



# Ad Astra

Issue No 144 | June 2023



CONSTRUCTION UPDATE:  
**The Sports  
& Wellbeing  
Centre**

A history of philanthropy at The Geelong College

Welcome to the winter edition of Ad Astra, where we celebrate the launch of the Bellerin Project and the importance of philanthropy.

The Bellerin Project is our ambitious capital campaign dedicated to raising funds for our new state-of-the-art gym and wellbeing centre. As we reflect on our 163-year history, it becomes evident that our school's success has been made possible by the unwavering support of our community, past and present. This support was exemplified by the extraordinary success of our recent inaugural Giving Day, which you can read about on page 38.

One of the key benefits of our new gym is its potential to instill in our students the long-term advantages of engaging in sports and physical activities. We had the opportunity to speak with our new Director of Football, Nathan Brown, who shares his insights (page 42) into the importance of a comprehensive sports program and its positive influence on the lives of our students. Additionally, Dr Meg Ross (OGC 1995) shares her expertise on the profound and lasting benefits of exercise for our physical and mental wellbeing.

We celebrate the remarkable achievements of our Year 12 students in the 2022 VCE Results on pages 18 & 19. Their dedication and hard work have

truly paid off, as demonstrated by the diversified pathways they have chosen for their futures.

In this edition, we also delve into the fascinating world of AI in education (page 20). We explore how this rapidly evolving technology can be embraced as an opportunity to enhance the learning experience for our students. We also share stories of Old Collegians leadership journeys with Trent Sullivan (OGC 2010) as Mayor of the City of Geelong (page 68) and Michael Johnston (OGC 1999) as CEO of the Committee for Geelong (page 66). And be inspired by the stories of Old Collegians who have followed their passions, whether it's in the footsteps of 'China' Morrison or leading a charity that transforms the lives of Tanzanian orphans.

In this edition, we aim to inspire and inform you about the exciting developments taking place at The Geelong College, as well as highlight the remarkable stories from across our community.

Thank you for your ongoing support, and we hope you enjoy this edition of Ad Astra.

*Mike Howell*  
Director of Community Relations

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# Ad Astra

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# What defines civilisation?

## A healed fracture and paying it forward.

PROF. RICHARD PAGE, CHAIR OF COUNCIL



The concept of civilisation within society has intrigued philosophers and thinkers throughout the ages. Margaret Mead, renowned American anthropologist, was a social commentator. Some of her areas of interest included women's rights, nuclear proliferation, race relations, environmental pollution, and world hunger.

Margaret Mead was an engaging and popular identity on the public speaking circuit in North America during the 1960s and 70s. It was during an interview that she was asked: 'When does a culture become a civilisation?'

Many famous philosophers and thinkers had previously pondered the

question, and come to the conclusion that the definition of civilisation was the attainment of high-level thinking and reasoning as contributions to social betterment. The evolution of the arts and literature, as well as the organisation of social structure, were felt to be core ingredients that eschewed civilisation or were representative of a civilised society.

However, Mead posed a simpler, more basic tenant to be the hallmark of the birth of civilisation: the care of others.

Mead drew this conclusion following an archaeological dig in which a 15,000-year-old skeleton was uncovered. The skeleton showed evidence of a healed fracture of the

femur (the thigh bone), the largest bone in the body.

Mead explained – in the animal kingdom, if you break your leg, you die. You cannot run from danger, you cannot drink or hunt for food. Wounded in this way, you are meat for your predators. No creature survives a broken leg long enough for the bone to heal. You are eaten first.

Instead, the discovery showed that the individual survived - at least long enough for the fracture to heal.

With a fractured femur, a person would be very much incapacitated - unable to obtain food and protect themselves from the elements. Therefore, they would have required the assistance of a fellow human to survive. In the absence of modern medical interventions, the individual would have required this assistance for anywhere from four to six months. To facilitate this would have required significant reorganisation of the clan in which the person lived, as survival priorities were to be met by other clan members.

Mead posed that was the first evidence of the care of others before self, behaviour that exhibited the essence of being civilised. Providing care, food and protection from the elements highlighted the emergence of an organised society, one that could be identified as being 'civilised'.

It is not a stretch to suggest that the provision of any level of care for others unable to fend for themselves

is symbolic of civilisation. Providing resources as a safety net or facilities you may not personally benefit from is a hallmark of living in a civilised society.

Paying forward for the benefit of others is an extension of this idea.

To plant a tree or construct something for the use of others takes our thinking beyond just oneself.

In recognition of this, we should acknowledge the enormous benefits our College community has received from the generosity of others – such as the Morrison family in funding some of

### To plant a tree or construct something for the use of others takes our thinking beyond just oneself.

the early College buildings, and more recently the generosity of Jill Humble in funding the Keith Humble Centre.

The opportunity to contribute in this way again has been taken up by the College community in support of the Bellerin Campaign. We were overwhelmed at the generosity of our community on Giving Day.

Two wonderful fundraising dinners were also hosted by the Campaign Committee in the lead-up to Giving Day, focusing on the Medical and Business Sectors.

The Medical and Health Dinner was themed: 'Lessons from COVID: Past, Present and Future', with a panel of eminent medical professionals

in a Q&A led by Dr Norman Swan. Guest panellists included Nobel Laureate Professor Peter Doherty, renowned Professor Patrick McGorry and Geelong's Associate Professor Deborah Friedman. The calibre of the discussion was something you would expect to tune into nationally, and distilled the complexity of the last few years into concepts easier to grasp.

This was followed by the equally captivating Business and Law Dinner on the theme of 'Leadership Lessons From Sport, Business and the Law', with guest panellists including sailing and sports administration legend John Bertrand, AFL Geelong Coach Chris Scott, joined by alumni, Supreme Court Justice Michelle Quigley and Vice President of the Geelong Football Club, lawyer Diana Taylor. All speakers provided rich insights into getting the best out of teams and a glimpse of what it is like at the top.

On behalf of The Geelong College Council, I would like to thank the organisers. I would also like to recognise the Community Relations and fundraising team led by Mr Mike Howell and Mr Peter Moran and the Chair of the Bellerin Campaign Committee Dr Hugh Seward, along with the committee members and support team.

The recent events were a wonderful example of how in a 'civilised society' we can organise and pay it forward for the benefit of the future of others.





# A history of com



DR PETER MILLER, PRINCIPAL

The Geelong College is not simply a school in Geelong, it is a Geelong school.

This distinctive description of College's place in the community is important because it positions the people and our actions firmly in the context of the site where we are located.

College has meaningfully and purposefully engaged with the Geelong community throughout its long history. Connections of this sort bring a sense of belonging, accountability and collective engagement which are at the heart of our experience here.

Above all, College is valued by the strong community directly associated with it. This edition of Ad Astra acknowledges the long history of support for the physical development

of the College through financial support for buildings and scholarships. Much of what we have today is the product of generous support from people in the past, and their collective aspiration for others who will follow them in College's history. Financial support through donations and bequests has enabled College to flourish over the last 160 years.

The purpose of the College is to provide a first-class education to young people and to serve the community. It is also important to remember College is a not-for-profit organisation. This means that we operate an annual budget with a responsible surplus

of income greater than expenditure. Unlike a business where the surplus is redistributed back to shareholders or the owners, a school such as ours commits a surplus to reinvest in the facilities. The funds raised this way are typically modest. Other ways of funding capital developments are through borrowing money and paying interest out of annual operations as well as through donations. Donations are received through appeals, regular "giving" commitments and bequests. Government funding for capital projects in independent schools is increasingly scarce, especially for established schools. Therefore, we are on our



Photos (L-R): The 2023 Bellerin Medical and Health Dinner, The 1970 Project Pegasus Dinner, 2023 Giving Day Fundraising, 1970 Project Pegasus Fundraising

# community support

own when it comes to upgrading or extending our facilities.

It is also worth noting that financial support for a project now enables greater ease of movement through the capital plan. All funds raised for capital purposes assist the overall capital plan and the timing of new projects in our ongoing effort to maintain first-class facilities at the College.

