at least another 150 years.

The Geelong College and the world in which we operate is a landscape of change, resulting in the development of a planned response to meet those emerging needs over time. The Geelong College will continue to evolve while retaining at its core the values and principles that have served its students and wider community well for so long.



College Chair on Canvas

The College held a small ceremony this month to unveil a new portrait by Robert Hannaford, adding to the College's 11 Hannaford portraits (see page 40-41). Robert Hannaford is a sought-after artist who has won the Archibald People's Choice Award three times. His latest Geelong College subject, Chair of Council Dr Hugh Seward AM (OGC 1966), reflects on the portrait process:

Portrait painting for institutions such as ours is very traditional and adds to the heritage of our school. Sometimes the Dining Hall gains the ambience of a European grand house with ancestors adorning the walls, although fortunately none are in ancient armour or riding a horse.

Since the 1960s, Australia's premier portrait artist Robert Hannaford has painted our school portraits, usually of the school Principals and Chairs of Council, but others can be seen on the walls of Davey House. In fact, The Geelong College has the largest collection of Hannaford portraits of any institution, although many adorn the walls of Parliament House in Canberra.

It was quite an extraordinary experience to sit for Robert as he painted my portrait over 25 hours. Sitting for 20-30 minutes at a time without being able to move was at first challenging but became an almost meditative experience by the end of five sittings. I watched the portrait gradually develop as he built it dot by dot. I am uncertain about how I will feel when the portrait is finally hung, to have my image staring down on everyone, but I expect for most of the students dining in the Dining Hall daily, it will hardly be noticed.

For me it has been a great honour to be painted by such a renowned artist and I thank the school for the privilege.

From the Co-Captains

By Iona Bulford, College Co-Captain

Year 12 is often regarded as a year of endings, a year where seemingly every week a “last” is experienced, but being chosen for the honour of being Co-Captain has made this year one of many new beginnings as well. Both Oscar and I feel not only the great pride and honour in our roles, but also the amazing opportunity we now have to make real change in our school community.

Travelling to St Peter’s College Adelaide for the National Student Leadership Summit provided us with a chance not only to meet many other school leaders from across Australia, but also to learn a variety of valuable skills that we aim to employ at school here. A key take out from that day for me was the discussion about the personal traits we all possess, and being able to recognise and harness the strengths not only of ourselves but of those we lead. We also learnt a lot about what makes a good leader, how to effectively lead a team and how to ensure real change actually happens; all pieces of knowledge I am excited to implement in my role here at school.

A lot of this year thus far has been trying to find our feet, work out who we are as leaders and what it is we want to achieve. Leading the Prefect team is a great honour, and I

feel very fortunate to have the amazing depth of knowledge and interests we possess within our team. While our role in leading a team of our peers has been challenging at times, our Prefects’ desire to work hard and our common goal of making our school environment a better place has united us and allowed us to work together on many initiatives and events.

An idea we realised on our day in Adelaide, which has now become a main focus for Oscar and me in our plans for this year, is trying to get the ball rolling on some long-term changes, rather than simply focusing on our year alone. We aim to take some small steps this year to create a better, stronger school community and hope that we are able to provide a platform for future captains to continue this.

Both Oscar and I have been at College since Campbell House. As a school and as a place to be, it has given us so much, and we would like nothing more than to be able to pass that gift on to everyone else lucky enough to come to this wonderful school.

I am really excited for the rest of this year, and look forward to making the most of this amazing opportunity Oscar and I have been given.

The 2019 Prefect team is working across three portfolios: School Community, Broader Community and Inclusivity/Diversity.





College Co-Captains Oscar Illingworth and Iona Bulford led this year's Senior School Anzac Service, ahead of Vice-Captains Kate Dowling and Oliver Soo.

By Oscar Illingworth, College Co-Captain

It has been a humbling experience to begin my final year at The Geelong College as a leader of this incredible school, alongside my hardworking and ever-supportive Co-Captain Iona Bulford. Already this role has allowed me an insight into the daily life of the school in a level of detail which I have never previously been able to appreciate, especially in the planning and work that must go into the organisation of everyday aspects of College routine.

This year's Prefect team has begun the year well, embracing a new portfolio design consisting of three broad portfolios: School Community, Broader Community and Inclusivity/Diversity. These portfolios and the teams of Prefects within them have been instrumental in the organisation of many events thus far, working cohesively to plan "Wear It Green" Day in support of action against climate change and an exciting Harmony Day Assembly. Based on the enthusiasm and eagerness to lead that we have already seen demonstrated within the Prefect team, I am filled with confidence that this group, through their breadth of character and passion for making a difference, will be able to achieve anything they set their minds to this year.

I have also had to manage my own challenges in this new role as I learn to develop the leadership skills which will enable me to be a more effective leader. I believe it to be incredibly important that, despite the year seeming already to fly, we realise it is a long journey of development and one which we can learn something from each and every day, right up until the end of the year.

A defining moment for me when considering my own personal growth as a leader was the opportunity Iona and I were given to visit St Peter's College Adelaide early in Term 1 to attend the eighth National Student Leadership Summit. The insight of guest speaker and renowned educator Louka Parry was highly motivational, teaching those present to be able to recognise and build upon the signature strengths of ourselves and others, and to maintain a positive connection to a "growth network" of those who promote our personal growth and wellbeing.

Yet in a day which offered exposure to many different experiences of leadership, it was the simple interactions with like-minded leaders from schools across the country which had the greatest impact on helping me appreciate the opportunity I have this year to lead and create change.

I look forward with great enthusiasm to the months ahead and the opportunities and challenges they hold. As our journeys at this school reach ever closer to their end, I am as determined as ever to make sure I fully appreciate the support of the College community and savour the honour it is to be in the position I am this year.

Developing a Reconciliation Action Plan

By Joan Gill, Director of Student Wellbeing

Grounded in Truth. Walk together with Courage.

This is the theme for Reconciliation Week 2019. It is strikingly synchronous with our own creed, Be of Courage, which we have chosen to reiterate in our Vision for Reconciliation:

Our school motto, Be of Courage: This is the way to the stars, reminds us that our reconciliation journey requires the courage to look at the past openly and honestly and by acknowledging the injustices perpetrated against our First Nation's Peoples, our shared pathway into the future will be strengthened.

The Geelong College also recognises that as a school, we are in a unique and privileged position to educate our young people toward a reconciled Australia that aims for unity, equity and equality. We are committed to providing equal opportunities to both our Indigenous and non-Indigenous students as we aspire for them to find their place in a future which values their unique contribution to a diverse, inclusive and cohesive society.

The College journey towards reconciliation is predicated on this challenge to have the courage to question, to be prepared to learn, unlearn and relearn.

A Reconciliation Action Plan is a formal statement of commitment to reconciliation. Its formulation at College is led by a working group of 28 volunteers, from both our Teaching and Business Operations staff, who share a deep commitment to advance the work we are doing in this area. For the working group, this commitment is both personal and professional.



Staff members from across the College have volunteered to form a Reconciliation Action Plan working group.

We are also fortunate to draw upon the expertise of Indigenous parents who have been instrumental in guiding our vision. When we asked them what their expectations were of College in educating their children, here were some of the responses:

- *Children need to have a good education as strong proud Aboriginals who hold their own; they will have exposure to good literacy and numeracy programs as well as the arts; I want the teachers to be able to connect with their strengths and use that to create leadership opportunities.*
- *I want the teachers to acknowledge the children's emotional needs and the extent of trauma that is common in their lives.*
- *It should be natural that our children know the truth not as an add-on subject but to weave Indigenous perspectives throughout the curriculum.*

As a road map for the future, Reconciliation Australia requires us to work within a framework. We are expected to meet at least 14 designated actions across the fields of Relationships, Respect and Opportunities – in the classroom, around the school and within the community.

The RAP development process is arguably as important as the document itself. We open every meeting with a quiet contemplation based on the Aboriginal practice Dadirri (deep listening). We sit in a circle and take the time to listen to each other's stories. In this, we aim to be respectful of Aboriginal practice. We have learnt that the process of developing the RAP will take as long as it takes.

At this stage of development, we are very appreciative of the RAP developed by our Early Learning team, which was ratified in 2018 by Reconciliation Australia.

Finally, I would like to pay tribute to the work of Jane Leyshon, our Indigenous Student Support Teacher, who has transformed the way we work in this space.

Developing Cultural Understandings

By Jane Leyshon, Indigenous Student Support Teacher

On their first day back this year, staff across the College took part in a cultural learning professional development day.

Schools and organisations across Australia are engaging in such learning to create more culturally safe and inclusive environments for Aboriginal and Torres Strait Islander peoples. Given the increasing number of ATSI students at The Geelong College, it was important for staff to engage in this professional development.

The day began with a smoking ceremony and Welcome to Country performed by Corrina Eccles, a local Wadda Wurrung (Geelong and Ballarat region) Traditional Owner.

Following this was a panel discussion with four local people with connections to the school, both Aboriginal and non-Aboriginal, who discussed what it meant to be culturally safe and inclusive for our students. The panel included Edie Wright, grandmother of Dylan, Lotte, Grace and Harriet in the Junior and Middle Schools; Leanne Smith, program manager of the Indigenous Youth Leadership Program scholarship through which six of our ATSI students are supported; Cameron Begg from Geelong, who boards students from North East Arnhem Land that attend Belmont High School and who spent 12 years as a teacher in Yirrkala in Arnhem Land; and Corrina Eccles.

The discussion that unfolded was rich, honest and robust. It gave staff an opportunity to listen firsthand to the sorts of experiences and challenges that Aboriginal people face in Australia, particularly within a school setting. One of the more important messages that came out of this discussion was that each of our ATSI students has a different experience of being Aboriginal and that it was wrong to place assumptions on them, particularly in the classroom and socially, based on their Aboriginality.



Staff held a panel discussion with four Aboriginal and non-Aboriginal locals about how to be culturally safe and inclusive for our student community.



A collaborative artwork took shape with the combined efforts of staff and Aboriginal artist Nathan Patterson.

The staff's care for our students was very much evident, and the focus was on how to care in a culturally sensitive way. The only way we can do this is to learn about the actual culture, which was the purpose of this day. The College hopes to extend this cultural learning by including it more in the school curriculum and embedding cultural practices within the life of the school.

The response from staff was extremely positive and I think the most meaningful aspect of this forum was creating a safe space where conscious and respectful sharing and listening could take place. The art of listening underpins much of Australian Aboriginal culture.

The afternoon was then filled with various cultural workshops that staff could take part in. These included learning from master basket-weaver Bronwyn Razem (Gunditjmara heritage); Wayapa, an Aboriginal mindfulness movement practice with Thaedia Frangos; a boomerang-throwing, yidaki (didgeridoo) and weapons presentation with Anthony Hume from Narana; a tour of local sites of cultural significance with Corrina Eccles; collaborative painting with local Aboriginal artist Nathan Patterson; and a screening of the Gurrumul documentary.

Overall it was a fantastic and fun day where a lot of heartfelt learning took place that we hope will inform best practice when it comes to being inclusive and sensitive of Aboriginal culture and heritage, particularly with our ATSI students.



Corrina Eccles led a tour of significant local cultural sites as part of the College staff's professional learning day.

Introducing SEQTA: A new era in student assessment



By Emily FitzSimons, Director of Teaching and Learning



"The fundamental purpose of assessment in education is to establish and understand where learners are in an aspect of their learning at the time of assessment. The ultimate purpose of using assessments ... is to enhance learning and so improve levels of achievement." – Masters, 2014, Australian Council for Educational Research.

The world of school assessment and reporting is seeing rapid change. In response to the latest research on learning, and a strong desire to enhance student growth, schools are grappling with an evolving assessment landscape.

When many of us were students, we received a school report twice per year, which provided little more than a global summary of our behaviour, application to our studies, and overall grade in each subject. Such reports, while valuable in some ways, only provided parents and students with performance information after the assessment period, with no opportunity to enhance performance during the learning. Effective assessment should provide specific feedback and be offered at such a point in time as to assist the student on their journey, not simply report what was achieved afterwards.

| Subject | Term | 1st | 2nd | 3rd | 4th | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th | 13th | 14th | 15th | 16th | 17th | 18th | 19th | 20th | 21st | 22nd | 23rd | 24th | 25th | 26th | 27th | 28th | 29th | 30th | 31st | 32nd | 33rd | 34th | 35th | 36th | 37th | 38th | 39th | 40th | 41st | 42nd | 43rd | 44th | 45th | 46th | 47th | 48th | 49th | 50th | 51st | 52nd | 53rd | 54th | 55th | 56th | 57th | 58th | 59th | 60th | 61st | 62nd | 63rd | 64th | 65th | 66th | 67th | 68th | 69th | 70th | 71st | 72nd | 73rd | 74th | 75th | 76th | 77th | 78th | 79th | 80th | 81st | 82nd | 83rd | 84th | 85th | 86th | 87th | 88th | 89th | 90th | 91st | 92nd | 93rd | 94th | 95th | 96th | 97th | 98th | 99th | 100th |
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| English | 1st | 22 | 1 | 85 | 96 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading and Writing | " | " | 2 | 75 | 75 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling and Dictation | " | " | 2 | 45 | 97 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History | " | " | 1 | 55 | 96 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography | " | " | 2 | 75 | 75 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Arithmetic | " | " | 1 | 95 | 83 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Algebra | " | " | 3 | 53 | 19 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geometry | " | " | 3 | 10 | 85 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Bookkeeping | " | " | 22 | 72 | | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Latin | " | " | 14 | 2 | 95 | 91 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| French | " | " | 21 | 1 | 41 | 92 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science | " | " | 11 | 2 | | 58 | The student showed a high degree of interest in the work and was very active in the class. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A Geelong College school report from the 1920s, offering limited feedback at the end of the term.

The Geelong College aims to provide an inspiring education in order that students might become empowered, creative and independent learners. Students are both encouraged and equipped to take responsibility for their own learning, embrace and demonstrate resilience in intellectual challenges, and be collaborative, reflective learners. Ultimately, we want all students to develop a lifelong love of, and capacity for, learning. At The Geelong College, our students' intellectual growth is critical and this semester we have introduced a new platform for providing feedback to students and an ability for families to monitor their child's progress in a timely manner.

SEQTA is a student and learning management system, an all-in-one collaborative teaching and learning platform which draws together information on student learning, achievement, attendance and pastoral care. SEQTA's program is currently used in more than 450 schools around Australia, providing students and families with unprecedented access to timely, regular and detailed information about a student's learning journey. In Semester 1, we launched SEQTA Engage® for parents across all three schools and SEQTA Learn® for students in Years 4-12.



Prep students practise their writing skills in a classroom of today.



Assessing Prep School students in 1938.



What does SEQTA provide?

- More timely feedback on student learning throughout the semester, as teachers place feedback directly onto the portal;
- An opportunity for older students to discuss the feedback with their parents as soon as it is available;
- More task-specific feedback for students than previous end-of-term or semester reports could offer;
- An opportunity to help students understand how they are developing;
- Electronic reporting practices that deliver retrievable assessment information online throughout the year;
- Streamlined end-of-semester reports, that can be easily accessed and downloaded;
- The convenience of being accessible on multiple devices, including smartphones and tablets.



