



# Ad Astra

Issue No 139 | **December 2020**



**2020**  
A year to  
remember

**Changing of the Guard - Welcoming our new Chair of Council**



## From the Editor

Somehow, after many months spent socially distanced and communicating online, we still find ourselves shouting a combination of 'Can you hear me??' and 'You are on mute!' at our device screens.

2020 has been a remarkable year for all the wrong reasons. It certainly will be one we will never forget. But across the community we have relearnt how to learn with our adaptability, creativity, and resilience.

In this edition, Dr Peter Miller talks about wonderful achievements across our school. Meanwhile, Dr Hugh Seward reflects on his 14 years as Chair of the College Council as he hands over to Professor Richard Page. As a community we are very grateful for Hugh's enormous impact and strong leadership.

As you read this edition, you will find a common theme running through – innovation – as our teachers, students and alumni community overcame the challenges of the year in many different ways.

Arguably those most heavily impacted were our Year 12 students, whose final year has been extraordinary. It hasn't been all bad – Their bonds of friendship and connection have strengthened as they supported each other admirably. We wish them well for their exam results and for the opportunities that lie ahead.

Several Old Collegians prepared wonderful video messages of encouragement and advice for our Year 12s, which can be viewed below.

As 2020 draws to a close we should all celebrate our courage and resilience over the festive season with friends and family. We look forward to seeing as many of you as possible in 2021, and hopefully in person and without COVID-19 restrictions!

Merry Christmas!

*Mike Howell,*

Director of  
Community Relations

**View the Old Collegians' message to the Year 12s.**  
[cutt.ly/Year12](https://cutt.ly/Year12)



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# Changing of the Guard

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



The entrance was not through a gate in the hedge but over a small stile like one you would find along an old English hedgerow. At the age of four, holding my mother's hand tightly, wearing my school uniform and green cap for the first time, I stepped up the three steps and over that stile into a whole new world.

The small junior campus for grades prep, one and two on Aphrasia Street was a cluster of three timber buildings, and doors with lots of small window-panes looking out onto a front yard of green grass. But the backyard was the wonderland for play with a sand pit, an old boat to clamber over and let the pirate imagination run wild, and several peppercorn trees that always left brown climbing stains on your hands.

Then it was just called the Kindergarten, later the buildings were moved to the "New Prep" site in Aberdeen Street and became Campbell House. It grew over time until the mix of timber buildings and converted portables could no longer meet the school's needs.

Now, in 2020, we have completed a magnificent new complex. It seems fitting that my final official act as the School Council chair, was to join with my grand-daughter Winnie as she unveiled the plaque on behalf of the Governor of Victoria to open the new Junior School-Campbell House.

There is no hedge, no stile to climb, but the wonderland for play and the spaces to learn are beyond the comprehension of a small boy in 1957. It has been an honour to be given the task of leading the School Council. These last 14 years

have been filled with excitement and many unexpected challenges.

The Council is responsible for appointing the Principal of the school and during my time I have had the pleasure to work with three Principals, Dr Pauline Turner, Mr Andrew Barr and Dr Peter Miller. With every change of Principal the school experiences a readjustment to changing times, educational trends and parent expectations essential for the school to grow. However, preserving the essential character of the school and its values has been a focus of the Council throughout this time.

The distress of some past students who were victims of abuse during their time at the school has finally been acknowledged over the last six years. It was like an unrecognised wound that lay dormant for years and finally broke open. It has taken enormous effort from many members of Council and our Principal Dr Miller to ensure that we care for our fellow Collegians who were harmed, support them and attempt to heal, but also ensure this can never happen again.

During these challenges the Council has maintained our strong financial integrity, and provided for a sustainable future.

With the help of the Foundation, twelve years ago, we purchased a beautiful section of farmland along a stretch of the Barwon River at Fyansford. This will provide room for expanded sporting facilities and school growth in the future. It will also provide a "land-bank" which I hope will assist the funding of long-term infrastructure improvements especially at the Senior School. In 2014 we also purchased one hundred acres adjacent to the Cape Otway lighthouse to facilitate our learning outdoors programs, which will continue to grow and develop in the next few years.

Nearly ten years ago we refurbished the Middle School to facilitate growth and meet modern educational needs. Then five years ago we engaged one of Australia's finest architects and Old Collegian John Wardle and his architectural firm to create a new infrastructure Master Plan for the next 20 years. The new Campbell House-Junior School was the first phase, now completed, and the Master Plan has just been reviewed to provide an inspirational guide for the school into the distant future.

Through all this activity the essential workings of the school has continued – a celebration of 150 years since our foundation in 2011, constitutional





# New chair of council

PROF RICHARD PAGE,  
INCOMING CHAIR OF COUNCIL



Greek philosopher Heraclitus stated a long time ago 'the world is flux only change is changeless', this remains very relevant and could not be more true than in 2020.

This year has seen an unprecedented amount of challenge and change for our community including teachers, staff and students at The Geelong College.

In the theme of change I would like to express my deep thanks and pay tribute to Dr Hugh Seward for his stewardship over his extensive tenure on College Council, including fourteen years as Chair as he steps down and hands over the reins.

During this time the school has seen significant change and evolution. His wisdom, experience and even hand have helped guide the school and his positive influence will be felt for many years to come. It will be a privilege to follow in his footsteps, large as they are.

Navigating the challenges this year has required strong effective leadership which has been amply provided by our Principal, Dr Peter Miller and his Executive. The flexibility and willingness to adapt demonstrated by students, families and teachers has been exemplary to ensure 2020 has not been lost in the wilderness. Strong character is the foundation for resilience, and this has been required in large quantities this year.

Although there have been many events not able to be celebrated as part of the school calendar this year, the skills required through the necessity of adaptation will provide a strong foundation for future challenges for all of us.

As a past and current parent our household has also shared some of these challenges, but the support provided by the school to continue an active learning environment has helped smooth out the bumps.

There have been some unexpected opportunities such as being able to participate in a Science prac (who knew you could get DNA from a strawberry in the kitchen!) or knowing a little more about English or Textiles assignments. Catching up on some long-lost Math has been another unexpected skill regained during the lockdown periods.

Although this has understandably been very challenging for families, it has enabled us to focus on some of the simple pleasures of family time and enjoy more conversations together.

As I write we are delighted to see the return of students at all levels to the school into a period of 'COVID normal'. Just as hospitals are not hospitals without patients, schools are not schools without students. The grounds, buildings, gardens, labs and studios eagerly awaited the return of students, as did the staff. To hear the echo of busy classrooms and playgrounds is what our College has been waiting for.

Finally, I would like to acknowledge all families for the part they have played in maintaining the engagement and learning of their children whilst in person learning was not possible, and wish everyone well for the remainder of the year as we look forward to summer.

independence from the Uniting Church developed, annual budgets were scrutinised, governance processes updated and risk management matured. Our community was engaged, student results were interrogated, and educational plans were created and remodelled.

Then finally, along comes the COVID-19 pandemic to challenge all our processes and educational structure, and that demonstrates the agility and ability of our wonderful teachers and support staff.

So much has happened since I assumed the role as chair of Council, but all this has been the work of a great team of Council Members, over 25 different people during that time, educational experts, church ministers, farmers, accountants, lawyers, doctors, psychologists, leaders of business, community and government departments. The breadth of expertise, and the collaboration and cooperation amongst this group of extraordinary people dedicated to the school has been remarkable. To each and everyone of them I am most grateful.

I wish my successor Professor Richard Page, the members of Council and Principal Dr Peter Miller every success in the future and I retire with confidence that the school is in great hands.

# 2020 – The year

DR PETER MILLER, PRINCIPAL



As an alternative approach to a review of 2020, I would like us to reflect more on the achievements than the challenges we have faced over the last 9 months. This is not to be dismissive of the difficulties but to pay tribute to the outstanding commitment of our staff, the patience of our parents and the quiet determination of our students. It has not been the year we had anticipated for anyone.

The Remote Learning approach was outlined in detail in the earlier edition of Ad Astra. This was published ahead of the second COVID-19 wave resulting in the protracted disruption to school from 5 August to 6 October for students in Foundation to Year 6 and Monday 12 October for students in Years 7 to 12.

The first area to celebrate this year is, in fact, our exceptional staff. The experience of the earlier period of Remote Learning significantly informed our teachers in our second run at it (let me call it Remote Learning 2.0). However, the Remote Learning 2.0 brought with it a more pragmatic

approach to Remote Learning and little of the excitement we may have felt when first entering into Remote Learning in March. Our teaching staff, students, parents and support staff worked extraordinarily well to ensure the commitment to maintain the best



# that was

possible experience for our students in Remote Learning 2.0.

The demand on teachers with a new tool kit for their practice required significant on the job skill development and refinement. The approach has seen students and teachers learning together, how to use the tools effectively. This has significantly challenged the traditional model of teachers as experts on everything from content to the tools of transmission.

In many ways this complements the changes to teaching practice. Over the last 20 years we have seen teachers relinquish absolute authority for, and complete control over, the content learned by students under their supervision. This is because the curriculum for many year levels is less prescriptive in its content, we have new tools to assist learning as well as societal changes. The sense of a teacher as a facilitator, with intentions for student outcomes rather than limited and prescriptive content has been a significant development in teaching practice.

Remote Learning 2.0 reinforced the development of contemporary pedagogy where teachers are less of the expert than ever before as they operate in a virtual classroom rather than the traditional physical space. However, the expertise of good teachers is evident in their ability to engage and motivate their students. It is fair to say that although this is also a strong feature of 21st century teacher practice it is a long-held characteristic of good teaching. Therefore, in some ways so much has changed while the essence of good teaching has remained exactly the same – it's the human component. The excellent work of our staff in all their roles has greatly assisted in the success of our students and their achievements this year.

I would also like to acknowledge the significant achievements in relation to our facilities this year. The redeveloped Junior School is one of the most exciting educational facilities in Australia. There is nothing like it in any other school in the nation. This is a purpose built, contemporary facility which links to the historic Campbell House buildings in a very gentle way. Inspired by the Reggio Emilia approach to the education of young children the spaces within the buildings are magnificent in their ability to facilitate learning and create an extraordinary physical environment for our students and their teachers. I encourage you to visit the Junior School at your first opportunity.

The redeveloped Junior School buildings tell the stories of its occupants. In turn, it will play an important role in shaping the stories of the occupants for many years to come by setting a foundation for an ongoing love of learning, desire for inquiry, functional community interactions and success for the students inhabiting the spaces.

The Middle School continues to experience growth and in the 50th year of the Laidlaw swimming pool is now overlooked by additional classrooms. These classrooms are magnificent in their location and functionality which will assist the opportunities for students in the important "Middle Years" of schooling as they consolidate their positive approach to learning. At the Senior School we have continued to work on the restoration and upgrade of the oldest classrooms at College. Many of the classrooms around the Cloisters have been completely refurbished to create historically elegant spaces with modern amenities. They are now comfortable and practical spaces that the students love to attend. Next year will see the continuation of the upgrade in the downstairs classrooms. The focus

on teaching and learning spaces has been maintained this year as we look to the future.

I would like to acknowledge some key people in this organisation. Elsewhere in this edition of Ad Astra you can read about the retirement from the position of Deputy Principal of my most loyal and dedicated colleague Mr Roger Smith. His service to the College and its people is second to none. At the same time, we welcome Mr Simon Young to the role from the beginning of 2021. Mr Young has established himself with distinction over the last three years as Head of Senior School and we all look forward to his involvement across all three schools as Deputy Principal.

Finally, I would like to acknowledge the change in the Chair of Council in the last quarter of this year. Dr Hugh Seward's 14-year term as Chair has seen the College through extraordinary times. His passion for and commitment to the success of College is much admired. It is also something I greatly respect. It is important for the College community to be reminded that members of The Geelong College Council are all volunteers. In addition to their roles as governors (board directors) they are all concerned for and committed to ensure the success of the students. They commit many hours of their personal time to this end. I warmly welcome Professor Richard Page to the role of Chair of Council and I look forward to working with him and the rest of Council as we continue to advance our wonderful College.

It has been a remarkable year of achievements that confirm the importance of the people, place and community of The Geelong College.



# Year 12 in the middle of COVID-19

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

Our school captains chat to fellow Year 12 students about the ups and downs of completing their final year of school in the year of COVID-19.

## Elli White

### **What has been the biggest challenge for you this year?**

Personally, my biggest challenge has been staying motivated in all my subjects. I found it was very easy to fall behind and neglect some subjects.

### **How have you found the workload of Year 12?**

At some points of the year I felt suffocated by all the work and found

myself procrastinating too much. Doing this wasn't efficient or helpful, so I formed a system where I made sure to wake up with a plan for the day. I try to do the more tedious tasks first, like studying, and then move on to the more enjoyable activities such as going for a walk or grabbing a coffee with some friends. Knowing where your priorities are is a big help, especially when visualising your main goals for the year.

### **What has been your outlet, or thing that's kept you going?**

Going outside to eat or chill out for a few minutes has really helped me stay grounded and clear headed, especially if my dog or my sister is around. Having those deep and meaningful chats is the best outlet when struggling with school or other stresses.



Image: Andrew Maureder Photography

**If you could give your Year 11 self who is about to start Year 12 one piece of advice, what would it be?**

Don't stress yourself over the little things! Always know that there's a plan B, C and D if everything else falls apart.

**What has been the biggest thing COVID-19 has taught you about yourself?**

COVID-19 has taught me to be patient and adaptive. With all the unexpected changes throughout the year, I needed to be calm and collected during all the unknowns.

**What do you hope next year brings?**

I hope next year brings more celebrations with friends and family, being locked away for most of the year was stifling and frustrating at times. Fingers crossed next year will be normal, or COVID normal.

**Charlie Fleming**

**What has been the biggest challenge for you this year?**

Adjusting to a range of distractions during remote learning - eg - Not having

a teacher to ensure I was not distracted by my phone and being distracted by my dog. I felt as though I improved in blocking out these distractions as we got further into online learning. I left my phone outside my room, and shut the dog out of my room.

**What has been your outlet, or thing that's kept you going?**

At the start of the year I always looked forward to footy pre-season, this would always get me through the final few periods of the day. Lunch and recess were also something I looked forward to when it got half way through second or fourth period and things were starting to feel dull. No matter if it was playing chasey around the school or listening to Paddy Sinnott's hilarious stories it was always an exciting thought that would get me through the end of these periods.

**How have you found the workload of Year 12?**

At the beginning of the year I found it difficult to balance the work load with external factors, such as sports training and other social commitments. I found it really beneficial to stick to a study

schedule, I would always set a period at night time to dedicate to study which I felt was beneficial in preventing me from falling behind in work or even just sitting at my desk and procrastinating about the work I needed to complete.

**If you could give your Year 11 self who is about to start Year 12 one piece of advice, what would it be?**

I would just make sure that you can leave College knowing that you have made the most of your time here, whether its studying hard, excelling in sport or even just having a conversation with someone that you rarely talk to. I think if you can leave College being able to honestly tell yourself that you made the most of your time then you will be satisfied.

**What has been the biggest thing COVID-19 has taught you about yourself?**

COVID made me realise that anything can happen, if someone was to tell me when I was in Year 11 that we would be completing Year 12 through a worldwide pandemic I would have laughed. I think one of the biggest lessons COVID taught me was that even in the worst



situations you are still able to pull out aspects of positivity, although we haven't been able to spend as much time together as we would have liked, I know that myself and so many others have still been able to obtain countless positive memories from this time.

**What do you hope next year brings?**

I hope next year and into the future I'm able to maintain and strengthen the close bonds that I have been able to achieve throughout my time at College.

**Tom Roberts**

**What has been the biggest challenge for you this year?**

COVID-19 (obviously) and the remote learning throughout the year. Regardless, I believe The Geelong College staff and teachers managed the home learning very well!

**What has been your outlet, or thing that's kept you going?**

Footy – and especially the 'Tiges' winning the granny!

**How have you found the workload of Year 12?**

This year, there wasn't much else to do but study. I definitely improved my study skills compared to other years.

**What do you hope next year brings?**

Hopefully no face mask wearing and a Richmond three-peat!

**If you could give your Year 11 self who is about to start Year 12 one piece of advice, what would it be?**

Don't forget to chill out right up until the end of the holidays – next year is going to be full on.

**What has been the biggest thing COVID-19 has taught you about yourself?**

Pretty proud of myself for not giving up – found I can be quite resilient when faced with adversity.

**Sam Rowbottom**

**What has been the biggest challenge for you this year?**

The interchanging between home learning and on campus learning was definitely a big challenge this year. With real life social interactions more restricted than ever before, home learning was a very uncharted experience. We were very lucky to have such an in-depth and sophisticated system in place, it certainly made Year 12 much smoother than what it could have been. Without a doubt the year has gone very differently to what many of us expected.

**What has been your outlet, or thing that's kept you going?**

Given my competitive nature, I've always wanted to perform at the highest level I can. Regardless of a pandemic, making the most of my opportunity here at College has always been a priority, so working hard to achieve my best results has been enough motivation for me to keep going.

**How have you found the workload of Year 12?**

Unfortunately, with the pandemic, a lot of my extra-curricular activities were either postponed or cancelled for the year. With the additional workload of Year 12, the lack of other commitments helped me find more time for my schoolwork.

**If you could give your Year 11 self who is about to start Year 12 one piece of advice, what would it be?**

The year will present a lot of challenges, regardless of a pandemic, so make sure you are organised and find ways to keep motivated.

**What has been the biggest thing COVID-19 has taught you about yourself?**

I think COVID-19 has shown me how important flexibility and balance is in life.

Obviously, this year has encapsulated a lot of change, most of it unforeseen, so if I was to only take one thing away from the experience, I would definitely have to say the importance of versatility.

**What do you hope next year brings?**

I am hoping that next year the world will reach some form of normality again. Although I don't think society will ever be the same, in some ways I believe this has the opportunity to be a real positive. Next year, I am hoping to study commerce at university and am looking forward to exploring some new hobbies.



*Simon is pictured above with School Co-Captain, Georgie Cullen.*

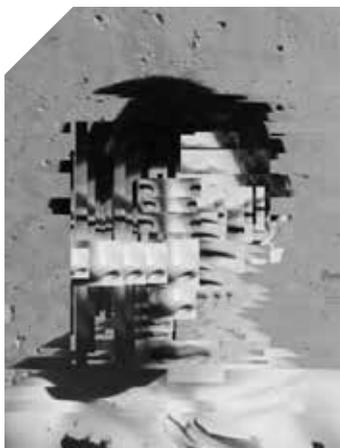
**125 special deliveries**

The Year 12 jumper is a valued memento of our students' final year. With COVID-19 restrictions necessitating Remote Learning, students were unable to collect their jumpers at school.

Our Head of Senior School, and soon to be Deputy Principal, Simon Young travelled more than 200 kilometres in a single day to deliver jumpers and care packages to 125 of our Year 12 students around Geelong and surrounds.

**Simon was interviewed on ABC radio, listen at: [cutt.ly/Y12jumpers](https://cutt.ly/Y12jumpers)**





Student artworks, clockwise from top left: Ethan Tran, Lila McRae-Palmer, Louisa Bath and Catie Hodge.

# Creative disruption

BY KEVIN JESS, HEAD OF DESIGN AND CREATIVE ARTS

Finding ways to complete Year 12 Art and Design subjects during remote learning required creative thinking and flexibility.

Creative disruption is a term often used in business, economics or marketing. 'Disruption' often occurs through a new threat or competitor appearing within a given sector; 'creative' solutions are then needed to adjust, reinvent or combat the threat.

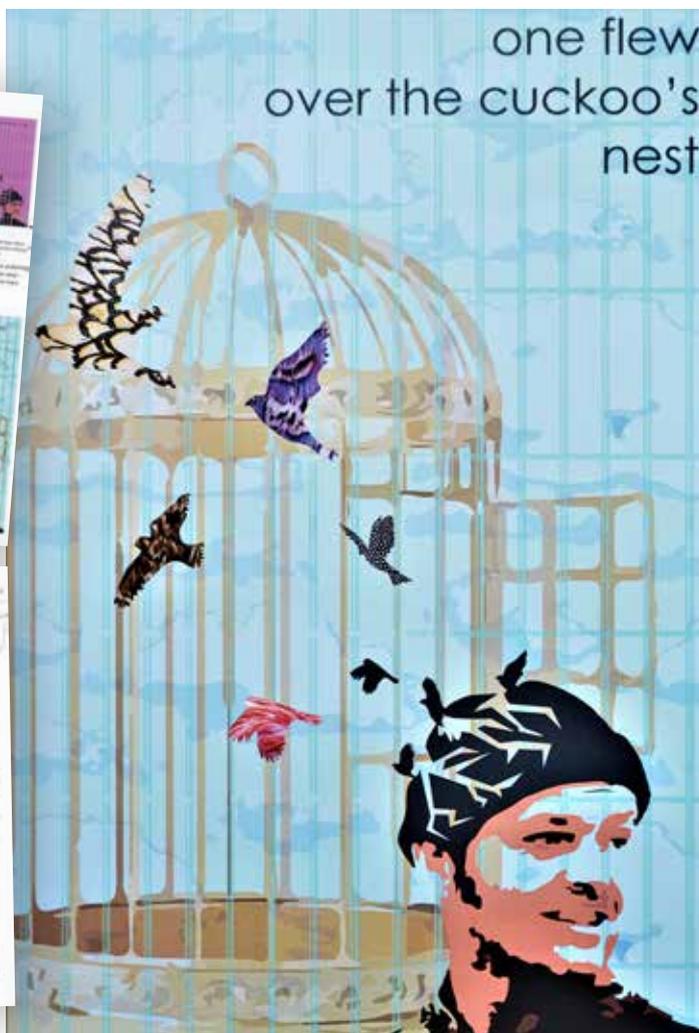
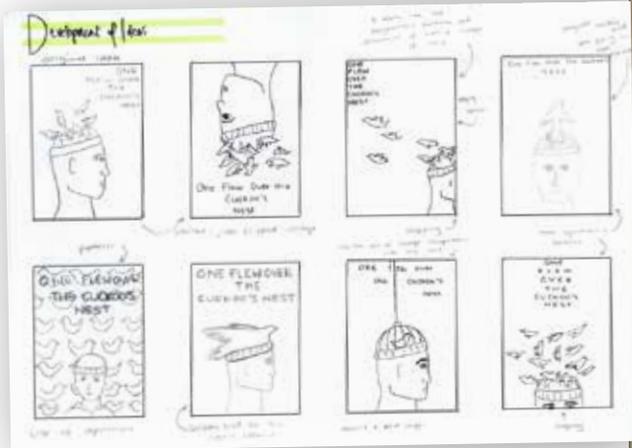
As we all know too well, 2020 has indeed been a disrupted year. Perhaps for some more than others? I speak particularly of our Year 12 cohort; this disruption has blanketed a year of so many significant

moments. However, for our Year 12 Design and Creative Arts students, this disruption has become a new challenge and an opportunity to exercise their creative resolve, resourcefulness and self-driven problem-solving capabilities. These are all transferrable skills, essential to thrive in today's world and keenly sort after by employers and tertiary institutions alike.