We have a long history of philanthropy. Throughout history, members of the community have contributed funds to the buildings and fittings in an effort to ensure we can continue to provide suitable facilities to enable an outstanding educational experience for our students. This is most evident

on the Senior School site where all buildings have been constructed with significant support from the community of the day. As a consequence of this generosity, we enjoy these buildings today. It is hard to imagine what our school would have been like had our predecessors not shown the foresight and generosity to build the Dining Hall, Morrison Hall, Rolland Centre, Mackie House, Cloisters and Keith Humble Centre as well as other significant projects.

We have embarked on an ambitious capital appeal this year to upgrade the indoor sports facilities at the Senior School. The new Sport and Wellbeing Centre is the focus of the Bellerin

Project. So far we have raised over \$4 million which is very pleasing indeed. The support from the community has been extraordinary. The new facility will provide a place for positive engagement in physical activity which enhances health and wellbeing.

As a Geelong school, we enjoy enormous support from the wider Geelong community as well as the College community. This support comes in many forms for which I am most grateful. Financial support, shared aspirations for our students and a pride in College are all forms of engagement shown in our community. It is a strength of this place and something to treasure.



# A balanced life

EMMA CHANDLER, PUBLICATIONS COORDINATOR

We chatted to our Co-Captains about how to strike a good work/life balance, and the things they like to do when they're not in school.

Despite being busy with their final year of school, Co-Captains Chantal Mason and Tom Greer recognise the importance of keeping things balanced.

"I really enjoy living an active life, so my main interests revolve around sport," said Tom.

'I'm definitely someone who loves sport and staying active,' Chantal agreed.

Chantal is currently playing football for the Geelong Falcons and cricket in the Victorian Women's Premier League. She also represents College in APS cricket and football.

Her love of football started early.

'I always enjoyed playing football with dad and my siblings growing up and started playing Auskick when I was 8. I then moved into junior footy

where I am now in my 10th year of playing!'

'I really enjoy the team aspect of it and the comradery that comes with it. It's great to see how hard work can pay off on game day and the constant improvement of both myself and the team,' she said.

Tom has a passion for Surf Life Saving, having been a member of the



Ocean Grove club for as long as he can remember.

'I very much appreciate the opportunities it has given me to meet new people but also the motivation it has given me to play an active role in my community,' he said.

When he's not in the water, he enjoys having a hit of tennis at the Ocean Grove tennis courts. He also relishes the team environment of APS sport.

'With the many hours each week, playing and training, it truly feels like a second family.'

With only so many hours in a day, meeting both sport and school demands can sometimes prove a challenge.

"It can be a difficult balance sometimes, but I know for a fact that it's definitely possible (and very much worth it), all it requires is for you to be purposeful with your time and organise your week in advance," said Tom.

Chantal uses the challenge to be an opportunity for growth.

"I think the conflicting demands help me to stay motivated and to learn how to use my time efficiently to ensure that everything gets done," she said.

Whether it's sport, or something else entirely, both Chantal and Tom agree that extracurricular activities form an important part of life.

"Extracurriculars not only give you a time-out from whatever else is going on in your life. They are also a great way to meet people with similar passions, whether that be through sport, music or arts and crafts,' said Tom.

"I believe they help with maintaining a healthy balance with my academics,' said Chantal.

Like Tom, she appreciates the social opportunities her chosen sports afford her.

"I am proud of the relationships that I have developed with different people. They have allowed us to bring the best out of each other.'

When asked their plans for the future, science-minded Chantal and Tom have high aspirations.

"Next year I would love to study medicine or science somewhere in Melbourne preferably," said Chantal.

"I'd also love to be accepted into medicine in Melbourne, or somewhere slightly more exotic like Queensland or Queenstown," said Tom.

But sport is never far from their minds.

For Chantal, a football career could also be on the cards.

"Playing AFLW is also an aspiration of mine. I will continue to work towards that, and see what happens at the end of the year!"

Tom is keen to trade the ocean for the slopes, at least for a season.

"I would love to take some time to travel and visit other parts of the world, starting with a trip to Europe in winter for some fun in the mountains," he said.

If you are feeling inspired by the words of our Co-Captains, and are keen to try something new, Chantal couldn't be more encouraging.

"If you are ever having doubts about trying a new sport or any extracurricular, I really encourage you to just give it a go! You will meet some new people, and have the opportunity to push yourself to new limits."



# Young whippersnappers of BOARDING

NICOLE ROACHE, MARKETING MANAGER

This year there are seven Year 7 boarders, the most since we reopened Year 7 boarding in 2015. They bring plenty of enthusiasm and youthful energy to the place, so we thought we'd introduce you to a few of them.

## Archie Leishman

### When did you start at TGC?

I started TGC this year in Year 7.

### What is unique or interesting about where you come from?

I come from a rural place within the Ararat Shire called Nerrin Nerrin. It only has a population of 38 residents.

### Who lives at home with you?

At home, I live with my two other brothers, Sam, and Charlie they are also at boarding school with me, my five dogs and my mum (Rachel) and my dad (Hugh).

### Why did you (or your family) decide that boarding was for you?

I think I found out myself that boarding was for me because nearly every weekend last year and the year before we went to Geelong to see my brothers play their APS sport and see how they were going in Mackie House. Over time I just got keener to come here and go to this school and become a Mackie boarder. It is also because some of my family went to this school, and I want to follow in their footsteps.

### What do you love about boarding?

I love always having someone to do something with even if it's kicking the footy or going to Woolworths. It's like



a huge sleepover. Indoor soccer in the Senior School gym on Wednesday after study is superb.

### Are there any challenges?

There are a few challenges to face, but each gets easier over time. Obviously being away from home is hard, and learning to become independent is a struggle which is harder if you are homesick. I never really get bad homesickness and neither does anyone in my dorm really, I think everyone enjoys their time here at Mackie. Learning to do your schooling by yourself is tricky. I think it is a huge step up from Year 6 and without parents it's hard. It takes organisation and concentration. But



after a while, you get used to the workload and the homework.

### What is the best thing you have done at school this year?

The best thing I have done so far at this school is probably APS sport. I have been looking forward to it for a long time now, and I am so excited to do it. I am playing footy and cricket.

### What is something people should know about the boarding experience?

People should know that boarding brings many opportunities and friends, and it is a very fun experience.

## Dylan Wright

### When did you start at TGC?

I started at The Geelong College in 2018 in Year 2 and as a boarder at Mackie House in 2023. I had three cousins who were already attending TGC so my grandparents decided to send me there when we moved from Broome in WA to Lara.

### What is unique or interesting about where you come from?

There's the great outdoors, and it's the place you can catch the best barramundi in the world. There's lots of camping and hunting. You can keep a pet baby kangaroo and raise it until it is fully grown. The scenery is fantastic with good sunsets and sunrises. The dry season is the best weather, as the days are like spring and the nights are great for barbecues. There are different landscapes from red pindan to beautiful beaches and spectacular gorges. There are rivers that flood during the wet season and you can drive out there and have lots of fun with your family and friends jumping from the trees.

### Who lives at home with you?

I live with my grandparents, older twin siblings and older sister. I now have a



nephew who I try and see a lot of. My grandparents live in Donnybrook WA.

### Why did you (or your family) decide that boarding was for you?

I lived with my grandparents in Lara, and when they returned to WA I decided to stay at TGC so I had to board. All my older siblings have been boarders, and so have my grandparents so I was very keen to become a boarder and stay on at TGC.

### What do you love about boarding?

I get to meet new people and learn to be independent, be part of a team and think about others.

### Are there any challenges?

Not really, I think because I was very familiar with the school. That helped.

### What is the best thing you have done at school this year?

Attending the Aspirations Day where I got to meet a lot of Indigenous students who I connected with.

### What is something people should know about the boarding experience?

I would encourage it because it helps with being organised and being independent.

## Angus Halbish

### When did you start at TGC?

This year at the commencement of Year 7.

### What is unique or interesting about where you come from?

My family is only an hour or so away, but I chose to go to boarding school to really embrace school and all it can offer.

### Who lives at home with you?

Dad's house: Dad, Finn (14), Harlow (8) and Hudson (7).

Mum's house: Mum, Nick (stepdad), Millie (step-sister, 15), Finn (14), James (6), Archie the golden retriever and Star the cat.

### Why did you (or your family) decide that boarding was for you?

I thought it would be a fun adventure, and I wanted to have some routine in my schooling life post the COVID years.