A screenshot from SEQTA Engage®, which the College launched this year to give parents timely access to teachers' feedback.

Student-centred learning

Students and families in Years 4-12 will notice that most of the feedback on SEQTA is directly addressed to the student. This is a conscious decision. In a world that talks passionately about learning being "student-centred", such feedback is evidence of us placing the student at the centre of our practice.

What does this mean? Regardless of the age of the child, a student-centred education means the individual and their growth (in understanding, capability and self-awareness) is the focus of a modern education. No longer are schools seeing the educative process as a factory production line, where the goal is mastery of defined knowledge content.

In a student-centred system, students are empowered to take ownership of their learning journey, to understand their own thinking and needs, and to be reflective and resilient learners. This focus on the individual should never breed entitlement. It does not, for example, mean that we do everything for the students and seek to always please them. They need to take control of their own behaviour, be inherently motivated, and be aspirational for themselves and their peers. It is this kind of empowerment we hope SEQTA will offer. Students and parents will be able to track growth over time, as the platform builds up the picture of learning in the years ahead.

In my first six months at The Geelong College, I am excited to have joined a community that is serious about learning and aspirational for its students. The introduction of SEQTA is the first step in enriching our learning culture over the coming years.

Our Investment in Teachers

Developing and retaining emerging teachers

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

Data from the Organisation for Economic Cooperation and Development's Teaching and Learning International Survey suggests that the population of teachers globally is ageing. It found that 38 percent of upper secondary teachers are 50 years old or higher, while only 8 percent of teachers are young (below 30) because more than 30 percent of emerging (new) teachers are leaving the profession within their first five years.

Additionally, some Australian universities are experiencing a decline of up to 40 percent in initial teacher education, while the Australian Bureau of Statistics suggests that 53 percent of people who hold a teaching degree do not currently work in education! These statistics suggest that we are heading towards a significant teacher shortage, if we're not already there. Yet our very own senior secondary classrooms are enjoying the new voices of some very talented emerging teachers. So, what are we doing to buck this attrition trend or at least reduce the impact of such statistics, future-proof our educational programs and enhance the careers of emerging teachers?

There are many factors that we believe contribute to the statistics. One essential consideration is the mentoring of the emerging teacher. As a school, we have always been active with tertiary institutions offering Initial Teacher Education programs, regularly hosting students on their

practicums. However, research conducted by teaching organisations says that despite the extensive pre-teacher education, training and experience, the new teacher experiences more stress and anxiety when taking up a graduate position. The early teacher can be left exposed, overwhelmed, over-worked and vulnerable at a time when they should be supported through effective and ongoing mentoring to develop their craft and professional identity.

One of our early-career teachers, Erica Gibbs (Science/Maths) has shared some of her experiences as she starts her career. Erica admits there was a little disbelief when appointed to her teaching position in the Senior School Science Department, yet following years of study and her own life experiences, she was enthusiastic and ready to commence her chosen career. "I am passionate about environmental education and teaching scientific and critical thinking skills which, I think, shine through in The Geelong College's science program," she said.

Erica recalls she wasn't particularly nervous – "having been at university for six years total and out of school for eight years, I felt I had been working towards this for a long time". It is this willing, refreshing, unbridled energy and ambition that is often lost in the unfortunate attrition rate we are seeing, which comes at a substantial cost both socially and personally to the teacher, and long-term to the profession.

Science and Maths Teacher Erica Gibbs is among the new staff members who have joined The Geelong College this year.



Head of Science Cheryl Watson and Erica Gibbs catch up for a mentoring session.

Therefore, it is critical for the retention of new teachers that a well-tailored mentor program is in place, greater than showing them the coffee machine on day one! All new staff at our school, like most schools, I imagine, receive a mentor. The first duty of such a mentor may well be to show them the coffee machine and make them feel comfortable within their new setting. The mentoring can start well before day one, and a positive, effective mentor relationship could continue for the teachers' entire careers. Perhaps this then, becomes the most vital ingredient for the longevity of any single teacher's career.

Erica has been teamed with Head of Science Cheryl Watson. While their professional relationship is in its infancy, already Erica can see the positive impact it is having on her emerging career. In the months prior to starting at College, Erica said "Cheryl was very supportive, answering emails during her summer holidays, organising me with textbooks and introducing me to some of the online platforms which made the first couple of weeks much more palatable. Most importantly, she was a friendly face that could talk to me about teaching, organisation and the school structure and just have a chat."

Now a term into her time here, Erica reflects: "The Science and Maths departments in their entirety have been very supportive and I've been very lucky to have a few teachers let me observe classes. I have used these observations as springboards to facilitate better use of classroom time as well as create and experiment with new frameworks and structures with different age groups and classroom dynamics. I'm also looking forward to having a few teachers from both departments observe my classes next term and give me feedback to increase my learning."

If the answer to retention is just teaming them with a good mentor, then why do so many emerging teachers not persist with their career choice? Cheryl, a very experienced teacher, suggests that structured mentoring has not always been an established practice in schools. One of the threats to effective mentoring, comes from one of its strengths – having a stable staff! She says, "a school that has not needed to manage many graduate teachers is likely to be out of practice and to be blind to the needs of new and emerging teachers. Routines that are second nature to those of us who have been here for some time are not necessarily obvious to newcomers. This can make it hard for new staff to find their way."

Even as teachers develop their careers, they take on new roles and it is here, too, that Cheryl believes there is great scope for ongoing mentor programs. Catherine Newett, College's Head of English, is one educator who has identified the need for ongoing mentoring and has built this into the standard practice of the Senior School English Department. Each new teacher, experienced or not, has been teamed with an experienced colleague. This partnership works as a collegiate mentoring role specifically for the continuity of teaching their English program, yet supports the ongoing development of teacher capacity across all senior year levels.

Effective mentoring is not easy, and not every experienced teacher is in the position to mentor effectively. Our current mentors, emerging teachers and learning leaders are participating in Professional Learning Programs on Teacher Mentoring conducted by the Victorian Institute of Teachers. Through such programs we aim to develop strong professional practice in the mentoring of the emerging teacher.

The Rainbow Alliance

By Connor McGucken, Year 12 student

The Geelong College Rainbow Alliance is a student-run group aiming to promote inclusivity. Since being founded in the middle of 2018, the GCRA has strived to uphold and promote The Geelong College value of "Community with Diversity".

The predominant focus of our efforts is the promotion of LGBTQIA+ issues faced both in the school environment and the greater community. Thanks to the unwavering support of staff and through fortnightly meetings with our student members, the group has developed ways to celebrate and further bolster the school's commitment to its values, as well as raising awareness for LGBT causes.

To actualise this goal, our group has worked with other school groups, such as the Geelong Grammar "Stand Out" group, so that we can build a greater network of support for LGBTQIA+ students in the Geelong area. Looking to the future, the GCRA will endeavour to foster more connections with other like-minded school groups, eventually helping to form a broad network throughout our region, with a focus on safety, support and inclusivity.

With the hard work of students and assistance of teachers, the GCRA has worked to promote diversity through the coordination of a variety of activities. Thus far we have put together inclusive and positive-message speeches at assemblies, placed posters around the school and coordinated celebrations of Wear it Purple Day, when each



The Geelong College Rainbow Alliance formed in 2018 with the aim of promoting diversity and inclusivity.

student was invited to wear purple accessories throughout the day to show support for LGBT members. Each House room was also decorated purple for the celebration.

The GCRA planned activities for the International Day Against Homophobia, Biphobia and Transphobia (IDAHOBIT) which took place in Week 4 of Term 2. This included a workshop with the Year 8 students to discuss the values of inclusivity and how to create a safe space for all students. The workshop helped to not only improve interactions between campuses, but also to begin creating conversations around awareness and diversity. In working with the Year 8s, as well as raising awareness around IDAHOBIT day in Senior School, and other events throughout the year, we hope to continue to uphold our commitment to providing a safe space for every student.



Students from the Rainbow Alliance at Senior School went to Middle School to run a workshop with Year 8 students in Term 2.

BASK

Brother-Abang Sister-Kakak

By Brent Cook, Head of Coles and Senior School Mathematics Teacher

Early in 2018, I was fortunate enough to be selected into the ASEAN Bridge School Partnerships Program. I was paired with Chun Yang Tan of SR Kuala Belait, a primary school in Brunei. This experience provided a unique opportunity to learn more about an unfamiliar culture and establish connections between the students in Coles House and the Brunei school.

Initially, the program involved meeting Tan and working together at a conference in Sydney, which ran parallel to the ASEAN-Australia Special Summit.

After the conference, Tan travelled with me to be hosted in our family home, while immersing himself in a range of experiences across all aspects of our curriculum at The Geelong College. He particularly enjoyed visiting the Year 4 Enviro program, as this aligned with the environmental focus he was incorporating into his teaching in Brunei.

In January 2019, it was my turn to stay with Tan in Brunei and visit his school. As I learnt through organising a lesson to deliver to a Year 6 group, Australia is more than 1,300 times the size of Brunei. My experience of visiting the school was very warm, both in the greetings I received from a procession of students leading me to an all-school assembly, and physically, with high temperatures and humidity each day.

I was blessed to learn a traditional song and reciprocated by teaching the Kookaburra song. I also planted a tree to commemorate the partnership established between our schools and wrote a message on their environmental wall. My time in Brunei seemed to go so quickly, visiting a range of lessons and contributing wherever possible, all documented on WhatsApp by the school staff with remarkable efficiency.

During my first day at my partner school in Brunei, it became clear to me what I now value most from my visit. Much as we always consider what is different when we experience different cultures, I was instead moved to recognise what was the same. Looking beyond a more conservatively dressed people, with female staff and students having their friendly faces bordered with their hijab, I discussed common educational focuses with staff and shared cheeky jokes with the students, as I would with my own daughters.

At a time when it has perhaps never been more important to improve our understanding of Muslim culture, I felt assured to realise that simple sensitivity is more than adequate. Tan explained to me that Bruneians did not consider whether the way things are done were Muslim or not, but out of respect for so many Bruneians being of Muslim faith, that is just the way things are.



Brent Cook and Chun Yang Tan



College teacher Brent Cook visited Brunei as part of a teacher exchange program.

Growth Mindset at the Middle School

By Marita Seaton, Leader of Learning (4-8)



My daughter loves the story of Eddie the Eagle. She is inspired by the heart-warming efforts of this awkward, short-sighted man and his place in history, having competed as Britain's sole ski jumper in the 1988 Calgary Olympics.

As the first competitor since 1928 to represent Great Britain in ski

jumping, Michael "Eddie" Edwards competed in the 70 and 90-metre events and finished last in both. Obviously, it isn't his results that inspire young Australians 30 years later, it is the sheer effort that it took to get there in the first place. "Eddie the Eagle" Edwards, loved by some and ridiculed by others, was the embodiment of true grit and determination.

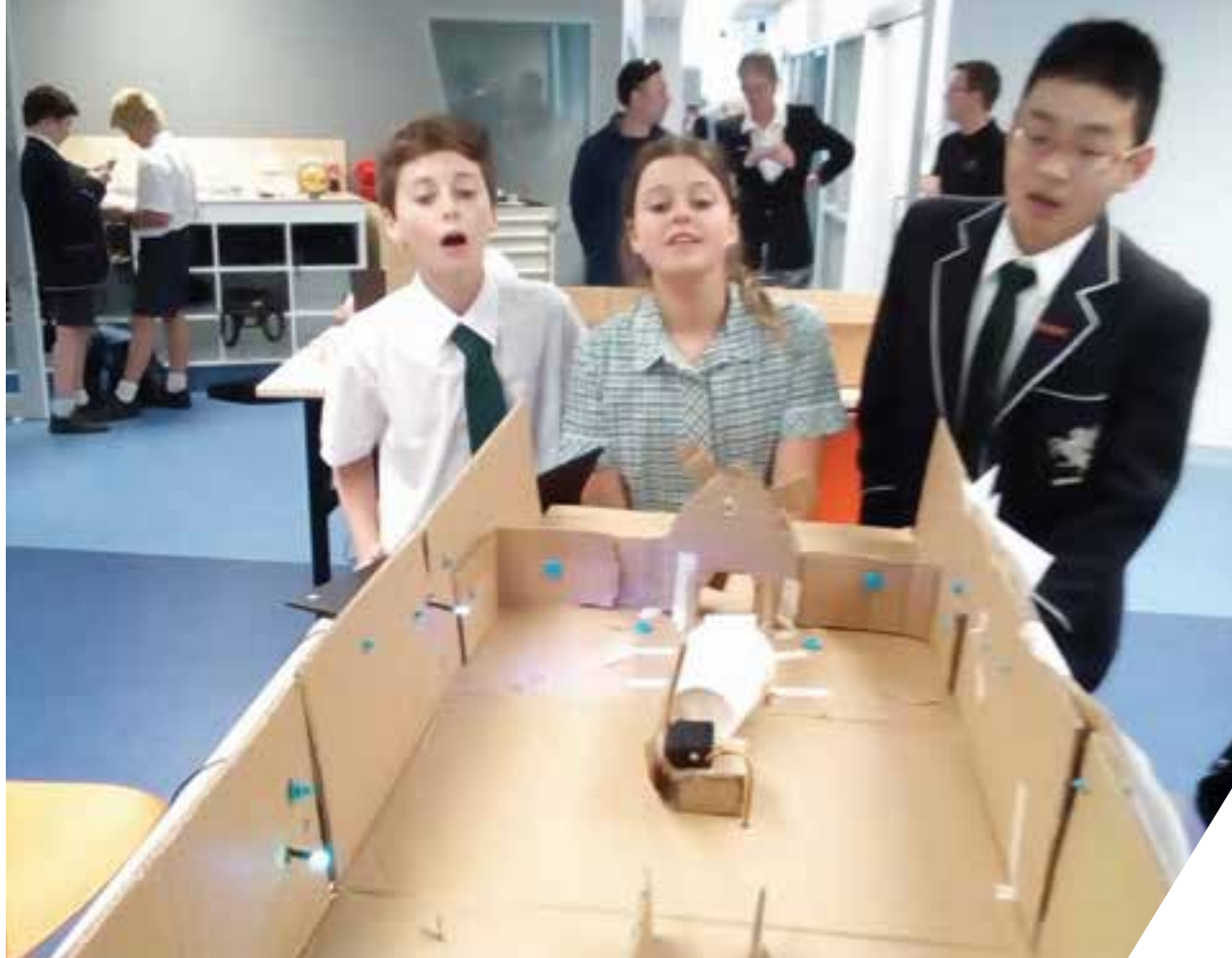
Watching his story on a rainy afternoon, it occurred to me that Michael Edwards demonstrated many of the strengths

that are attributed to learners with a "growth mindset". He embraced challenges and was capable of persisting over long periods of time. To reach goals, he actively sought feedback and advice from experts and understood that mastery could only be obtained with effort. Underpinning each of these mindsets however, was an unshakable belief that everyone, regardless of starting points, is capable of significant growth. Simply put, he never gave up. He believed that he could change his most basic characteristics.

The history books are full of individuals who overcame great adversity to eventually succeed, but Eddie's is a tale of growth. Each of us has experienced failure at some point in our lives and to be perfectly honest, it's not great. We associate failure with embarrassment and disappointment, but what if we could stop seeing it as a final destination and instead embrace it as a source of inspiration and information; a way forward?