'Folio subjects' are often misrepresented as 'too hard', 'too much work' or worse still 'not worth

the effort as they get scaled down'. However, in a year like 2020 what has become increasingly more visible are the real reasons why we encourage the study of art and design-based subjects. It is the creativity and problem-solving skills that are gained in such subjects that enable a student to develop as a resilient learner.

As articulated by Lila McRae-Palmer, Year 12 (VCE Art) "If anything, 2020's rollercoaster of a year has taught me that creation is not linear – it



*Baxter Kay designed film poster for 'One Flew Over the Cuckoo's Nest' which formed part of his 'CINOFLIX' project. The images above show the design process from concept development through to completion.*

is not a direct process of idea to final work, it is an up and down journey, full of mistakes and failures and changes of direction. COVID-19 has further prompted us as art students to accept setbacks, and to keep on trying, as nothing is guaranteed. It's challenged us even further to think outside the box, when the artistic resources were so limited throughout the year, which has encouraged our creativity to blossom in abundance."

Throughout this year of disrupted learning programs with extended periods of remote learning, our Year 12 Design and Creative Arts students have used their creativity to adjust. No longer would they have the open access to the many wonderful facilities, resources, materials and rich exemplars of previous students that the Austin Gray Centre houses.

These students have used their creativity to explore 'ways forward'. To re-imagine their showcase final folios to something new. The disruption to their program, isolation from the school's

resources and the Austin Gray Art and Design facility has meant that every student had to adjust, reconfigure, or even reconsider and redevelop their directions.

Throughout the Remote Learning experience, students were supported by their teachers via online classrooms. They were able to share and showcase their work. Private channels in MS Teams became a dossier of progressive images of student work, recorded discussions with their teacher and conversations of detailed feedback.

Teachers converted their kitchen tables to mini studios, using cameras to demonstrate techniques and creating libraries of 'how-to' support videos.

Teachers used every tool available to ensure students' experiences were as close as possible to the face-to face learning they were used to. Despite this, student success was still heavily reliant on the ingenuity and self-directed capabilities of the student.

**Baxter Kay** demonstrated this in his Visual Communication Design project for 'CINOFLIX' – a movie streaming channel bringing old classic movies to a younger demographic. His original intention was to use paper collage, a powerful technique from the 1950's, to create designs for his movie graphics.

With the restrictions of remote learning, Baxter was unable to access the range of papers and materials from the design room that he had intended to use. In response, Baxter adjusted his thinking. He re-imagined his concept into an exquisite, energetic digital collage, appropriating images from the original movies and manipulating them into striking, contemporary posters.

**Fraser Yeaman** had a similar experience when developing his project for Product Design Technology. Being unable access the College workshop during Remote Learning meant he was unable to make small prototypes for his Flight Simulator. Fraser used his creativity to generate impressive 3D renderings and mechanical drawings using an industry



Fraser Yeaman generated impressive 3D Renderings using industrial design software, Fusion 360, before completing his final project.



standard industrial design software, Fusion 360.

State-wide adjustments to all VCE subjects aimed to compensate for disruptions and support students in such an unusual year. It was still our student's positivity and creativity that enabled them to so successfully complete their studies.

As **Olivia Allen**, VCE Art (Year 11 accelerator) explained, '2020 has made

me realise how much we take for granted as a society and the opportunities we waste.

Having spent most of lockdown isolated on the farm, I've indulged myself in new experiences and really appreciated the opportunities that I've been given. Coronavirus has made me more creative due to being at home, which has restricted the resources I could use throughout my artistic journey, which therefore gave me new ideas for my folio.'

2020 has made me realise how much we take for granted as a society and the opportunities we waste

- Olivia Allen, VCE art student

The adjustments made have, understandably, reduced the volume of artworks or completed products required of the students. Considering this, and the challenges our students have worked with, the range of creative works they have presented this year is amazing.

Our Design and Creative Arts students have demonstrated a resilience and dedication to their learning that they should be most proud of.

The teaching team at the Austin Gray Centre for Design and Creative Arts congratulate all our final year students. Their ability to use their creativity to adapt to the challenges presented and navigate the disruption to produce

final outcomes of such standards is highly commendable. We wish them every success in the future as they move out into the world beyond school. We know with the creativity and resilience they have demonstrated this year...they are truly ready for anything!



## Virtual Art Exhibition

With COVID restrictions, and the unpredictability around them, hampering our ability to hold our annual in-person exhibition, we have developed a virtual exhibition in a bid to reach out to our whole community to showcase the amazing efforts of our students in 2020.

You can take a tour of the 2020 VCE Design and Creative Arts Virtual Exhibition at: [cutt.ly/transit2020](https://cutt.ly/transit2020)



# Leading the pack

NICOLE ROACHE, MARKETING MANAGER

Stephanie Williams left her home in Wagait Beach on the Cox Peninsula, just 8kms or a ferry trip from Darwin, aged 11. She left her mum and sister, for the opportunities an education down south presented. Little did she know that after three years at Worawa Aboriginal College in Healesville, that a Smith Family Scholarship would bring her to The Geelong College, and then to the Geelong Cats as the College's first listed AFLW player.

Steph describes her childhood memories of football as mixed. While she loved kicking things, balls, plastic bottles, basically anything she could find on the ground, she hated what football stood for, in her mind.

"I loved all sport, but we never really had the time or money for all the sports that I wanted to play. My mum really didn't want me to play footy because it's so physical, and it wasn't for girls, so I only really had the opportunity to play netball. I hated football; up north at the time all I could relate footy with was a lot of alcohol and a lot of violence. I also didn't

have the good father role model to teach me about footy, so it felt male dominated and negative to me."

It all changed when her friend invited her for a kick of the footy when she arrived at Worawa, where they had a girls' footy team.

"My friend changed my whole view. When we were out kicking the footy, she told me I was good at it and asked me to be on the team, so I thought whatever and I did."

From there Steph began to turn heads with her dashing game style and natural talent.

"Eventually I got really good and people noticed. I started playing in different teams in Victoria and the NT, playing a lot more and getting different opportunities. I found I loved it because of the sisterhood, looking after each other, celebrating each other and the big team environment. Also, I had a whole oval to run... I love running, especially running away from people, it's very exhilarating. When the ball would go somewhere, I would pick it up and run with it. Sometimes a bit too far so people were telling me to bounce the ball, which I had to learn."

In 2017 Steph was told that she should try mainstream schooling and encouraged to apply for scholarships,

and that there might be more opportunities for her football if she stayed in Victoria.

"They told me I should probably try to do the harder schoolwork in a mainstream school. They also said because I was good at footy, I should stay in Victoria.

"I put in heaps of different scholarship applications, in Adelaide, in Sydney, MLC, Pymble Ladies' College and Wesley, basically any school you could think of. Some of them fell through and my mum wasn't too fond of the purple colour, so she said maybe not Wesley.

"In December I got an offer from Geelong College! Out of all the options, for some reason, this was the school..."

"Honestly, I didn't think I would stay for even a week. It was daunting, totally different to what I was used to. I saw the flash uniform and I thought oh no, this school might be too flash for me, but I just moved past that and met all the lovely people.

"In my time here I think that's what has really got me through, all the different people you meet. It's been a good time. I'm getting a bit emotional now it's almost over, but it's been good."

In her final year at College, Steph was the Mossgiel Captain, a Prefect and Captain of the Inaugural College AFLW team.





"I love it all, being a leader was good. I didn't know if I could do it, but obviously I could! Being a part of the first girls' footy team was awesome. I loved how it was some of the girls' first time playing footy.

"In a few years, maybe one of them will say 'Steph taught me to kick the footy.'

"It's also good because it's a real change for our school. With girls' footy, football is a girls and boys sport at our school, just like it is everywhere else. It's a good thing for the girls, they can choose to play footy if they want to."

While at school Steph continued her football journey playing at St Joseph's and for the Geelong Falcons, as well as making state teams for the NT. After her 2019 season was disrupted with injury, and she was devastated by the passing of her sister, Steph was unsure if footy was for her after all.

"I didn't really play footy that much, I put on a bit of weight, I was eating a lot of cookies and getting a bit sad and I didn't

know if footy was going to be my thing anymore."

And then COVID-19 hit, and seasons, games and draft combines were cancelled, so Steph headed home for four months and decided to hit the training track, hard. In those last few games in Geelong, recruiters had noticed her and her form in the NT backed up what they saw.

"I played one game down at Kardinia Park for Joeys, I didn't realise at the time, because of COVID-19, with everyone in their masks and in their cars, but a lot of the Cats people were there. They could also see footage from my NT games from last year, when I played pretty alright in some of them.

"In one game, I think it was just a fluke, I handballed it to myself and I kicked a goal. Everyone thought it was awesome and I was like, 'it wasn't supposed to happen, I was supposed to handball it to

one girl and then she ran away, so I had to get it back and kick the goal!'"

Fast forward to 6 October in the girls' boarding house and a nervous Steph is watching a live stream of the draft, waiting for her name to be called, and hoping she will get to stay in her adopted home of Geelong.

"I kept thinking I hope they still want me because they were calling out all these other girls' names. I thought what if they don't want me, or if they don't get me in time someone else might... or someone else might not..."

"But then 27 came and I thought they might pick me and that it would be cool because

I was born on the 27th of January. Then they said my name and I just started crying.

"It is a dream come true, I didn't think it would ever happen and I'm still pinching myself. I think I will be for the next two years."

*It is a dream come true, I didn't think it would ever happen and I'm still pinching myself.*



# Painting The College ‘rainbow’

LACHLAN HOUEN, YEAR 12 STUDENT

Since its founding in the middle of 2018, The Geelong College Rainbow Alliance (GCRA) has strived to create an open and inclusive environment for its members. We aim to foster such an environment and extend it to the wider College community.

While the central focus of the Rainbow Alliance is upon creating greater opportunity and feelings of involvement for our school’s LGBTQIA+ students, our ideals extend much further than that, aligning with the College’s values of Community with Diversity and ensuring that each and every member of our school’s community feels valued and appreciated.

Taking over from Connor McGucken at the start of this year was no easy task, but I am proud to say that even in these trying and tumultuous times, the GCRA has managed to stay committed to meeting with each other online and organising events in support of the LGBT+ and College community.

It was admittedly a strange feeling to be addressing a group of people over Microsoft Teams (most of whom you could not see!) but it was certainly something we got used to and grew into, as much of the College community has done with the Remote Learning model.

Aside from the digital leap, the GCRA has been involved in multiple events

this year in support of the LGBT+ community, attempting to create new and imaginative ways to promote greater awareness and acceptance within the school community. This has importantly included flying the rainbow flag on our very own flagpole in Helicon Place to celebrate Pride Week in June, a clear visual symbol of how far our community has come in accepting those from diverse sexual orientations.

Another moment we have cherished is sending out care packages to all of our members with a letter of appreciation and multiple LGBT+ stickers to remind them of our support during this difficult time.

Wear It Purple Day (WIPD) was celebrated quite differently this year, with members encouraged to wear purple items of clothing and use the WIPD Teams background in their classes and during our fortnightly meeting, which

was a fun and engaging way to celebrate one of the most important events on the LGBT+ calendar.

Being the chairperson of the GCRA this year has been an absolute pleasure, as it has given me the chance to work with some incredible individuals who have shown me that the future holds great promise for an open and welcoming

“The future holds great promise for an open and welcoming world, filled with people who respect and appreciate those around them.”

world, filled with people who respect and appreciate those around them.

I encourage all in the College community to go out into the world with these values in mind, and

to above all respect the people you meet simply for who they are, not what their predispositions may be.

I look forward to seeing how this group blossoms and expands over the coming years, and have hope for even greater acceptance of all members of the College community in the years to come.

# Wellbeing in 2020

JOAN GILL, DIRECTOR OF STUDENT WELLBEING - PROGRAMS

This year has presented us with challenges that no one could have predicted. Lockdown heightened our concern for students' wellbeing and adapting our TripleR programs to remote learning was very important.

Wherever possible during remote learning, we ensured our students could still engage with a range of speakers and wellbeing presenters albeit as webinars.

Paul Dillon has been presenting to Geelong College students for over a decade so his webinar was much anticipated by our senior students. The key to his success is the relationship he builds with the students over their final three years of schooling. They trust him and know that he genuinely cares for them.

Such is his reputation that the image pictured (right) was sent to him by

some of our previous exchange students who heard him when they were on exchange here two years ago and have taken his message to the other side of the world!

The evening webinar proved exceptionally popular and very timely for parents trying to negotiate the new realities with their children.



## Some of Paul Dillon's key messages:

- Adolescent brains are wired for them to push the boundaries
- Adolescents weigh risk/reward differently from adults. They don't downgrade the risk, but they give more weight to the payoff
- Reward increases around their peers
- Parents need to make sure their conversations go beyond the pandemic

## Asking the question: RU Ok?

Everyday became RUOK day in lockdown without the daily face to face cues that alert us to student issues.

Whilst no substitute for face to face interactions, the regular check-ins with students around their wellbeing were critical.

September 9, the annual RUOK Day was recognised across the campuses with simple messages of support and connection.

Mr Taylor's Year 9 Art class captured the essence and context of the day with this striking collage.



*Mrs Russell's feel-good video for RU Ok day.*

Mrs Russell, Head of Middle School encouraged her staff and students to appreciate the value of a simple smile in her "feel-good" video.



*The Year 9 Art class created a photographic collage for RU Ok day during Remote Learning.*

The Junior School were engaged in random acts of kindness as an important way of showing care for each other.

We never take the wellbeing of our students for granted and being aware and alert to their social and emotional needs in lockdown was heightened. There are many definitions of resilience but the one I like best is the ability to

adapt to Plan B when Plan A no longer works. How apt is this definition for the circumstances we found ourselves in throughout 2020.

On behalf of all the wellbeing staff, I offer my praise to our students for their resilience and adaptability.

# Through the eyes of a teacher

On Tuesday 24th March 2020 schooling at The Geelong College, and indeed all of Victoria, entered a new era.



Beginning as a flurry of activity to prepare for what we anticipated might be a few weeks of students learning from home, evolved into the single biggest disruption to education in the State's history.

With up to 20 weeks spent undertaking remote learning, 2020 has been a very different year for our school community. We know that for students and their families, the challenges have been substantial. Teachers have supported Foundation children who, having just begun their first full year of school, were sent home again. Students in their final year of schooling have had to cope with achieving under unusual circumstances and deal with unavoidable disappointments as events were sidelined by COVID-19 restrictions. The experience for those in the years in between has been no easier – separated from friends and families, co-curricular activities curtailed, communicating with their teachers only via devices. There is no denying that it has been a challenging year, one that no student (or their families) would wish to repeat.

But have you thought about your student's teachers? Never in their careers have they encountered such a seismic shift in their professional lives.

*"The personal relationships we have with our students are the lifeblood of our days, and so adjusting to a wholly online or remote environment changes the very nature of what we do,"*

*- Middle School Leader of Learning, Marita Seaton.*

Transferring the entirety of their teaching programs to a digital platform is not simple. Overnight, they needed to become experts in Microsoft Teams, and deliver their curriculum in a way that not only kept students learning, but also kept them engaged. They needed to be able to provide assistance and support to every student, without the luxury of face to face communication.

As a community, we applaud our teachers for their extraordinary effort this year.

Our Leaders of Learning across all three schools have been invited to share their insights, personal challenges and achievements for the year 2020. Enjoy reading their reflections.

## Senior School – Melissa Barnes

When I realised I would be teaching remotely, I felt nervous but reassured that the school was in a favourable position to navigate our way through the coming challenges.

I consider myself fortunate to work with our students and have never been more grateful for their kindness and patience. I admired their resilience as they missed many rites of passage; the 18th birthday without a banner decorating Helicon Place, the triumphant first solo drive down Talbot Street, the toasted sandwich in the Year 12 Common Room. Apart from occasional pranking by muting peers mid-sentence, students were engaged, purposeful and cooperative. They politely offered support and ideas to each other and me as we went through the learning journey together.

Teaching is a subtle art relying upon communication between learners and the teacher; slight changes in body language or facial expression inform our choices. Sometimes teaching remotely felt like gazing through a dirty windscreen.

Was the work too hard, too easy, too boring? Sometimes conversations were awkward as students worried they might be saying too much or silencing another student. Breakout rooms helped and sometimes a one-on-one virtual chat was a perfect opportunity to regain the immediacy of face to face teaching.

This year has been a time of reinvigoration. Those software icons that previously raised only a mild curiosity are now essential tools, and I see great potential for their future use.

Thanks to the herculean efforts of IT leaders as well as the generosity of my peers, we reinvented ourselves and learned to navigate through different platforms and shared successes and failures.

This year has been a significant evolutionary event in teaching practice. I look forward to seeing the changes as we return to class.

Teaching is a subtle art relying upon communication between learners and the teacher; slight changes in body language or facial expression inform our choices. Sometimes teaching remotely felt like gazing through a dirty windscreen.



## Middle School - Marita Seaton

I'll admit it, I liked remote learning in the beginning. For someone who loves innovation and change it was the perfect storm. Technology, apps and software that had been sitting in the background, waiting for a gentle roll-out were suddenly thrust into the spotlight.

It wasn't just a matter of learning how to video conference; we had to take our entire learning program and modify it to allow for online delivery and feedback.

We were lucky that SEQTA, with all its possibilities, had been introduced but entire units of work, built around immersive experiences like excursions, required a rethink.

Like any organisation, we had our early adopters excited at the prospect, the majority who needed time to adapt and a few were uneasy about venturing into the digital unknown.

As we scrambled to upskill and modify I often thought about the Alice Springs School of the Air - I'm sure they barely felt a ripple. They had 60 years to hone and adapt their methodology, we had a few days.

Inevitably, the sense of adventure that was present as we entered this new era of learning was beginning to wane when we returned to our laptops in Semester 2.

As I sat looking at the initialled dots on the screen, trying to picture the faces they represented, I felt a sense of loss.

Speaking to colleagues and students I discovered that I was not alone.

We all missed the smiles, the natural banter and even the eye-rolls. Whilst I appreciated the effort made by one student to turn her mic on and laugh at my joke, it just wasn't the same. I had already uttered those immortal words: 'Is this on? Can you hear me?'.

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## Junior School - Christie Barrett & Rory McElligott

We set our sights on ensuring we provided the most high-quality Remote Learning program we could muster. And muster we did. From boardroom meetings, to home learning pack production lines, to teaching children to read over Microsoft Teams – it became a continuous chain of flexible and agile decisions, made and communicated in all manner of nuances, via many channels.

Teachers at Junior School feared the loss of hands-on experiences, knowing the importance of touch, exploration and seeing things in the flesh, and the significant part these play in developing strong neurological pathways. How could we ensure this when learning would now be through a device?

The key was to align deep planning within and across year level teams. This ensured experiences designed for children at home would be rich and individualised. Feedback received during the first round of lockdown saw us increase our live teaching, so that student feedback and assessment could occur in real time.

What we also underestimated at the time was the importance children placed on the connections they have with their teacher.

At Campbell House, as Homeroom Teachers we are normally with our children for much of the day, supporting young students not only academically but also significantly with their wellbeing. Ensuring there was dedicated time during online sessions for social chats, discussions, sharing and mindfulness brought that much-needed personal touch to our Remote Learning program.

We feel that Remote Learning was a success for our children, and many ideas and ways of working have been enhanced. However, we now have a greater realisation and appreciation for the human contact and sense of community that comes with attending school and the importance of this for the development of our College's youngest students.

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# Putting a face to the w

KELLY WATSON, YEAR 6 LEARNING MENTOR ON READING

This year, students in Year 6 have had the opportunity to meet two authors of novels they have studied.