### What do you love about boarding?

You get to hang out with your mates every day and get to be involved in lots of activities.

### Are there any challenges?

I have to keep my room tidy, which I don't do at home and sometimes I miss the bus and have to walk to the Middle School.



### What is the best thing you have done at school this year?

Making a lot of new friends has been great, and from a school point of view I am really enjoying Maths and English and what we are learning.

### What is something people should know about the boarding experience?

There is always lots on, which is great and makes it easier to feel settled into a new school.

## Austin McLellan

### When did you start at TGC?

I have just started boarding and going to school at TGC this year.

### What is unique or interesting about where you come from?

I live in a place called Horsham, an interesting fact about Horsham is that it is one of the places on the website called "the sh\*\* towns of Australia."

### Who lives at home with you?

I live at home with my mum (Denise), dad (Shannon), middle sister (Sophie), eldest sister (Georgia) and Jack Russell dogs (Jess and Frankie).

### Why did you (or your family) decide that boarding was for you?

My parents decided to ship me off to boarding school because they wanted a better education for me, and my old school could not provide as good an education as here.

### What do you love about boarding?

What I love about boarding is that everyone is like a family except that you're living with your mates, and it



is really fun. You get to muck around and get up to lots of mischief.

### Are there any challenges?

Yeah trying to get to sleep when you can't stop laughing and mucking around with each other.

### What is the best thing you have done at school this year?

The best thing I have done at TGC is probably doing well in all my schooling, and making it into the A



team in footy. I am very proud of both of those things.

### What is something people should know about the boarding experience?

People should know that boarding is not bad and terrible like all the movies. It is really fun and enjoyable. Another thing that is really good about boarding is that you get to meet so many different people with many different backgrounds and cultures.

## Cooper Harvey

### When did you start at TGC?

I started at TGC at the beginning of Year 7, 2023.

### What is unique or interesting about where you come from?

I come from an island in the middle of Bass Strait. You can only travel there by plane. There is a bank, a post office, two supermarkets and no traffic lights!

### Who lives at home with you?

At home, there is my mum and dad plus my five siblings. I have two brothers and three sisters. I am the eldest. We also have three dogs, two cats and lots of cattle!

### Why did you (or your family) decide that boarding was for you?

I was always going to go to boarding school because the school on King Island only goes to grade 10. Plus, Mum and Dad wanted me to have the opportunity to experience everything outside of the island.



### What do you love about boarding?

I enjoy being able to go and do things that aren't available at home like the movies, shopping centres, bike rides and getting Uber eats!

### Are there any challenges?

It has been a little challenging learning the ropes of boarding without Mum to help. I miss my siblings. It's also hard that I can't just go home or quickly visit Mum and Dad like other boarders can.

### What is the best thing you have done at school this year?

I have loved playing new sports and joining in the Boarding House excursions.

### What is something people should know about the boarding experience?

It does get easier! You make friends across all year levels.

## Ella Conley

### When did you start at TGC?

I started at TGC this year.

### What is unique or interesting about where you come from?

I am from King Island, which is a little island in the middle of the Bass Strait, that runs between Victoria and Tasmania.

### Who lives at home with you?

I live with my parents and sister (Emerson Year 9), our dog Banjo and my two cats, Max and Luna, on a cattle farm.

### Why did you (or your family) decide that boarding was for you?

My family decided that I should attend TGC boarding because I really want to get a good education and you can't really get that with the school on King Island. It's a small school and the opportunities are limited.

### What do you love about boarding?

The thing I love about boarding is you get really close to everyone and you all become one big family.

### Are there any challenges?

Being away from my family, my home, and the people I grew up with is a



challenge for me because you do really miss them and all the memories you have. It does get hard at times, but you just have to think about what you have now because these are the new people in your life. You will always have everyone back at home, but whilst you're here this is your family, these are your friends.

### What is the best thing you have done at school this year?

The best thing I have done at school this year is meeting everyone I now know because these people are amazing and I'm so grateful that I have met them.

### What is something people should know about the boarding experience?

I think people should know that boarding life is not for everyone and that's ok. There are some people that are so happy to board, and they love the experience but, there are a few people that find it more tough and confronting. The Boarding House for me is amazing and I'm so grateful to be a part of the boarding family.

# What is wellbeing?

JESSICA TAYLOR, DIRECTOR OF WELLBEING

When you hear the term ‘wellbeing’, what to mind? Happiness, joy, positivity? Or perhaps you understand wellbeing as broader than just emotions, where wellbeing is all-encompassing. It might include: relationships with loved ones, a connection with nature and environment, and finding meaning and purpose in activities and work. Perhaps your own definition includes growth, accomplishment, and even struggle.

Wellbeing is a complex social phenomenon and a concept that is challenging to define concisely. This is because wellbeing in its most ordinary sense signifies that a person’s life is simply going ‘well’, which can be difficult to measure, and can be demonstrated in a number of interconnected ways.

Predictors of wellbeing include having adequate amounts of: things that are good for a person, things that are of interest to a person, and also ensuring that a person’s basic needs are met. These elements combine to enable one to live a life of quality and wellbeing.

Another term that is often used in this space is ‘flourishing’, which comes

from the Latin word, *florere*, meaning ‘flowering’.

When we ‘flourish’, we are engaged in well-rounded, healthy ongoing development which enables our potential to be achieved - much like a flower in full bloom.

Conditions must be right to enable this state. Our physical, cognitive, emotional, behavioural, social and spiritual needs must be met, and we must experience connection - to others and our environment.

Research indicates that wellbeing and learning are inextricably linked and mutually reinforcing. Wellbeing proactively and positively influences student learning and learning outcomes, and success in learning enhances wellbeing.



With this in mind, we are constantly growing and evolving our approach to wellbeing at the College.

A wider change is currently being driven through a College-wide inquiry aiming to understand and answer the question: ‘What is wellbeing and flourishing at College?’.

But it is important to acknowledge the groundwork which has come before.

This includes the development of the Triple ‘R’ framework, which guides curriculum approaches for students to develop social and emotional skills around three key facets: Resilience, Relationships, and Reflection.

Through these three lenses, programs



are designed and integrated to support students to embrace challenge and overcome setbacks, to maintain positive relationships with self and others, and to learn self-management and self-awareness skills to support decision-making. Furthermore, the Student Wellbeing Framework offers a contextual way to understand that wellbeing is built collaboratively and in connection to relationships, experience, and meaning. Taking the learnings and approaches from this foundational work and situating them within an ever-evolving social and educational

landscape, an opportunity presents to reflect upon and reimagine how we understand and approach it. We are currently undertaking an audit to review and reflect on our programs, policies and approaches to wellbeing across each campus to develop a College-wide strategy. I will lead a cross-campus Wellbeing Executive, which will further explore aspects of how we teach and measure wellbeing, in addition to how we collectively understand and cultivate it across the College. We have begun our inquiry with staff and students. Our next steps include

focus group learning with students and staff to gain insight into their experiences of wellbeing across the College, as we move closer to the development of an approach and strategy that supports and unites our community as one College.

# The importance of visibility

EMMA CHANDLER, PUBLICATIONS COORDINATOR

In recent years, The Geelong College has embarked on a transformative journey towards fostering a more inclusive environment for our LGBTQIA+ students. The introduction of The Geelong College Rainbow Alliance (GCRA) is the most impactful development to date.

Founded in 2018 by teacher Lachy Joyce, the GCRA is student-led with support from College staff. The group meets fortnightly during lunchtimes, as well as organising visibility events and fundraisers to support LGBTQIA+ organisations.

The impact of the group's existence is not insignificant, with students sharing their experiences:

"Having a space to go to and a group of people that I can talk to makes coming to school each day a lot easier."

"With all the negative news in the media about queer people - especially trans people and drag queens - it's great to have a space where we can just laugh."

Membership is open to any student who would like to join, and as one student shared, the group proudly embraces all identities.

"We accept and are supportive of everyone - regardless of whether they're somewhere on the LGBTQIA+ rainbow or an ally."

"It's great to have a place where we don't have to teach others what being queer means."