The story of Eddie the Eagle was turned into a film in 2016.





Middle School students are encouraged to strive for continuous improvement, and making mistakes is an intrinsic element of this process. Pictured are Year 7 students Jesse Byron Russell, Abby Bowyer and Yunrong Fan taking part in a STEM design challenge at Geelong Tech School.

The introduction of ongoing feedback via the SEQTA reporting platform is a step towards this ideal. I grew up during a time when a school report contained a single grade and a handwritten sentence from the teacher responsible for summing an entire year up with a pithy comment. Students at the lower end of the achievement scale were often placed in the unenviable position of maintaining that position year after year, despite personal triumph and progress. As a result of this we knew intuitively who our “top” or “A” students were and gauged our own expectations of success relatively. You were either good at something or you weren’t. To even attempt an area of study that did not “naturally” come to you was to fight nature.

With a growth mindset, the game has changed. It tells us that we are all capable of improvement and that success is measured by the level of effort and the growth achieved by the individual. In other words, like learning to walk, we all start at the beginning and move along the continuum of acquiring knowledge and skills, one challenging step at a time.

At the Middle School, our primary focus is our students’ capacity for growth. Each time a student begins working on (or returning to) an area of investigation, they have a starting point that is the sum-total of previous experience, practice and established learning habits. Variables in all our lives means that no two students in a single cohort will have attained the exact same level of “intelligence”.

Therefore, expecting all students to reach the same level of achievement at the end of a period of time is unreasonable and assessment based on this is limited. That is why the Middle School is now providing timely and constructive feedback available through the SEQTA Engage® platform. It allows us to shift the focus to their growth and sends the strong message that well-directed effort is the means of achieving goals.

While we will be assessing students on their progress, that doesn’t mean that the final product is meaningless or without value. It is everything. We still expect students to strive for excellence in everything they do, but we want them to do so without fear of failure because they know that time and effort is the path to mastery; achieving this can be a lifelong pursuit. Time constraints and deadlines are often the only things that draw a line in the sand and add a sense of finality to the failures you encounter along the way. The design, or scientific process, as a cycle, tells us that there is scope for continuous improvement if given the opportunity, and making mistakes is an intrinsic element of this process.

Embedding this understanding in the Middle School culture will therefore be a priority going forward and much work is already being done in the classroom to foster this. Semester-long electives, extended units of work and regular feedback are a few of the strategies being adopted in our innovative areas of learning.

If young Michael “Eddie” Edwards was a student at the Middle School, he would feel right at home.

Exciting Electives in Year 8

Students in Year 8 are encouraged to challenge themselves and follow their passions. As well as their self-directed independent learning project in the Cre8 program, students choose two electives to complete during the year. We look at some of the 10 electives on offer in Semester 1.

The Great Outdoors, with Emma Witham

Does household recycling actually end up at a tip? What are major supermarkets and commercial food companies doing to support sustainable food practices? How is global warming affecting the Great Barrier Reef? What is "Fight for the Bight"? How have animals come to be endangered and extinct? What environmental issues am I interested in learning about? These are questions students have pondered in The Great Outdoors.

During this environmental education unit, students explore the uses and impacts humans have had on the environment over time. Key focus areas in this elective are daily sustainable practices, impacts of climate change and issues present in the media affecting our natural landscape.

In Term 1, students travelled down the Great Ocean Road, walking from Point Addis to Anglesea and surfing Urquhart's Bluff. Not only did it provide them with a chance to appreciate one of Australia's most beautiful coastlines, but to also have fun and immerse themselves into the special landscape we have in our backyard.

In Term 2, students learnt basic camping skills such as setting up, cooking, navigation, extended journey-planning and minimal impact practices; a great support for their Year 8 camp in Term 4.



Students in The Great Outdoors elective immersed themselves into the beautiful landscape at Urquhart's Bluff.



Lachie Chomley (OGC 2013) shows Emma Carroll and the Paddock to Platter students around The Farm Next Door in Norlane.

Paddock to Platter, with Stephanie Lawrence

The Year 8s are cooking. Cinnamon, cardamom and apple aromas drift from the Enviro Kitchen as hot cross buns, with a layer of stewed Enviro apples, bloom in the oven.

For the past few years, students in the Paddock to Platter elective have learnt cooking skills and tended to their kitchen garden. A new direction opened in 2019, as we became aware of Lachie Chomley's (OGC 2013) commitment to sustainability and his new venture in Norlane. The Paddock to Platter students ventured to Lachie's home and site of The Farm Next Door, a community project that aims to grow affordable, fresh produce for Norlane and Corio locals.

Students planted spinach and kohlrabi seeds while hearing about Lachie's vision of "a connected community that provides a majority of its needs for itself". In response to significant social and environmental issues, Lachie suggested "there is nothing more empowering than changing your household behaviour to affect positive change".

Lachie's philosophy sits well with the heart of Paddock to Platter. There is such joy and satisfaction in cooking with what you have and what you can grow.



Students take turns piping crosses before baking their hot cross buns in the Enviro Kitchen.



Filmmakers Takoda Ritchie and Agnes Ambrose have loved filming their documentary and interviewing staff around the school.

Real Fiction, with Rhonda Browne

Real Fiction allows students to delve into the world of the mysterious. They investigate whether the unexplained is real or fictitious, and can present these as documentaries, podcasts or another multi-media form. The students listen to and analyse podcasts and documentaries before making their own.

Mrs Browne said she loved the elective because “students can really choose what they want to do”. The freedom to research and create anything is a real plus for the 10 students, as an elective like this demands time to make mistakes, overcome challenges and do things that might not work. A typical class might see some students leave and film, others sit on a couch and research, or just look around for inspiration.

“I like Real Fiction as I enjoy looking up scary stuff and researching about it,” Georgia Phung said while working on a mermaid documentary.

Agnes Ambrose and Takoda Ritchie said they enjoyed the opportunity to create in an unfamiliar medium. Takoda was pleased to be able to apply her costume make-up skills in the class.

The group went to ACMI (the Australian Centre for the Moving Image) in March and learnt more about filmmaking and the history of films, games, animation and television. “It was a fun way to learn how to make a movie,” Harry Carroll, who is making a podcast on hauntings, said. “The presentation was informative and lots of fun!”

- Written with Agnes Ambrose



Harry Carroll made up for his film role in Takoda and Agnes’ documentary.



Hannah Phung and Hollie Bohun are engrossed in writing and editing their masterpieces in the Write On elective.

Write On, with Michael Panckridge

The students taking on the Write On elective get the chance to plan, write, edit and promote a narrative story. While six months sounds like plenty of time, they quickly realised the journey was more challenging than they first thought. They shared their ideas and delved into the writing process. While some students are fully immersed in the writing component, others are keeping up with the editing and even planning the look of their book cover, spine and rear cover.

While the publication of a “real” book is appealing, some are pondering an electronic or online version instead. There’s a wonderful range of genres: action and adventure, dystopian themes, some intriguing what-if scenarios and stories with sport as a central focus. The idea of the journey is also prevalent in many of the tales.

Hollie Bohun said she loved the Write On elective because it put the students in control. “Mine’s a fantasy-based story; it’s about a girl and her dragon.”

Hannah Phung has also been enjoying the creative elective. “It’s just really exciting, it’s like nothing I’ve really done before,” she said. “Mine’s a refugee story. It’s about this boy and his family, and they have to leave Vietnam because of the war.”



Students work on their novels in the peaceful sanctuary of the Middle School library.

Campbell House Redevelopment

By Sondra Wood, Head of Junior School, Campbell House

The community of Campbell House has certainly enjoyed an exciting beginning to the 2019 school year.

Our students, staff and parents have explored and experienced new surroundings. Our first Welcome Assembly for the year was held in our amazing new structure, Wayaperree. We reflected upon how grateful we are to be part of our community, especially in light of the redevelopment. This was epitomised in words from our Year 3 students Dominic Ho and Ramsay Van Elst, when they shared their understanding of our value “Respect with Grace”:

“A person who is using the value of Respect with Grace notices if someone is left out during learning and in the playground. They are collaborative. They have respect for other people and see their ideas as worthwhile. They listen to the voices of others and include the ideas of others when working together. It is more than what they do, it is how they do it.”

Last year our community speculated and became curious as we grappled with our landscape of change. The staff, parents and children observed what we had known as safe and familiar being taken away or moved. At times this was literally on the back of some very impressive dump trucks or large cranes, which provided hours of viewing times,

not only for the children. We all reflected and wondered what our new environment could look like and where we as individuals and as a group fitted within our changing landscape. Now it seems like overnight our beautiful butterfly, Wayaperree, has blossomed from its cocoon. From our perspective, speaking on behalf of the children and staff, each time we enter this building, we look up, around and feel amazed and grateful for our space – a place to meet and be together.

The official opening of Wayaperree, meaning “a place to meet”, was held on 27 February. As I listened to the sounds vibrating through the music of the didgeridoo during the service, I certainly felt gratitude and could not help but reflect upon our past, our present and the exciting future for Campbell House. With Geelong identified as a UNESCO City of Design, the opening gave us all goose bumps to see Wayaperree just as our architect John Wardle (OGC 1971) envisaged, full of Campbell House students and a place to meet for our community.

Now we look towards the excitement of what the next phase in our buildings will bring. With our foundations laid, the skeleton of the structure is taking shape and we are able to visualise more readily how our school is transforming into a centre for 21st-century learning splendour.



Geelong College Project Manager Brad Carr, Head of Junior School Campbell House Sondra Wood and Junior School teacher Emma Watters check on the progress of the Campbell House Redevelopment in Term 1.



Opportunities for indoor-outdoor learning will be seamless, with teaching and learning spaces designed around the piazzas of Reggio Emilia, Italy, reflecting this approach to learning. Children, staff and parents will come together and co-construct learning experiences, the true belief of our Reggio Emilia approach to education. Outdoor learning spaces have been intended to provide Nature Play spaces, where children will have the opportunity to learn through play, to be imaginative, curious and agile in our ever-changing world.

Areas have been designed to meet the individual and group needs of children, incorporating a sensory garden and individual equipment for children to feel safe, secure for exploration and fun. Flexible learning spaces indoors will feature facilities to inspire connections, supporting our children as global citizens.

Throughout the process of the redevelopment, our teaching staff have continued their own learning journeys, with the shaping of their pedagogy to facilitate the highest quality learning opportunities for all children, embedded within our College values.

Campbell House's official opening in 2020 will reveal a landscape reflective of The Geelong College's proud history within our community, as well as present learning experiences which embrace creativity and innovation for all learners through our environment, curriculum and pedagogy. All within a sustainable environment.



Landscapes of Change

**By Claire Bartlett, Deputy Head of Junior School,
Campbell House**

Our Landscapes of Change project, which began in 2018 with the provocation “what is change?”, has continued through into this year. We began 2019 with the provocation of “how does change affect identity?”. Staff were excited by our new question as we knew that it had scope to go deep and open avenues to explore our identity in different settings such as self, family, groups, school and communities. Educators documented the children’s responses and from their interpretation of the material, all of the year level projects have gone in different directions while maintaining common threads.

EL3 has looked at the connections with identity and image of self. Children looked at themselves as individuals, saw themselves in different ways and represented their image using a variety of materials. They discussed differences and similarities of everyone within the group. EL3B discovered physical changes and moved towards finding out about emotional changes and a sense of belonging. EL3A responded to different images of children from around the world. They have acknowledged Aboriginal culture by embedding it into their project through storytelling and music.

EL4’s project is centred around the question “where are we in the world?”. Students have been sharing their travel experiences and what they know about different cultures. They used Google Maps to look at the world and then zoomed into where we are in the world. The children then began to have a strong interest in mazes, incorporating mazes into their play and creating a collaborative maze. In Term 2, they extended on their understandings by going on an excursion to Barrabool Maze.

The Preps have explored their identity at school and how they learn. A visit from a bull ant, at the same time that “ant” was their word of the week, created a lot of interest. The Preps discovered that bull ants share some traits with humans and imagined the possible lives and identities of the ants living under our school at a time of change. The children have been guessing what it’s like for ants under the ground, especially for those who have the redevelopment happening right above them. The Preps worked in teams to design and create an ant colony within the learning space.



Lucy holding her sculpture which represents her identity, heritage and culture.



Nieve showing Mrs Bartlett the items in her identity box.

Year 1 students' understanding of identity is that "who you are" is so much more than just what you look like. The Year 1s created identity boxes and presented the boxes to their peers to help discover each individual's unique identity, ultimately resulting in the strengthening of relationships. Their project then headed in a scientific direction, looking at how animals change over time and how this affects their identity. For example, how a caterpillar changes into a butterfly.

Year 2s also created identity boxes and enjoyed sharing what helps shape their identity and who they are. "I am Arabic, my background is from Iraq. I can speak Arabic and Iraqi foods are kebabs. We celebrate Eid and we get lots of presents, we also celebrate New Year with my family," Deyar from 2A said.

In addition to this, they have been developing theories about "what is culture?" and recognised that there are similarities and differences between different cultures, while some cultures have traits unique only to them. The students were encouraged to attend Pako Festa to develop their understanding of the importance of embracing culture and celebrating cultural diversity. Parents and family members have been invited into the learning spaces to share their cultural background and what culture means to them. "A culture is being different; being different is awesome. Each country has its own unique way of having a culture, otherwise we would be the same and it would be so boring. What makes up a culture is dances, language, costumes, food, songs and celebrations." – 2A.

Year 3 started with the question, "how do we know who we are?". The children's responses included concepts such as experiences, your name, where you live, culture and personality. "Personality is who you are. It shapes out every second of your life. It makes you you," Abbey from 3B said. The project has evolved with a geography focus, titled "Stories of our Land". Students are investigating what is a city, country and continent, and the different cultures across these places.

Our Landscapes of Change project was part of the Arts Festival Learning Exhibition in May. Julie Bickett, Christie Barrett and I collaborated to use the project fodder to create a representation of our project. Acknowledgement must be given to our staff for providing such rich material for the exhibition.

This year has been a year of big change at Campbell House, and one of those changes has been the introduction of Houses from Prep. The House system is steeped in tradition and we were thrilled that our students would deepen their sense of belonging and their identity within a group. Students have been participating in House Connection events such as Meet and Greet, and History of the Houses. Once students learnt the history of their House, they brainstormed and discussed what their House should feel, sound and look like. Words such as brave, warrior, caring, strong and respect shone through. There is already a strong House spirit and it is evident that relationships across the school are strengthening.

Chaplain's Corner

By Dave Curnow, Senior School Chaplain

Students, staff and families from Junior, Middle and Senior schools come together each year for the Whole School Easter Service to celebrate the message that Jesus saves.

This year's message of Easter centred around two stories which explain the importance of being still and acknowledging that God, through Jesus Christ, is the saviour of the world today.

In John's Gospel in chapter 20:1-9, we learnt that Mary Magdalene looked for Jesus but his body was not there. The whole Easter message hinges upon the fact that Jesus saves and that he rose from the grave. The absolute Gospel truth is based upon this personal testimony of faith.

The second focus at our Easter Service was a commitment to be still as Christians. Once we have faith, it is important to reflect upon God's will in our lives. Christian meditation takes many forms and we can choose to reflect upon God's creation in many ways.