According to student Zac Edebone, you can't get enough of a good thing.

*"When you've really enjoyed the story, you want to meet the person who wrote it. You want to find out more."*

**- Zac Edebone, Year 6**

Putting a face to the writer humanises and demystifies the writing process. It offers students insight into the motivations, inspirations, frustrations and the process of writing.

*"We get to find out more about the book, the meaning they intended, what inspired them and what their interests are"*

**- Caitlyn Smedley, Year 6**

Referring to the main character in Tristan Bancks' *Two Wolves*, Harry Garland commented,

*"In coming up with that character, Tristan Bancks must have had quite a lot of ideas about him that didn't make it to the page. I'm interested to find out what they were."*

**- Harry Garland, Year 6**

The opportunity to engage with the authors also provides students with a range of approaches to gathering ideas. Michael Panckridge shared that some ideas are drawn from places he has been or experiences he has had, whilst Tristan Bancks builds upon images saved to a vision board and

the mood and feeling generated by an accompanying musical playlist.

At Year 6, students study novels using a Shared Inquiry approach. In responding to open-ended questions, they clarify and interrogate 'big ideas' and underlying themes, they develop arguments and seek supportive evidence, forming deeper understandings.

Spending time with the authors of the texts they study allows students to resolve any unanswered questions they have. These experiences are highly memorable and promote positive attitudes towards reading and writing. They help students to not be simply



# The importance of feedback

MARITA SEATON, MIDDLE SCHOOL LEADER OF LEARNING

The feedback and reporting of progress at the Middle School happens on three levels.



## Level one – The classroom

The most natural and immediate feedback is given in the classroom. The hundreds of small conversations that occur in this space are powerful and ongoing, providing learners with instant and valuable feedback. Spontaneous and genuine, this type of feedback is a particular strength of the Middle School staff as they draw from years of professional practice, real-life experiences and a fundamental passion for their areas of learning.

## Level two – SEQTA Learn and Engage

The second level of communication is through SEQTA Learn and Engage. Here the teacher endeavours to capture the many observations and evidence of learning in timely feedback that is clear and helpful. Traditionally, this type of communication was limited to the classroom, with the occasional graded assessment making it home in the bottom of a school bag. As the newest of our reporting formats, SEQTA Learn is our most transformative and requires a shift of viewpoint. Here we can see and follow the student's growth as teachers guide them towards the next step in their learning. This ongoing and timely feedback replaces the teacher comment previously found on the end of semester report; a statement that once tried to describe six months of learning in one pithy paragraph. Now we have an opportunity to make learning visible through a comprehensive record of student results, feedback and reflection.

## Level three – The end of semester report.

The end of semester report provides the learner's level of achievement when reported against the Victorian Curriculum Standards. The standards describe what students are able to understand and do as they reach each level. Through the lens of expertise, teachers use the evidence provided by tasks, observations and assessments to decide where the student sits on this continuum of learning. If the student's demonstrated understanding and ability corresponds with what you would expect to see at their current level of study they are considered 'at standard'. As the curriculum is scaffolded to build on previous learning, it is therefore less common to achieve 'above' or 'well above standard' as it requires

We all seek encouragement and advice, it's human nature. What happens naturally, is formalised in education.

a demonstrated understanding of the next level's skills and knowledge. Whilst this report's main purpose is to report to the Victorian Curriculum Standards, it also provides a valuable opportunity

for Homeroom teachers and Learning Mentors to write a personal comment focusing on the student's social and emotional progress. Unlike an academic report, the pastoral comment looks at the whole person and how they approach day to day life as a member of our vibrant learning community.

consumers of texts, but active participants in constructing meaning, developing critical thinking and understanding that more than one interpretation is valid; skills that build capacity to tackle life's challenges.

*"I like to hear how the author thinks about the things that happen in the story....When we talked to Mr Panckridge, we had different views about a character's actions and found different quotes that showed these.*

*Mr Panckridge told us what he was thinking about some of the things we asked, and there were some things that he hadn't thought about until we asked"*

*- Eliza-May Bartlett, Year 6*

# riter



# Writing: A dance between theory and practice

EMMA WATTERS, YEAR 4-6 CURRICULUM COORDINATOR

Our theories are always in alliance with the daily work that we do. Theory and practice need always to be in a dance together. We cannot allow theories only to stay in the academic world and services to stay only in the practical world. Theories need to be experienced in the flesh of the world we live in.

- *Valentina Violi, Pedagogista in Reggio-Emilia, Reggio-Emilia Study Tour, 2019*

As teacher researchers, it is impossible to separate that which we do with our students and the research that we undertake as a teaching community. In order to constantly revisit, renew and question our teaching practices, the teaching staff in Years 4-6 have spent much of 2020 investigating ways to refine and reinvigorate the teaching of writing for our students.

To begin our research, we considered our own personal knowledge and skills. What did we want to find out? By asking questions of ourselves, we revealed more than that which we wished to know, but also unveiled our values and our priorities.

## Some of our initial questions were:

- How do we teach personality and voice in writing? How can we include vocabulary development in teaching writing?
- In what ways can writing overlap with other curriculum areas?
- How do I best assess writing?
- How do we best conference and provide 'in the moment' feedback?
- Are we teaching Victorian Cursive handwriting?
- What can we do to make conferences more effective/helpful?
- Who decides when a piece is finished?
- How do we extend our more capable writers?

## From this initial brainstorm, two main themes emerged.

The first theme we explored was to take a closer look at what we teach and why we teach it. This involved significant time revisiting the Victorian Curriculum, discussions around our values as educators and our passions. We discussed what we love about the teaching of writing and told stories about times that writers surprised, inspired or excited us.

To add further depth to our investigation, teachers engaged in professional reading, investigating the ideas of not only highly respected educators in the field, but also the theories and passions of published authors.



One such reading was an article from The Reading Teacher and the Australian Literacy Foundation titled: 'Award Winning Authors Talk about Writing and Teaching Writing', by Shelley Stagg Peterson. This reading gave the team the opportunity to delve into the world of the writer for information, and to dig into the mind of the expert.

**According to the eleven award winning authors in the article, three guidelines surfaced with which the team instantly clicked:**

1. Student writers' passions and curiosity should guide topic choice.
2. It is important for students to dig for information to feed their curiosity and provide background for their informational and narrative writing.
3. Student writers should have ongoing feedback to guide the revising and editing of their writing.

More than mirroring the process our students in Year 4-6 undertake during Writer's Workshop, this information allowed for innovation to take root. The discussion of professional readings afforded the team the opportunity to generate theories about the genesis of ideas, interrogate the teaching of concept development for students,

investigate sources of inspiration and wonder about the value of choice. Particularly, the team were inspired by the embedding of student voice and idea seeding. This includes the multitude of ways that authors record their ideas during planning, utilising the fields of art and music in particular. As a result, collages, playlists and mood boards are being investigated as possible value add elements for writers in the planning stages of the writing process.

More than increasing our knowledge of the subject area, and igniting the researcher in us all, this process allowed the team to further develop streamlined plans for the teaching of genre for our students, so that they can immerse themselves for longer in a genre, and experience its many forms. In this way, students have the opportunity to test, try and experiment with structure within the genre to communicate a message or mood.

**Two innovative in-class projects were developed as a result of this investigation.**

The first was a comparative study of Tristan Bancks novels in Year 6, which resulted in students not only thoroughly immersed in writer craft, but also excited to learn more about inspiration, creation and style.

The second was an initiative in Year 5; Author Study. This program saw

students select an author of interest to study over a term. Authors were varied, ranging from William Shakespeare to Mark Twain and Jules Verne, to Dr Seuss, Ann M Montgomery and Jane Austen.

Both of these projects highlight the depth of connectedness between reading and writing as students progress through the primary years.

The second theme in our ongoing research involved unpacking how we assess students' writing, and how goals are set. As a team we have begun interrogating best practice assessment skills that allow our students to share their understandings, while giving teachers adequate information to create learning goals with all students. The team are investigating ways to make feedback for students timely and effective, and as such, the use of the SEQTA platform is being further explored.

We are excited as a team to continue our research, and to consider not only the interplay between theory and practice for us as educators, but to interrogate further the connection between reading and writing as we move into 2021.



# The official opening of our Junior School

SONDRA WOOD, HEAD OF JUNIOR SCHOOL CAMPBELL HOUSE

Our school was officially opened by the Governor of Victoria the Honourable Linda Dessau AC on Tuesday 27 October.

Like so many events of 2020, we reimagined and repurposed the Junior School reopening to fit within our virtual world.

The Governor reflected upon our Reggio Emilia approach to education and the connectedness of our internal and wider

communities, where the architecture provided endless opportunities for learning to occur within our indoor and outdoor spaces

Our plaque, sitting proudly on the walls of our original Campbell House classrooms, was unveiled by our children, represented by Charlie Murray, Winifred Tracey, Seamus Tiernan and Lachlan Montgomery.

We continue to express gratitude to John Wardle and JWA Architects for not only hearing, but indeed listening to what was central to our belief about children as learners and designing a space that remained integral to our original Campbell House, but also respected our future in our ever changing world.

The staff and children continually look to this future and the richness of opportunities that our school provides

– a school designed specifically to reflect the Reggio Emilia approach to education within the context that is The Geelong College.

The Reggio Emilia Philosophy, founded by philosopher Loris Malaguzzi in 1948, has become a world renowned educational project that, in its essence, encourages humanity to view children as capable, strong and bearers of rights. While this approach isn't a 'new' one, it is one that until recently has been limited to Early Learning educational settings.

At The Geelong College Junior School we have actively sought to promote this pedagogy and way of viewing children throughout the primary years. We are grateful that our community has provided this foundation where the children have opportunities to be citizens of their present and citizens of our world in a school setting that



*Chair of Council, Dr Hugh Seward, and granddaughter, Winifred Tracey.*



*Above: Students at the new Junior School.*

*Left: Principal Dr Peter Miller and the Governor of Victoria the Honorable Linda Dessau AC.*

is diverse and inclusive of the needs of all children – regardless of social background, culture or demographic.

We will continue to provide a rich tapestry of exciting learning opportunities, believing that the image of the learner is well-rounded, confident, active, curious, joyous, connected, resilient, empowered, creative and imaginative. Sometimes teacher, sometimes learner, but always playful and always learning.

In closing, the following words from our educators and children reverberate as we look forward to 2021 where we can open our doors to welcome those who were familiar with the Campbell House of old into its new iteration.

### Watch the opening

Visit the link below or scan the QR code with your device:

[cutt.ly/JSopening](https://cutt.ly/JSopening)



### My favourite part was watching the children's faces fill with joy as they first explored the new spaces. It really was such a special return to school!

While you have ideas about how the children will respond to the space and encounter the materials, they always manage to surprise with new ideas and ways of learning.

As a Foundation team we had put a lot of thought into the set up of the spaces and we were really keen to ensure it was both a collaborative and innovative learning environment for all.

Having explored the UNESCO rights of the child with the Foundation children earlier in the year we knew how important it was to allow their voices to be heard and value their ideas around the purpose and set up of the spaces. We referred to our notes from meetings with the children and reviewed their building plans to consider what materials and provocations would be important in each space. We also wanted to move away from the idea of homeroom spaces and think bigger around how the learning environment could act as the third teacher.

Hopefully you can see purposeful spaces which encourage the use of the hundred languages; the literacy and numeracy atelier, common space, wet areas, art atelier, construction and digital atelier and dramatic play space.

- Ms Sarah Armour Foundation Educator



I really like the sewing machine because I like to sew.

- Tyrese

Some things are new... the nails and hammers... I use it with my friends.

- Aislin

You can make your own name with the little beads.

- Bazzie

I like tracing around the autumn leaves.

- Emily

I like how I saw the fish. I saw them in the different parts.

- Jude



# House connections

SONDRA WOOD, HEAD OF JUNIOR SCHOOL CAMPBELL HOUSE

In the time between COVID-19 1.0 and COVID-19 2.0, Campbell House came alive once more, albeit caught between two worlds, that of reality and virtually, as we welcomed Robert Ingpen to our school.

An Old Collegian, a genuinely talented and humble artist, Mr Robert Ingpen was invited to unveil the series of three paintings he has designed for us.

His works celebrate and acknowledge the reimagined Campbell House and the inauguration of the House System at Junior School.

Throughout the year the children have been curious as they researched and explored Robert's books, illustrations and wondered about the history of Helicon, Bellerophon, Minerva and Pegasus.

Inspired by the Ingpen triptych, the children from Foundation to Year 3 have been motivated to create their own mythical creatures and the worlds in which they live, during Home Learning.

On the day of the unveiling, the Year 3 children were Robert's transfixed audience with the wider community watching the event live, through a digital platform

Throughout Robert's address the children clung to every word and waited patiently for The Geelong College navy satin veils to be removed revealing the amazing story of our Greek Mythology Preparatory inspired House System.

They were not disappointed. The paintings now hang proudly in the Junior School Reception area, where they will inspire children for generations to come.



## The story behind our Junior & Middle School houses

The Junior and Middle School House structure began with Pegasus and Bellerophon in 1921, with Helicon House added in 1948, and Minerva in 1963.

Each House takes its name from a creature of Greek mythology. Their stories are summarised below.

**Pegasus**, the most well-known of the four, is the immortal winged horse depicted in our College crest. Son of Poseidon and Medusa, he lived amongst the Muses on Mount **Helicon**, wild and free-roaming.

**Bellerophon**, an ambitious mortal man, wished to capture Pegasus and make him his steed. Bellerophon was gifted a charmed golden bridle by the wise Goddess **Minerva** (who is often depicted as an owl), which enabled him to do just that.

After utilising Pegasus' power to defeat a number of enemies in battle, Bellerophon began to believe himself too extraordinary to continue to live as a mere mortal. He attempted to fly Pegasus up to Mount Olympus (the heavenly home of the Gods) in a quest for immortality.

Bellerophon's impudence angered the God Zeus, who sent a gadfly to sting Pegasus, the pain of which caused Pegasus to buck, unseating Bellerophon and throwing him back down to Earth.

Pegasus went on to become Zeus' loyal servant.

*We were so excited on the day Robert Ingpen came to visit. I was excited but not as excited as my friend Zarli who is an artist.*

*I held Cedar's hand as we saw the big easels covered with a blue blanket.*

*He revealed his paintings... they were amazing. They didn't look real, it's hard to explain it. They were incredible.*

*The three paintings join together to tell the story of our school houses.*

*- Imogen Premraj, Year 3*



*When Mr Ingpen revealed his artwork, it was so amazing! It didn't even look like it was painted.*

*The paintings really showed the story of Bellerophon, Minerva, Helicon and Pegasus.*

*I got my copy of Storm Boy signed by Mr Ingpen.*

*Finn, Aydin and Grace welcomed Mr Ingpen to The Geelong College. He talked about our four school houses.*

*- Lottie Wright, Year 3*



# Chaplain's Corner

STEVE WRIGHT & LEANNE EARL, COLLEGE CHAPLAINS

‘Love never gives up, never loses faith, is always hopeful and endures through every circumstance.’ (1 Corinthians 13:7)

Last term with the return to Remote Learning, I was greatly encouraged by the stories across our College of kindness, encouragement and care. A timely care package, a kind message or call, a random coffee delivery. It was wonderful to hear from our students how they were being more intentional to check in on their friends.

**Here are just a few examples from some of our Year 10 students:**

My Grandma and I baked for each other.  
- **Andie Taylor**

I did some form of sport with a friend of mine... almost every day. That was an act of kindness that I really appreciated.  
- **Sophia Francis**

My family organised an online Zoom birthday party for my little cousin."  
- **Max Lilius**

We often underestimate the influence we have; yet in a year of many challenges, what may seem insignificant, our words or simple gestures is what has made all the difference.

“Not all of us can do great things, but we can do small things with great love.”

- **Mother Teresa**

## Christmas Hamper Collection for Uniting Barwon

Term 4 brings with it our annual collection of food to put together Christmas Hampers for Uniting Barwon.

This has been a part of our fourth term activities across the College for several years now. Uniting Barwon, now based in Grovedale, supports people in Geelong and offers emergency support for the most vulnerable in our community, offering assistance with budgeting, bills, housing, clothing and food relief.

With the challenges that have presented themselves with COVID-19 this year, the level of need in Geelong has increased, and the challenges are more complex.

The items that we collect will support people who find themselves in need during this year's festive season and beyond.

We thank you for your generous donations this year that will help the wider community of Geelong to participate and enjoy marking the end of the year, while also making things just that little bit easier.



Our 2021 Prefects with the generous donations received during the recent Christmas Hamper Collection.



# A year to remember

## PERSPECTIVES FROM BOARDING FAMILIES

NICOLE ROACHE, MARKETING MANAGER

**The Dudley Family** Year 10 student Sophie Dudley was at home in Deniliquin, NSW with mum Mel, Dad Matt and siblings William, Thomas and Lucy, and their Kelpies Tilly and Billie. The family farms livestock and crops.

### **2020 has been a year to remember, how has your family been impacted by COVID-19?**

The border closures, particularly not being allowed into Victoria, were tough. When Soph came home she had to self-isolate for 14 days. Living in a rural community, we had to shop online as items were really limited. It was also hard knowing we couldn't have visitors or visit anyone, it made us feel even more isolated, and where we live is pretty isolated!

### **Has your business or industry been impacted?**

We had our challenges. Buying and selling livestock, and selling grain was difficult because of border closures, truck work was put on hold and it was hard to get the necessary chemicals for crops.

### **Have you found any creative ways to address the challenges?**

Technology. Apps to stay connected with family and friends. Online auctions due to travel restrictions and border closures, it was a different way of doing normal things.

### **How has having your children at home for an extended and unexpected period changed things at your house?**

Our family time obviously increased. We had time to do things we wouldn't normally do because life was so busy pre-COVID-19. Building a tree house, playing board games etc. Our family bond really strengthened. But when we were all working and doing home learning everything was about the routine and scheduling.

### **How did you all manage with Remote Learning?**

Everyone was overwhelmed to start with. Being online was difficult because we didn't have enough internet service. Sophie had to stay with her grandparents in town until we had a satellite installed which then gave us enough service for all four of our children to be online at home.

### **What do you believe the long-term impact of COVID-19 will be?**

The disruptions to the food supply chains will be a concern and there are still many unknowns.

### **What do you think your children will learn from this unusual period in history?**

Respect, appreciation, patience and resilience. >>



**The Boyd Family** Year 10 student Hamish Boyd - Walsh was at home in Minhamite, Western Victoria with mum Katrina, dad Paul, sister Charlotte, and Frankie the Jack Russell/Maltese cross. The family farms cattle and sheep.

**Was your business or industry been impacted?**

Luckily the farm and farm work could go on as usual. Although there were challenges you wouldn't think of, like buying bulls from Tasmania, we couldn't attend auction and had to buy online.

**How has having your children at home for an extended and unexpected period changed things at your house?**

Probably the main impact for us as a family was having Hamish at home and doing remote learning, and his sister Charlotte home from Deakin Uni remote learning as well.

Like everyone, we did different things because we were all here together.

We had fun planning and cooking our evening meals and watched a lot of cooking shows. Now we experiment with lots of new dishes, it's like Masterchef every night.

Hamish also got a new friend over this period, his new dog Frankie, a Jack Russell Maltese cross.

**How did you all manage with Remote Learning?**

Remote learning has been a challenge, the internet has been slow at times. But we feel Hamish has been better this last term with achieving his work goals.

He has missed Mackie, his main home!

He's been there for four years now and really missed his friends and the contact in the classroom.

**What do you believe the long-term impact of COVID-19 will be?**

We all miss our yearly overseas trips and are in need of a getaway right now!

**What do you think your children will learn from this unusual period in history?**

We hope school life returns to normal ASAP, especially socially. I think we've all realised how much we enjoy things like pubs, restaurants and theatre. We have also learned to make the best of what we have, Hamish really made the best of farm life while he was at home and had the chance.



**The Norton Family**

Year 11 student Zac Norton was at home in Warrnambool with mum Pip (OGC 1989), dad Marcus, brother James (OGC 2017) and sister Sophie. The family own a business in the retail motor industry.

**How has your family been impacted by COVID-19?**

Heading into the first lockdown in March we were surrounded with overwhelming uncertainty.

**Has your business or industry been impacted?**

Our business is in the retail motor industry, and while business stopped during March and April it became busy again for a few months with people taking advantage of new government tax incentives.

**Have you found any creative ways to address the challenges?**

We spent time implementing new practices to ensure our staff and



customers were as COVID-19 -Safe as possible and making plans for if a time came that we were considered a non-essential service. Fortunately, being in regional Victoria our business was able to remain open.

#### **How has having your children at home for an extended and unexpected period changed things at your house?**

During term time normally Zac would be at Mackie and James at university in Melbourne, leaving Sophie living at home while working and studying part-time. Previously when everyone was home together, we were usually in holiday mode. Suddenly we had all three of our children living at home and studying remotely, often from the kitchen bench. We quickly settled into a routine, planning meals and exercise around scheduled classes, SACs, lectures and online meetings. We all managed to find our own space when we needed to. Our outdoor area and garage became a temporary gym where we could “attend” online Pilates classes or physio appointments, and even practice some golf putting. Our weekends were no longer packed with events and travelling between places,

but rather family time around an outdoor fire. We learnt to enjoy the slower paced lifestyle and appreciate the time we had together. James was fortunate to be able to continue his studies while working with Marcus and I. Sophie’s work in childcare became non-existent, as did her course placements, with work only resuming gradually in September. Despite feeling an enforced contentedness, we were reminded of the experiences 2020 would no longer bring. As we moved into the second lockdown 21st and 50th celebrations, and annual sporting events were no longer postponed, but cancelled.