This inclusive environment fosters a sense of belonging and empowers

students to thrive. While the core membership consists of students from Year 9 to Year 12, the GCRA organises periodic meetings at Middle School. The group also collaborates with their counterparts at Sacred Heart and Clonard Colleges through joint meet-ups.

While creating a safe space for LGBTQIA+ students is the primary role of the GCRA, the group also plays a crucial role in education and advocacy. This cause is close to the hearts of GCRA members, some of whom have shared their thoughts:

"I think it's important that students, and people in the wider community, are aware that LGBTQIA+ people exist and how to support them."

"I recently had a conversation with another student who had originally told me that he believed 'trans people don't exist.' Hopefully, I changed his mind by the end, but it just really shocked me and showed me how far we still have to go to have a truly inclusive society."

"When I came out as bisexual, people close to me told me bisexuality didn't exist and that I had to make a decision - I could either choose to be 'gay' or 'straight,' but anything else was just 'confused.' It wasn't a great

feeling, and if I could do something to stop someone else from feeling that way, I want to."

These personal stories highlight the importance of engaging in conversations that dispel misconceptions and continue to challenge stereotypes that still exist. In doing so, we build a better-informed and compassionate school community and prepare our students for life outside College walls.

"LGBTQIA+ people are everywhere, a part of every community, whether people like it or not. Everyone's existence is valid - regardless of how they identify or who they love."

Australian statistics reinforce the urgency and importance of LGBTQIA+ visibility and groups such as the GCRA in secondary schools, particularly when it comes to mental health.

According to the Australian Bureau of Statistics, LGBTQIA+ young people are significantly more likely to experience mental health challenges compared to their heterosexual and cisgender peers.

The Australian Research Centre in Sex, Health, and Society found that 75% of LGBTQIA+ youth had experienced some form of



discrimination, which can have a profound impact on their well-being.

However, studies have also highlighted that LGBTQIA+ youth with access to supportive spaces, inclusive policies, and acceptance from their families and schools experience better mental health outcomes.

There are also close links between positive school experiences for LGBTQIA+ young people and better academic performance and educational engagement. Specifically, when students feel accepted and supported, they are more likely to attend school regularly, actively participate in class, and achieve better academic outcomes.

The Geelong College GCRA is driving a remarkable transformation - redefining LGBTQIA+ representation, fostering a culture of acceptance, and protecting the mental health of LGBTQIA+ students along the way. Through its existence, College is paving the way towards a more compassionate and supportive environment where every student feels seen, heard, and valued.



## What does LGBTQIA+ stand for?

Here's a breakdown of each term within the LGBTQIA+ acronym:

**Lesbian:** Women who are attracted to other women.

**Gay:** Initially used to describe men attracted to other men, the term has expanded to include all individuals who are attracted to the same gender, regardless of their own gender identity.

**Bisexual:** Individuals who are attracted to both their own gender and other genders.

**Transgender:** Individuals whose gender identity differs from the sex they were assigned at birth.

**Queer:** Can be used to describe anyone whose sexual orientation or gender identity differs from societal norms.

**Intersex:** People born with physical characteristics (such as chromosomes, hormones, or reproductive organs) that do not fit typical binary notions of male or female.

**Asexual:** Individuals experience little to no physical attraction towards others, but may still experience romantic, emotional, or aesthetic attractions.

**+:** Symbolises the inclusion of other identities that may not be explicitly mentioned in the acronym.

As language and understanding evolves over time, the LGBTQIA+ acronym continues to grow to embrace a broader range of identities and experiences.



# 2022 VCE results

NATHAN MORTON, DIRECTOR OF TEACHING AND LEARNING

We achieved so much more than an ATAR score. The College offered us incredible opportunities that stretched us far beyond the classroom. We can say this because neither of us ever shied away from a new adventure. It gave us the chance to build relationships with other students and teachers.

- Joint Duxes Bailey Gait & Remy Locke

The 2022 VCE Results reflect the hard work and commitment of all Year 12 students.

In total, we had 177 students study and successfully complete their VCE. Our median study score was 32 out of a total of 50 points, with 12.4 percent of study scores over 40 and five perfect scores in English, Geography, Studio Art, Physical Education, and Further Mathematics. The median ATAR for 2022 was 82.55 with three students achieving over 99

The joint duxes, Remy Locke and Bailey Gait achieved an ATAR of 99.5. We are incredibly proud of the fact that 54 percent of all 2022 Year 12 students finished their studies having achieved an ATAR of 80 or above.

In February this year, Senior School students and staff had the privilege of welcoming back 14 Old Collegians

to celebrate their accomplishments as High Achieving VCE Graduates at the annual Academic Celebration Assembly. This important occasion shows ambition transitioning to reality; that hard work, resilience, tenacity, and commitment to one's ambitions ultimately culminates in a strong sense of achievement, in addition to being set up for the next pathway in life. Most importantly, our current students see the true benefit in the philosophy behind a broad, liberal education.

This occasion gives us an opportunity to share the aspiration that this community has for its students by showcasing how individuals translate those ambitions into their own context. We get to share stories of past and future endeavours of people who have seized upon every opportunity that the school has put in front of them.

With current students being able to appreciate the challenges faced and overcome by their former peers and seeing the ensuing results, we hope they walk away from this occasion motivated to extend themselves in all aspects of TGC life.

For every student, the College envisages a broad, liberal education where learning experiences foster active, globally aware thinkers, who are empowered to be creative, curious, and future-focused problem solvers. VCE results alone do not capture the depths of the experience that individuals have while they are with us. It is important to remember that all 177 graduates left with many achievements at The Geelong College, more than academic results alone can ever represent.

# 2022 Joint Duxes

***It is an honour to stand beside each other as joint duxes of The Geelong College for 2022.***

We are both proud of our Year 12 colleagues and everything they achieved. They are an incredible group of highly capable people, who worked hard, and pushed each other to succeed.

We achieved so much more than an ATAR score. The College offered us incredible opportunities that stretched us far beyond the classroom. We can say this because neither of us ever shied away from a new adventure. It gave us the chance to build relationships with other students and teachers.

From Year 9, we both played APS soccer and had the privilege of leading the team in our final year. Having spent so much time together over many years as a team, the experiences we shared taught us the meaning of life-long friendship.

Soccer helped guide the way we approached our respective roles as House Captains. The unity we experienced in these leadership roles show how embedded friendship and respect is throughout the school. We felt part of a diverse, yet close-knit community where we all appreciated and valued one another.

It's the friendships that we are going to miss the most.

The teachers were second to none, and no words can express the genuine appreciation and gratitude we have for them. To us, the teachers are not just teachers; they were our biggest supporters and our greatest advocates. They knew the journey we were on. They understood how to motivate us to work hard, support us when we were challenged, and help us balance our studies against all the other things that were happening in our lives. We never felt like we were doing it on our own.

We're parting ways with such a special place. For those who are still on the journey, we encourage you to be a leader, to take every challenge, to grab onto every adventure with both hands. It is normal to feel silly or embarrassed when you are trying something new and its these moments that make the best memories. Year 12 has been the best year of our lives so far. Enjoy it while you have it.

- Bailey Gait and Remy Locke

## **Bailey Gait (ATAR of 99.50)**

*Entered 2016; McLean House*

**2022 Achievements:** Bailey was awarded The Fen and Roy Pillow Prize incorporating the A.K.H. Thompson Prize, a Year 12 Merit Award and Academic Merits for Chemistry, English, Further Mathematics and Mathematical Methods.

She was Co-Captain of McLean House, Captain of Debating and 1st Soccer Captain, and was recognised with Honours for Academic Performance, Debating and Soccer.

Unit 3 and 4 Subjects: Legal Studies, Further Mathematics, Chemistry, English, French and Mathematical Methods.



## **Remy Locke (ATAR of 99.50)**

*Entered 2017; Wettenhall House*

**2022 Achievements:** Remy was awarded a Year 12 Merit Award, The Physical Education Prize, and Academic Merits for Chemistry, English, Further Mathematics, Physical Education and Psychology.

She was Co-Captain of Wettenhall House and 1st Soccer Vice-Captain. Remy was recognised with Honours for Academic Performance and Soccer.