For some, being still can sometimes mean we are on the move in our own personal space, in nature or respectfully closing other people away. This is most evident at times when we worship and pray for global, regional and local communities, before finishing with the Lord's prayer or a time of silence.



Singers from the Junior School perform at the Easter Service.

John 20:1 – It was very early on the first day of the week and still dark.

Psalms 46:10 – Be still and know that I am God.

Many Christians have experiences which explain the existence of a Creator God and an acknowledgement of Christ the saviour. For example, Year 12 student Wamud Phillips sings a song from his Aboriginal community that relates to God the Creator and the message that Jesus saves. Wamud sings and rejoices through his first language, Kuwinjku.

The College has also been strengthening its community service program and aims for students to be able to develop a space at Uniting Narara to volunteer and care for the broader community. A group of 15 to 20 students have identified where they would like to volunteer and how they may be useful in a sensitive long-term commitment to others and the environment in which we live. It has been a time to be still and build a strong base to move forward. We look forward to continued fellowship and conversations about building stronger foundations and implementing these projects.

Go well always, God Bless.

The College community gathers on Main Oval at Senior School for the 2019 Easter Service.



The Summer of APS Sport

Geelong College students competed with great effort and attitude during the APS Summer Season. Our photographers captured these images of our athletes in action.

The Swimming season culminated in the APS Boys' and Girls' Finals nights at MSAC. The girls achieved more than 40 personal best times and there were many notable performances from the boys, who teamed up with Geelong Grammar. Romy Heard, Josh Wilkinson, Sophie Blackford and Grace Harris were picked to represent the APS on the back of their finals results. Meanwhile, our boys' divers came third (a new College record) and girls' divers came fifth, with members of both teams competing above their age group.

Our Girls' Tennis 1sts had an outstanding season, finishing second to Wesley College. Under the guidance of coach Evie Ivisic, both experienced and new players gelled together for an exciting season. Their boys' counterparts had a challenging season – the inexperienced side improved each week and finished with some nailbitingly close fixtures.

The College's Badminton top team put in a great effort this season to lose just one game – a highlight being defeating Carey Grammar 11 matches to 1, in under an hour. It was a great farewell to the eight Year 12s in the team. The tightknit girls' badminton team made big strides on the court, crediting their coach Kenneth John for turning their weakness of footwork into their strength.



Our young 1st Cricket side was driven to work hard since training began in September 2018, and their efforts paid off with two wins, two draws and some fantastic individual performances. Liam Blackford had an incredible season with the bat and was subsequently picked as an APS representative, while Sam Geary and Josh High were a threatening opening bowling partnership.

The College's three Softball sides enjoyed successful seasons, especially the senior team, which finished with just one loss. Their best game was a 21-1 win against Geelong Grammar School, where Ciara Philpott, Jacinta Padanyi and Laura Ryan were named in the top players. The Junior B team also scored a 21-1 win against Wesley College.

An intensive and positive Rowing season ended with our girls' and boys' 1st Vllls travelling north to compete in the nationals. Highlights included a bronze medal in the U19 Women's Coxed 4s, comprising Eliza Gross, Lilly Tierney, Amy Thornton, Holly Lazarus and Kate Dowling; and a fifth placing in the Schoolgirls Coxed 8 in their fastest time of the year. Douglass Bell and Will Rees won their Coxless Pair B Final, while our U19 Men's Coxed 4s narrowly missed out on an A Finals medal.



Boarding Life

Activities Program the Way To Go!

**By Gareth Gilby, Head of Boys' Boarding,
and Leigh Knight, Head of Girls' Boarding**

There's no time to be bored when you're a boarder! Whether whizzing down the Tornado or Aqua Racer at Adventure Park, "hanging ten" on a curling right-hander at Urquhart's Bluff, or enjoying a home-made double scoop of strawberry ice cream and chocolate fudge at the Great Ocean Road Chocolate Factory, the Boarding Activities program offers something for everyone.

This program is designed to allow our boarding students an opportunity to get away from the school environment and socialise with their peers while enjoying fun, new experiences. Every second Sunday during term time, there is a boarders' activity or outing planned. It is incredibly important as a vehicle for students to build relationships with others (including staff), as well as build self-confidence and resilience in themselves. Some of the activities require the students to take themselves out of their comfort zone and try things they may have never done before. The tree surfing and zip lining activities take some courage and it is often the encouragement from others that provides the extra motivation to step off. The yum cha outing to China Town in Term 2 is always a favourite, with students inspired to try foods that they may not have eaten before and enjoy the vibrant, colourful surrounds that China Town offers.

Every year we also participate in a cultural outing, usually to one of Melbourne's beautiful theatre venues. Last year we enjoyed a mid-week sojourn to *The School of Rock*. We have an amazing array of talented musicians and thespians in our boarding houses and it is fabulous for them to have the opportunity to share their love of music and the arts with others in boarding. It is equally as important that others less familiar with musical theatre have the opportunity to appreciate the immense skills and talents of both local and international performers to broaden their minds and experiences.

As part of the program, the boarders also run a social service charity brunch to raise money for a chosen cause. Not only does this bring the wider boarding community together, but it also raises awareness around issues in our community. The students take responsibility for organising and running this event. It requires leadership, organisation and effective communication skills to motivate their peers and put this event together.

Other activities enjoyed throughout the year have included, but are not limited to, go-carting, Christmas shopping in Melbourne, Bounce trampolining, a beach day in Lorne, indoor rock climbing, stand-up paddleboarding and ice skating. It is always pleasing to see students mingling with others whom they may not regularly socialise with. The more our students understand each other, know each other and interact with each other in a positive, safe environment, the more respectful and cohesive the boarding community will be. The Boarding Activities program certainly helps achieve this.





Guillermina Ulloa with Connor Liu and Xavier Zeytoun-Millie at the 2018 International Students' Lunch.

Farewell, Guillermina Ulloa

Guillermina Ulloa was hired at a time when the College was undertaking a large cultural change by endeavouring to increase its diversity and enhance the opportunities that came with accepting students from off-shore. Having students arrive from our Asian neighbours and those from further afield meant that we were lacking in knowledge of their cultural aspects. Since 2008, Ms Ulloa's role has been to support the cultural and linguistic transition for international students into the life of College and to facilitate their academic success.

Ms Ulloa's personal and professional background has enabled her to gain some insights into many cultures. She has travelled to and studied in many countries over her lifetime. She has a remarkable knowledge of many different languages and her empathetic nature has been a key part of her becoming "mother hen" to our international family. As well as working effectively as an EAL support teacher, she has undertaken other roles such as sports coach, and coordinating programs in distance education language, refugee and Local Connections. The highlight of each year is always International/Harmony Day, providing a broad scope of activities to promote and acknowledge the positive outcomes of international diversity and inclusiveness on a global, national and local scale.

Her interactions with parents, guardians and staff have always been positive, professional, welcoming and encouraging. There would be few within the staff that have not had a chat with Guillermina. I will certainly miss Guillermina; her background is fascinating. Her working life started in Chile and it's remarkable that she finishes it at The Geelong College. In her resignation letter she said, "it has been a privilege to be part of such a fine school and the positive programs that have seen so many of our students go on to enjoy successful outcomes in their lives". However, I feel that the College should be privileged to have had Ms Ulloa as a staff member.

Patricia Clark

Boarding Events

Boarders' Welcome

Wednesday 30 January

Our boarding families and students started the school year together with dinner in the Dining Hall. It was a chance for our boarding community to get to know one another in a relaxed setting.



Garden Party for Boarding and Family Networks Parents

Saturday 16 February

Principal Dr Peter Miller and his wife Naomi hosted our boarding and Family Networks parents at their residence on a Saturday afternoon. The Family Networks program links new boarding families with those of local day students.



Boarders' Family and Friends Day

Sunday 17 February

Boarders and their families gathered for a day of social sports and a picnic lunch.



Geelong's First Junior Mayor

By Jennifer Chiu, Publications Coordinator

Year 10 Geelong College student Josie Horne has made history by becoming the City of Greater Geelong's first Junior Mayor.

Josie was voted in by her peers on the Youth Council during the group's induction at City Hall on Monday 18 February. Mayor Bruce Harwood (OGC 1978) then visited the College the following day to congratulate Josie and give her the chance to wear the City's historic mayoral robes and chain.

"I'm going to be working alongside the Youth Council to work and engage with young people in the region to implement strategies and recommend projects which the Geelong City Council can implement in future," Josie said.

"We work to find out what young people in the region want, and then we'll suggest projects which we think will be the most effective in targeting these areas.

"Some key topics that we want to combat as a group include environmental sustainability around Geelong, including how businesses can be sustainable and how we can manage population growth; also safety throughout central Geelong especially – make sure everyone feels safe at all times regardless of who they are or what they believe in."

Josie, who's one of three Bellarine Ward Youth Councillors, will appear before Council four times this year to present the Youth Councillors' findings and recommendations. She will also carry out mayoral duties such as attending official functions and acting as the group's spokesperson.

Year 7 student Lulu Joske was also selected for the Youth Council. Youth advisory groups within Geelong's wards elected the youth councillors.

Josie became interested in the Youth Council after reading about the opportunity in a newspaper. "I never really knew there was a platform for young people to express their views, and the fact there was a platform really inspired me to go for the role."

She said being on the Youth Council had opened her eyes to a potential pathway as a councillor or politician, and she was also interested in studying law.

She is picking up new skills, such as chairing a meeting, being organised and communicating clearly with a broad range of people, as well as adjusting to her responsibilities as a council representative. "I was just thinking as an individual but now I'm representing a group," Josie said.

"It's been both exciting and nerve-racking."

Mayor Harwood said Josie was "extremely passionate" about our region. "So I'm sure she'll be an excellent leader of this group. We're looking forward to hearing the ideas of all 12 Youth Councillors and building them into initiatives that will help us achieve our clever and creative vision, and the goals set out in our council plan," he said.



City of Greater Geelong Mayor Bruce Harwood (OGC 1978) with Junior Mayor Josie Horne (Year 10), who's donning the city's historic mayoral robes and chain. Scan the QR code above with a smartphone camera or app to see more from our interview with Josie, or type <https://youtu.be/3G8d-DtpVxQ> into your web browser.

Colour Fun for the College Community

By Nicole Roache, Marketing Manager

The inaugural Fulfilling Lives Colour Dash, the brainchild of Head of Senior School Simon Young, was a fantastic day for the College community. Mr Young advocated strongly for the event, even getting showered with colour by a group of Prefects at assembly, in a suit. When this video hit social media, the Colour Dash was always going to be a success.

The Main Oval at Senior School was a sight to behold on Sunday 24 February, as hundreds of children of all ages, and the occasional dog and adult, were showered with colour for a cause.

Groups of Prefects threw handfuls of coloured powder at the runners as they ran, jogged and screamed to each station. It was a short course, so the runners had plenty of opportunities to dash through the colour, layering green on blue, on red and purple. There were plenty of coloured clothes, faces and smiles by the end of the morning.

Along the side of the oval were refreshments such as sausages, cakes, Zooper Doopers, lollies and drinks to keep the energy levels high, and there was a coffee cart for the observers.



At the end of the dash, there was a lone man with a leaf blower, blowing the leftover powder from the pristine grass. By the next day, you would never have known it had happened. It was, of course, Mr Young.

The Fulfilling Lives Colour Dash raised funds for the communities visited during the Year 10 Fulfilling Lives program, in South East Asia, Central Australia and Arnhem Land.

It certainly was a colourful day for all involved and we look forward to the next one!



School Activities



The College's Enviro program was featured on ABC TV's Gardening Australia in March, after chef Paul West filmed the segment with students last year.

Scan the QR code to watch the episode on ABC iView.



Years 2 and 3 students learnt about sustainability through ResourceSmart Schools, including how to make music out of "trash".



Wayaperree was filled with colour and music as the children in Campbell House celebrated Chinese New Year.



Parents and Middle School students worked together to serve pancakes to children from Prep to Year 8 on Shrove Tuesday.



About 30 Year 9 students took on the Geelong Science and Engineering Challenge at Deakin University, coming fourth overall.



The Years 5 and 6 AFLW team enjoyed a special visit from Geelong Cats AFLW player Nina Morrison.



Senior School students went green for action on climate change in March, raising money for AgForce to aid flood-affected farmers in Queensland.



Donovan Shier from Year 8 helps Year 1 student Dennis Baek during a noodle race in the Junior School Swimming Carnival.



Early Learning 4 children visited Barrabool Maze to further explore their growing interest in directions, signs, symbols, maps and mazes.



Students on the Europe Revolutions History Tour paid their respects to those who fought in the First World War.



Shannon House Captains Nick Delaney and Georgie Roderick accept the House Cross Country trophy, which adds to Shannon's House Swimming cup from February.



Nicholas Conway, TIC Football Tom Hodge and Joey Nagle at GMHBA Stadium ahead of the 1st Football Team's match against Geelong Grammar School, which was a curtain raiser to a Geelong Cats AFL match.



Junior School students explored the history of their respective Houses – Bellerophon, Pegasus, Minerva and Helicon – while bonding with others in their House.



Junior School students learnt about Lent at Chapel and were encouraged to consider what they could do to make the world around them a better place.



The Carji Greeves Club and the College unveiled a new electronic scoreboard at the Senior School Main Oval in April.



The Year 6s helped make the 500,000th sandwich for Eat Up Australia, a charity that provides nutritious lunches for disadvantaged children.



Twenty boys and three staff embarked on a music tour of New Zealand, performing more than 10 times in six days.



Year 6 students enjoyed an African drumming workshop as part of their World Music unit.



The College hosted a saxophone masterclass with University of Melbourne lecturer Joseph Lallo. Students from Middle and Senior School attended, along with students from six other local schools.



Our Aboriginal and Torres Strait Islander students took part in a special Welcome to Country and tour of culturally significant sites with Traditional Owner Corrina Eccles.

Staff Departures

Marg Ryan



We farewelled a very special member of our Geelong College community, Marg Ryan, in Term 1. Marg worked in the Learning Support Team across Junior School and Middle School, as well as in After School Care and Early Learning. She was committed

and passionate about each of her roles and was a terrific support to staff, students and teachers.

During her 24 years' service with the College, Marg left her footsteps on the hearts of many whom she worked with: staff, family members and especially students. Her caring and compassionate nature supported classroom teachers to ensure that the highest quality learning environments were created to ensure each student's needs were met. Marg supported an inclusive learning environment. With more than 30 past and present members of our community attending Marg's retirement morning tea, colleagues reflected on her kindness and dedication. We wish Marg well in her retirement as she spends more time with her children and 11 grandchildren.

Sondra Wood

Jo Young



We farewelled Jo Young from the Senior School student administration office at the end of 2018. Jo began her career at The Geelong College on 15 January 2001, working for Margaret Lethbridge (Head of Senior School – Welfare) in the office with Roger Smith (Head of Senior School –

Curriculum) and Florence Tan. Jo's role involved looking after attendance/absentees and support for Heads of School, Heads of House and teaching staff. She organised and assisted with various student events, as well as Prefect selection; looking after sick students; completing meeting schedules; writing up countless meeting minutes with her superior shorthand skills; and preparing and editing references, bulletin pieces, students' newsfeeds, orientation programs, and staff and senior school handbooks.