#### **How did you all manage with Remote Learning?**

We loved having Zac home from boarding and enjoyed listening to his classes in the background each day. While Zac also enjoyed being home, he missed his friends, the camaraderie of the boarding house, and sport. He replaced his cross-country season with virtual running competitions organised by the Warrnambool Athletics Club, but felt it was not quite the same as having his opposition running with him. By September he was very keen to get back to school as the Year 12 students

were about to spend their final few weeks in Mackie.

#### **What do you believe the long-term impact of COVID-19 will be?**

I am both nervous and excited to gradually move back into normality and out of the safety of our bubble. There will probably be a sense of anxiety when attending events with larger gatherings of people. I am hoping life will not always be as hectic as it was prior to COVID-19, and that some of the flexibility created - working from home, online appointments and meetings can continue in some way.

#### **What do you think your children will learn from this unusual period in history?**

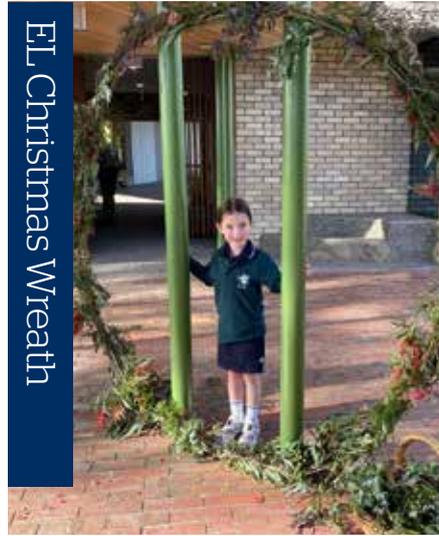
I believe that our kids will look back on this year and see they have a strengthened resilience. They will have developed new ways of achieving and reaching potential goals, despite the ever-changing rules and restrictions of 2020. As many experiences were taken away, they will have gained a greater appreciation for their everyday freedom, friendships and family.

# School Activities

JS World Teachers' Day Celebration



EL Christmas Wreath



Year 6 Performance



JS Book Week



MS Year 8 Cre8



SS Girls' Football Team



SS Shave for a Cure



Year 12 Campbell House Assembly



MIS Year 8 Camp



Bringing flowers to Brentwood



SS Silly Socks Day



TGC v SJC





# New deputy Principal

DR PETER MILLER, PRINCIPAL

It was never going to be easy to replace the outgoing and highly respected Deputy Principal Mr Roger Smith. However, I am pleased to announce that Mr Simon Young has been appointed to the role of Deputy Principal from January 2021.

Mr Young has been the Head of Senior School at The Geelong College since July 2017. Mr Young came to us from Hale School (Perth) as well as previously teaching at Radford College (Canberra) and The Southport School (Gold Coast). He grew up in Canberra and has also had some experience working in schools in the UK. Mr Young has excellent qualifications in education at both the bachelor and masters degree levels and he is currently enrolled in a Master of Business Administration degree at Deakin University. He has

a clear commitment to learning and influencing others through strong leadership.

As a current member of the College Executive team Mr Young has a clear understanding of the breadth of the Deputy Principal role, across the three schools of The Geelong College. As the Deputy Principal he will be actively involved in the operations of each school. The Deputy Principal is an important link across the College for the operations and interactions of staff

and students on a daily basis as well as an important connection to our wider community including the Old Collegians, Foundation and support groups.

I am sure you will join with me in congratulating Mr Young on his appointment and we all look forward to his contribution to the life of our community in his new role here from the start of 2021.

# Staff departures



**Barbara Carlson**  
**Year 7 and 8 Learning Mentor**

Barbara has been an active member of The Geelong College community across 30 Years, 18 of which she was the Coordinator of the Helen Mackie Library, overseeing a range of changes and developments in information literacy. This role enabled her to extend herself professionally and present at a number of Local, State and interstate conferences. She also brought people to the College organising Library Seminars held at the Preparatory School.

Barbara has taught children from Years 4 to 8 in Library, English, History and Geography. More recently she has been a part of the Year 8 Elective program, introducing the Mind, Body and Soul option as a focus on self-care and wellbeing for students. She has always strived to broaden children's reading experience and to promote a love of learning and literature. She has done this through projects such as the Year 7 Family Reading Project and the Collaborative reading sessions with Junior and Middle School students.

Barbara cared for Middle School colleagues and students alike. She valued her role as Learning Mentor at Year 7 and 8 and established strong relationships with the students in her care and their families. She was a most active member of the Staff OH&S committee for several years and also served as the Middle School Equal Opportunities rep.

Barbara describes her time at the College as 'stimulating, challenging, rewarding and never dull. We thank and congratulate Barbara on her contribution to the College. A life-long learner, she is looking forward to being able to explore and discover new learning opportunities and networks, in the local community, and beyond. She will also focus on spending more time with family and friends, with a focus on personal health and wellness activities.

- *Leanne Russell*



**Roger Smith**  
**Deputy Principal**

After 24 years of loyal service as a Mathematics teacher and member of The Geelong College executive, Mr Roger Smith has decided to step down from his role as Deputy Principal at the end of this year.

Fortunately, Mr Smith will continue at College in a part-time role in 2021 assisting with some key projects related to our strategic objectives in Learning Outdoors and Service Learning across College as Assistant to the Principal – Special Projects.

Mr Smith's contribution to the life of our students both inside the classroom and in Learning Outdoors has been enormous. He has been credited with coining the phrase "Learning Outdoors" which captures the importance of the learning experiences of our students beyond the traditional classroom context in shaping their opportunities beyond their formal school years.

In addition to his teaching and interaction with students at school he has participated in no less than 10 Exploration Society Expeditions over the years as well as Fulfilling Lives trips. Mr Smith's special connection to the community in Tanna has been very important for our school. With the enthusiastic support and interest of his wife, Heather, the Tanna connection has continued with great significance for both communities.

We are all very grateful for and in admiration of the distinguished service to The Geelong College by Mr Smith. In each of his roles since 1997 Mr Smith has always been a much-respected member of our College Executive team, especially as Acting Principal in 2015.

- *Dr Peter Miller*



**Marita Seaton**  
**Middle School Leader of Learning**

When Marita Seaton joined the College in 2011 as the Middle School Art Coordinator, she brought with her a fresh approach to all areas of the curriculum. Marita turned the Art Centre into a living art environment, adding bright colours and student artwork to the white walls, leading innovative programs, and enhancing and developing technology across the curriculum.

Marita extended the learning of art beyond the classroom walls. She also quickly became involved in the life of the College, joining The Geelong College Challenge staff team, and sharing her love of sport with the students through her involvement in the APS program and Middle School Hockey. Her experience in the Performing Arts and expertise in audio visual backdrop and set design also made her a vital member of the Year 8 Production team.

Marita has taught and mentored many young people in her time at the Middle School, not just through our pastoral care structures, but in her enthusiastic involvement in opportunities such as the Cre8 projects, Year 8 camp, and the annual overnight Art Immersion experience.

Early in 2018 Marita became the Middle School Leader of Learning, a challenge she enthusiastically embraced. She and her team of teachers further developed the Year 7 Learning to Learn program across the following three years, along with the Year 8 elective program.

Marita showed great care for the Middle School staff, supporting staff through the implementation of SEQTA, encouraging teachers to look at student feedback and explore a variety of approaches to assessment. She was also a member of the College's Academic Executive, a cross-school leadership group to which Marita contributed richly.

We thank Marita for the significant contribution she has made and wish her every success for what the next chapter brings.

*- Leanne Russell*



**Claire Bartlett**  
**Deputy Head of Junior School**

Claire Bartlett has been a member of The Geelong College Community for almost 13 years. For ten of those years Claire was a valued member of Middle School where she taught across Year 4, 5 and 6. She oversaw the English Curriculum and in her final year at Middle School stepped into the Year 4/5/6 Area Leader role - a position she took very seriously. For the last three years I was privileged to work closely with Claire in her role of Deputy Head of the Junior School.

Claire is a passionate educator. The children come first. Claire has been dedicated in her support, leadership and the ongoing improvement of the Reggio Emilia inspired approach to education. She has advocated for whole staff understanding of how we intertwine our environment, curriculum and pedagogy. In 2019 Claire was part of our Leadership Team when we were awarded the Victorian Department of Education's auspicious Professor Collette Taylor Emeritus Early Years award for Excellence in Educational Leadership.

Claire has been an influential and all-round sustainability warrior leading best practice in caring for and rejuvenating our environment across The Geelong College. Whilst leading the 4/5/6 team Claire supported the ongoing development of the Enviro Year and co-led the College's Programmatic Environmental Assessment (PEA) Committee. Claire has made some wonderful connections and friends during her time at the College and navigated her role as both parent and educator with poise and professionalism. Claire will be beginning an exciting adventure in her professional career as she begins her new role as a Primary School Principal. While Claire will be deeply missed, we are also very excited for her and the new opportunities which lay ahead.

*- Sondra Wood*



**Emma O'Callaghan**  
**Year 7 Coordinator**

Emma joined The Geelong College in 2013 and worked as a teacher of History, Geography, English and Religious and Values Education throughout her time at Middle School.

A passionate teacher, Emma connected easily with the Year 7 and 8 students and always worked hard to create engaging lessons and units of work.

In 2014 she became the English Coordinator and continued leading the English staff until she was appointed to Year 7 Coordinator in 2016. Emma excelled in this position, overseeing the wellbeing and academic progress of our young students in their transition to secondary schooling at College.

She worked tirelessly with students and staff to improve the classroom environment and layout, and proactively made changes to support the learning environment for all. Her commitment to the Rowing program was to be admired, so too her willingness to be involved in every facet of school life. Emma has been a mentor and friend to many on staff.

In 2018, Emma and Nick started their family – since that time we have missed her bubbly personality, chats around the staffroom table, the Aminya Laine woollen cardis and her thermomix goodies.

We thank Emma for her contribution to the life at The Geelong College and wish her and her family all the best for their next adventure.

*- Georgina Rolls*



**Bert Aalders**  
**Middle School Cleaning Supervisor**

Bert Aalders, our long serving Middle School Cleaning Supervisor, retired in late Term 1. Bert joined The Geelong College in 2000 and loved and took great pride in his position. He was always prepared to commit to his duties no matter how long each role took and was often to be seen still here out of hours as he ensured everything was to his satisfaction and ready for the ensuing day. Bert always generously sought ways to support teaching and administration staff and we were always confident that significant Geelong College Assemblies and special occasions had received his full attention and the set up and presentation of each area was immaculate. Important celebrations and events were always high on Bert's agenda and we were always proud of our school setting and the collaboration that had allowed for such presentation.

Many of Bert's greatest joys have been with his family; holidays overseas with his sister and caring for younger family members. He has enjoyed being able to spend more time with them since he has finished and will miss the many friends he has made in his role at the Middle School.

We wish Bert well in his retirement, with the opportunity to spend time with family and reflect on a role at the Middle School that will be long remembered and valued.

*- Coral Turner*



## Pat Clark

### AV Technical Coordinator

It is difficult to summarise Pat Clark's 21 years at The Geelong College. Her involvement in all facets of The College has been significant - not only as a valued member of the Science, Art and Maths Departments, but also as Audio Visual Coordinator, McArthur House Tutor, Staff Association Committee member and the school's IEU representative.

Pat began her career at The College in the Science and AV departments taking over during the time when the student laptop program was in its infancy and teachers were still using overhead projectors and VHS tapes. The technology changes that Pat has implemented since have been astronomical. She also quickly established herself as the resident school photographer. Her photos constantly graced the pages of Pegasus and Ad Astra, as well as video productions, many of which Pat herself created. Each video production was a testament to Pat's hard-work, with each requiring many, many hours of dedication.

In her time at The College, Pat taught across the Science, Maths and Art Departments and has had close ties with the Library Department, combined with her cross-campus AV Coordinator role. Always willing to put her hand up to help others, she has embraced her roles as IEU representative and employee advocate wholeheartedly. She was also an active member of the SS Staff Association.

In addition to her official roles, Pat has great rapport with her students. With her quirky sense of humour and quick wit, the relationships she has developed with the many students in her care have ensured her classes are engaging and inspiring. Her own "never give up - just give it a go" attitude encourages students to always try their best. Being a passionate McArthur House Tutor since her first year at The College has also ensured her blood runs black.

We thank Pat her for substantial contributions to The College. She will be sorely missed by all. We wish her every happiness for the future and hope that she will allow herself to take a well-earned rest!

- Andrea McGucken

## Helen Plumridge

### Junior School Art Teacher

Helen commenced her teaching career at Campbell House in 2009. She was unique in many ways and one of the most inspirational, creative educators that I have had the pleasure to work alongside.

Helen valued and cared about every idea, connection, original thought, comment, and conversation that the children entered the Art Room with. Together they explored, collaborated, discussed, and created some amazing pieces of art. No idea was too small, no connection dismissed but creativity was given the freedom of expression in each child's unique learning style.

Her amazing artwork with the children added the 'Wow' factor to many Campbell House dramatic productions. Helen worked tirelessly to create sets, props, and costumes to create stunning visual performances. Priceless memories are etched in my mind of the looks of wonder on the children's faces as collaborative projects took shape and ideas became reality. The process was valued as much as the result.

No Campbell House Athletics Carnival was complete without Mrs Plumridge's famous obstacle course! With her distinctive style, Helen created a course that all the children loved. They ran, laughed, jumped, twirled around the colourful, unique course and it was always a highlight of the day.

Helen also gave her time generously and freely to both staff and students. Children knew that Mrs Plumridge was always there for them in the Art Room, for all creative projects. She created a safe, nurturing environment where special projects were initiated, ideas explored, and boundaries pushed.

Thank you Helen for your significant contribution to the creative development of the Campbell House students. Your wisdom, kindness, care, patience, generosity of your time and talent will be remembered in the hearts of the many children whose lives you touched.

Wishing you health and happiness for the next exciting chapter of your life.

- Edwina Davis

# Foundation President's Report

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

*As would be expected, COVID-19 forced the cancellation of most of the Foundation's events for 2020.*

The Foundation were looking forward to hosting our functions this year, including the Foundation Members' Lunch, the Foundation Concert, our Morrison Society morning tea, our annual Community Golf Day at the Barwon Heads Golf Club, the Morongo Lunch for Morongo Old Collegians and our Melbourne drinks which we co-host with the OGCA each year.

Unfortunately, all of these events were cancelled which greatly disappointed the Board. We look forward to being able to welcome our community back to all of these events in 2021.

## **Year 12 Music**

The Year 12 music students weren't able to celebrate the culmination of their music journey at the College as they normally would at the Foundation Concert this year. So in lieu of this, the Foundation presented each of these students with a book to acknowledge their commitment to music at the school and to wish them well with their future endeavors. Good luck to these students and to all of the Year 12 students as they finish a very difficult final year at the College.

## **Annual Giving**

Our Annual Giving campaign was conducted in a more low key personal format this year and the result exceeded our expectations and only highlights the generosity of the College community in supporting the Foundation, Scholarships including the Dr Bill Williams Scholarship, and the continued refurbishment of our heritage buildings. Thank you for your

ongoing support in what has been a challenging year.

## **The Junior School**

The major achievement of the Foundation during 2020, and indeed since its incorporation in 1987, has been the financial contribution to the redevelopment of the Junior School (Campbell House) and illustrates that the Foundation is not only about assisting for the future but also for delivering in the present. Foundation funds were also committed this year for the continuing refurbishment of the Cloisters classrooms at the Senior School as part of the annual Principal's project.



This is my final report after seven years as President of the Foundation, I will be stepping down early next year.

It has been a great privilege and I wish to sincerely thank all Foundation Board members, the Principal Dr Peter Miller, Council Chairman Dr Hugh Seward, and the Community Relations team for all their support and involvement over this time. Much has been achieved, the Foundation continues to grow and provide significant assistance to the College and its students.

My best wishes are extended to the incoming President.

As is often remarked, "the College always punches above its weight division" and will continue to do so.

*- Sandy Hutton*



*Music Co-Captains Danny Yang and Jess Wynhoven with Sandy Hutton*



Artwork by local Aboriginal artist, Nathan Patterson, in collaboration with The Geelong College staff.

# Dr Bill Williams Tjungurrayi Scholarship

DR PETER MILLER, PRINCIPAL

I feel it is important to provide you with an update on the progress made with regard to the growth of the Dr Bill Williams Tjungurrayi Scholarship Fund as well as the support it has enabled for Indigenous students here at The Geelong College.

The funds raised and held in this scholarship fund are now approaching \$100,000. This is an impressive amount in the first two years since its launch. Some donations have been one-off while others are part of an ongoing commitment to regular giving by donors. All contributions have been gratefully received. It is expected the funds will continue to grow while still providing our Indigenous students with significant financial support.

The relationship with the Smith Family continues to be one of the main avenues for identification and introduction of Indigenous students to The Geelong College. Therefore, we will be using funds from the Dr Bill Williams Tjungurrayi Scholarship to provide support to a number of Indigenous students in addition to

what they receive through the Smith Family program. This approach has developed over the last year and has proven to be very effective assisting our Indigenous students on the ground here in Geelong.

Our long-term goal remains unchanged. We are seeking to have sufficient funds to finance full time Indigenous students in boarding while maintaining a corpus of funds to secure long term support of this type. Currently, our funds are not at that level, but they will be, in time.

I thank those generous donors that choose to support our Dr Bill Williams Tjungurrayi Scholarship fund .

**I encourage those that are interested in supporting our Indigenous students to contact:**  
**Peter Moran**  
**Associate Director of Advancement 5226 3194 or**  
**foundation@geelongcollege.vic.edu.au.**

**You can also visit our website via:**  
**cutt.ly/Bill\_Williams**



Dr Bill Williams as a TGC Prefect in 1975, and speaking at an event in 2007.

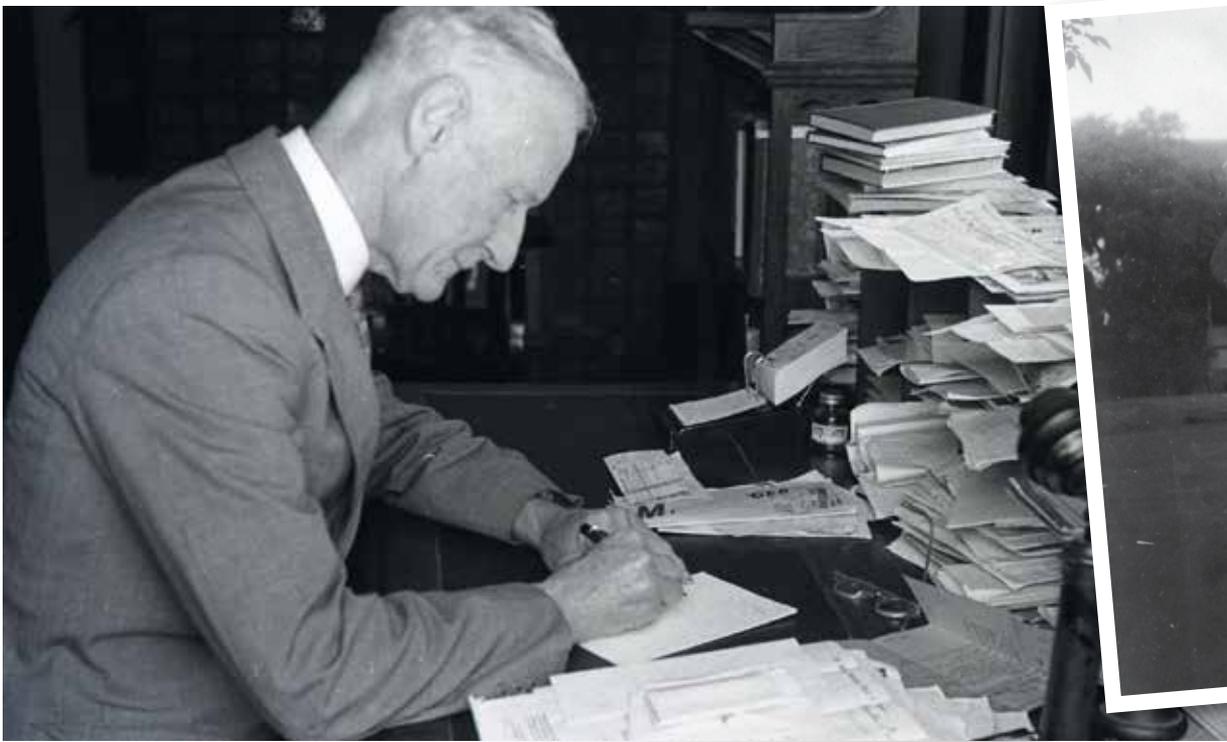
## About the scholarship

The Dr Bill Williams Tjungurrayi Scholarship Fund was established in May 2018 to support Indigenous students attending The Geelong College. The scholarships are to be supported by an endowment fund, to exist in perpetuity.