Unit 3 and 4 Subjects: Further Mathematics, Psychology, Chemistry, English, Mathematics Methods and Physical Education



A hand holding a futuristic, glowing blue and purple device with a circular light on its surface. The device has a metallic, segmented appearance and a bright white line running along its length. The background is a dark, gradient blue.

# Navigating the AI Wave: Weighing the Pros and Cons of AI in Education

NATHAN MORTON, DIRECTOR OF TEACHING & LEARNING

As a college, we are acutely aware that we are preparing students for careers that don't yet exist. The unknown became a little more known towards the end of 2022 as the world was beginning to learn about the growing capacity of Artificial Intelligence on life and work.



In the context of education, AI, especially Chatbot technology, may seem intimidating due to its ability to generate human-like responses.

The innate reaction of any educator is to question how to control and contain its use and ensure the authenticity of submitted student work.

After all, the genuine endeavour of any teacher is to accurately measure the learning of students in their charge, and to provide feedback on real student work with the intention of growing the skills and capabilities of our learners.

No educator wants to feel “fooled” by a computer-generated response. Nor does a teacher wish to waste their time providing carefully constructed

feedback on submissions that will not enable student growth.

Naturally, we have been intrinsically sceptical of the implications that this technology has on our profession and our craft.

The more evolved response is to explore the capability that AI has to enhance the learning of our students. Moving beyond our initial trepidations, the potential of this technology to enhance students’ accessibility to developing thinking, reading, and writing skills cannot be underestimated.

Similarly, the technology has capability in areas of study such as maths, coding, and the natural sciences too. It demonstrates thinking in action and students can genuinely use it to explore knowledge that already exists and extend it.

Like the introduction of calculators decades ago, AI will create further efficiency in thinking so that the time humans put into thinking is maximised. For example, the use of calculators in

Maths studies today removes the need for students to rely solely on manual mathematical modelling to make sound judgments.

Even the highest achieving and able mathematicians cannot compete with the speed of a calculator. Although there is great benefit in knowing how to think through mathematical problems using processes and formulae, the reality is that understanding, coupled with refined technology, extends the production and growth of knowledge in a given faculty area.

AI’s proliferation will eventually lead us here. It will allow us to model thinking efficiently and precisely. It will take existing knowledge and enable it to be more accessible, leaving the human endeavour focused solely on interrogating the unknown.

The writing currently produced by AI algorithms is often not sophisticated, nor does it represent the work of high-end thinkers. At best, it is still very basic and, depending on the query, it

can be littered with inaccuracies within the responses it generates. It needs to be used with a heightened sense of caution given its current imprecision. Inevitably, it will be refined to become more sophisticated and comprehensive in its capability.

As AI technology evolves, educators need to challenge and extend students' thinking even further beyond manual tasks. If the labour-intensiveness of writing responses is negated by the growth and proliferation of this technology, the future of learning becomes far more exploratory. And for our current generation of students, and even some teachers, the future of work will look remarkably different.

Where we will be in 10 years is excitingly unpredictable and all we can do is best prepare learners for the unknown world of work that awaits them.

As a school community, and within the education sector more broadly, we need to accept the reality that AI is here and will become more embedded into our teaching and learning practices in the future.

We are consciously not viewing it as an obstacle, but instead, as an opportunity to better prepare students for life beyond this community.



Please note that this article was not generated by AI, as tempting as it was!

## Useful Chat GPT prompts for students

- "Can you help me understand the concept of [specific topic]?"
- "What are some effective study strategies for [subject]?"
- "Provide me with tips on improving my writing skills."
- "Can you suggest some recommended books or resources for [subject]?"
- "How can I prepare for upcoming exams in an organised manner?"
- "Help me solve this math problem: [describe the problem]."
- "What are the major events or significance of [historical event]?"
- "Explain the scientific principles behind [scientific phenomenon]."
- "What are the key steps to conducting a successful research project?"
- "Provide examples of famous speeches in [field] and their impact."
- "Can you summarise this text for me?"
- "Cut the following text down to \_\_\_ words"
- "Explain the main themes or symbolism in [literary work]."
- "What are the ethical considerations in [specific scientific or technological advancement]?"
- "Proof read the following piece of writing for spelling and grammatical errors."
- "How could I make this piece of writing more professional?"
- "Have a conversation with me in French."
- "Write me a code to make [insert the thing you want to do] on PC"

# 3 pros and 3 cons to AI in education

## THE PROS

### 1. Instant Access to Information:

The vast amounts of knowledge available on the internet can sometimes be overwhelming. AI technology, including ChatGPT, acts as a valuable resource by efficiently filtering and presenting information. Students can leverage AI to instantly access relevant and reliable information, enabling them to deepen their understanding of various subjects. The convenience of this accessibility allows for a more efficient and streamlined research process.

### 2. Instant Feedback:

AI-powered tutoring systems can provide students with immediate assistance beyond regular classroom instruction. ChatGPT can act as an intelligent tutor, offering guidance, explanations, and support on a wide range of subjects. Students can receive immediate feedback on their work, enabling them to identify areas of improvement and enhance their learning.

### 3. Engaging and Interactive Learning:

Traditional education methods often struggle to captivate the attention of students, resulting in disengagement and reduced learning outcomes. AI technology, including ChatGPT, introduces a new dimension of interactivity and engagement. By incorporating multimedia elements, gamification, and interactive simulations, AI enhances the learning experience, making it more enjoyable, memorable, and effective for students.

## THE CONS

### 1. Lack of Human Interaction:

One of the key concerns regarding AI and ChatGPT is the potential for reduced human interaction. Education is not solely about acquiring knowledge but also about fostering social and emotional development. Over-reliance on AI systems may hinder students' ability to engage in face-to-face discussions, collaboration, and empathy-building interactions with teachers and peers.

### 2. Dependence and Technological Disparity:

Over-reliance on AI systems may lead to an over-dependence on technology. The Geelong College should ensure that students are not solely reliant on AI for learning, as this may hinder the development of critical thinking and problem-solving skills. Additionally, there may be a technological disparity, where students without access to AI resources may face disadvantages compared to their peers.

### 3. Ethical Considerations:

AI systems raise important ethical questions, particularly when it comes to data privacy, algorithmic decision-making, and potential job displacement. The Geelong College must engage in ongoing ethical discussions and ensure transparency, accountability, and responsible AI practices to address these concerns.

In contrast, this part of article was generated by AI, using the prompt: 'Provide three pros and three cons to using AI technology in the education of students at The Geelong College'. Could you tell the difference?



# Year 9 Retreats

SIMON FINNIGAN, DIRECTOR OF EXPERIENTIAL LEARNING

The Year 9 House Retreats took place in the last two weeks of Term 1. Two Houses at a time made their way to the Cape Otway Campus for a three-day experience on Gadubanud Country. Apart from some light rain on the first day of the Retreat, we were greeted with very stable and mild conditions with plenty of sunshine and some amazingly clear and spectacular night skies.

The Year 9 House Retreats are a key component of the transition to the Senior School, providing an opportunity to foster strong connections as the Year 9 students commence their shared journey through Senior School.

The main objectives of the Retreat included fostering strong connections amongst students that promoted a sense of belonging and connectedness, providing a forum for reflection on their first term at Senior School and further establishing an identity and culture that is safe, inclusive, and supportive. The Retreat also endeavoured to create healthy, positive, respectful and





collaborative relationships with peers and staff, as well as strengthen students' sense of self, and help them realise their potential and capacity.

Students were accommodated in bell tents and dorms. They participated in group leadership challenges, group problem-solving and initiative challenges, Rites of Passage protocols, an Indigenous cultural session, a bushwalk along a portion of the Great Ocean Walk and dinners at Bimbi Park.

Year 12 Prefects were a new part of this year's program and their contributions were a welcome addition. They demonstrated maturity and a willingness to work alongside staff to help support the Year 9 students. Their participation was a significant contribution to the success of the program.

The overwhelming majority of students made the most of the Retreat, embracing the opportunities that were presented and as a result, gained a great deal from the experience. These students also contributed positively to further developing an inclusive culture within their House. There were important lessons learned in terms of self-control, the importance of listening attentively to and respecting others, communicating effectively, and collaborating with others.