She has been the uniform police, collecting and returning countless jewellery items, providing hair ties to girls and facial shaving products to boys, and the list goes on. She is kind, knowledgeable, capable and an incredible wordsmith. Her phone manner is impeccable, and she greets guests and families with warmth and care. We thank her for her commitment to the school and wish her the very best in retirement and all the wonderful opportunities this will bring.

Kirsten Van Cleef

The Friends of College

The garden of Freeman House, the Principal's residence, provided a lovely setting for the launch of Friends of College in late February. Among the guests of Principal Dr Peter Miller and Naomi Miller, were members of Council, OGCA, and "Year 13" parents who enjoyed the opportunity to share some of the exciting university and gap year plans of their children, as well as catch up with friends from the year group.

For many parents, the connection with College continues beyond their time at school with numerous friendships and memories forged through their active involvement in the life of the school. It is a large network of people, represented by nearly 6,000 former parents, staff and Morongo Old Collegians. The relaunch of Friends of College endeavours to reconnect with this large network, providing news and information about College programs as well as invitations to a wide variety of events throughout the year.

If you would like to become a Friend of College and receive invitations to some of College's annual events, please register online by sending an email to foundation@geelongcollege.vic.edu.au or contact Naomi Miller directly at naomi.miller@geelongcollege.vic.edu.au for more information.

Save the date! Friends of College are warmly invited to attend these events. Details to follow.

The Geelong College Foundation Concert

Costa Hall, Friday 2 August

Morongo Old Collegians' Lunch

Dining Hall, Saturday 12 October

VCE Art and Design Exhibition

Keith Humble Centre, Tuesday 22 October – Friday 1 November

OGCA Staff Cocktail Party

Wayaperree, Campbell House, Friday 8 November

Senior School Production

Thursday 12 – Saturday 14 September

The Geelong College Foundation Golf Day

Barwon Heads Golf Club, Friday 22 November

Senior School Christmas Service

Monday 9 December



Foundation President's Report



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



Many of you would remember Fred Elliott (OGC 1941), a distinguished past College teacher who sadly passed away in September 2018. Fred and his late wife Margaret wished to remember the College in their wills and the Foundation was privileged to be the recipient of a bequest from Fred's

estate. This generous gift and many others from College community members go towards assisting students and will have a lasting impact on their education. Every bequest makes a difference to the quality of education and facilities we can offer our students.

The Geelong College Foundation was also generously supported in 2018 by many donors who gave during our Annual Giving campaign, raising almost \$100,000 for scholarships and building projects. This remarkable achievement would not have been possible without the committed support of many in the College community and I would like to take this opportunity to thank those donors and our Foundation Members for their ongoing generosity.

I encourage all members of the College community to consider making a gift to this year's Annual Giving project, the refurbishment of the House rooms under Morrison Hall. For more information on how to give, you can go to the Foundation webpage: <https://gnet.geelongcollege.vic.edu.au/donation/house>

We are pleased to announce the recipient of The Morongo Award for 2019 is Pip Walpole. The award is presented to an outstanding Year 11 student entering Year 12 who has a family relationship with a past Morongo student. This award is made possible by the generous support and spirit of Morongo Old Collegians, who we continue to enjoy a close association with and include as part of our College community.

Foundation Members were treated to a lovely luncheon and a tour of the newly refurbished Morrison Hall and Cloisters classrooms by the College Co-Captains in March. The lunch was "flash mobbed" by the Pegasus Singers, who sang a fabulous rendition of ABBA's *Super Trooper* as a surprise.

This year's Foundation Concert will be on Friday 2 August and is the most significant opportunity for our students to share their passion and musical talent. This year we will have new inclusions alongside old favourites as the concert receives a makeover. Dr Phillip Bohun, the new Director of Music, is working hard with students and staff to present a spectacle of music, lights, colour and movement, and we look forward to sharing this with you.

The Foundation's Fyansford property has been re-leased for a three-year period for cropping activities, while maintaining access to the land for educational activities as was previously the case. Much of the poor internal fencing has been removed and cultivation will assist in weed control. We will continue to monitor progress on the City of Greater Geelong's Northern and Western Geelong Growth Areas Framework Plan.

Each year the Foundation allocates funds to a project of the Principal's choosing. Last year's project was to upgrade the Mackie Oval path prior to Term 1 this year. The upgrade enhances the function and appearance of the area around Mackie Oval, linking the boarding houses to the central area of Senior School.

Foundation activities for the rest of this year include the Foundation Concert, annual tree planting day at Fyansford on 28 July, and the Community Golf Day in November. The board encourages current and past parents, Old Collegians and Friends of College to join us for at least one, if not all, of these Foundation community events.



Foundation Board members, top row, Cam Emerson, Sandy Hutton and Scott Chirnside; bottom row, Lauren Betts, Suzanne Mockridge, Richard Carr and Julie Cole. Absent: Andrew Cameron.

Foundation Members' Luncheon

Thursday 21 March

1. College Co-Captain Oscar Illingworth led Foundation Members on a tour of the Senior School
2. Nick, Michael, Kerry and Lauren Betts
3. Foundation Members visited upgraded Cloisters classrooms and saw a class in action
4. The Pegasus Singers, led by Director of Music Dr Phillip Bohun, surprised guests at the Foundation Lunch by performing an ABBA song
5. Lynne Dowling and Robert Ingpen



Your generosity makes a difference.

In 2018 the College community generously donated over \$96,000. We want to sincerely thank all our donors for joining with us in making the College one of the best in Victoria.

With these gifts we have restored four of the Cloisters classrooms creating modern learning spaces, established Pegasus General Excellence Scholarships for students who would otherwise be unable to attend the College, and we have made significant steps to raising the capital required to establish an Indigenous Scholarship in the name of former student and activist, Dr Bill Williams. The Mackie welcome upgrade, again funded by gifts from the 2018 campaign, will be complete over the next holidays, and we look forward to sharing with you, the changes to the foyer and duty office, which will make Mackie far more welcoming for residents and visitors alike.

Following on from these successes in 2018 we would like you to consider a gift to our exciting 2019 projects. Please see the last page for more details.

Thank you for your consideration.



ANNUAL DONOR LIST

We wish to sincerely thank everyone who generously donated to the College in 2018. These gifts have helped young people who wouldn't have otherwise been able to study at College through the Pegasus Scholarships and the Regional and Rural Boarding Bursaries. Your gifts have also supported building works, with nine Cloisters classrooms to be refurbished by the end of 2019, and an updated reception area in Mackie House.

These projects would not have been possible without your support. We encourage all community members to consider supporting our 2019 Annual Giving Campaign - see page 58 for further details. If you would like to discuss supporting the College with a bequest or gift of significance, please contact Associate Director for Advancement Peter Moran on 03 5226 3194.

Mr B A Aker - CP
Mr J G & Mrs H Anderson - PP
Mrs M R Beith
Mr D R & Mrs S E Blight - CP
Mrs M Brumley
Mrs I Cameron
Mrs J V Cameron - PP
Miss L Cameron (dec)
Mrs M J L Champness (dec) - PP
Miss J K Chiu - Staff
Dr J B Clark - PP
Dr O M Coltman
Mrs P M Craig
Dr C Darby - PP
Mrs W Dimmick - PP
Dr D J & Mrs L M Dowling - CP, PP
Mr G L & Mrs K L Goldsworthy - PP
Ms H Goode & Dr L Drysdale
Dr S M Gould - PP
Miss C M Gray
Mrs J M Guerin - PP
Mr S J Guthrie - PP
Mr B L & Ms K N Hayes - FP, CP
Mrs J I Henderson - PP
Mr R M Holding - PP
Mr K Horsburgh
Mrs J Humble
Dr B M & Mrs H Jenner - PP
Mrs H Jenner - PP
Mr E Kennon - PP
Mr L D & Mrs E Langley - PP
Mrs M H Lethbridge - PP, Past Staff
Mr P Livingston
Mrs B Maclean
Mr B Marin
Mr G J & Mrs F T Matlock - PP
Dr P D Miller - CP, Staff
Mrs M E Nall - PP
Mr M E & Mrs N Neagle - PP
Dr C Nelson & Mr V H Goy - PP
Dr J R & Ms J M Nelson - PP
Mr J G & Mrs S J Parker - PP
Mr Z Qin - FP, CP
Mrs M Rawlings
Mrs S E Reilly - PP
Miss J Rentoul (dec)
Ms N L Roache - Staff
Mr J R Rose - PP
Mr P C Rufus
Mr S A & Mrs M J Schaub - PP
Mr R N Smith - PP, Staff
Mr R Tate
Mr A R & Mrs J B Taylor - CP
Mrs N Telegin - PP
Mr G Toner
Dr P C Turner - Past Staff
Mr M J Walsh & Ms S A I Legoe - FP, CP
Ms S Wareham
Mr D C Watson

Mrs J Watson - PP
Mr A H Williamson - PP
Mr J M Wilmot - PP
Dr J & Mrs S Woods
Mr G & Mrs H Work
Dr C J & Mrs R L Yeaman - CP

OGC - 1930s

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

OGC - 1940s

Mr C S Baird - OGC 1946
Mr R G Brown - OGC 1940
Mr J T Cameron - OGC 1941
Mr N G Cameron - OGC 1942, PP
Mr J D Colvin - OGC 1947
Mr T S Dennis - OGC 1949, PP
Mr R L Falconer - OGC 1947
Dr K H F Fargher - OGC 1942
Mr A J Holmes - OGC 1948
Mr G A A Hooper - OGC 1948
Mr I C Howden - OGC 1946
Mr W H & Mrs A Huffam - OGC 1944, PP
Dr M S John - OGC 1949, Past Staff
Mr B W Lewis - OGC 1941
Mr R W Purnell - OGC 1944, PP
Prof G G Quail OAM - OGC 1947, PP
Mr J W Rowe - OGC 1946
Mr I G I Sides - OGC 1948
Mr K W J & Mrs A E Thomson - OGC 1949
Mr G H Wallace Smith - OGC 1946
Mr D L Worland - OGC 1945, PP

OGC - 1950s

Mr G L Barber - OGC 1950, PP
Mr K S Barber - OGC 1953
Mr A G Brebner - OGC 1952
Mr H A Campbell - OGC 1955, PP
Mr R A Fraser - OGC 1958
Mr S J K Gibson - OGC 1955
Mr A G S & Mrs D Gray - OGC 1959, PP
Mr D W M McCann - OGC 1954, PP
Mr R G McKenzie - OGC 1954
Dr S J Miles - OGC 1957
Mr I D Morrison - OGC 1952
Mr R C W Pyper - OGC 1952
Mr R K Robson - OGC 1959, PP
Mr F W Russell - OGC 1950
Mr D R Seller - OGC 1952, PP, Past Staff
Mr A P Sheahan AM - OGC 1959, Past Staff
Mr G R Smith - OGC 1959, PP
Mr T W Sproat - OGC 1955, PP
Dr A J Vigano - OGC 1958
Prof D G Williamson - OGC 1959

OGC - 1960s

Mr S M Anderson - OGC 1963
Mr R J Asplin - OGC 1960
Mr D S Barkley - OGC 1964, PP
Mr M J & Mrs R M Betts - OGC 1965, PP
Mr P N Cameron - OGC 1968
Prof T R & Mrs C Carney - OGC 1960
Mr S J H & Mrs J A Cole - OGC 1963, PP
Mr B G Fagg - OGC 1966
Mr K A Fagg OAM - OGC 1969, PP
Mr K S Fletcher - OGC 1963, PP
Dr D H Hooke - OGC 1964
Mr N A Kearney - OGC 1969
Mr D F Koch - OGC 1964, PP
Mr C M & Mrs M Malkin - OGC 1961
Mr D G A Malseed - OGC 1963
Dr C B Olsen - OGC 1968
Prof D T Runia - OGC 1965
Mr I F Sayers - OGC 1965
Mr P J S Young - OGC 1968, PP

OGC - 1970s

Mr J C Braithwaite - OGC 1979
Dr A M Brown - OGC 1978
Mr R V Brown - OGC 1972
Mr A M C Cameron - OGC 1978, PP
Mr R G Carr - OGC 1973, PP
Mr B T Fenner - OGC 1972
Mr R K Forsyth - OGC 1972, PP
Mr W R Hunt - OGC 1971
Ms R J Hutchinson - OGC 1979
Mr J A & Mrs K Hutton - OGC 1973
Dr A H Kelso - OGC 1972
Mr A J Ledoux - OGC 1979
Mr A J Light - OGC 1979
Mr D G M Llewellyn - OGC 1972
Mr J D & Mrs S McKenzie - OGC 1971
Mr B J Mellor - OGC 1970
Mr S S Monotti & Ms D B Mann - OGC 1978, PP
Mr T D G Neilson - OGC 1978
Mr J B Richardson - OGC 1972
Mr R P Vickers-Willis - OGC 1977
Mr D A Williamson - OGC 1972

OGC - 1980s

Mr A P & Mrs F J Balaam - OGC 1983, PP
Ms A C Graham - OGC 1987
Dr J L Hay - OGC 1982
Mr N Macleod - OGC 1981
Mr J B Mawson - OGC 1983
Mr K Ng - OGC 1987, FP, CP

OGC - 1990s

Mr S M Cosgriff - OGC 1992
Dr P E Johnstone - OGC 1994, CP
Ms T N Joske - OGC 1990, CP
Mr P A Mishura - OGC 1992
Mr J M Oxley - OGC 1999
Mr C Politis - OGC 1990

The Impact of Giving

By Jennifer Chiu, Publications Coordinator

The generosity of Old Collegians inspired Class of 2018 student Andrew Duan to take his College experience “with both hands”.

Andrew, the recipient of the Philip Hall Scholarship, was one of the select group of Victorian students who achieved the highest possible ATAR of 99.95 last year. Not only was he an academic high achiever, he also made the most of the opportunities on offer at the College by taking part in music, debating and leadership roles.

“The knowledge that my education at the College has been crucially supported and even made possible by this scholarship has encouraged me to take it with both hands – to make the most of the rich opportunities, small and large, offered by the College in both academic and co-curricular domains and to partake in my studies with conviction and enthusiasm. For this I am truly grateful,” Andrew said.

“Moreover, the scholarship has allowed me to appreciate the strong sense of community in the College and the pivotal role it plays in the educational experiences of us students. This has driven me to give back to the community through leadership roles and miscellaneous opportunities (for example, tour guiding), as well as seeking to be a positive and committed member of the community at all times – indeed, kindness and respect to make an incredible difference.”

Scholarships and bursaries funded by generous College community members such as Philip Hall (OGC 1936) and Dr George Tippet (OGC 1940) opens the College gates to worthy students who wouldn’t otherwise be able to attend.

“Without this assistance, I would not be the person I am today and it has shaped me and offered me a lifetime of memories and opportunities unlike any other school,” Keeley Troop (OGC 2018) said.

“Without Dr Tippet’s bursary, I would have never been able to travel to Vietnam with the Fulfilling Lives program and witness firsthand how our assistance and hard work can impact those in a less fortunate community. This trip was extremely eye-opening for myself and those around me and getting to live amongst those in the village was something I’ll never forget, and a feeling I’ll never be able to recreate,” she said.