Dr Bill Williams completed Year 12 at The Geelong College in 1975 and went on to train as a doctor. Always a man of principle and conviction, Bill became a social activist, particularly involved in the campaign against nuclear weapons. He was also involved in environmental and feminist issues.

Bill lived with his family for an extended period at Kintore, an Indigenous community in the Northern Territory. He wrote a novel inspired by his experiences there, and returned regularly to continue his medical work with Indigenous people. He was due to return there a few weeks after his untimely death in September 2016. He was a staunch advocate for Indigenous people for much of his life.

This scholarship program supports Indigenous students, reflecting Bill's own commitment and passion, and continuing his work in actively addressing Indigenous disadvantage. It is also supporting the education of Indigenous students by investing in their, and our, future.



# Remembering Rev. Sir

CAROLINE STOK, ARCHIVIST

In 1920 The Geelong College's 5th Principal, Rev Frank Rolland (1878-1965), commenced at the school; his tenure lasted until 1945.

**Much has been written about Reverend Sir Frank Rolland over the years and each reflection paints a picture of a man who had an incredible influence on our College.**

**With 2021 being The Geelong College's 160th year, we wanted to look at things differently: who was 'Mr Rolland' in the eyes of his students?**

**We spoke to nine Old Collegians about their memories of their Principal, and their time at College.**

There is no denying the last impact Rev Frank Rolland has had on the past students of The Geelong College.

Each of the 'Old Boys' we spoke with had unique memories of him, and of their time here at College.

"(School) was so long ago but it seemed like an eternity at the time," said David Salmon.

During Mr Rolland's tenure the school was smaller.

"Everyone knew each other and all about them."

Generations of families had the same Principal. At one point, at least eleven cousins were all students at the College at the same time.

Everyone spoke so highly of Mr Rolland. Parents and grandparents recalled fond memories of their own time at the College, and passed that respect down to their children.

Mr Rolland only taught one subject – Religion – so students were more likely to encounter him at assembly and around the school grounds where he joined them for a chat.

Despite his position of authority, his approachable manner meant that students such as Eric Mitchell had 'no fear' of knocking on his study door.

"He would listen intently to what one had to say – even a 15 year old student."

On Saturday evenings Mr Rolland would visit the Junior Boarders Common Room to read and tell stories as Bill Huffam fondly recalls.

"I can still picture the door opening and he would come and sit with us."

It was during these informal Common Room gatherings that the boarders got to know more about their Principal; that he had trained to be a Presbyterian minister, worked at the Dunesk Mission in outback South Australia and had been a padre in the AIF.

Reverend Rolland regaled the boarders with his stories of 'nurses on camels', life in the outback, and serving hot cocoa to soldiers.

These life experiences combined with Mr Rolland's easygoing nature meant that he was not a traditional disciplinarian. According to his students, he had a 'cool and level approach'.

That's not to say he didn't enforce the rules.

"I remember once he caught students shooting rabbits with shanghais, and he admonished them...but in a nice way.

"The Vice Principal was often the 'hatchet man'."

Ben Johnson recalls the boys crowding outside the Vice Principal's office



Left: Reverend Rolland in 1945, and in service during WW1  
Above: Reverend Rolland (front middle) and the 1945 College Prefects.

# Frank Rolland

and counting the strikes being dealt to students who had misbehaved.

In contrast, they recall at least one occasion when Mr Rolland challenged a misbehaving boy to a game of tennis in lieu of traditional punishment. On the court, the boy was thoroughly bested.

When World War II hit, Mr Rolland deeply felt the lows, and celebrated the highs.

“At assemblies, he would announce the names of past students who had been killed with tears in his eyes.”

When peace was declared Mr Rolland cancelled the day’s classes.

“There was a conga line on the oval!”

The sense of relief that the war was over was palpable as Mr Rolland watched the boys celebrate.

In addition to his love of fun and frivolity, Mr Rolland is also remembered for his spirituality and prayers at assembly.

“He would close his eyes when saying his prayers. There was a simplicity and a purity about the prayers he took.

“I had heard he was such a hero, and when I met him, he was so gentle. I thought that, as it was a Church school, he might be one of God’s messengers.”

However, some students proved harder to engage in religion than others.

“The (religious) message didn’t get through to all of us.

“Young boys don’t like being asked about these sorts of subjects!”

Mr Rolland’s impact has endured far beyond the school gate, with each Old Collegian having their own story to tell.

“He set a moral compass for the boys and taught the principles of philanthropy,” George Tippett recalls.

“I had a good rapport with Mr Rolland,” Andrew Hope said. “While I was studying at university, Mr Rolland wrote to me suggesting I consider a career in ministry.. and that’s what I became.”

For Peter Eaton, Mr Rolland sparked a lifelong interest in Australia’s outback.

Some years after school finished, after his marriage, Ken Lewis again made contact with Mr Rolland. He was amazed to find his former Principal knew him immediately.

“He actually remembered me. He was still the same friendly tall man with blue eyes.”

No small feat, considering the length of Mr Rolland’s tenure at College and the number of students he had taught.

Though it’s been 54 years since his passing, his legacy lives on in the lives and memories of his past students. And it’s clear to see why.

**Read more about Mr Rolland and his life on The Geelong College Heritage Guide**  
[cutt.ly/RevRolland](http://cutt.ly/RevRolland)



“He was a tall man way up there.”

“Very, very tall, outstanding man.”

“He had a blissful way, very content.”

“A tall, slim distinguished person with an aura of quiet authority.”

“He was a great presence.”

“He had real dignity”

“He was known as ‘Mr Rolland’ or ‘The Head’ or by the nicknames ‘Wot Say’, ‘Lofty’, and Franky’.

**- Recollections from Old Collegians**

- Bill Dix (OGC 1939), Peter Eaton (OGC 1940), Rev Andrew Hope (OGC 1942), Bill Huffam (OGC 1944), Ben Johnson (OGC 1938), Ken Lewis (OGC 1942), Eric Mitchell OAM (OGC 1943), David Salmon (OGC 1943), George Tippett (OGC 1940)*



*Each year the OGCA presents our Year 12 students with a small gift, both to congratulate them on the completion of their secondary education, and also to welcome them as an Old Collegian. COVID-19 restrictions meant that this year's ceremony looked somewhat different to usual, with social distancing and face masks in place.*

# OGCA President's report

THANE JOSKE (OGC 1990), OGCA PRESIDENT

The COVID-19 pandemic has impacted our community in many ways and 2020 has been a most unusual, uncertain and challenging year. It has been a year of social distancing, working and learning from home, hotel quarantine, face masks, and of all things - toilet paper shortages!

The pandemic has disrupted 2020 for all, and the OGCA has been equally impacted. Where in 2019 we hosted some 21 events, 2020 has provided opportunity to host just 4 events, with the Albert Bell Club dinner on 13 March being our last event hosted for 2020.

While many events were sadly cancelled, our Community Relations team has "pivoted" and continued to host reunion events online via Facebook livestream, and our wider community has embraced technology during a time of social distancing.

**Additional activities embraced by Community Relations include:**

- A focus on mentoring, with the development of a mentoring

resources and over 50 alumni taking part in the program

- The Business Directory on TGC Connect, featuring 80 OGC businesses, and profiles of businesses and alumni via social media
- Online reunion videos, livestreamed on Facebook
- The creation of the OGCA Thought Leaders series, featuring alumni Darrell Wade, Romney Nelson, Diana Taylor and John Wardle

In many ways, the pandemic has provided opportunity for our overseas and regional alumni to participate through these online webinars and

forums, and I am sure that many of these forums will continue in the future.

**Looking ahead to 2021**

2021 is an important year for TGC, and marks 160 years since the establishment of the school, and 120 years since the first OGCA meeting was held on 3 May 1901. We look forward to celebrating these important milestones with our wider community.

Events and activities are already being planned for 2021. This will include a reception to acknowledge inductees to the OGCA Portrait Gallery of Notable Old Collegians.

In March, the school is participating in Geelong Design Week 2021. It is hosting a Young Masters panel highlighting

the diversity of work of our OGCs and showcasing young designers. This event continues our approach to unite, inspire and engage our wider school community.

### Join our network at TGC Connect

Our focus on maintaining connection with community continues, and we encourage our global OGC community to join TGC Connect (you can sign up at [www.tgconnect.com](http://www.tgconnect.com)). This platform provides OGCs with the opportunity to strengthen our positive interactions and connections through:

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

### The Geelong College Outreach program

The OGCA remains steadfast in our commitment to support survivors of historic harm, and we fully support the school's Outreach program. On behalf of the OGCA, I apologise to those members of our community who have not felt welcome; we acknowledge the extensive harm that has occurred in the past, the lives that have been ruined, and the ongoing journey of recovery for our survivor community.

In 2020, the OGCA farewelled longstanding committee members, Honorary Treasurer Tim Noonan (OGC 1994) and Honorary Secretary Bridgette Kelly (OGC 1997). We thank Tim and Bridgette for their enduring leadership and involvement over the past 10 years. At our AGM in October, we also farewelled committee member Steph Guy (OGC 2008) and welcomed Caitlin Lamont (OGC 2009).

### OGCA Honours Long-Serving Staff

At the end of each year, OGCA hosts a celebration to recognise College staff who have served five or 25 years. Whilst the cocktail party could not be held this year, presentations were still conducted to staff members achieving these milestones.

37 staff were presented with OGCA ties and bracelets in small groups across three campuses for the five years presentations. Kylie Mackey presented Honorary Life Membership certificates and Pegasus medallions to the four staff who have achieved 25 years of service: Murray Fanning, Vicky Henderson, Meredith Herbert and Greg Smith.

### Farewell

This report marks my last as President of the OGCA.

Thank you also to all the committee members for their efforts in making this year successful for us all, and thank

you also to the wonderful assistance provided by Mike Howell, Chelsea Matheson, Niki Nurnaitis, and the rest of the team at Community Relations.

On behalf of the OGCA committee, thank you for your support of our association. We offer many ways for our alumni to stay involved, including TGC Connect, the OGCA LinkedIn group, OGCA Facebook page and OGCA newsletters. We welcome your feedback. Please email [ogca@geelongcollege.vic.edu.au](mailto:ogca@geelongcollege.vic.edu.au)

To our newest Old Collegians, you may have left the school, but your friendships will last a lifetime. We look forward to seeing you at one of our events in 2021.

## Welcome Kylie Mackey

I would like to warmly welcome new President Kylie Mackey (OGC 1993). As a fifth generation OGC, Kylie brings an unprecedented level of enthusiasm and passion for TGC, and will continue the great work and legacy of the OGCA.



*The OGCA Portrait Gallery of Notable Old Collegians, commonly referred to as 'The Notables Gallery'; Outgoing OGCA President, Thane Joske.*

## Call for nominations

### OGCA Portrait Gallery of Notable Old Collegians

The OGCA launched its Portrait Gallery of Notable Old Collegians in 2011. The Gallery celebrates notable alumni whose achievements embody the spirit of the College motto - Sic itur Ad Astra (Reach for the Stars). Quite simply - they have reached the top of their particular field of endeavour, and achieved significant success.

Photographs of the inaugural inductees are on permanent display in the 1873 entrance to the Senior School.

### Nominations are now open for the 2021 induction.

We invite all members of The Geelong College community to nominate candidates for consideration using the enclosed nomination form or online at [cutt.ly/OGCA2020](http://cutt.ly/OGCA2020).



## David Lamont (OGC 1982)

David Lamont was appointed Chief Financial Officer of BHP. David has been the CFO of ASX listed global biotech company CSL since January 2016. Prior to joining CSL, David was CFO and Executive Director at MMG from 2010. He previously served as CFO for several other multinational companies across a range of industries. David has an impressive record in financial management having completed his Bachelor of Commerce degree at Deakin University in 1986 and joined the Institute of Chartered Accountants (Australia) in 1989.



## Justin Harding (OGC 2000)

On 18 March 2020 Justin Harding married Stephanie Lauria. The ceremony and reception were held at Marnong Estate in Mickleham.

Justin and Steph were very fortunate to get married the week before COVID-19 restrictions came into force!

The couple live in Melbourne, where Justin is a Town Planner and Steph is an early childhood educator.

Image Credit: Ryan Wheatley @ rweddings

## Chong Lim (OGC 1977)

Congratulations to Chong Lim, who was the Musical Director behind the orchestral arrangement of the Australian National Anthem at the AFL Grand Final, performed by Tim McCallum.

“From the outset I wanted to have a fresh new look at the national anthem and a reharmonisation and after listening to the beautiful sound of Tim’s voice I was determined to orchestrate something that would envelop his vocals with warmth. I’m proud to say that the wonderful Queensland symphony performed it to perfection and Tim absolutely smashed it across the park. I’m very proud of the result!”

Tim McCallum was equally happy with the outcome.

“It was a privilege and an honour to share this stage with you. Chong, your arrangement was a masterpiece, I was so proud to sing it. And the Orchestra was incredible, can’t wait to perform with you again.”



*Musical Director Chong Lim with singer Tim McCallum.*



## Nicholas Fulton (OGC 2011)

Nicholas was admitted as an Australian Lawyer and Officer of the Supreme Court of Victoria on September 11, having graduated from a Bachelor of Laws at Deakin University earlier this year. In November, he received his Graduate Diploma in Legal Practice, which complements his 2016 Bachelor of Arts and Diploma in Languages from the University of Melbourne.

With a strong interest in politics and civics, Nicholas was elected as President of the Geelong Region Young Liberals in December 2018, where he continues to serve.

## Rebecca Maddern (OGC 1995)

The Cats No 1 ticket holder Rebecca Maddern did a great job hosting 'The Grand Final Eve - My Room Telethon' recently.

Over the last 4 telethons more than \$5m has been raised for My Room Children's Cancer Charity.



## Will Schofield (OGC 2006)

2018 West Coast premiership hero and Old Collegian, Will Schofield, announced his retirement from AFL at the end of 2020.

"I've never been an All-Australian or a leadership group guy, but I've been a team player and have tried to play my role as best I can."

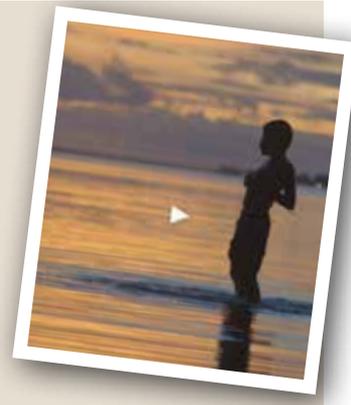


## Ned McHenry (OGC 2018)

Congratulations to Ned McHenry, who made his AFL debut with the Adelaide Crows in June this year, and has so far played eight games with the club.

## Joel Carnegie (OGC 2004)

Joel has co-created a film entitled 'Three Metres'. The film addresses climate change issues through the eyes of the island nation of Kiribati, whose very existence is threatened by rising sea levels. Joel tells - 'by the end of the century a one metre sea level rise could swallow two thirds of the island.'



## Levi Turner (OGC 2001)

Congratulations to Levi Turner on his amazing efforts. Levi recently ran the length of the Great Ocean Road (300 kms) on 19-23 October and, in doing so, has raised \$15,000 for local charity Geelong Mums.

## Lachie Henderson (OGC 2007)

Lachie played his 185th game in this year's AFL Grand Final. Though the final score wasn't what Cats' supporters were hoping for, it was a solid performance by Lachie.



# Promote your business

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# IF YOU'RE NOT ON THE BUSINESS DIRECTORY, WHAT ARE YOU MISSING?

The OGCA directory connects businesses with prospective customers and makes it easy for everyone to find and support local businesses in our Alumni Network. If you are a current family or a part of our Alumni Network, claim your free listing.

## WHAT WILL MY LISTING LOOK LIKE?

Your business will be listed in the overall directory index. You will also have your own business page where you can write a paragraph about your business. Add an exclusive offer if you like. On occasion, we may also feature your business in other publications or platforms, such as Ad Astra and our OGCA Facebook page.

## WHAT'S THE CATCH?

There isn't one. Our directory is, and will forever be, free of charge. It's just an extra service we offer to our College community.

## WHO CAN ACCESS THE OGCA DIRECTORY?

The Directory is part of our Geelong College Connect members' site, and can be accessed by Old Geelong Collegians, Morongo Old Collegians, as well as current parents. Simply sign in or sign up to view.



Directory index

Business listing

Looking for a local business or service? Visit the OGCA business directory  
[tgconnect.com/business-hub](http://tgconnect.com/business-hub)



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If you are part of our alumni network, or a current parent, claim your free listing today by visiting: [www.tgconnect.com](http://www.tgconnect.com) or email: [communityrelations@geelongcollege.vic.edu.au](mailto:communityrelations@geelongcollege.vic.edu.au)



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**Workers Geelong**  
 theworkersclubgeelong.com.au  
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 freshstartphysio.com.au  
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# Did you know we have a community jobs board?



If you're looking to find an intern, casual staff or fill a permanent position, why not look to your College community, first?

Our jobs board is easy to use, free of charge and is accessible to our Alumni community and current parents.

[www.tgconnect.com](http://www.tgconnect.com)



# Thought Leaders: Pos

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

With so many planned events unable to go ahead this year, the Old Geelong Collegians' Association (OGCA) was determined to find a way to bring a message of hope and positivity to The College community.

An idea was born - to approach Old Collegians who are a leaders in their chosen field and ask them to give short talks. These talks would be

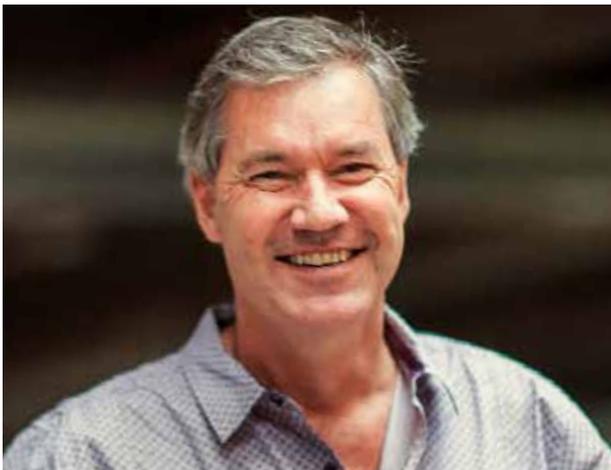
live, interactive, and available to our community on a virtual platform.

We sought out Old Collegians who are not only successful, but who have carved their own paths to success and have an interesting story to tell.

Hundreds of viewers have participated across the four episodes, either watching live at home, or catching up

afterwards via our podcast or video recordings. Below is a summary of the speakers and their stories.

**Watch or listen to the Thought Leaders series:**  
[cutt.ly/ThoughtLeaders](http://cutt.ly/ThoughtLeaders)



## Darrell Wade (OGC 1978)

Darrell Wade is a co-founder of Intrepid Travel and Executive Chair of the Intrepid group, the world's largest provider of adventure travel experiences which he started 31 years ago. He was recently appointed as Vice Chairman of the Executive Committee of the World Travel & Tourism Council. Darrell is also a passionate advocate for sustainable tourism.

The travel industry is amongst the sectors which has been hit hardest by COVID-19. Darrell provided great insights into looking beyond the crisis by thinking differently as a business leader, the importance of building corporate resilience into an organisation and never forgetting what your purpose is.

Never stop learning, back yourself (as it's easy to have doubts) and keep improving your skills as you don't know what you don't know.



## Romney Nelson (OGC 1994)

Romney is a best-selling author and has experience in the fields of health, exercise physiology and sports training.

He spoke on why the development of daily habits is so important to maintain both your physical and mental wellbeing.

Romney believes that now, more than ever, is the time to work on goal setting and creating good habits.

"You must control what you can control and have good people around you to push you and get the best out of you."

Be passionate on having the right goals, start small, have an action attitude so that it becomes engrained and the results will speak for themselves.

# itive Action for Now

## Diana Taylor (MOC 1992)

Diana Taylor, lawyer, director, business owner, consultant and Vice-President of the Geelong Football Club, gave fascinating insights into her leadership journey, the importance of having good mentors and how the growth of women's sport has fundamentally changed our world.

Diana also touched on how COVID-19 had changed everything whether it was on a personal, business or community level. The consequences of which were particularly brutal and presented real challenges as a leader.

Her focus was on being kind and empathetic.

She also spoke about the importance of service which was instilled in her as a student at Morongo Girls' College, something that has continued throughout her life through her volunteer work.

For Diana, volunteering is about contributing and having the capacity to give back and help others.

A passionate advocate for women's sport, she is thrilled to see the dramatic rise in the profile of Women's AFL, with over half a million women across Australia playing football.

“Work hard, find people around you for support, have courage, go hard, and don't look back.”



## John Wardle (OGC 1971)

When John Wardle was engaged by Council to work on the College masterplan he said there was some trepidation initially as he has huge respect for past College architect, McGlashan Everist, and felt indebted to Neil Everist. He felt a huge responsibility and saw it as a remarkable privilege.

Earlier this year John was awarded the Gold Medal, the highest accolade in Australian architecture. He humbly described himself as someone who leads from the middle, collects odd objects and gathers together bright people into a creative coalition.

In his practice he encourages curiosity, collaboration and draws inspiration from those around him.

In designing new buildings John spoke about reimagining spaces through deep engagement with stakeholders by the exploration of ideas, ambitions, history and solving problems.

He described the new Junior School redevelopment as an orchestrated journey that is only really understood once invited in. The outer wall is a village (Reggio Emilio) which opens up to a sequence of spaces and draws you in.