Many Heads of House and Tutors made comments on how the Retreat creates a space whereby meaningful social interactions were enabled either

through structured activities or in the unstructured moments between. They also talked about how the time away enabled them to get to know their students to a greater extent, as well as for students to get to know each other better. These intensive residential experiences enable these interactions to organically happen.

The final day of the retreat involved an Easter egg hunt which was enjoyed by all but more importantly, an honouring process whereby students were acknowledged for who they are and what they bring to their interactions with others. This was coupled with a letter from parents/guardians, which was a real highlight of the Retreat and a powerful moment for students. These moments are but two of many Rites of Passage activities that take place during the Retreat and are important steps in acknowledging young people and recognising them for who they are.

These experiences require a number of people in order to make them happen, many of whom are behind the scenes. I'd like to acknowledge and thank all our external providers, College Business and Operations staff, Heads of House and Year 9 Tutors. I'd also like to thank the Year 9 students and parents/guardians for their involvement in and support of the Year 9 House Retreat.

"This experience is so important for the Year 9 students in Term 1. They need to bond as a group outside of their hectic daily environments where they have so many commitments and distractions, including technology and devices. 'Switching off' and having to communicate and work with a group of people that will be a core part of their Senior School life is vital. Importantly, learning about the land that we are on and our First Nations peoples' commitment to its conservation gives them a deeper respect for their surroundings; this is invaluable."

*Vicki Read*  
Year 9 Coles Tutor

"The students were revelling in the opportunity to spend time together, away from the normal conventions of life at home and school. Having the opportunity to embrace the natural beauty of the Cape Otway campus in a safe and friendly context of the Year 9 Retreat was really important."

*Phil Taylor*  
Head of McArthur House

"Some of my Year 9 students have reflected that the retreat was one of their highlights of the year so far. It was a wonderful opportunity for the staff to really get to know the Year 9s and also for them to get to know each other. Having some Year 12 prefects present was also an excellent addition this year and a unique learning opportunity for all students and staff involved".

*Debbie Filling*  
Head of Shannon House



# Getting Emotional About Learning

DR FABIO D'AGOSTIN, REPORTING AND ANALYTICS COORDINATOR

When it comes to classrooms, student emotions tend to get bad press. Purely academic considerations are usually dominant, and emotions are commonly viewed as incidental to learning. This perspective often characterises subjects as solely cognitive pursuits with no need or room for emotions. Such a view runs counter to widely held concepts of human nature. Humans rarely, if ever, function in the absence of feelings.

Student emotional responses occur in all classrooms and are integral to the development of wellbeing. Emotions also serve to inform beliefs, attitudes and self-evaluations related to learning. As significantly, emotional states influence academic performance. Rather than denial or avoidance, we can improve our teaching practices by understanding how emotions arise in relation to learning and how feelings can be managed to improve academic outcomes.

This is no easy task. Human emotions defy simple identification, despite the neat psychometric categorisations and evaluations used by psychologists. In all classrooms, the emotional qualities of happiness, sadness, interest, fear, confusion, excitement and boredom can be experienced within a group of students during the same activity. Each of these emotions is different for every individual who experiences it.

The same quality of emotion can sometimes be helpful to learning and sometimes not. Student confusion is a good example. In its best form, confusion can trigger intrigue and spur a student to greater feats of perseverance and problem-solving. At worst, confusion may be a brick wall that completely ends progress.

Emotional responses may be related to a diverse variety of sources, adding nuance and uniqueness to every experience. Students can be predisposed to certain feelings, increasing their frequency of occurrence. Moods, or long-lasting feelings with no obvious point of reference, are not uncommon. Emotions can arise autonomously, like reflexes, or be experienced in conjunction with cognitive deliberations.

Emotional phenomena can be associated with social factors, such as occurring through group interactions or through linkages to power relationships. Feelings can also be shaped by the need to affiliate with a dominant peer culture as in a boy hating mathematics because all his friends don't like it.

Displays of emotion are sometimes communicative performances, allowing individual expression of attitudes or beliefs. Boredom can arise simply because a student is in a mathematics classroom, regardless of the activity. It may be important for that individual to let their teacher know that they dislike mathematics. Similarly, students wishing to project positivity about mathematics may display emotions including interest and happiness independently of classroom events.

Possible sources of reference for student emotions also include physiological states. Sets of emotional responses can be associated with internal states including hunger, tiredness and sickness or pain. These tend to be negative and include feelings such as impatience, irascibility, boredom and anger. Any teacher will attest to the impacts of such states on academic behaviours.

Despite the complexity and often amorphous nature of emotions, teachers can help foster responses that enhance learning.

My PhD research, conducted in a secondary setting, demonstrated that mathematical activities can be designed and implemented to elicit individual emotions including happiness, interest, enjoyment and excitement. These responses were usually coupled with valuable academic behaviours and dispositions such as engagement, curiosity, perseverance, determination and creativity, demonstrating a non-cognitive dimension to states of learning.

The strongest associations between mathematical activities and positive emotions lay with task accessibility. Students needed to be able to achieve success, requiring careful consideration of the balance between existing student ability and the levels of academic demand

presented by tasks. When demands fell within Vygotsky's zone of proximal development, academic challenge arose, another significant task property in fostering positive emotions.

My research also explored the variations in emotional appeal between traditional and unconventional approaches towards teaching. Generally, students were presented with a greater range of opportunities to experience enjoyment, interest and satisfaction during activities that did not involve explicit instruction or skills practice. Such activities featured student-centeredness, open-ended solution spaces, scope for collaboration, personal meaningfulness, game-like investigations and other progressive properties.

Perhaps the most valuable message

Generally, students were presented with a greater range of opportunities to experience enjoyment, interest and satisfaction during activities that did not involve explicit instruction or skills practice.

to emerge from my study was the need for teachers to read students' emotional responses in relation to academic activities. Not coincidentally, the same set of

qualities that form a cornerstone of wellbeing and relationship-building is essential for the effective management of student feelings.

A teacher's empathy, understanding, care and sensitivity are key attributes in discerning those emotional responses that can be influenced through their own teaching. The building of such skills and awareness can help a teacher leverage a powerful form of student affect. Students who are emotionally invested in their learning are arguably the greatest asset that any teacher can have in their classroom.



For further detail, my thesis can be accessed online at:

[bit.ly/TGCemotions](https://bit.ly/TGCemotions)

# Live on the Lawn + Generations in Jazz

SCOTT TEMPLETON, DIRECTOR OF MUSIC

The first Saturday in April saw the start of a new musical tradition at The Geelong College. Live on the Lawn was an instant classic!

The brainchild of the wonderful parents of the Humble Club, Live on the Lawn was conceived as a way to bring the College community together on the Talbot Street lawns in the iconic surrounds of the Dining Hall and Senior School buildings for an event highlighting the musical talents of our top-tier music ensembles.

Live on the Lawn featured students from both the Senior and Middle Schools, and showcased our

Symphony Orchestra, Senior Concert Band, Phoenix Voices, Lunar Contemporary Band and Senior Stage Band.

The emphasis was on entertainment, and the audience of over 500 certainly seemed to agree – the atmosphere was amazing! Our school's grounds looked superb, the Dining Hall was beautifully lit, and our musicians excelled themselves. The excitement felt by all of our students at seeing the stage and lighting set

up for Live on the Lawn, as well the reaction from the audience to their performances, made everybody's hard work well worthwhile.

It was wonderful to see so many members of the College community enjoying themselves, and we are particularly grateful to many members of the Humble Club, led by Justine Phung along with Sam and Mark Pullin, for their tireless efforts in bringing the event to fruition. Live on the Lawn had wonderful support





from Old Collegians Lyndsay Sharp (OGC 1979), from Jack Rabbit Wines and Flying Brick Cider, as well as Scott Hunt and Tom Summers (OGC 2009) and Lachie Summers (OGC 2012) from Valhalla Brewery.

The feedback from all present was that Live on the Lawn was a fabulous event, and we look forward to it becoming an annual highlight of the College's Term 1 calendar in years to come.

Later in Term 2, our musicians were able to return for the first time in four years to the Generations in Jazz festival, held in Mount Gambier, South Australia. The event had not been held since 2019, but prior to that The Geelong College had a long history of participating. This year we sent 29 students from three ensembles, the Senior Stage Band, Pegasus Singers

Chamber Choir and the G-Train Stage Band from the Middle School.