Keeley Troop’s (OGC 2018) visit to Vietnam as part of the Year 10 Fulfilling Lives program was made possible by the George Tippet Bursary.

Both Andrew and Keeley spoke glowingly about their time at College. “Not only have the academic programs and extra-curricular opportunities been outstanding but I have also met many amazing people (some of whom, I know, would not have attended this school had it not been for scholarships) who have given me great support and inspired me to be kind, diligent, resilient, loving and, most importantly, courageous,” Andrew said.

“Whilst not every day was easy and not every test result was what I aimed for, all the bumps in the road made me a better, stronger person and it’s all thanks to the amazing staff and students I received constant support from since 2013. I will never forget my time at College and the lessons I learnt (both in the classroom and beyond), the amazing people I met and the activities I participated in and I have Dr Tippet to thank for changing my life completely,” Keeley said.

If you are interested in supporting our Scholarships Program, please contact Peter Moran, Associate Director for Advancement, on 5226 3194 or peter.moran@geelongcollege.vic.edu.au



2018 College Dux Andrew Duan with his mother Minnie Cai at the final day of Year 12 celebrations.

From the Archives

By Con Lannan, College Archivist,
and Jennifer Chiu, Publications Coordinator

Several notable members of The Geelong College community have been portrayed by renowned artist Robert Hannaford, including the most recent addition of College Chair Dr Hugh Seward AM (OGC 1966) this month.

The subjects of Hannaford portraits include Dame Joan Sutherland, Sir Donald Bradman and former Prime Ministers. In this *Ad Astra*, we look at the previous Hannaford portraits at the College.



Rev Dr Alexander J Campbell (1815-1909)

Location: Alexander Campbell Room

Rev Dr Campbell, a Presbyterian minister, chaired meetings of the first Geelong College Committee. He was immensely important in the foundation of the College. A missionary from Edinburgh, he

arrived in Geelong to become an assistant at St Andrew's Church, Geelong. He was the first minister of St George's Church. After his retirement from St George's, he published "Fifty Years of Presbyterianism" and was the first President of the Council of Churches.



Desmond Drewitt Davey OAM (1920-2008)

Location: Davey House

"Des" Davey began his teaching career at the College in 1943. After six years as Scots College Headmaster, Des returned to the Geelong College in 1956 to teach languages. He became Vice-

Principal in 1958, then Deputy Principal and Director of Studies in 1972-73. Des was awarded an OAM in 2006 for his services to education as a teacher and principal, and through contributions to professional organisations. Davey House is named in his honour.



Edward Keith Doery (1927-2005)

Location: Davey House

Keith Doery was a College Council member for 26 years, serving on the Finance, Planning, Nomination and Education committees, and as Vice-Chairman for 17 years. He was elected a College Life Governor in 2000. He was also

an Albert Bell Club member, Old Geelong Collegians' Association President and Fellow. Keith Doery was also dedicated to advancing independent education, as a board member of the Association of Victorian Independent Schools Association and trustee of the Combined Schools' Superannuation Fund.



Garnet Stewart Fielding (1935-2017)

Location: Dining Hall

Garnet Fielding served on the College Council (1979-96), becoming Deputy Chairman in 1980 and Chairman from 1981. He was appointed a Life Governor of the College in 2003. He led the

College Council when it became incorporated; formally adopted a Coat of Arms; established The Geelong College Foundation; and appointed Dr Turner as the first female APS School Principal. Numerous building projects were completed during his term, including the Noble Street Wing which was subsequently named after him.



Rev Ewen Charles McLean (1913-1998)

Location: Davey House

Rev Ewen McLean was a boarder from 1930 to 1931 and a College teacher from 1940 to 1978. He was Preparatory School First Assistant until 1953. He was ordained as the College's first full-time Chaplain

in 1954 and he sought to expand the religious life of the school. He became Calvert's Housemaster in 1966 and Registrar in 1970. After retiring in 1979, he continued a close association with the school, taking charge of its archives in an honorary capacity. McLean House was named in his honour in 1980.



**Donald Geoffrey Neilson AM
(1929-2018)**

Location: Dining Hall

Geoff Neilson was a respected business and community leader, who was highly valued in the development of Deakin University, The Geelong College, Marcus Oldham College and Morongo

Presbyterian Girls College. Geoff Neilson attended College from 1935 to 1947 and later became OGCA President. An OGCA Fellow and College Life Governor, he joined the College Council in 1960, serving as Chair from 1978 to 1980, and was the College Foundation President from 1990 to 1993. The school's accounting and Year 11 academic performance prizes are named after him.



**Dr Pauline C Turner BA(Hons),
LittM, PhD, AMusA, MACE**

Location: Dining Hall

Dr Pauline Turner was College Principal from 1996 to 2012. She was the founding Coordinator of Languages Professional Development of the Association of Independent Schools in NSW and

chaired the Board of Studies Committees in NSW. During her time as Principal, Dr Turner was a member of the Deakin University Council, including two terms as Deputy Chancellor. She was also a Marcus Oldham College board member, Geelong Performing Arts Centre trustee, and Chair of APS Heads. In 2001, she received a Centenary Medal for service to society and higher education.



Paul Andrew Sheahan AM

Location: Dining Hall

Paul Sheahan was the College Principal between 1986 and 1995, having attended College from 1956 to 1964. He was College Captain in 1964. After his studies, he worked in schools in Victoria, Adelaide and England before returning to the

College as Principal. Paul played 31 Tests and three One Day International cricket matches for Australia, retiring at the age of 27 to focus on his teaching career. He is a life member of the Melbourne and Marylebone cricket clubs, and was awarded an AM in the 2014 Australia Day Honours.



Alan Henry Williamson

Location: Dining Hall

Alan Williamson was College Council Chair from 1997 to 2006, having joined the Council in 1992. The College made many significant advances in his time as Chairman. He played a crucial role in the College's pursuit of an outdoor

education facility, resulting in the acquisition of Mokborree in the Otways in 2006, and he was dedicated to improving the College's educational offering. He also convened the first College Carnival Committee and chaired the capital campaign to raise funds for the Keith Humble Centre for Music and the Performing Arts.



**Dr Peter Nelson Thwaites OBE
(1917-1984)**

Location: Dining Hall

Dr Peter Thwaites was College Principal from 1960 to 1975 and founding Chancellor of Deakin University from 1978 to 1982. He chaired the Headmasters' Conference of Australia and the

National Council of Independent Schools, as well as being a member of the Headmasters' Conference of Great Britain and the Council of La Trobe University. His service to education were recognised with an OBE in 1977. The Northern Wing at Senior School was named the Thwaites Wing in 1983 in his honour.

More information for each portrait subject can be found at our online Heritage Guide: <http://gnet.geelongcollege.vic.edu.au:8080/wiki/HANNAFORD-Robert.ashx>

OGCA President's Report



By Thane Joske (OGC 1990), OGCA President

The Old Geelong Collegians' Association has enjoyed a tremendous start to 2019!

In February, the 2018 Leavers' Function was held again at The National in Moorabool Street and was a great success. The Old Geelong Sporting Club had a successful recruitment drive on the night, with a number of leavers expressing interest in joining the club, which currently includes football, netball, cricket and tennis teams for alumni.

In March, the OGCA hosted reunion events for the 2009 and 1979 year groups. Both events were extremely well attended.

Director of Advancement and Community Relations Mike Howell, together with Principal Dr Peter Miller, hosted an event at the Murray hotel in Hong Kong, which was attended by a mix of OGCs and past and current parents.

The OGC vs OGG annual golf day was held on 8 March, with 120 people gathering at the Barwon Heads Golf Club. The Old Grammarians won the day by a very small margin, with Andrew Kelso (OGC 1973) achieving the best score for the OGCs.

The Head of the Schoolgirls (HOSG) regatta weekend provided an opportunity for the OGCA to host a marquee for alumni, parents, friends and supporters of the Boat Club to cheer on the 20 Geelong College girls' crews competing on the day. More than 100 people attended, including guests Michelle Quigley (OGC 1973), 1992 HOSG winner Anna Spurling (OGC 1992), and Olympians Phoebe Stanley (OGC 2003) and Jennifer Cleary (OGC 2011).

The Albert Bell Club hosted its annual dinner the night before the HOSG regatta, with significant representation across the various decade rowing crews, in particular the



OGCA President Thane Joske with Nick Betts at the OGCA Leavers' Function.

Girls' 1st 8+ from 1999. You can read more about that event on page 44.

The OGCA Committee is developing what is expected to be an exciting and exclusive social events calendar, the OGCA Social Series. As Old Collegians, we connect as year groups, as decades and as friends. Thanks to the OGCA Social Series, we will also be able to connect via events where we share similar interests.

The OGCA's mentoring and social media site geelongcollegeconnect.com continues to strengthen and deepen relationships with alumni, with almost 1,800 registered users and more than 70 percent of them willing to help and/or mentor. A new and improved version of the site was launched in February this year. Join our growing community on geelongcollegeconnect.com

In 2019, the OGCA Committee continues to work towards our goal of engaging and connecting with both current and past students. We welcome your feedback. Please email communityrelations@geelongcollege.vic.edu.au



Classmates from the 2009 year group enjoyed reconnecting with each other at the OGCA 10-Year Reunion.

OGC News

Contact adastra@geelongcollege.vic.edu.au to send us your news!



William Dolley (OGC 2002) and Catherine Dolley celebrated the birth of their first child, Jackson William on 26 February 2018. This recent photograph was taken on the family outing to cut their first Christmas tree.



Sophie Louise Pownall married **James Stewart McArthur (OGC 2006)** on 31 December 2018 at the Terang Presbyterian Church. The ceremony was followed by a reception at the McArthurs' nearby family property Meningoort.

Sophie and James are now based in London where they have been living for more than three years. Sophie works for a technology company and manages their partner marketing, while James is the General Manager of one of the largest private healthcare companies in the UK. Prior to that, James worked in the Investment Bank at UBS in Sydney. Photo by Eric Ronald, www.ericronald.net

Clarinet player **Georgia White (OGC 2018)** earned selection into the VCE Season of Excellence's Top Class Music program and performed in the Top Class Music concert in the Melbourne Recital Centre in March. Meanwhile, **Tara Boness (OGC 2018)** will have her Visual Communication Design work exhibited in this year's Top Designs exhibition until 14 July in the Melbourne Museum at Carlton.



Comedian **Kate Hanley Corley (OGC 1991)** returned to the Melbourne International Comedy Festival with her Fanny Bouffante sequel, *Scandals*. Her 2019 show saw Fanny, a French fashion icon and TV celebrity, grow political ambitions and run for French president with her special brand of right-wing politics.

Zaine Cordy (OGC 2014) celebrated his 50th AFL match with the Western Bulldogs in Round 2 against Hawthorn at the MCG, while **Ed Curnow (OGC 2007)** celebrated his 150th game in Carlton's Round 7 match against North Melbourne. In the days leading up to Ed's milestone, Carlton Football Club released *Bloodlines | Curnow*, a documentary about Ed, **Charlie (OGC 2014)** and their father Dave's journey to Cornwall to research their family history. The documentary can be found on Carlton's website.



Greg McNaughton (OGC 1981) is pictured enjoying a meal out with his son Corey, daughter Lucy and wife Diana.



After reading our article about **Chong Lim (OGC 1977)** in the December 2018 Ad Astra, **Stephen Heard (OGC 1978)** was inspired to look for some photos from his College days. Pictured are Chong Lim and **David Bell (OGC**

1978) with an amplifier at Warrinn boarding house.

John Braithwaite (OGC 1979) is currently going to GATE Diversitat and plays table tennis at the GTTC in C 1 grade, finishing third at the last pennant. He also plays lawn bowls in Division 9 at City of Geelong. His sister **Karen (OGC 1981)** has twin boys.

Albert Bell Club News



By Peter Lawson (OGC 1990), Albert Bell Club President

In November 2018, The Geelong College christened three new racing shells. An eight was named the "Colin Carstairs Bell" and two fours named the "David M Caithness" and the "Roger Smith". It was wonderful to have the Bell family, along with David and his family present on this special occasion.

The 45th Annual ABC Dinner was held in the Dining Hall on the Head of the Schoolgirls' regatta weekend in March. The night was well supported and included guest speaker Jeff Watt, who recounted Head of the River success with TGC, both on the Barwon and at Nagambie; recognition of decade crews; and an update from College Director of Rowing Peter Blanchfield. Original patron certificates were issued to David Ramage (OGC 1953), Louise Monotti (OGC 1983) and Andrew Lawson (OGC 1956). The AGM was held and we thanked departing committee members Duncan Ashby (OGC 1991) and Thane Joske (OGC 1990), and welcomed new members Stuart Olsen (OGC 1993) and Will Joske. It was great to see a mix of old and new faces, and lots of catching up and sharing of rowing memories!

Head of the River day at Nagambie started out damp and overcast before heating up in the afternoon. Tailwind conditions at times proved difficult, especially for some of the junior rowers. Congratulations to the five victorious HOR junior girls' crews and well done to all crews and competitors! Thanks must also go to the supporters who made the journey and a great marquee.

The final event of the season was a TGC presentation dinner at GMHBA Stadium. This was very well attended by students, parents and coaches. I had the pleasure of handing out Albert Bell Medallions to the winning HOR crew members and giving all Year 12 school leavers their Albert Bell Club boxed pin. I was also able to remind everyone about the Colin Carstairs Bell pathway rowing bursaries that will open for applications later in 2019.

In other rowing news, the following rowers represented Victoria at the 2019 Sydney International Rowing Regatta: Mimmi Balaam (OGC 2018) won a bronze medal in the Bicentennial Trophy (Interstate Women's Youth Eight); Tom Page (OGC 2017) won a silver medal in the Wilkinson Cup (Interstate Men's Youth Eight); Angus Widdicombe (OGC 2012) won a silver medal in the King's Cup (Interstate Men's Eight); and James Wilson (OGC 2006) coached the Penrith Cup gold medal crew (Interstate Men's Lightweight Coxless Four)! Congratulations to them and any others still on the staging.

Thank you to everyone who has supported the ABC over the season, whether it be through attending functions, helping at events, donating or supporting The Geelong College rowing program – it is all much appreciated and welcomed! As ever, we welcome your feedback. Follow us on Facebook at Albert Bell Club or email lawspa5@gmail.com



Peter Lawson, Jeff Watt and Dr Peter Miller at the 45th Annual Albert Bell Club Dinner.

Boat Christening

Saturday 10 November

1. David Caithness's family had the honour of christening the boat named in his honour
2. Colin Carstairs Bell's family was also present to help celebrate the life of the Old Collegian (OGC 1921) who was a five-time 1st VIII member
3. The Roger Smith, David M Caithness and Colin Carstairs Bell were unveiled at the College Boat Christening



Albert Bell Club Dinner

Friday 15 March

1. The 1969 1st VIII crew
2. The 1999 1st VIII crew
3. David Koch, Wally Koch and Simon Cole
4. Jon Arrigo, David Caithness, Louise Monotti and Hannah Arrigo

High Distinction

Dr Stanley John "Bob" Menzies OAM

In the 2019 Australia Day Honours, Dr "Bob" Menzies was awarded Medal (OAM) of the Order of Australia in the general division for service to the communities of Western Victoria.