“An architect needs to be a great observer who innately observes the world around you coming to conclusions on the patterns that exist, the history that is evident and having an understanding of things that are symbolic of the physical environment.”



# Morongo Girls' College - a place to call 'home'



CAROLINE STOK, ARCHIVIST

Nora Valk (MOC 1946) is a survivor. She made it through the Second World War, including an internment in a Japanese concentration camp, then travelled half way around the world to make Australia her home. Now 90 years old, Nora Valk is committed to telling her story; to honour her past and educate others.

Nora was born in the former Dutch East Indies to parents Paul and Gladys Valk. She had a happy childhood until the Second World War tore her family apart.

In 1942, in the thick of the Japanese occupation, Nora's father was sent to a Prisoners of War camp in Japan whilst Nora and her mother were sent to a camp in Ambarawa, Java.

The conditions were terrible and deteriorated further during their time there.

In April 1945, then 15-year-old Nora watched helplessly as her mother died of dysentery.

Japan surrendered in August, just five months later, and a grieving Nora found herself free. However Nora's troubles were not yet over.

Just as WWII was ending, the Indonesian War of Independence was beginning. Alone and without family, Nora again faced the possibility of being caught up in war.

This time luck was on her side. Evacuated out of Indonesia by the British, Nora was taken to Singapore, where she anxiously awaited news on the fate of her father.

After many letters, and through the aid of the Red Cross, there was finally some good news for Nora. Her father, too, had survived the war.

Contact was made, and Nora was able to reconnect with her father. Together, they travelled to Sydney to recuperate and consider their options.

Nora's father was able to gain employment with a Dutch-based company, and it was decided that Nora should go to boarding school to enable her father to work.

Not knowing where to start in the hunt for a suitable school, they reached out to connections they had made in Sydney. Following a glowing recommendation from an Old Collegian, Nora applied, and was accepted at Morongo Presbyterian Girls College.



*From left: 1. Nora Valk in the Morongo Girls' College uniform 1947; 2. The Morongo Girls' College Baseball team in 1947 - Nora is standing second from left, and Dorothy is standing second from right; 3. Dorothy and Nora c1946-7.*

She started in February 1946, in Year 10. Just six months after the War had ended.

The travel from Indonesia to Sydney, then on to Geelong 'felt like a whirlwind', and the adjustment to boarding school life wasn't easy for Nora.

Following the freedom of a summer spent on Bondi Beach, Nora found boarding school life to be claustrophobic – its 'rules and lines (of students)' frustratingly similar to life in the Concentration Camp.

Over time, Morongo grew on Nora. After the trauma of her earlier years, it was nice to have some stability. She began to feel more at home as she developed friendships with the other girls, and joined in their extra-curricular activities, including baseball and church on Sundays.

It was at Newtown Presbyterian Church that she was first introduced to the boys of The Geelong College.

The two Colleges came together for events from time to time, and at the Senior School dance, one particular Geelong College boy caught her eye – Fred Davies.

Notes passed between Nora and Fred with the help of mutual friend, Dorothy Brownlees, and a teenage romance began.

But all too soon, Nora's time at Morongo came to an end, as circumstances beyond her control forced her to return to The Netherlands.

Nora was devastated. She was finally feeling at home in Australia, surrounded by new friends, and didn't want to leave.

Notes passed between Nora and Fred with the help of mutual friend, Dorothy Brownlees, and a teenage romance began.



*Geelong College student, Fred Davies, 1947.*

But there was nothing she could do, and she was forced to return to the country of her birth.

But Nora didn't go quietly. In an act of protest, she refused to finish her final school year in Holland. Instead, she enrolled in a typing and shorthand course. This would go on to serve her well.

Since then much has happened for Nora. She went on to marry and have three children, and has been blessed with ten grandchildren. Nora has maintained life-long friendships with the girls she met at Morongo, has shared her story with school students, has travelled the world, and lived in many places.

She returned to Semarang, Indonesia for the first time in 1973 to visit her mother's grave, and has visited a number of times since.

As the years march on, Nora is committed to remembering her past – the tragedies, as well as the triumphs – and passing history to next generation

A well-loved photo album holds some of these memories, including of one of Nora's most cherished moments – her two years at Morongo Girls' College.

It was there at the College that a young Dutch girl, fresh from the horrors of war, found exactly what she needed. A place to call 'home', and friends she has never forgotten.



Read more about Nora's story

Dutch author, Syl Van Duyn has penned a young adult novel based on the life of Nora Valk. Titled 'Girl Out of Place', it has been translated into English by Ernestine Hoegen and is available to purchase in bookstores and online, both on Kindle and in print.

**View the book trailer for 'Girl Out of Place'**  
cutt.ly/nora



Get in contact with Nora

Nora would love to hear from her College community, in particular, any fellow Morongo Old Collegians.

**You can email Nora at:**  
ambarawa02@gmail.com



# International relocation during a global pandemic

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Julian Carroll, ex-Head of the Preparatory School, shares with us the experience of his recent move to Vietnam.

Departing from Victoria in early August this year for Ho Chi Minh City, Vietnam, during the height of the COVID-19 pandemic was a decision that was both stressful and exciting for Julian Carroll and his wife, Elisa.

Julian has now settled into his new role as Principal of the Primary and Kindergarten Schools of the Australian International School (AIS) of Saigon. The school is part of the Inspired Global group of schools and is recognised as a world leader in education.

"I have responsibility for over 600 students and 80 staff spread across four campuses. It's a wonderful opportunity, and I'd have to say that my time at The Geelong College was great preparation for the role."

Some may recall Julian's willingness to be actively involved in school activities, including dressing-up for the Middle School Productions. We are pleased

to report that he has continued this tradition at his school in Vietnam (see accompanying Moon Festival photo!)

For Julian and Elisa, life in Ho Chi Minh City is vibrant, with the hustle of motorcycles, exotic cuisine, tropical afternoon downpours and the gentle, kind nature of the Vietnamese people always on display.

"Given the COVID-19 situation there was initially some concern about whether we'd be safe. But the response by the Vietnamese government authorities has been remarkable, with a very low rate of community transmission."

Julian continues to have close connections with The Geelong College community and speaks fondly of his time here.

"I really enjoyed the time I spent at College, in particular working with Dr Pauline Turner, Dr Hugh Seward, Mrs

Leanne Russell, Mrs Libby Russell, but really, all the College staff.

"One of my most satisfying achievements at The Geelong College was being involved in the major redevelopment of the Middle School.

"We created contemporary spaces that allowed students and staff to experience rich and collaborative learning, and facilitated the renewal of the Enviro project. All things that would continue to serve the College for years to come."

Julian has enjoyed watching the continued progress of The Geelong College from afar.

"It's great to see the ongoing growth and success of the school, and I have no doubt there is plenty more still to come."

# 50 years of the Stuart Laidlaw Memorial Pool

CAROLINE STOK, ARCHIVIST

On the grounds of Middle School, there is a pool with a very special story - The Stuart Laidlaw Memorial Pool, generously donated by the Laidlaw family following the tragic death of their son.

In 1969, Stuart Laidlaw, a young boy from Lismore, started as a boarder at The Geelong College in Form 1.

According to the 1977 edition of Pegasus, he was 'an active and thoughtful boy, he made friends amongst both the staff and boys, establishing himself as a capable student within the classroom as well as actively enjoying outdoor activities.'

Swimming, it seemed, was something of particular interest to Stuart. Pegasus notes that he had begun to show talent in the sport.

But during Stuart's second year of College, tragedy struck.

Following a road accident at Easter in 1970, Stuart Laidlaw passed away at just 12 years of age.

The College community grieved his loss, and spoke fondly of the popular student.

'We at the Prep. School are better for having known him: we remember him with affection and with pride.'

In a generous tribute to their son Stuart's parents, Charles and Patricia Laidlaw, donated a 25m pool to The College.

It was opened a few months later on 30 October 1970, allowing swimming activities to become 'a regular part of the daily life of the school.'

The pool quickly became the most popular place at the Preparatory School, as well as being the envy of the Senior School boys.

In his annual report of 1972, Preparatory School Headmaster, Mr Watson said: "The Stuart Laidlaw Memorial Pool in its first year has proven to be a wonderful addition to the School. The physical education classes used it 'non-stop' throughout February and March with the largest number ever of Swimming Certificates gained."

"It has been a great inspiration to all who are associated with the Preparatory School to see how an event of great sadness has been used to bring benefit to future generations of boys.

- Pegasus of December 1970

One such boy was Stuart's brother, Andrew Laidlaw, who attended the school from 1974-1979.

Now in it's 50th year, the Stuart Laidlaw Memorial Pool, as predicted in 1970, has indeed been enjoyed by generations of students at the Preparatory School and Middle School. A fitting memorial to Stuart Laidlaw and his family's legacy at the school.



Stuart Laidlaw





# Lab-grown 'mini-kidneys' with lifesaving potential

CHELSEA MATHESON, ALUMNI RELATIONS AND EVENTS MANAGER

Dr Tom Forbes (OGC 1999) is a Paediatric Nephrologist at the Royal Children's Hospital (RCH) in Melbourne. Tom balances medicine and science in his career. In addition to specialising in the treatment of kidney disorders in children, Tom is a Clinician Scientist at the Murdoch Children's Research Institute (MCRDI).

In a research lab at Melbourne's Murdoch Children's Research Institute (MCRDI) in Melbourne, Tom Forbes is doing some truly amazing things.

He is part of a team that are growing kidney organoids (essentially 'mini-kidneys') to develop tailored treatments for sufferers of inherited kidney disease.

Basically, Tom takes samples of a patient's blood or skin cells, turns them into stem cells and then turns those stem cells into mini kidneys in a dish.

The model enables him to learn more about the biological mechanisms of human disease. More importantly, to develop avenues to new treatments

and discover new genes for previously undiagnosed kidney disease.

The next step of the research is exciting.

"I am about to start a project that will screen thousands of potential treatments using an individual's mini-kidneys in order to find the best treatment for them.

“Many of the diseases are sufficiently rare that it’s very difficult to find enough patients to perform traditional clinical trials, so this is a new approach.”

It’s called ‘Personalised Therapeutics’,” Tom said.

The team’s research is particularly important as human-based clinical trials are not always an option.

“Many of the diseases are sufficiently rare that it’s very difficult to find enough patients to perform traditional clinical trials, so this is a new approach,” Tom said.

The road to Tom’s career in medicine began way back at The Geelong College. Though Tom was always interested in pursuing a health science career, he tried his hand at ‘everything’ along the way.

“One of my fondest College memories was rowing with the Muckies in 1998-9,” Tom said.

After losing their coach to illness, the team was at a loss, eventually falling under the stewardship of Richard ‘Murph’ Murphy.

“It turned out Murph was exactly what we needed and through some somewhat unorthodox and often hilarious coaching practices he managed to bring us together pretty quickly.

“Looking back it was a really empowering experience and ultimately I had a huge amount of fun with an unlikely bunch of blokes, many of whom I probably wouldn’t have interacted with much at all had we not bonded as ‘Muckies’.”

Despite enjoying performing arts and rowing, Tom knew his future was in health science.

“The classroom was where I felt most comfortable – especially with maths and science,” he said.

Initially considering radiography and bioengineering, Tom eventually settled on medicine. He completed a Bachelor of Medicine/Bachelor of Surgery at Monash Clayton.

His first year out of university was quite confronting.

“My intern year was very busy, I often felt under-supported,” he said

But his less-than-inspiring year didn’t tarnish his love for medicine – it fuelled

it. Tom used his experience to focus his direction and found paediatrics.

“I applied to the Royal Children’s Hospital to start my training and got a job. From there I really fell in love with the place and was sold,” he said.

During a three-year stint in the UK while his wife, Beth, completed a Post-Doctoral Fellowship, Tom worked at some of the country’s most well-known hospitals – including Addenbrooke’s Hospital in Cambridge, Birmingham Children’s Hospital and Nottingham Queen’s Medical Centre – before returning home to Australia in 2013.

After he completed his specialist training, Tom looked to undertake a lab-based PhD, but didn’t have a lot of success finding a project he was interested in.

“It is rare to walk out of specialist medical training and into a full-time purely clinical position. Medical specialists often have to find multiple avenues to build their careers,” he said

But everything fell into place for Tom, when he attended a conference and watched Prof. Melissa Little present her field-disrupting work of regenerating kidney tissue from reprogrammed human stem cells.

“Looking at a living human kidney tissue grown essentially from scratch was something that at that time, nobody in the audience thought would ever be possible,” said Tom.

In serendipitous turn of events, Melissa was moving her laboratory from Brisbane to the MCRI, upstairs from RCH in Melbourne, and she was looking for PhD students.

His application was successful, and Tom started the full-time position in 2016 – with no scientific experience whatsoever.

“They literally had to teach me how to use a pipette!

“I’m very lucky to be part of such a driven and high-functioning team.”

Working in both medicine and science, Tom is in a unique position to use his research to, hopefully, make discoveries that will impact the lives of not just his

patients, but potentially those suffering from rare diseases all over the world.

And he enjoys what he does.

“Medicine is a varied and dynamic career. There are so many directions it can take including management, research, education, commercial enterprise and/or pure clinical practice.

“It is a demanding job, though. It is often all-consuming, competitive and one will frequently find themselves working long hours, often without pay, in pursuit of their next career goal.

“But I love it. I’m not sitting at a desk all day and no two patients are the same, so I’m constantly on my toes and problem solving,” Tom said.

When human lives are involved, the stakes could never be higher.

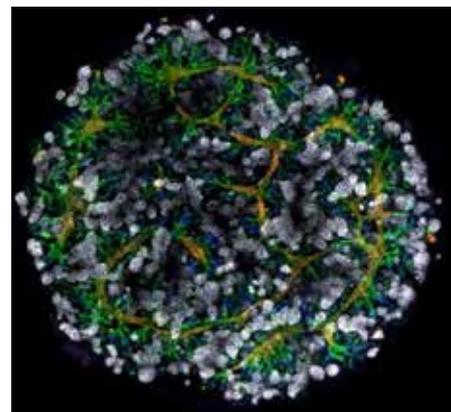
“I get a real high when I successfully help a young adult navigate a personal social dilemma with their chronic illness, but and then I’ll come crashing down to a very sick child.

“Sometimes I have to put the medical theory to one side, and just be there for their family.

“I really value the life perspective I get by being openly invited, so often, into the most critical points in the lives of others.”

From the classrooms of The Geelong College to Monash University, to England and back to the RCH in Melbourne.

Tom’s story is a fascinating insight into a career combining medicine and science.



*An organoid kidney created by the Murdoch Children’s Research Institute.*



Above from left: The 1961 party building the cairn. The dedication ceremony.

# Smith of Dunesk Mission

CAROLINE STOK, ARCHIVIST

The Geelong College and its Exploration Society have a long history with outback Australia, from treks exploring the landscape and donations made to local communities. In 1961 the Exploration Society visited the Smith of Dunesk Mission to honour the work of the mission's pioneers, including one of the College's own leaders.

The Smith of Dunesk Mission was founded at Beltana, South Australia in 1894 as a base for the traveling Presbyterian mission across northern South Australia. The name comes from its benefactor, Lady Henrietta Smith (1782-1871) of "Dunesk" Lasswade, Scotland.

Rev. Sir FW Rolland, who served as The Geelong College Principal from 1920-1945, started his ministry career as the mission agent from 1905 to 1908. During his tenure, the Rolland family sponsored a deaconess and trained nurse to expand the mission work.

The mission provided health and pastoral services, becoming the foundation for the Australian Inland Mission (AIM, established 1912) and the Royal Flying Doctor Service (established 1928).

Rolland's experience at Beltana and the College's Presbyterian Church

connections led to the Exploration Society setting their sights on Beltana and the Flinders Ranges in 1961.

*"This being the centenary year it was decided that the activity of the Exploration Society for the May holidays should be one which linked it with the past, as well as one which fulfilled the ideals of the Society by means of strenuous activity in the open air and by observation of our native flora and fauna. With this threefold aim in mind, discussions were held with the Rev. J. F. McKay, the Superintendent of the A.I.M., and he suggested that we assist with a long range plan to establish a memorial to pioneers in the outback regions of Australia. This set the wheels in motion for the planning for the erection of a memorial cairn at Beltana in South Australia."*

- Ad Astra, November 1961

A party of 24, including 22 students, set out for the Flinders Ranges in May 1961.

The group stayed at Beltana Station where half the group built the memorial cairn while the rest of the group went on day trips. The cairn was unveiled by College staff member GC Robertson, during a short service.

After the cairn dedication they trekked from Angorichina Hostel to Wilpena Pound and Wilpena Chalet, and climbed St Mary's Peak.

*Maps of the country with sufficient detail for accurate navigation are not available and due to the dryness of the season most of the creeks were without water.*

*Both of these factors turned what should have been a pleasant two and a half day hike into a long, dry struggle.*

- Ad Astra, November 1961



The legacy of Rolland and the 1961 group remains to this day.

In 2006 the Exploration Society returned to Beltana. A group of students hiked the Flinders Ranges and finished the expedition with a trip to the memorial cairn. The group cleaned up the cairn, remembering the students who had come before them.

In 2020, the memorial plaque was refurbished through the dedication of Chris Ward and sponsored by the College. Unveiling the plaque has been hindered by the COVID-19 pandemic.



*The 1961 Exploration Society expedition.*

## Flinders Ranges party 12-29 May 1961

Derek Berney	Guy Gregg	Ross Paton
Max Cameron	David Leslie	Graham Peace
M Ross Campbell	Kenneth MacLean	John Read
David Dennis	Peter Mann	Campbell Seward
Peter Dobie	Alastair McDonald	William Troedel
Roger Douglas	Ian McLean	Donald Urquhart
Ian Falk	Stephen Miles	
Malcolm Florence	Bruce Mulligan	



*The 2006 Exploration Society expedition.*

# Our home-grown American Football star



EMMA CHANDLER,  
PUBLICATIONS COORDINATOR

When Tom Troeth (OGC 2020) purchased a souvenir gridiron football whilst on a family holiday in America, he had no idea what it would lead to.

“I brought it home, threw it around with mates, and thought – ‘this is a lot of fun!’” he said.

A keen AFL footballer while he was here at the College, Tom has now traded his footy boots for the shoulder pads and silky jerseys of American football. It’s led to an adventure that’s seen the 18 year old fly half-way around the world to make Minnesota his new home – during the American school term, at least.

But his love of the game started right here in Geelong.

“I decided to give American football a go, so I joined Geelong Buccaneers in the Victorian gridiron league.”

Tom found the transition from AFL to gridiron to be an interesting challenge.

“Basic skills transferred over, but ultimately, they’re two vastly different sports – many new skills to learn, and the rules are entirely different,” Tom said.

So Tom immersed himself in the world of gridiron, upskilling and learning all he could about the game.

A few years on, he made what would become an important decision.

“I decided I wanted to take playing gridiron further, if I could. Which meant a move to America.

Inspired by the journey of fellow Old Collegian, Euan Spikers (OGC 2018), who had followed a similar path, Tom set about making his dream a reality.

“I spoke to my parents first, and they were really supportive. Together, we made contact

with IAM360 (International Athlete Management and development).

"It all moved pretty quickly from that point. They put me in contact with schools in the US, I supplied my academic grades and video highlights from local football games. One month later, I received an offer from St Croix," Tom said.

Seven months later, he was on a plane bound for America.

"The move was a big deal – I was only 16! The whole thing was a bit of a culture shock," he said

Tom likened his initial days in American to 'living in a movie'.

"It was exactly like the scenes from films I'd grown up with. The highschool, the people, I even have friends who live in the huge white houses in neighborhoods with deep, rollings lawns – exactly like the street scenes you see in movies.

The weather, too, took some getting used to.

"It gets pretty chilly here, down to negative 30C! That said, everything here is set up to caters to the conditions. Buildings are more insulated, the clothing available in stores is warmer than we're used to in Australia."

Although he knew gridiron was America's national sport, Tom was surprised by just *how* passionate people were in their support of the game.

"The fans are incredibly devoted to their teams. Even at a high school level, the weekly games are played in a full-on stadium, complete with packed bleachers. The intensity of it is just very different to home."

Tom has noticed significant differences when it comes to school, too, having recently completed year 11 at Minnesota's St Croix Academy.

"The school follows a vertical learning model. Students are grouped into classes by ability, not age. For example, in last year's class, I had students from year 9 right up to year 11," Tom said.

The school timetable,, was also something of a surprise, with the American school day commencing at 7.45am and concluding at 3.10pm.

"There's no recess and we only have 20 minutes for lunch, which is served in the cafeteria. After lunch, it's directly back to class – no time spent outside."

But Tom's day doesn't end as the school bell rings. On top of his academic commitments, he plays gridiron for the St Croix Crusaders – his school's team.

So, after formal classes finish for the day, football begins.

"Training runs for about two hours every afternoon, with two or three weights sessions in addition to that during the playing season," Tom said.

Games are played on Friday nights, then video footage of the game is analysed.

"We watch it through to see what worked, what didn't, and what needs to be tweaked for the next game."

Although sport is a huge part of school life for Tom, he cannot afford to neglect his school work.

"Academics and sports are closely tied - if you get a detention or grades aren't up, you aren't allowed to play into the game that week.

"It's not a bad thing, though, it ensures everyone works hard."