The festival sees nearly 4500 students from 150 school around Australia converge on Mount Gambier to perform, hear concerts and attend workshops from top Australian musicians. Our students heard some amazing singers, including Thando, who was on The Voice in 2022 and Adam Lopez, who holds the world record for the highest recorded sung note by a male – among many other talents. These incredible vocalists were backed by the Generations in Jazz All Star Big Band, giving our students the chance to hear some of the very top musicians in the country perform. One of the highlights was seeing the Swedish jazz-electronica band Dirty Loops, who had the entire big top tent of 4000 teenagers dancing.

Our three ensembles performed with distinction in their respective divisions, and the experience of hearing other schools perform the same set pieces that they themselves had prepared was an enlightening one. Other brilliant educational aspects of the weekend included the Sunday morning workshops that saw our students get tips on playing and performance from some of the best practitioners in Australia.

The weather was a challenge across the weekend, with cold temperatures and almost biblical levels of rain, and our students quickly learned that, in the traditions of Woodstock and Glastonbury, most great music festivals have epic levels of mud! Despite all of that, it was a brilliant experience, and we look forward to returning to Generations in Jazz in 2024.

# Critical Thinking in Health and Human Development.

ANNA ROSSETTO, HEAD OF PHYSICAL EDUCATION & HEALTH

The much-anticipated wait for the introduction of Health and Human Development (HHD) into The Geelong College VCE subject repertoire is now finally over.

This year's introduction of the new engaging and relatable subject, Health and Human Development, has been welcomed with much enthusiasm from both students and staff alike.

Health and Human Development is a unique subject; one that allows students to connect to the course content through not only what they cover in class, but also through tangible, real-time examples. Whether it's through a conversation at the dinner table, something we might be watching on Netflix or

something that's trending on TikTok, health is all around us.

## **So, what about critical thinking? How does this tie in with Health?**

Fostering critical thinking, from my experience as an educator in a range of schools including government and independent systems is about preparing our students to be 21st century learners. Learners who are in our classrooms right now, who are going to be stepping into the workforce, into a lot of jobs that don't exist yet.

21st century learning can include a range of strategies and theories.

In HHD this is centred around the Four C's:

- Collaboration
- Communication
- Critical thinking
- Creation

## **What does this mean for our students?**

It means in HHD our students have exposure to a range of engaging topics and we will build upon their skills using strategies from the Four C's above. Students are provided with opportunities to develop their communication and collaboration skills in group and paired tasks, think



critically through challenging and engaging classroom activities and gain ownership of topics of interest to them within the HHD course.

### Unit 1

We begin at Unit 1 creating some foundations and skills around HHD-specific language and how marking schemes operate in our subject. We have embedded a range of activities to teach students to understand buzz words (specifically linking to health and concepts that they will link their learning to) which will appear throughout the course.

We encourage and create opportunities for our students to collaborate and test their understanding by allowing them to be the teacher and assess pieces of work to have practice in how the marking works and what common errors are appearing in responses and how they can fix them.

### Unit 2

In this unit, we begin to unpack yet another topic that resonates

within everyone – how life begins from conception through to birth and the entire lifespan – we are all going through this, albeit at different stages. Students can take their own experiences, and their knowledge of their own families and friends and link these into their learning. Students also unpack new advancements in medical technologies, look at ethical considerations and how our health care system can work to improve our quality of life.

### Units 3 and 4

This is where we can really examine some worldwide events to lock in understanding. The Year 10 Fulfilling Lives Program is a unique College experience that allows our students to genuinely connect with the content in HHD, specifically how physical environments and cultures can affect quality of life and health outcomes.

The global pandemic has created different experiences and situations for every individual, however; this health emergency has also allowed HHD students to connect with

data and data measures used to assess the number of cases, how organisations like the World Health Organisation have worked with countries to help control the spread and how low-income countries have been affected compared to high-income countries. Again, a real-life experience that helps us solidify the interesting and engaging topics in HHD.

Health is a subject that we hope becomes popular here at the College. We hope it will spark the curiosity of our students as they work through the course, and be something that they can consistently refer to as they navigate their way through their lives. It may assist them in making informed decisions about their health and wellbeing, and open their eyes to issues other countries are encountering, and understand how lucky we are to live in a high-income country with a strong educational and values system.

# Setting Students up for Success in Reading

CHRISTIE BARRETT, LEADER OF LEARNING EARLY LEARNING-YEAR 3

We are thrilled to share the incredible progress that has been happening in our Junior school. As you may know, there's a saying that goes, "When we know better, we do better." Well, this saying has become a guiding principle for our teachers, and it's leading to some remarkable changes in how we approach reading instruction.

At the beginning of 2020, our Leadership Team participated in the Science of Language and Reading (SOLAR) Lab at LaTrobe University. During this program, we had the privilege of learning from esteemed Professor Pamela Snow, who introduced us to the fascinating Science of Reading movement. It was a real turning point for us, and we recognised the need for change.

The Science of Reading emphasises the importance of researching best practices for teaching young children to read and aligning our instruction accordingly. This meant embarking

on a significant journey of change and learning for our school.

To make this happen, we worked collaboratively with strong leadership and our experienced, dedicated teachers who always put the well-being of our children first. Together, we developed our own professional learning sessions and crafted a strategic plan for implementing these changes over time. It was a challenging task, but we tackled it step by step.

One of the key changes we made was prioritising explicit teaching. We introduce new concepts and guide

children through practice with support before gradually allowing them to practice independently. Additionally, we created a systematic reading-spelling scope and sequence that serves as a roadmap for our teachers. We realised that phonics is a crucial component of the reading puzzle, and without it, we cannot fully develop proficient readers.

Our teachers devote their energy to ensuring that children in their foundational years master phonics and word reading skills. However, we don't stop there. We also focus on nurturing students' language development by teaching rich vocabulary and sentence







structure, and sharing engaging picture books. These two elements work hand in hand and contribute to the development of skilled readers over time.

To reinforce the sounds students learn in class, we incorporate decodable readers, and regularly assess their progress. This allows us to make informed decisions about how to tailor our teaching methods and promptly address any areas where children may need additional support through intervention groups.

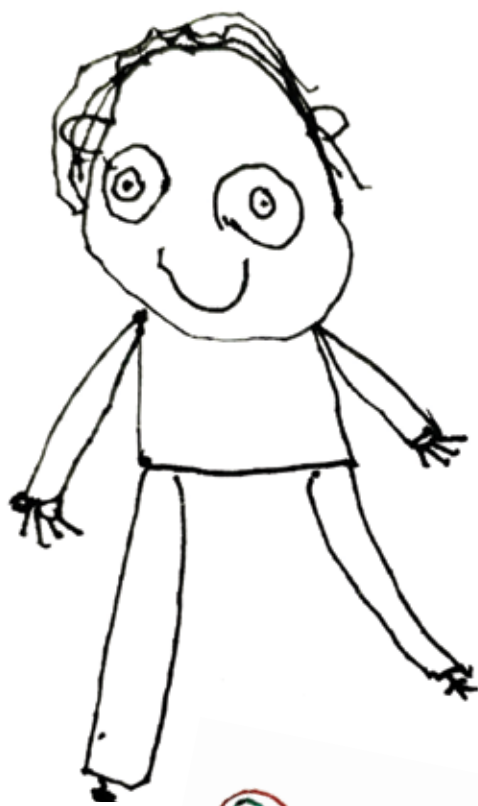
And here's another exciting detail: our Early Learning students also

participate in a daily oral Phonological Awareness program. This program starts with our youngest learners and continues beyond Year 1. It's designed to provide our students with a strong foundation in oral language skills and the ability to recognise individual sounds in words even before they begin reading. It's an excellent preparation for their reading journey.

All of these changes are rooted in our firm belief that every student can learn to read. This belief perfectly aligns with our Reggio Emilia approach, which recognises the capability and competence of every child. We are dedicated to continuous improvement

because we know that it leads to better outcomes. Our ultimate goal is to ensure that every student thrives and becomes a confident reader.