Bob attended Geelong College from 1963 to 1966. He was a School Prefect, Mackie House Captain, Swimming and 1st Baseball Captain, Athletics Vice-Captain, a Cadet Corps Sergeant, and awardee of the Dr Gus Kearney Memorial Prize for all-round ability and service to the College.

The country boy loved his time boarding in both Warrinn and Mackie, with its welcoming faces and many opportunities to play sport at weekends. His children, Rob, Nisha, Karensa and Bindi, also studied at College and his wife Carolyn served on the College Council from 1986 to 1994.

He met Carolyn when she was at the Hermitage and graduated from Melbourne University and married within a few weeks. They worked in Tasmania for a year before buying a farm in Camperdown. Bob focused on being a GP in south-west Victoria and still practises at the Robinson



Street Medical Centre, which he set up in 1978. Bob has held numerous board positions, while contributing to education at the Melbourne, Monash, Deakin and Flinders universities.

Bob said he had enjoyed the chance to work in small country hospitals and being involved in the community. His greatest satisfaction has been his role as Rural Workforce Agency Chairman in the late '90s – contributing to rural health policy, establishing teaching in rural settings and helping to set up the Australian College of Rural and Remote Medicine. Bob received the Peter Graham Cohuna Award in 2013 for outstanding advocacy and medical service.

Bob's contributions also extend to numerous community clubs and associations around the region. He is a member of the Warrnambool and District Pipe Band and was the official piper at The Geelong College and Geelong Grammar Albert Centenary Dinner in France in 2017.

Mike Howell



Rowing and Growing

Jennifer Cleary and the Women's Quad Sculls during the heats at Rio. Photo: Rowing Australia

Olympic rower Jennifer Cleary (OGC 2011) returned to The Geelong College in March for an International Women's Day assembly at Senior School. She reflected on her journey so far, her Olympics disappointment and the lessons she has learnt along the way. Comparing life to a rowing race, Jen shared her tips to becoming a strong, independent person.

Sitting at the start line

At the start line you are pretty much in ignorant bliss, there is no pain, maybe a bit of anxiety or fear of the unknown, but the race hasn't started yet... so all is well. This is your childhood. You are a happy child because you don't really know anything else, you are guided by your family or parents and every decision is made for you. (Hint – this is probably the best time of your life!)

First 500m, ie first two minutes or so of the race

You start to really focus on the process, everyone is still really bunched together, you haven't quite felt the burn in the lungs or the legs yet. This 500m brings me to my first top tip in life: **you must take opportunities as they come**. Put yourself out there, get in the race, put yourself in a position where you feel uncomfortable. This is where the real rewards come. The more risks you take, the more opportunities you grasp, the more advantaged and more equipped you will be to tackle challenges when life doesn't to go your way.

This is especially pertinent to women. We have to force ourselves to stand out sometimes. Sheryl Sandburg, who is the Chief Operating Officer at Facebook, came up with the

saying "lean in" or "take a seat at the table". The example she uses is when a man looks at a job description, he sees that he has 5/10 traits that they ask for, so he thinks, "great, I'll apply"! A woman sees she only has 9/10 and doesn't even bother to apply. This is an example of how women need to be more confident, we need to put ourselves in a position to win the race.

Second 500m, trust your process, trust your plan. No self doubt here!

This is a crucial 500m. Not quite halfway, so there is still a long way ahead. Things start getting real sticky here. You start to question whether you will be able to finish, you start to doubt your choice to even row in the first place, and you start worrying about the end result.

This is like in secondary school. Everyone has found a bit of a niche, we have kind of formed a bit of a social network, we've found hobbies and sports that we like but we're not really sure if we want to continue down this path. This is when you start having to choose VCE subjects, you start having to think about university or future jobs. It's a stressful time, these decisions could impact the rest of your life!

This brings me to top tip No.2: **surround yourself with people that make you feel good**. This is a really tough time. You need support around you, whether these are family or friends, make sure the relationships you form with people are mutually beneficial. And just be nice to one another – honestly, I know it sounds simple and cliché, but high school is hard; kids are mean. Be a nice person and trust me, it will 100 percent pay off when it really counts when you cross that finish line.

Third 500m, this is the real test

This is when it is really hurting, and everything that could go wrong in your head is going wrong. This 500m is where the saying “when the going gets tough, the tough get going” comes from. Life can be like this too. We can have real challenges, we can have real heartbreak and it’s how we deal with these challenges; it’s what we choose to do with these challenges that will determine our placing at the end of the race.

Believe it or not, I had a massive disappointment at the Rio Olympics. We came seventh (which was actually last if anyone was wondering). We were ranked second a month out from the games, so you can imagine the expectations were high! This was a real turning point in my life. It caused me to reassess what I was doing and how I was going to move on from it. This was a major hurdle in my life, but I honestly believe that if it wasn’t for this disappointment, for that outcome, then I wouldn’t have learnt nearly as much as I did. It’s from these heartbreaks that we can decide who we want to be. It’s how we pick ourselves up and move forward. I’m not saying this is easy, I’m saying it’s worth it though... because there will be challenges, life is not easy, it is not one smooth ride. You’ve got to put yourself out there, risk disappointment, risk failure, in order to learn, in order to be better.

This brings me to top tip No.3: **you can only lose if you give up.**

Final 500m, the fun bit

This is where everything is screaming at you, your legs are on fire, you can taste the blood in the back of your throat and the sky literally feels like it’s crushing you (on reflection I actually don’t know why I said this was

fun!). For me, though, this is the 500m of passion. You are physically exhausted so all you can bring to the boat is the passion you have. You have to really love rowing to get to the end of a 2km race without stopping, trust me.

I row because I love the challenge, because I love this feeling at the end of the race, because you know you can make it from here, you can see the light at the end of the tunnel. Rowing, for me, is one of the most rewarding things you can do, because of this pain, because it’s one of the hardest physical activities.

This brings me to top tip No.4: **do what you love, passion will change people and places around you, passion is contagious.** Don’t give up searching for the things that you love, but don’t be in a rush to find them, you’ve got a whole lifetime of searching, and the journey to finding your passion is as good as the end product.

After the race

This may be towards the end of your life, or it might be after completing something significant. What we have after the race is perspective. We can reflect back on our actions, thoughts and behaviours, and learn from them.

I really like some of the ideas Steve Jobs, the founder of Apple, wrote in a statement called his Last Words. He said: “as we grow older, and hence wiser, we slowly realise that wearing a \$300 or \$30 watch, they still tell the same time; whether we drive a \$150,000 car or a \$30,000 car, the road and distance is the same and we get to the same destination”. I think what Steve Jobs was saying is that true happiness does not come from the material things in life, happiness comes from the relationships you build with people, and from the experiences and challenges that you will face.



Jennifer Cleary (OGC 2011)
with College Year 12 students
Annabelle Fisher, Iona Bulford
and Eliza Walsh.

OGCs in the USA

By Jennifer Chiu, Publications Coordinator

Three Old Geelong Collegians have earned the chance to study in the USA after receiving sports scholarships. Mimmi Balaam, Ava Gorell and Ruby Pekin-Schlicht - all from the College's Class of 2018 - were offered places in various institutions in the US. They applied for the scholarships with the support of Australian-based athletic agencies, along with the College's careers and sports staff.

Ruby (St Thomas Aquinas College, New York) and Ava (Southern Methodist University, Texas) have already moved to the States, while Mimmi will begin at the University of Miami in coming months.

Ava, who's on a rowing scholarship, said she had enjoyed her university experience so far. After she arrived in Texas, she embarked on a rowing camp for two weeks, with one week in California and the other week in Dallas.

Ava said she was interested in studying social psychology and education. In the US system, students don't have to declare a major until the end of their second (sophomore) year. "Things have been going great! ... SMU is beyond anything I imagined. It's beautiful, everyone is so nice and welcoming and I already feel part of SMU!" she said.

Ruby has jumped into her athletics program, arriving in New York on New Year's Day before beginning training the next day. She has competed in New York, Boston, Miami, Texas and Philadelphia, won a 400m hurdles race, came third in a Texas heptathlon, and received East Coast Conference awards for the indoor and outdoor seasons of high jump and 400m hurdles.

Not only is it important to maintain high standards on the track and field, Ruby must also uphold a strong academic record. The forensic science student did well enough in her five first semester subjects to be named on the Dean's List, which means she obtained a 3.5+ GPA (out of 4). Despite a busy schedule, Ruby is enjoying university life, good friendships and her time in the USA.



Ruby Pekin-Schlicht competing for St Thomas Aquinas College.



Ava Gorell at the Southern Methodist University in Texas.

Mimmi will be studying sports administration and participating in the University of Miami's rowing program for four years from August. She'll compete in the Atlantic Coast Conference against rowers from other colleges including Virginia, Duke and Clemson; as well as gain practical sports administration experience through internships at professional clubs, such as Miami's basketball, football and baseball teams.

Mimmi said she was excited and grateful to have received the rowing scholarship, and that she had spent the past few months rowing with Mercantile in Melbourne to get fit and strong in preparation for her US program. "It's been an 18-month-long process to receive my offer, including sitting the American College entrance exams and sending rowing footage over, and I am so thankful to have had enormous support and help from (College Careers Educator) Mr Adrian Blades during this process," she said.



Mimmi Balaam with coach Lindsay Shoop.

Federation Peak Expeditioners Reunite

By Phil Taylor (OGC 1973), Head of McArthur and 1999 Expedition staff member

A very special reunion took place in The Geelong College Dining Hall on Sunday 3 February to mark the 70th anniversary of the first ever ascent by a party of Geelong College staff, students and Old Collegians of Federation Peak in Tasmania.

Prior to 29 January 1949, no one had ever managed to successfully find a route to ascend to the top of Federation Peak, a much revered and difficult climb in the South West National Park.

We were fortunate to have two members of that expedition at the reunion in February, Bill Huffam (OGC 1944) and John Varley (OGC 1944). Also in attendance were four members of the 1999 50th anniversary re-enactment climb that took place 50 years to the day of the first ascent: Richard Selman (OGC 1998), Nick Tischler (OGC 1999), Nadine Blyth (OGC 1998) and Emily Benson (OGC 1998), as well as long-time supporter and staff member/expeditioner, Rob Kayler-Thomson. Staff attending from the 1999 expedition were Marg and Gary O'Loughlin and Phil Taylor (OGC 1973).



A photograph from the original expedition of Federation Peak, Tasmania, in 1949.



The Exploration Society re-enacted the Federation Peak climb in 1999.

The group shared many memories of hiking through that pristine part of the world in very challenging conditions, carrying packs of 25kg and more. But the one unifying memory was of the serenity and unique, harsh and rugged beauty of Federation Peak and south-west Tasmania.

Another Exploration Society reunion lunch is planned for Sunday 1 March 2020. We encourage Old Collegians who have participated in a hike or expedition over the past 90 years to consider attending and taking the opportunity to celebrate and rekindle experiences gained in search of adventure. The luncheon will be held in the College Dining Hall and bookings can be made in the new year. We look forward to a strong attendance to what will become a yearly function.



Bill Huffam and John Varley with newspaper clippings of the historic 1949 expedition.



Staff and students from the 1949 and 1999 Exploration Society groups came together to share memories over lunch at the Dining Hall.

Old Geelong Sport

Football

With all teams at the Ogs making promising starts to the year, it is a great time to reflect on the number of Geelong Collegians who have played an integral role in the rise of Old Geelong from D1 section to B Grade over the past three seasons.

There was a time not that long ago when the senior side included just two boys from The Geelong College, with Cal Wood (OGC 2008) and Josh Hoevenaars (OGC 2008) flying the flag with gusto.

Cal remains as co-captain as he nears 200 games while Josh has taken a year off. Fortunately, another Old Collegian in Jack Sheridan (OGC 2015) has inherited Josh's rucking role and been an outstanding addition.

Jack has been one of a number of Collegians to play seniors for Old Geelong in 2019. The list includes Matt Bird (OGC 2015), George Chisholm (OGC 2011), Charlie Crozier (OGC 2016), Jacob Jess (OGC 2013), Nick Morwood (OGC 2014), Ed Ratcliffe (OGC 2011), Jonathan Read (OGC 2010), John Simson (OGC 2012) and Cal Wood.

Similarly in the U19s, there has been a growing representation from the dark blue, white and green after Paddy Whittakers (OGC 2017) was the sole representative in 2018. Paddy has this season been joined by Alex Crowe, Tristan Phung and Toby Lever from the 2018 year group,

three boys who have made a real difference to a team coached by Grammarian Ben Thompson.

The Ogs female teams also continue to be strongly represented by Old Geelong Collegians, with three women's sides taking the field this year. Both Annabel Scott (OGC 2014) and Eliza Scott (OGC 2011) continue to perform well, while Libby Graham (OGC 2010) continues to thrive in her role as captain. Recent school leavers Roxy Sefton and Eliza Lawson (OGC 2017) are making their mark in their second year at the club, and also playing good footy for the Oggettes are: Emily Carr (OGC 2010), Anna Brodie (OGC 2011), Annabelle Shannon (OGC 2013), Lucy Bishop (OGC 2013), Charlotte Kay (OGC 2015) and Katie-Rose Campbell (OGC 2015).

The Geelong College connection with the Old Geelong Grammarians is what prompted the club to change both its colours and name in 1974 to Old Geelong with the blue and white hoops. Players such as Stephen Anderson (OGC 1967), Graeme Dickson (OGC 1967) and Rick Whittle (OGC 1971) came from the College to become 100-game players in the 1970s. The club looks forward to continuing to develop the links with the school and the generations of players still to come.

Jon Anderson

Will Townson (OGC 2017) in action for Old Geelong in the Under-19s. Photos by Peter Lemon





Cricket

The Old Geelong Cricket Club fielded teams in divisions one and two of the MCC Club XI Competition in season 2018-19. Although both teams finished outside of finals contention, there were still many highlights throughout the season.

Cam Russell (OGC 2006) amassed the most runs (127) for an Old Collegian in Division 1, with a high score of 52. Cooper Bingham (OGC 2015) wasn't far behind with 121 runs from three matches and a high score of 80, while Gus Boyd (OGC 2016) scored a century in his only outing for the Ogs.

Matt Dowling (OGC 2017) and Cam Russell were our top bowlers, with best figures of 3/48 for Matt and 3/33 for Cam. Will Langley (OGC 2013) and Hugh Mitchell (OGC 2017) were among the other OGCs who took to the field for Old Geelong during the season.

Highlights of Division 2 included a strong 3/211 d 9/185 win at The Geelong College against Melbourne High School, spearheaded by Grammarian Roly Imhoff's 118 not out, as well as a tied game against Old Trinity where both sides finished on 8/198 from their 40 overs.

Almost 70 players from The Geelong College and Geelong Grammar School pulled on the baggy blue and white across both divisions in 2018-19. New faces are always welcome – visit www.oldgeelong.com.au for more information on joining the Ogs for season 2019-20.

Lawn Bowlers Wanted for 2019-20 Season

Old Collegians, parents, grandparents and friends of The Geelong College are invited to join a proposed new lawn bowls team in Melbourne.

Dennis Troedel (OGC 1953) is looking for lawn bowlers, both male and female, to compete in the Melbourne Old Public Schools Tournament, and against other Melbourne schools on Wednesdays in season 2019-20.