Tom is fortunate to have a close support network, both at home in Australia, and in the US.

"I'm lucky. Mum has a few friends over here who bring Tim Tams and things back sometimes. I miss Aussie food.

"I also miss my family and Australian friends during the term. I have also made some great friends over here, though.

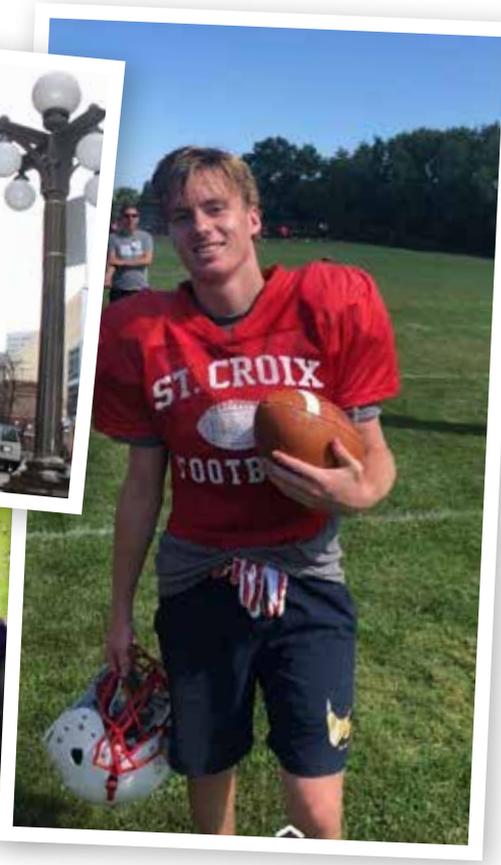
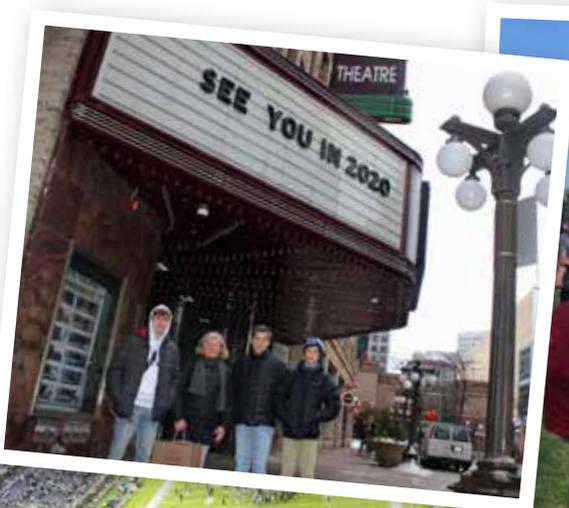
Tom isn't sure what the future holds for him just yet. He recently dipped a toe in the waters of varsity soccer, which he has enjoyed.

"I don't have any plans set in stone for life after high school. I've still got a full year to work that out, which I'm grateful for.

"Right now, my plan is to play out my senior year and see where it takes me.

"My original goal was to continue with my football and pursue it at a college level, ideally somewhere a bit warmer...maybe California. But we'll see!

"I'm just really grateful for the opportunity I've been given, and I plan to continue making the most of it."



*Above left – Tom and his family: Parents Marnie and Richard, and brothers Will and Jack. Above right – Tom in his team uniform.*



# Western medicine in Nepal

REILLY EDDY (OGC 2016)

In December 2019, 12 other student doctors and I, from Monash University of various year levels, travelled to Nepal to provide medical aid. This was preceded by many months of organisation and fundraising within student-led organisation TeamMed, as well as a donation from the OGCA.

In planning our trip, we looked at what issues the Nepali had presented with in previous years and used that to formulate what medicines and other equipment we would buy or acquire through donations. We set an ambitious

goal to raise \$1,000 per student, which was greater than our budget however each year we strived to create a surplus of funds as to eventually provide a longer-lasting means of health care, such as through infrastructure.

the equivalent of a slightly more highly-trained nurse than standard for Nepal. A Nepali doctor joined the trek along with four Nepali nurses who helped with translation.

At the village, we ran a five-day, three room, medical clinic with a pharmacy that we manned as 13 students, four nurses and a doctor.

The village was extremely busy, seeing more than 100 patients between three consulting rooms for the day. Patients often queued for hours to be seen and other patients arrived quite late in the evening having trekked for 6+ hours to see us.

I found the experience of running the medical clinics challenging, as at times there was a gap between what we could diagnose and meaningfully treat. Chronic diseases such as diabetes, hypertension and arthritis require a lot of time and effort to manage in Australia, and we could initiate some therapies but ultimately we would be gone soon enough and meaningful, sustained treatment would be difficult to attain.

The journey started in Kathmandu where we spent two days packing medicines and other equipment to be carried to a remote village in the Lower Everest region called Bhakanje.

We took a full day bus ride into the region before we set out on foot to trek for four days into the village, which until recently was inaccessible by car.

Along the way we summited Pikey Peak, which we were told was only a hill, not a mountain, as by Nepal's lofty standards it only reaches an altitude of 4,065 metres. It was situated on the first pathway from Kathmandu to Everest base camp, and famously Edmund Hillary said it was his favourite view of Everest.

The remoteness of the village meant that many of its people had no way of seeking medical care from a doctor, with a health outpost in the village run by





I found the experience of running the medical clinics challenging, as at times there was a gap between what we could diagnose and meaningfully treat.

Whatever medications we had left over, we left to the health outpost, along with scripts for the patients to return for repeats. On the other hand, we employed preventive health where possible as to slow or avoid the development of those aforementioned conditions and more.

We saw 80-100 school aged children who were perfect candidates for this type of medical care which would hopefully have long lasting effects.

The Nepali people are a lovely people who are generally exceedingly happy and kind in the face of all the trials and difficulties they face due to their harsh yet beautiful geography. There was not much of a cultural barrier to overcome to provide care, as they were very trusting of our Western medicine and thankful for what help we provided. Their efforts to be seen in our clinics was amazing and humbling.

### Update October 2020

#### COVID-19 in Nepal

As of early October 2020, Nepal has nearly had 90,000 cases and 554 reported deaths from COVID-19. They are a vulnerable people who have such poor infrastructure that seeking care is often-times nearly impossible. The long lasting effects of the pandemic will be economic, as their tourism business accounts for 7.5% of their GDP and supports over 1 million jobs.



# Farming in 2020

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

## The Wootton family

Carbon sense makes economic sense. How the Wootton family's environmentally friendly approach to farming has benefitted everyone.

'Where can I buy your beef and lamb?'

This was the question on everyone's lips when the nation was introduced to Mark Wootton and Eve Kantor's farm, via an episode of an ABC television series in August of this year. The moment it aired, the couple were inundated with email enquiries. They did not anticipate the response they would receive and were completely taken aback.

"Even Supermarkets contacted us!" Mark said.

Their property, Jigsaw Farms, was showcased in an episode of 'Fight for Planet A: Our Climate Challenge', and the reason for viewer-interest is understandable. Despite Australia being home to some 41,800 beef farms, and 31,972 lamb farms, Mark and Eve can lay claim to something only few other farms in Australia can – their beef and lamb is carbon neutral.

The family have been involved in farming for over 25 years now. They started out small with a sheep property in

Gippsland and 200 head of sheep, then their children came along. In 1996 with four children under 6 years of age they made the decision to purchase land and relocate to Hamilton.

On their new farm, Mark and Eve wanted to scale up production with a more intensive farming approach. However, their shared passion for environmental issues meant that they needed to find a way to integrate their livestock production and agroforestry with environmental sustainability.

They adopted a multi-layered approach, utilising research and technology to ultimately achieve carbon neutrality in 2011.

Today, Jigsaw Farms is a 3300-hectare grazing operation with 25,000 sheep and 600 cattle. With Mark being a geographer by training, and as environmentally-conscious farmers by practice, Mark and Eve have designed their farm system with an eye on 2030 climate projections.

"We need to plan for a future climate that will be more variable and extreme, which is one of the hardest things we are dealing with at the moment."

Climate change is an enormous issue for the agricultural sector, with the weather's volatility having the ability to 'make or break' a year through rain and drought. The Wootton's long-term success and resilience is built upon constant reinvestment, innovation, and good farming practice. Over-farmed, over grazed land leads to nutrient deficient feed, expensive supplementary feeding and low stocking rates and therefore low profitability.

"Growing grass and managing it well is core to our business," Mark said.

To assist in realising their goal of carbon neutrality, a 2-year study was undertaken by the University of Melbourne to collect and measure robust data. It found that by running livestock on the land, Jigsaw Farms produces over 5000 tonnes of CO<sub>2</sub>e, mainly in the form of Methane, every year.



Planting trees goes some way to counter this impact. Not only do trees reduce the impact of carbon, they also provide shelter for lambing, and assist to revegetate waterways. Additionally, well managed pastures contribute to an adaptive and resilient farming system.

Since establishing Jigsaw Farms, Mark and Eve have planted over 600,000 trees across 600 hectares, covering basically 20% of the property. During the coming Spring, they plan to plant a further 15,000 trees. Melbourne University research found that the trees planted on the property have contributed to a 48% reduction in emissions by Jigsaw Farms between 2000 and 2014, and a 70% reduction to 2020.

However, the planting of trees is not the only secret to environmental success. Emissions were also lowered through feed efficiencies. By utilising electronic identification, Mark and Eve measure the growth per animal. They aim to use the captured data to optimise the herd's feed content, lowering the amount of methane produced per head.

Electricity usage was also scrutinised, with solar panels and pumps installed across the property, and inefficient technology replaced with more efficient electrical pumps. As a bonus, by reducing their reliance on fossil fuels, Mark and Eve halved their electricity costs.

But success such as Mark and Eve have achieved would not be possible through innovation alone. The people you hire can be the making or breaking of a business, and in farming it is no

different. Jigsaw Farms employs what Mark calls 'a great team of people'. They now employ six full time staff, along with students from Marcus Oldham Agricultural College throughout the year. Contractors are utilised to keep machinery ownership to a minimum.

"We are four-legged-based not rubber-tyre-based."

As the farm has grown so too have the children, with the youngest two becoming boarders here at The Geelong College. Gracie (OGC 2014) is now a nurse at the Royal Children's Hospital, while Charlie (OGC 2016) is studying Agricultural Science at Adelaide University. Their two elder daughters, Hannah and Nina, have also gone on to achieve career success. Hannah is a lawyer and a legal reporter for the Financial Review and Nina is completing a doctorate in marine biology. The passion for environment and agriculture running strong in their family.

And what a legacy Mark and Eve have created for their children.

In addition to raising their family, they have built and maintained a farming business that not only aligns with their values, but is a success. In doing so, they have proved a very important point - more intense farming can still be kind to the environment.

When looking ahead to the future, Mark is optimistic but worries about food security and the growth in demand. He believes farmers will become more conscious of measuring and minimising their carbon footprint over the next

10 years, as consumers and export markets themselves become more aware - demanding evidence of quality of production backed by environmental credentials.

For now, where can you buy carbon neutral lamb and beef? Unfortunately for Ad Astra readers, Jigsaw Farms doesn't sell direct to the public, but the next generation of Jigsaw Farmers are keenly focusing on this aspect of the business. Stay tuned! >>





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## The Bowker family

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Nestled on Victoria's Shipwreck Coast, in the town of Princetown, you will find the farm known as 'Kangarooie' - said to mean 'kangaroo resting place'. With seven generations of the Bowker family calling it home over the past 179 years, it is fair to say that farming is in their blood.

The Kangarooie story began in 1841 when Christopher Bowker arrived in Australia from England with his wife and family. They built a diverse farm which produced cheese, and farmed turkeys, pigs, sheep and beef cattle.

They also bore witness to the happenings of our harsh Australian coastline, as the 'Shipwreck Coast' tragically lived up to its name. The family stepped in to help survivors of nearby wrecks where they could - on one occasion they accommodated ten survivors for months after the event. They also assisted Eva Carmichael, one of the

only two survivors following the sinking of the Loch Ard in 1878.

With care and hospitality being such a part of their family values, it seems fitting that - a couple of generations later - the family chose to diversify their operations and offer large-group accommodation.

Fast-forward to 2020, and Kangarooie is now in the capable hands of the sixth generation of Bowkers, Matt and Sophie. Their two eldest sons Lachy and Christopher are current boarders at College, with youngest son, Charlie, starting next year.

Matt and Sophie manage over 1000 hectares of farmland where they graze 900 Simmental - Angus cattle, along with sheep, pigs and piglets and 'a merry band of dogs'.

Kangarooie also offers a popular on-farm school camp experience. Commencing in 1978, the Bowkers now host a different school group every week of the year, sleeping up to 190 in dorms, employing 14 staff and offering hands-on agricultural activities.

"The cattle calve twice a year. They are well cared for, and are part of the activities in the school camp, with



students feeding them so they're relaxed, with quiet temperaments.," said Matt

Matt and Sophie also specialise in beef production, under the name 'Kangarooobie Meats'.

"It was actually through the school camps that the meat business initially began five years ago. People loved the taste of grass-fed beef and the fact that no pesticides, herbicides or hormones are used on the farm. That makes them really appealing to consumers," Matt said

Farming at Kangarooobie has always been a family affair. The boys have grown up helping out on the farm, a tradition which has continued through their boarding years here at College. When the boys return home to the farm during the school holidays, it's 'all hands on deck' for the task of pregnancy-checking the heifers.

"I'm not too sure how comfortable teenage boys are with this process but at least it's a lot less invasive than it used to be. In the past the vet used to wear a 'loooong' glove and have to insert their hand to check the cow's uterus. These days it is all done through ultrasound - a lot more comfortable for both cow and teenage boy!" Matt said.

As an environmental science teacher, Matt was keen to follow a sustainable farming ethos. He is also passionate about animal welfare, meaning much planning had to go into Kangarooobie Meats to make it a reality.

Ever conscious of their carbon footprint, Kangarooobie is taking part in a local Landcare soil carbon trial to measure the benefits of soil health on production. They use compost (hay and manure) on the land and benefit from over 950mm of rain per annum. They also enlisted a local abattoir to process and package their beef to minimise food miles.

Innovation is something Matt welcomes, and he is constantly looking for new and better practices.

"One of the great things about running the school camp is that the farm can become something of a research project, so I can try different things to demonstrate to the students."

In pre-COVID-19 times, business was simple. The school camp was thriving, as was the farm, and once a month Kangarooobie Meats delivered pre-orders to clients around Melbourne, Geelong and the surrounding regions (including to schools). They also sold their produce at local farmers markets.

However, when COVID-19 restrictions forced the closure of their school camp operations for most of 2020, it took with it a major source of revenue. Matt and Sophie were forced to adapt and reassess their meat-production business model.

The first step was to shake up their delivery service. They joined 'Click for Vic', a Visit Victoria campaign to encourage consumers to buy local products, and began offering boxed deliveries to consumers around

Melbourne and Geelong every fortnight. This, in turn, increased brand presence in the market.

They also diversified their product range. In addition to their variety of beef cuts, Matt and Sophie created a range of ready-to-eat meals such as lasagna, curry and gourmet pies. They have also added a 'From the Pantry' range consisting of Sophie's 'Homemade Kitchen Muesli' and 'Forage Fresh Gnocchi'.

With their revamped business model rolled out, the enquiries began to roll in and their sales quadrupled. Matt believes their success was partly due to the changes they had made, but also believes it was simply the right time to strike.

"Part of the impetus is that people are becoming more aware of what they are eating, where it comes from and how it has been raised," he said.

The forced disruption of COVID-19 restrictions hasn't been an entirely bad thing for Matt and Sophie – they've ridden the wild wave that has been the year 2020, and found new success for their business along the way. However, it's safe to say they're hoping for a much calmer year ahead in 2021.

Looking for Kangarooobie beef?

You can find it online at: [kangarobiemeats.com](http://kangarobiemeats.com)



# Hair, babies & 'The Good Hustle.'

NICOLE ROACHE, MARKETING MANAGER

Behind the great hair, Phoebe Simmonds (OGC 2004) is a pocket rocket running two thriving businesses, 'The Blow', a national brand of blow-dry salons, and 'the memo', an online baby retailer, out of Melbourne.



After completing her VCE in 2004, Phoebe completed a Commerce Degree at Melbourne University. Following that she began to craft her skills working for brands such as Mecca, Nude Cosmetics and Louis Vuitton Moët Hennessy in London and Singapore. We spoke to Phoebe about the brands she has created and what they stand for.

## **What makes 'The Blow' stand out from the crowd?**

There are a few things that make 'The Blow' special. The first is a convenient location. We look for a place that's on a woman's way to work or that she can get to in her lunchtime, somewhere that fits with her weekly routine.

Second is a consistent service. One thing a lot of women experience when they have a blow dry is that it is difficult to communicate exactly what they want. We have illustrations and signature styles that people get to know and

love. They know that when they ask for 'Rich Girl Hair' or 'The Mane Event' they know it is going to be exactly what they receive, whether they are in Brisbane or Melbourne.

Our prices are competitive. I don't believe that beautiful hair should be a luxury, it should be something that women can invest in to feel polished and powerful and it needs to be something they can include in their lifestyle.

Finally, we wanted to create a cool place that creates a community and that reflects where our guests are at in life. There are blow dry bars all around Australia and the world, and there are blow dry bars in CBDs but they're not necessarily places you want to be. I used to get a blow dry most weeks at a place that was close to my work in Sydney. It was cheap, and it got the

job done, but it was in the bottom of a basement of a train station and there were pictures of Korean pop stars on the mirror. They were delivering the product, but they weren't delivering an experience.

## **What has inspired your vision and why?**

My business training with Louis Vuitton Moët Hennessy really drilled into me the power of brand and brand DNA, and being able to stand for something to stand out.

With 'The Blow' it has been my own experience that has driven me. I am the customer, I have hair that's difficult to manage, and when I was in my twenties in important jobs, I only ever felt polished and powerful when I had a professional blow dry. I am so much more passionate about delivering this brand and product because of what it means to me.



**Why ‘the memo’? It’s a departure from beauty?**

If you had told me five years ago, I would co-own a baby retailer I would never have believed you.

When a friend was pregnant, she had a group of friends who circulated a list of everything you need for a baby. “Get this, don’t bother with this, you can hire this, borrow this or you’ll need ten of these...” The only place that she could get everything was from a retailer like Baby Bunting, which really wasn’t where she was in life or how she was shopping. We thought there was an opportunity to create a one-stop baby and maternity edit that didn’t sell hundreds of different options of carriers, prams and muslin wraps because that can be incredibly overwhelming to a new parent. We did all the grunt work and put together a list of the products that we know that parents will need, use and love.

The goal would be for a parent to go to ‘the memo’ and just add one of everything to the bag rather than having to do the crazy amounts of research.

**You work with Share the Dignity and St Kilda Mums, why is giving back important?**

In 2020 it’s not enough to just deliver a product. People want to invest in a luxury aspirational brand that reflects who they are and the kind of values that they share. The mission of ‘The Blow’ is to lift women up and I think it’s important to use our voice to lift women up, not just those who are our customers.

Share the Dignity is not a sexy charity, but period poverty is something that all my guests are interested in and want to eradicate. It gives our guests another reason to feel good about coming to us.

It’s the same with ‘the memo’, standing for things like supporting other women and supporting our community means that we have brands that mean something.

**How has COVID-19 affected your businesses and what does the “Good Hustle” look like in COVID-19 normal?**

COVID-19 has really impacted ‘The Blow’, when we are able to open again, we will have been closed in our Melbourne boutique for 7 months. It is incredibly difficult for momentum, it’s difficult managing a team, and making sure that everyone is going ok. The brand will be fine, the business will be fine, we have had government support, but the uncertainty has been really difficult.

On the flip side, ‘the memo’ has been flying. It’s online and people are still having babies, perhaps even more so!

The main thing I have learned this year is surrendering. ‘Good Hustle’ is being flexible, working hard, challenging yourself, staying positive and leaning on others where you need to. We just need to be able to go with the flow and do it with grace, grit and determination. That’s what ‘Good Hustle’ is all about so I’m hoping that we will be able to do that in even more meaningful ways in 2021.



What advice would you give to people who have an idea but no idea how to make it happen?

**There is no such thing as impostor syndrome.**

Don’t buy into it, all it does is create your own glass ceiling.

**Nothing will work unless you do.**

You have to back yourself and people will feed off that energy and want to support you.

**Do the unglamorous stuff.**

When you are first starting out there will be days, weeks, months, years, perhaps a decade of working really hard, packing boxes, unpacking boxes – doing unglamorous work to get your foot in the door and get a sense of how business works.

**Say yes and be flexible with your dream.**

Don’t be fixed on an exact path because if you say yes it will open up experiences that you may never even knew existed.



*The OGS Clubrooms in 1968 and 2011; Cal Wood OGS leading the team out of the Clubrooms at Como Park approx 2008*

# Year 12..Where to next? Como Park!

NICK BETTS (OGC 2002)

After a year in 2020 unlike any other, the question for many people is 'where to next?' Well the answer to that question is: (as it has been for many Old Geelong Collegians over the years) the home of the Old Geelong Sporting Club: Como Park, South Yarra.

The Old Geelong Sporting Club (also known as the Ogs) is home to four men's football teams (including an Under 19s), two women's football teams, a cricket team, netball teams and an annual tennis competition. The Ogs have called Como Park home since 1960.