Dennis is looking to form a combined team with members of the Geelong Grammar School community, flying under the banner of "The Geelong Schools". It is proposed to align their membership for the Wednesday games at the Toorak Bowling Club, Mandeville Crescent, Toorak.

He is happy to educate and help anyone new to lawn bowls, if they would like to try the game out.

If you are a country bowls player and would like to join in the fun of the Melbourne Old Public Schools Tournament day, possibly on the last Sunday of February 2020, please also contact Dennis.

Dennis can be contacted by calling 0419 33 0419, email to dennistroedel@gmail.com or mail to PO Box 133 East Melbourne Vic 8002.



Farewells

ANDERSON, Ian Charles (1949-2014), OGC 1963

BELL, Hugh Andrew (1996-2019), OGC 2014

BIRKS, David Melville (1945-2019), OGC 1958

BROWN, Robert "Bob" Gillbee (1927-2018), OGC 1940

CAMERON, Ian Edward (1927-2019), OGC 1940

COOK, Jennifer "Jenny" Anne (1962-2013), OGC 1979

HARRISON, Richard Gordon (1954-2018), OGC 1968

HENSHILWOOD, James "Jim" Robert (1945-2018),
OGC 1959

HILL, John Edward Henry (1931-2018), OGC 1946

HYNES, Michael Anthony (1970-2019), OGC 1988

JOHN, Rodney James McLaren (1944-2018), OGC 1958

LEA, Jonas Richard James (1976-2018), OGC 1994

McBEAN, Lachlan "Lachie" William (1924-2019),
OGC 1937

NEW, David McNair (1930-2018), OGC 1944

ROSS, Catherine Lee (1986-2019), OGC 2004

SALMON, William "Bill" Arthur (1928-2018), OGC 1942

SCOTT, Derek Gordon (1948-2018), OGC 1963

SELLE, William John Patrick (1940-2017), OGC 1956

SILCOCK, George Kennon (1922-2018), OGC 1935

SUTHERLAND, Norman "Norm" Alexander
(1928-2018), OGC 1941

URQUHART, Donald John Campbell (1943-2019),
OGC 1958

WALLACE-SMITH, David Alexander (1928-2018),
OGC 1943

Full obituaries can be found on our online Heritage Guide at
<http://gnet.geelongcollege.vic.edu.au:8080/wiki/Provisional-Obituaries-Ad-Astra.ashx>



BELL, Hugh Andrew (1996-2019), OGC 2014, studied at College from 2008 to 2014. A member of Shannon House, he was awarded the Farquhar Duncan and Flora MacDonald academic scholarship in 2011. Hugh represented the College in 1st Soccer in 2014, in addition to Rowing, Tennis and numerous academic competitions.

After completing VCE at the College, he commenced study in Biomedicine at Monash University in 2015. Following his cancer diagnosis and initial treatment in 2015, he transferred to the University of Melbourne, where he studied Science from 2016 to 2018. He enjoyed his time immensely as a resident at Queen's College in 2016 and 2017, where he was awarded the Wyvern Medal for academic excellence in 2017. He held ambitions of studying post-graduate Medicine, and following his tragic death in January 2019 from complications of cancer treatment, he was posthumously awarded the degree of Bachelor of Science, majoring in Anatomy.

Hugh is very painfully missed. He is a much-loved son, brother of Ian (OGC 2017) and Douglass (Year 11) and loyal friend. A young man of great intelligence, quiet strength and compassion, his life promised much but was sadly cut short before full bloom.

Andrew Bell



McBEAN, Lachlan William (1924-2019), OGC 1937, boarded at Geelong College from 1939 to 1942 after previously attending Seymour Higher Elementary School. At College, he was a member of the 1st Cricket XI and 1st Football XVIII in both 1941 and 1942. He captained the 1st Cricket XI and the 1st Football XVIII in 1942. He was also a School Prefect.

Son of Alexander McBean and Elsie Mary, nee Bolger, of "Windouran" at Moulamein, New South Wales, "Lachie" enlisted (No. 430629) in the RAAF on 26 February 1943. Becoming a Flight Lieutenant (F/Lt), he flew a total of 441 hours on DH82 Tiger Moth, Avro Anson, Airspeed Oxford, Vickers Wellington and Avro Lancaster aircraft. The English pilots from his 1668 (Lancaster) Heavy Conversion Unit flew to Italy to bring home prisoners of war. At the war's end he was discharged from 9ACHU on 27 February 1946.

"Lachie" married Alisoun Elder from Rokewood and they lived at their Lismore farming property for 60 years, raising three children and developing a wool-growing enterprise. They were committed conservationists and made valuable contributions to the community through involvement in many organisations. Lachie continued to take an interest in sport, including playing cricket for the Lismore Cricket Club until the age of 53. In 2015 Alisoun and Lachie moved to Ballarat. Alisoun died soon afterwards and Lachie continued to live independently by Lake Wendouree where he was a familiar figure, riding his bicycle, studying wildlife and continuing involvement in local activities. His son, Alexander "Sandy" John Elder McBean (OGC 1978), also attended College.

"Lachie" McBean, born at Sandringham on 9 June 1924, died on 15 February 2019, aged 94 years.

Marg McBean, with additional information from the *Heritage Guide*



ROSS, Catherine Lee (1986-2019), OGC 2004.

On 24 January 2019, The Geelong College and broader community, with overwhelming sadness, lost an exceptional young woman.

It is impossible that any words should attempt to describe in brief the life of Catherine Ross. However, I had the privilege to share 14 magnificent years with Catherine, years I will cherish and take with me forever.

Daughter of Russell and Judy, sister to Alex and Claire, Catherine grew up on the family farm in Holbrook in country NSW, a place where we would eventually marry, under the ancient branches of a giant gumtree on the banks of the Billabong Creek.

In 2001 Catherine arrived at The Geelong College as a boarder, where she immediately thrived and embraced the school lifestyle and the many students with whom she became lifelong friends. It was here where Catherine refined her values and beliefs as a caring, passionate, honest and lovable person.

After school, Catherine followed these values and undertook Political Science and Development studies at Melbourne University, before completing a Diploma of Education in 2010. The following year, we moved overseas for two memorable years, living in London and travelling through Europe and the Middle East.

After returning to Melbourne in 2013 for a further three years, Catherine realised her dream of moving back to the country, where we lived near Birregurra with our Labrador Margaret. During this time Catherine selflessly founded Research4Riney, raising over \$250,000 for lifesaving bowel cancer research. At our home "Leitham", Catherine lived so happily with great spirit and love, as she always had, and amongst the chaos and devastation of cancer I believe she was able to find peace.

Jamie Bell

APOLOGY

LEA, Jonas Richard James (1976-2018), OGC 1994.

In the December edition of *Ad Astra*, we incorrectly stated that Jonas's stepfather, "Wally" Koch (OGC 1960), was deceased. We apologise to the family for this error.

OGCA Events

2018 Leavers' Function

Thursday 21 February

1. Liv Geary, An Trinh and Ebony Skene
2. Olympia Binos, Esther Morgan, Morgan Cullen, Keeley Troop and Tara Boness
3. Thomas Gough, Angus Williams, James Gadd and Charlie Richardson
4. Ned Cox, Mimmi Balaam, Max Witherden and Fergus Willett



1



2



3



4



1



2



3



4

40-Year Reunion

Saturday 2 March

1. Victoria Edgar and Digby Moran
2. Stefan Ziemer, Bill Phillips and Ash Smith
3. Kate Greenwood, John Waterhouse and Bronwyn Kirby
4. Tony Le Deux speaks on behalf of the year group

OGC vs OGG Annual Golf Day

Friday 8 March

1. Phil de Fegely, Andrew Harlock, Charlie de Fegely and Rod Slattery
2. Alan Seward, Michael Burnell and Bart Thatphithakkul
3. Garry Spry, John Lamb, Peter Hirst and Ian Redpath
4. Sam Bingley and Sam Cole with the trophy



1



2



3



4

10-Year Reunion

Friday 22 March

1. Nicholas Kovacev, Xavier Hatch and Alexander Gervis
2. Jaimee and Adrian Green, Ayrle Lane and Alex Campbell
3. Alice Morgan, Peta Veanes, Margot Champion and Mary Bradshaw
4. Caitlin Lamont, Floyd Westman and Katherine Holding



Community Events

Warrnambool Community Cocktails

Thursday 14 February

1. Dr Peter Miller, Sam Doery and Sally Allen
2. Marcus Norton, Sam Baulch and Tony Allen
3. Kelli Garrison, Michael Harris and Pip Norton
4. Jan and Gerald Irvine with Anne and John Hunt

Hong Kong Community Cocktails

Monday 11 March

1. Dr Peter Miller with Paul McQuillan
2. Bryan Ng, Dirk Engeler and Carla Yee
3. Maggie Wong, Maggie Woo, Maggie Lee, Priscilla Fu, Mike Howell and Kenneth Ng
4. Warren Pescud and Dezhi Zhang



Parent Events

Senior School Welcome Evening

Friday 1 February

1. Melissa de Veth, Brianna Watt and Scott Dennis
2. More than 300 people attended the welcome evening in the Cloisters
3. SSPA President Matthew McGucken welcomes parents and staff to the 2019 school year
4. Sally Sadler, Justin Sadler and Jess Powers



Junior School Welcome BBQ

Friday 8 February

1. Madeleine Brew and Sondra Wood welcomed parents to Campbell House
2. PSPA volunteers catered for more than 350 students, parents and staff
3. Penni Donaldson, Nigel Salajan and Anita Noonan
4. Josh Bye, Giles and Laura Craig and Michelle Mok



Middle School Welcome Evening

Tuesday 12 February

1. Parents had the chance to visit home rooms during the welcome evening
2. Simone, Lachie and Nigel Allan
3. Felicity Koch, Linda Solly and Naomi Miller
4. Sumu and Saj Rathnayake



Year 9 Parent Dinner

Friday 15 February

1. Jenn Brown, Steve Atkinson and Ed Paton
2. Ayanthi Anandagoda, Paul Kearns, Karen D'Souza and Kath Rahdon
3. Chris Powers, Naomi Vagg and Mel White
4. James Gross and Eliza Leake
5. Scott Stewart with Sam and Bruce Doery
6. Jamiel Muhor and Greg Porte



Year 7 Parent Dinner

Thursday 14 February

1. Carli Roulston, Shelley Watson and Nicky Muxworthy
2. Anne Hotchin and Matthew McArdle
3. Tracie and Dean Roderick with Andrew Quayle
4. Rhonda Browne, Maisie Barlow and Marita Seaton
5. Jeremy Edwards, Tina Tong and Michael Terry
6. Josh Wilkinson performs on the drums outside the Dining Hall

Give to your College in 2019

Following on from our successes in 2018 we would like you to consider a gift to one of three ongoing projects in 2019.

The Cloisters

The Cloisters is the heart of the College. It comprises of 15 classrooms and the magnificent central courtyard. After works to four in 2018, we have 11 to complete to regenerate this precious heritage building and make it an outstanding space for 21st century teaching and learning. Please help us to continue this important project.

The Pegasus General Excellence Scholarships

In 2019 we have welcomed new students who have been assisted by our Pegasus Scholarships. These students have contributed in the classroom, in sport, music, public speaking, and in the boarding houses. We have selected outstanding candidates for 2020 and applications are already open for 2021. There are so many deserving students and families, please help them experience a Geelong College Education.

The Dr Bill Williams Tjungurrai Scholarship

The College is committed to Indigenous connections through education, leadership and by offering opportunities for Indigenous students to live and learn at Geelong College, and to be supported through their journey. Over the next few years we hope to raise an endowment for the Dr Bill Williams Scholarship so that this honour for Bill will exist in perpetuity and support the education of Indigenous students by investing in their, and in our, future. Please consider a gift to the Dr Bill Williams Tjungurayi Scholarship fund.

Thank you once again for your consideration of a gift to The Geelong College. Your gift, of any size, does make a significant difference to the learning and lives of our students, now, and into the future.



*Cut along dotted line

Give to your Community.

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

\$20 \$50 \$100 \$200 \$500 Other: \$

I would like to direct my gift to:

- ☐ Foundation House Challenge
House Name: _____ \$ _____
- ☐ Cloisters classrooms \$ _____
- ☐ Pegasus Scholarships \$ _____
- ☐ The Dr Bill Williams Tjungurrayi Scholarship \$ _____

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



Foundation House Challenge

Do you remember your first days of Senior School when you joined your house? The mornings in your house room, the tutes, the house friends you made and, of course, the glory days!

Well, it's happening again. A fight for House glory and we want you to support your house to win the Foundation House Challenge.

How do I get involved, I hear you ask? Simply fill in the giving slip or go to www.geelongcollege.vic.edu.au/community/foundation/housechallenge and donate to your house. On the website you will be able to see how your house is faring against the other houses, see others who have donated and watch the excitement unfold.

The money raised will be used to update the house rooms into 21st century learning spaces, with modern furnishings, audio visual equipment and honour boards.

Every cent counts towards the Foundation House Challenge, so dig deep and support your house to come out on top.

Through giving at the College we can undertake projects that genuinely enhance the learning environment and opportunities for the students of today and tomorrow. We ask, through the Foundation House Challenge, for you to be a part of it.

Yours Sincerely

Sandy Hutton OGC 1973 - President of the Geelong College Foundation



School & Community Events



July

Founders' Day
Monday 8 July

Senior School Founders' Day Assembly
Wednesday 17 July

Middle School Founders' Day Assembly
Wednesday 17 July

Junior School Founders' Day Assembly
Friday 19 July

OGCA Sic Itur Luncheon
Saturday 27 July

Foundation Tree Planting Day
Sunday 28 July



August

29th Annual Foundation Concert
Friday 2 August

Hamilton Community Function
Monday 5 August

Winter Sport Dinner
Thursday 8 August

Year 12 Formal
Friday 9 August

Carji Greeves Football Presentation Dinner
Thursday 15 August

OGCA 30-Year Reunion
Friday 23 August

Junior School Father's Day Breakfast
Friday 30 August

Year 8 Parent Cocktail Party
Friday 30 August

September

OGCA Sydney Reunion
Thursday 12 September

Senior School Production
Thursday 12 - Saturday 14 September

Music Dinner
Thursday 19 September

October

Morong Old Collegians' Lunch
Saturday 12 October

Boarders' Formal
Wednesday 16 October

Athletics Dinner
Monday 21 October

VCE Art Show Opening
Tuesday 22 October

Open Day
Wednesday 23 October

Morrison Society Morning Tea
Thursday 24 October

Year 12 Valedictory Ceremony
Thursday 24 October

November

Senior School Christmas Concert/Music Evening
Monday 11 November

OGCA 20-Year Reunion
Friday 15 November

Foundation Golf Day
Friday 22 November

Year 12 Valedictory Dinner
Saturday 23 November

Foundation and OGCA Melbourne Event
Thursday 28 November

Junior School Christmas BBQ
Friday 29 November

December

Junior School Christmas Service
Monday 2 December

Senior and Middle School Carols
Monday 9 December

Middle School Celebration of Learning
Wednesday 11 December

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



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Join the Old Geelong Collegians' Association on Facebook