Como Park is set in a spectacular parkland on the banks of the Yarra River, with long sloping hills surrounding each side of the oval providing an unrivalled natural amphitheatre to watch the football.

After the first season in 1960 with fairly limited facilities, a second level to the clubroom pavilion was constructed, but rooms and facilities could still be described, if one forgives the contradiction of terms, as a collection of dungeons.

Over the following decades a number of further improvements were made, significantly opening up the upstairs and balcony area, to provide improved catering and viewing areas. The clubroom balcony is now widely considered to be the best viewing platform for watching amateur football in Melbourne. In 2011 the ground floor level was completely updated with a lift installed to the upstairs, where a renovated kitchen was installed and more space created to host a variety of events throughout the year.

The clubrooms have hosted premiership celebrations, best and fairest nights, countless Thursday night after-training dinners, committee meetings, social events and have always been a place where everyone is made to feel welcome

and part of the Ogs family as soon as they step through the doors.

With training on Tuesday and Thursday nights during football season, you can now find a mix of Old Geelong Collegians, Old Geelong Grammarians and a whole range of other friends and family from across Victoria and interstate enjoying being part of this great club and its unrivalled facilities.

We look forward to welcoming the school leavers of 2020, as well as all other Old Geelong Collegians back down to Como Park in 2021.

**Follow the Ogs on Instagram (Old Geelong Football Club) or visit the website at [www.oldgeelong.com.au](http://www.oldgeelong.com.au) to get in touch and get involved.**

# Albert Bell Club news

PETER LAWSON (OGC 1990), PRESIDENT, ALBERT BELL CLUB

## 2020 Colin Carstairs Bell Pathway Bursaries

Each year the Albert Bell Club awards a select number of bursaries to assist new school leavers to continue rowing after school. The bursaries assist with the costs associated with rowing, such as club memberships, seat fees and rowing uniforms. Recipients are often involved in rowing at club level and some of them have competed throughout the world!

During the Valedictory Ceremony in November, five 2020 Colin Carstairs Bell Pathway Bursaries for school leavers were awarded. The successful applicants were: Amy Thornton; Jack Grainger; Douglass Bell; Olivia Mathias; Tessa Longden and Geordie Whittakers. Congratulations to all these recipients and we wish them well in their future rowing endeavours!

## David M. Caithness Award

Our good friend, fellow oarsman and supporter of College rowing, David Caithness died suddenly in July 2019. David was a School Prefect, Captain of Boats and won an extraordinary three consecutive Head of the Rivers! David was a foundation member of the Albert Bell Club and in more recent years our hard-working Club Secretary.

After David's passing there was an anonymous donation to the Australian Sport Foundation to create an award in honour of David.

The award for Most Outstanding Clubwoman and Clubman will be awarded annually to two rowers that best display the following attributes: Dedication, Respectful, Helpful, Commitment, Punctuality and Perseverance.

In addition to being:

- Passionate about the sport of rowing
- Reliable and committed to their crew and The Geelong College Boat Club
- Helpful and encouraging to others
- An inspiration to others through their actions

**The winners of the inaugural 2019 David M. Caithness Award were announced at Valedictory Ceremony in November. Congratulations to Olivia Mathias and Douglass Bell!**



# Farewells

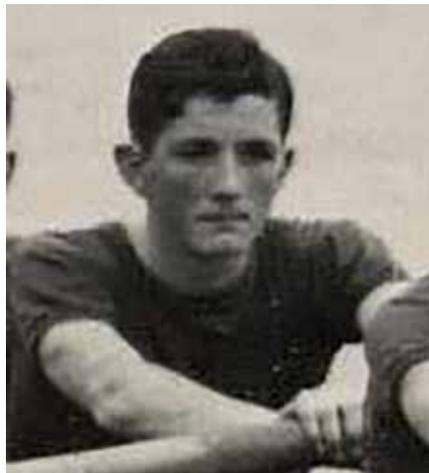
## PILLOW, Harry Vincent

(1928-2020) OGC 1941

Harry Vincent Pillow, retired Senior Research Scientist Department of Defence, passed away 4 July 2020 aged 92 years. An electrical engineer he spent much of his adventurous working life in research and computing with the Royal Australian Navy.

Harry first commenced training at the Gordon Institute as a mechanical engineer before joining Kodak Research Laboratories in 1947. He later joined the electrical engineering branch of Australian Newsprint Mills in 1949 as a draughtsman, a career move which encouraged him to return to the Gordon to train as an Electrical Engineer. In 1954, he joined the Weapons Research Establishment in South Australia and commenced early work in computing. During this period, he married Jocelyn nee Nankivell and they had two sons.

He continued his research interests, joining the Royal Australian Navy Research Laboratory (RANRL) in 1966



to find himself immediately sent to Palm Beach, Florida in the USA. This involved him flying to the Bahamas every fortnight to obtain data from the deep undersea trench. He returned to Sydney in 1968 to run the Exercise Analysis Section of the RANRL. He became involved in writing programs to reconstruct exercise incidents between ships, submarines and aircraft and collecting data at sea. Harry retired in 1988.

## GOLDSWORTHY, Graeme Lindsay AM

(1936-2020)

Geelong restaurateur, tourism figure, and stalwart of The Geelong College community, Graeme Goldsworthy passed away 20 August 2020. Graeme and wife Kerry's children attended the school and he was a strong supporter of the College and its ambitions.

Graeme's sons played for the Old Geelong Football Club and he became a great supporter of the club, strengthening its connection to the College. He was a great advocate for the club and made significant contributions to its activities. In 2008 he was made an Honorary Life Member.

In the wider community Graeme was a prominent business figure. He was a founding director at Target Australia (1963-1973) which he left to establish Fisherman's Pier. His interests in hospitality led him to Geelong Otway Tourism where he was chairman from 1993-1997.



In the 2000 Australia Day Honours he became a Member of the Order of Australia (AM) for his service to the community, particularly through support of programs providing employment and recreational opportunities for people with disabilities, and to the promotion and development of regional tourism and the hospitality industry. In the same year he received the Victoria Day Good Corporate Citizen Award.

MOORE, Roger Leon  
(1939-2020) OGC 1951

Roger attended College from 1949 and began a lifelong passion for rowing. He was senior coach at Monash and Victoria Universities, winning multiple Intervarsity and Kings Cups. He then joined the Adelaide University Boat Club, coached at Pembroke School and was a national selector.

BELL, Richard Maxwell 'Max'  
(1932-2015) OGC 1941

Max Bell was born to William and Elise of Meredith and studied at the College from 1944-1948. He went on to practice drafting and engineering. He married Carol and they had three children.

BARRETT, Newell Laroy  
(1927-2020) OGC 1940

Newell boarded at College from 1941-1946. In 1946 he was captain of the 1st VIII crew, Captain of Boats and Morrison House Captain. A civil engineer, he was elected as a councillor at the City of Ballarat. He was married to Sheila and they had 13 children.

CALVERT, Benjamin Neil  
(1968-2020) OGC 1986

Ben boarded at College from 1982. In 1985 he spent a year on a Rotary exchange in America. He returned in 1986 to complete Year 12 where he was also Calvert House Prefect and received an English Merit Award.

CHEETHAM, Robin Hodges  
(1931-2020) OGC 1946

Robin boarded at College from 1943. He served on the House of Guilds Committee and was awarded Morrison House Colours for Rowing in 1949. Robin became a farmer, opal miner and pilot. He was married to Andy and they had a son.

COUGLE, Barry Gifford F  
(1938-2018) OGC 1952

Barry boarded at College from 1949. A strong footballer, in 1955 he joined the 1st XVIII. He went on to play with the Geelong Football Club (1958-1959). He later moved with his family to Coffs Harbour, working in land development and real estate.

**COX, Peter Linton  
(1956-2019) OGC 1970**

Peter studied at College for two years and was the Baseball team's vice-captain in 1973. After working in Geelong for many years his family moved to Seymour where he later owned an electrical store. Peter was married to Christine (dec) and they had four children.

**DONNAN, Gregory Bruce  
(1951-2019) OGC 1966**

Greg began at the College Preparatory School in 1964. In his final year he was a member of the Cross Country team and received Shannon House Athletics Colours. He passed the Leaving exam in 6 subjects and went on to pursue tertiary studies.

**HINCHLIFFE, David  
(1939-2020) OGC 1953**

David started at the College kindergarten in 1943. He won the ER Sparrow Cup (1954) and captained the 1st XVIII team (1956). David played in several local sports teams and in 1960 played for the Geelong Football Club. David later moved to Queensland. He was married to Judy and they had two children.

**KEEN, Michael Stuart  
(1948-2020) OGC 1961**

Michael started at College in 1959. He was a member of Coles House and the Swimming team. He went on to study military engineering and served in the Australian Army, later working in consulting. He was married and lived in Laos.

**KERR, Peter Clifton Sylvester  
(1945-2020) OGC 1958**

Peter boarded at the College from 1957, winning the Junior and Senior gymnastic prizes (1958, 1961). After completing his Leaving examination Peter went on to work on his family's property at Willaura. He was married to Hilary and they had two children.

**MCCLURE, Benjamin Marc  
(1989-2020) OGC 2007**

Ben started at College from Year 7 in 2002. A talented athlete he was in the Athletics Team (2003, 2004, 2006), 1st XVIII Football team (2004, 2006, 2007) and 1st Badminton team (2007). He received several Coles House Colours and College Football Honours.

**MCCONNAN, Willis Alexander 'Lex'  
(1931-2019) OGC 1943**

Lex boarded at the College from 1944, featuring on the Athletics and Relay teams. After school Lex followed in his father's footsteps, working as a bank officer in Victoria for many years. He later moved to Townsville.

**MORRIS, Russell John  
(1944-2020) OGC 1957**

Russell studied at College from 1956-1959. He went on to work at Cheetham Salt and later moved to his own business ventures. He served on the Geelong Football Club Board, Geelong Major Events Committee, and Geelong Amateur Football and Netball Club where he was also a premiership player and coach.

**MOUNTJOY, Harward Caleb  
(1930-2020) OGC 1946**

Harward studied at College from 1945-1948 before working with his father, Lawrie OGC 1909, on his property near Hamilton. He later moved to Maude and was married to Winifred, they had four sons who all attended the College.

**PEETERS, Andrew Daniel  
(1975-2020) OGC 1993**

Andrew studied at the College from 1988, graduating Year 12 in 1993. In McArthur House, he won House colours for tennis and basketball. Andrew went study Commerce, and had a daughter.

**SMITH, Russell Sinclair  
(1936-2020) OGC 1949**

Russell started at the College in 1948 and was Dux of his class in 1951. He would go on to work with the Commonwealth Bank before joining Chase Manhattan bank, Melbourne where he became Managing Director. He was married to Margie and they had two daughters.

**STUBBS, Noel Maxwell  
(1939-2019) OGC 1953**

Noel studied at the College from 1950. In 1957 he was on the 1st VXIII team and 1st VIII crew. Noel studied a Bachelor of Commerce (Melb) and would go onto work in accounting, IT and business. He was married to Julie Anne.

**SYMONS, Wayne Henry Charles  
(1955-2020) OGC 1969**

Wayne studied at the College from 1967. In 1973 he entered the Royal Military College, Duntroon and later became a member of the Royal Australian Corps of Signals. Wayne was married to Cherry and they had two daughters.

**WAINWRIGHT, John Chalwin  
(1939-2020) OGC 1953**

John studied at College in 1956, and during his short time was joint Boys Open Swimming Champion and a member of the 1st XI and 3rd XVIII teams. John later moved to Queensland, was married to Amanda and they had two children.

**WALPOLE, Donald Horace  
(1934-2019) OGC 1947**

Donald began at College in 1946 and completed his Intermediate Certificate in 1950. Following school Donald would start farming with his wife Jean and Rosewhite near Myrtleford. He was a pilot and with his son Ron ran Holiday Air Adventures.

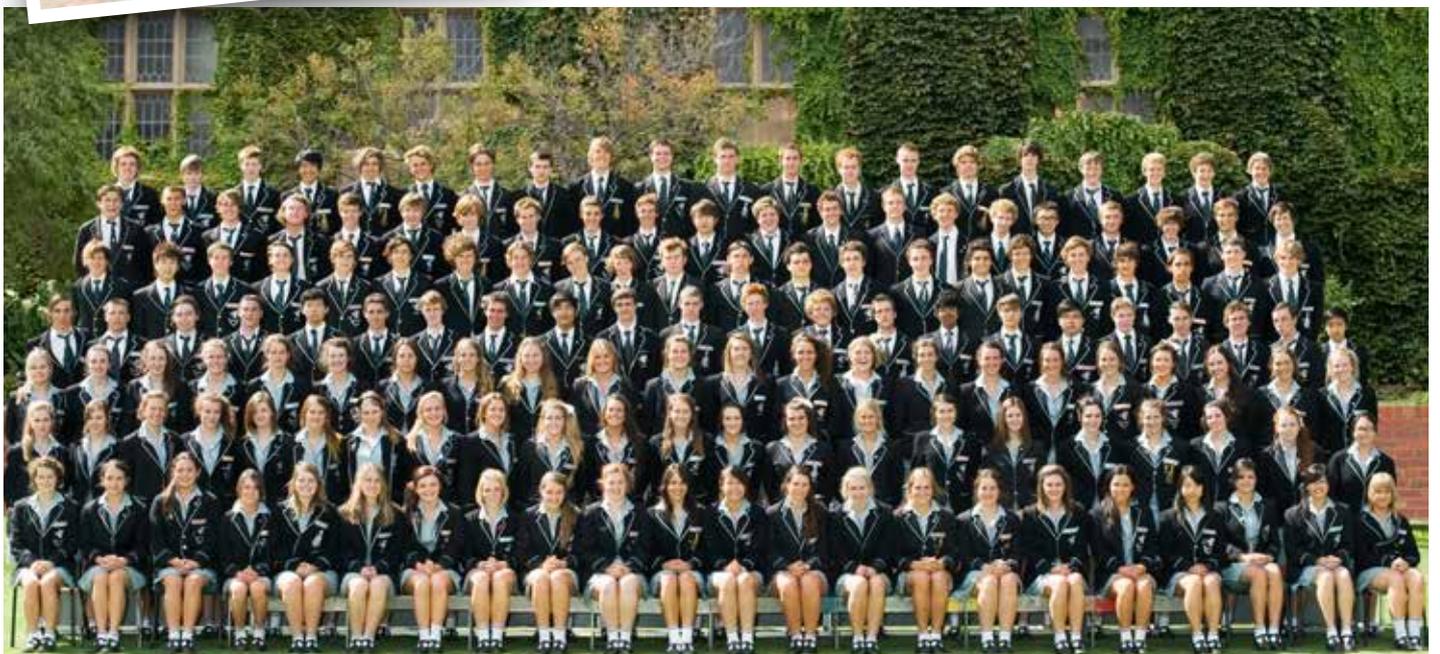
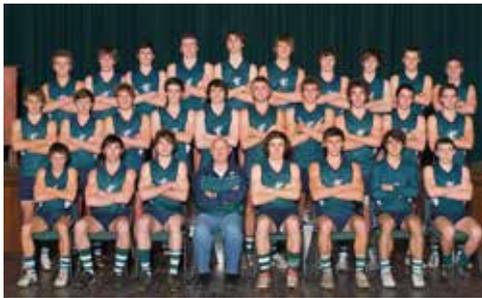
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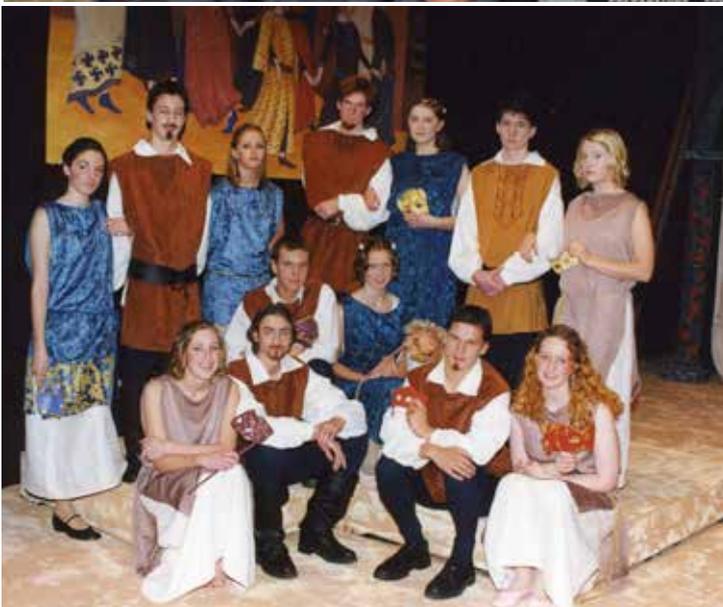
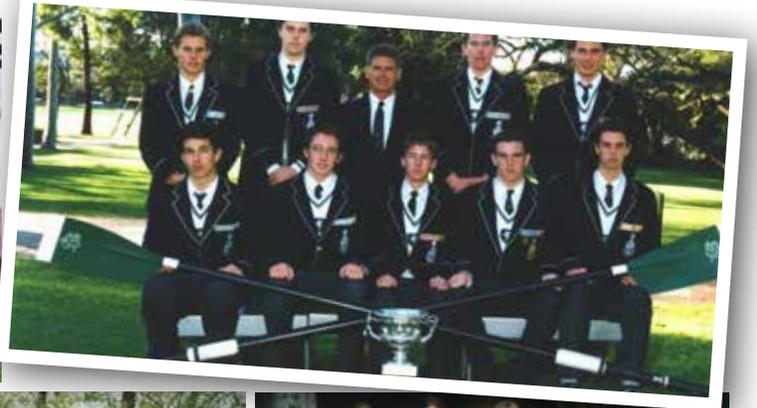
# Class of 2010 – 10-Year Reunion

## Digital reunions for 2020

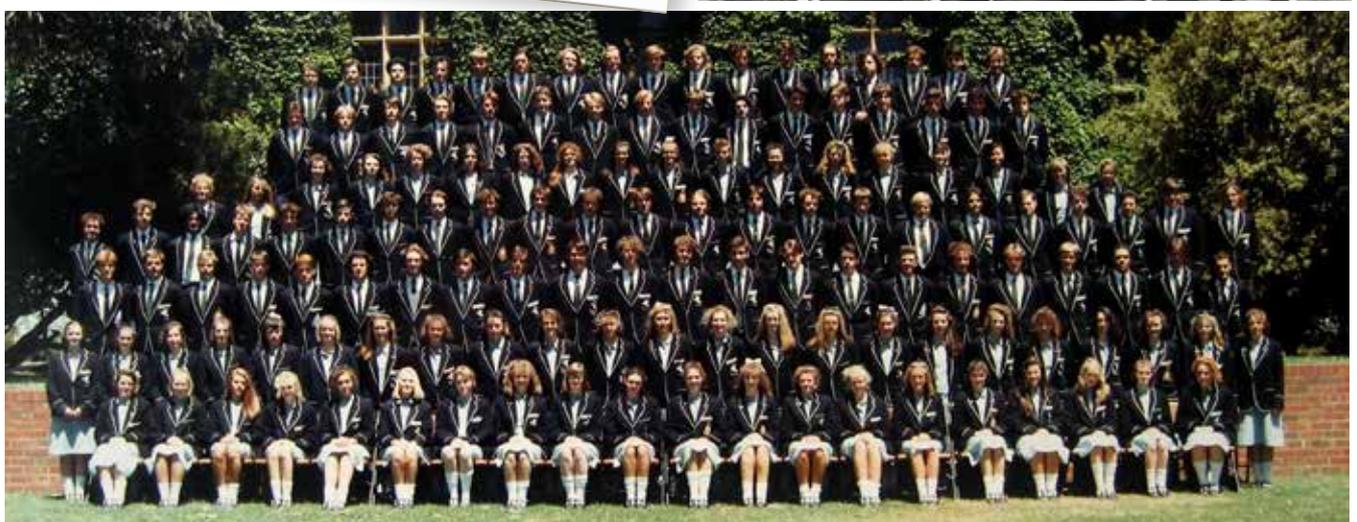
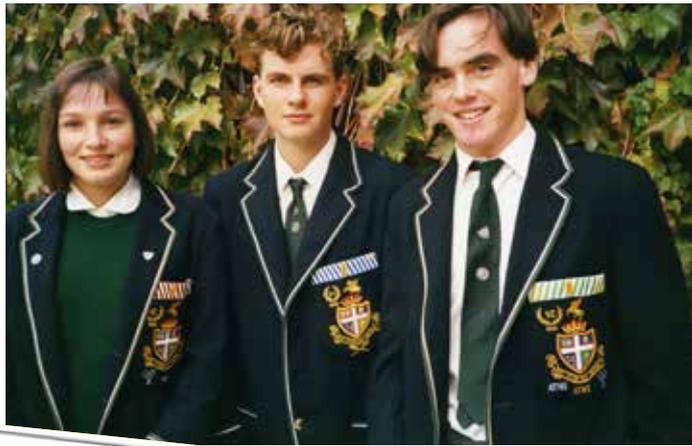
Unfortunately, COVID-19 restrictions forced the cancellation of our in-person reunions this year. We instead celebrated digitally, putting together a video slideshow of photos for each cohort.



# Class of 2000 – 20-Year Reunion



# Class of 1990 - 30-Year Reunion



# Class of 1980 - 40-Year Reunion





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