So let's take pride in the incredible progress we're making. Together, we are raising the bar, embracing the Science of Reading, and equipping our children with the tools they need to excel. We are proud to know we are making a lasting impact on their lives!



# Intergenerational Relationships

JULIE BICKETT, DIRECTOR OF EARLY LEARNING

At The Geelong College we believe that children are born capable, and this 'Image of the Child' is central to our educative decision-making. When ideas, questions, curiosities, and wonderings are expressed by children, they are taken seriously and offered back to them in intentional and creative ways.



Our Intergenerational Relationships project illustrates our 'Image of the Child' process and highlights the many ways listening to children can empower not only them, but their peers, teachers, families, school, and wider community.

Back in 2019, while preparing cards of thanks for Mother's Day, a question was asked:

"Do you have a Mum, Mrs Herbert?"

The answer was: "Yes, she is 92".

Children were interested to learn that Mrs Herbert's Mum lived at a place called Kalkee, and that Kalkee was a home for older people who were unable to live alone anymore.

When reflecting on this conversation, teachers made the decision to offer the opportunity for children to visit Kalkee. We didn't realise at the time that this offering would mark the start of an Intergenerational project that would span over years and touch the hearts of so many.

Our initial visits in 2019 were structured around understanding what 'home' was and how 'home' can look different for people.

We quickly realised that the relationships that were forged and the beautiful connections that were made were something we should continue, so more visits were planned.

With the arrival of COVID in 2020, our Intergenerational Relationships project had to pivot, as did everything.

Rather than put the project on hold we looked for other ways to keep the project going while we couldn't physically be together. Letters were written and sent through the post, videos were recorded and shared, and small trinkets were made and hand-delivered to doorsteps.

With 2023 came the opportunity to commence our visits once again, which was welcome news for our current Early Learners. These visits started in Term 1 and occur every three or four weeks.



Our recent visits to Kalkee have allowed children the opportunity to continue to build relationships with the residents while being valued as active citizens who can make a difference in our community. As children arrive at Kalkee there is always a sense of gratitude which is felt along with the intention to offer joy and companionship to our older friends.

Children have started thinking about the role 'memory' plays in our lives and this has instilled an awareness that as we get older things are harder to remember. It has also encouraged children to think about how companionship, kindness and the gift of time can be celebrated and shared.

We are looking forward to attending a performance of "Wilfred Gordon McDonald Partridge", a popular children's book by Mem Fox, that explores memory loss, with our friends from Kalkee at Geelong Performing Arts Centre later this month.

One of the most resounding illustrations of how this project celebrates humanity is that one of our Year 3 students, who originally visited Kalkee in 2019, is returning with us next week. He will spend the afternoon with his friend Margaret, who has asked after him on numerous

occasions. Four years of friendship is truly something special and their reunion will be a moment I wish we all could be a part of.

While the aim of this project, at its conception, was to broaden experiences for children, enhance educator capacity and strengthen our community (The Geelong College Strategic Plan: Towards 2025), we now see how the relationships that have been curated have enhanced our culture of connection and helped children to feel a sense of active citizenship.

These Intergenerational Relationships encourage children's sense of agency and help them understand the values of respect, inclusion, care and appreciation of diversity. This offering is a precious gift. As our children encounter older generations, they are encouraged to develop a sense of connectedness to their community and an understanding of the reciprocal rights and responsibilities we all have as active and informed citizens.

Above all, visits to Kalkee offer to broaden children's understanding of the world in which they live, as they engage with life's joys and complexities.

But, perhaps, the best gift of all, is hearing the same words echo through the corridors each time we leave Kalkee:

"Please make sure you bring these beautiful children back again".

Lucky us.

*"I am friends with Lindsay at Kalkee home, and he talks to me about his family. He has a special book with old pictures from when he was a boy. That was a long time ago"*

- Lucy

*"I talk to Leslie, and she had a crown because she is 100 years old."*

- Elvie

*"I made a picture for John at Kalkee. He said it was lovely and it made him smile. It made me happy too."*

-Hudson

# Chaplains' Corner

## Service Learning

Throughout the year, we have fostered valuable partnerships with local organisations, charities, and churches, offering practical Service-Learning opportunities for our students.

One such partnership is with the Salvation Army Northside Community Centre.

Every Wednesday, a group of Year 10 students, representing each House, supports the Salvos in their Nutritional food market.

The rising cost of living has left many individuals in our city in need of food assistance. The Salvos perform exceptional work, providing counselling, housing, financial aid, and a caring community for the disadvantaged and isolated.

Our students take pleasure in assembling nutritious food packs, incorporating donated fresh fruits and vegetables received through various food networks. They also participate in tasks such as sorting eggs, occasional cleaning, and setting up for the community market.

Reflecting on Acts 20:35, which states, "It is more blessed to give than to receive," our students actively embrace the Salvos' mission of caring for the marginalised in our city. Witnessing their eagerness to engage and hearing about the rewarding nature of this experience has been incredibly uplifting.

*Steve Wright, Senior School Chaplain*

## The Welcome Place

This term, our Middle School has focused on Refugee Week, starting on June 18, as part of our Social Justice responsibilities and service-learning approach.

Chapel Services have highlighted the importance of Refugee Week, with students sharing their insights on why it is crucial to be aware of refugees' plight and how we can support them in Geelong.

Our Year 6 Community Captains took the initiative to organise a food collection for 'The Welcome Place,' a local organisation dedicated to improving the lives of refugees and asylum seekers in Geelong and surrounding areas. Located at the Wesley Uniting Church on Yarra Street, The Welcome Place offers support and friendship, along with meals on Friday evenings, to those who have fled persecution and are awaiting refugee status or have temporary visas.

To assist this cause, our students gathered culturally appropriate groceries, which will be delivered to The Welcome Place at the end of term. I want to commend our compassionate young students for their efforts in organising this food collection and displaying care for those in need within our community.

*Leanne Earl, Junior and Middle School Chaplain*





# Giving Day launches the

PETER MORAN, ASSOCIATE DIRECTOR OF ADVANCEMENT

We are thrilled to announce the remarkable success of our inaugural Giving Day, which took place on Thursday, 11 May.

## The result of Giving Day:

# \$564,000



The goal of Giving Day was to raise funds for the construction of the new Sports and Wellbeing Centre at our Senior School, and publicly launch the Bellerin Capital Campaign.

We are delighted to share that the day surpassed all expectations, with an astounding final tally of \$564,000 raised—\$164,000 over our initial target.

This outstanding outcome is the culmination of several months of planning and hard work by the Community Relations team and the Bellerin Campaign Committee, chaired by Dr Hugh Seward. The heart of the Giving Day was our transformed Dining Hall, which served as the bustling headquarters for the event. A team of volunteers worked tirelessly throughout the day, reaching out to Old Collegians and current parents, both by phone and through our dedicated Giving Day web page, in an effort to boost donations.

One of the most thrilling moments occurred during dinner time when our initial target of \$400,000 was reached just as the boarders were entering the Dining Hall. The atmosphere was electric as cheers erupted throughout the room.

However, the excitement didn't end there. A bonus target of \$500,000 was then announced, inspiring renewed enthusiasm among our generous supporters.

As the clock struck 9pm, the final result of over \$560,000 was revealed, causing jubilation and disbelief among everyone present at Giving Day HQ.

The extraordinary success of the day can be attributed to the dedication and tireless efforts of countless individuals, including volunteers and staff members, who worked diligently to achieve this remarkable outcome.



# Bellerin Capital Campaign

While the objectives of Giving Day were to secure funds for the new Sports and Wellbeing Centre and to launch the Bellerin Capital Campaign, we would be remiss not to acknowledge the incredible contributions of our numerous call centre volunteers.

Among them were staff members, current parents, College Council members, past parents, and Old Collegians. Each person played a vital role in increasing our fundraising results, even in instances where they felt uncomfortable soliciting donations. In the lead-up to Giving Day, the Bellerin Campaign took centre stage with two captivating industry dinners.

The first dinner, dedicated to the medical and health sectors within the College community, welcomed over 120 guests.

The second dinner shifted gears to explore the theme of leadership, drawing parallels from the realms of sport, business, and the law. Both dinners served a dual purpose: to raise awareness about the Bellerin Campaign

and to encourage generous donations towards the realisation of the new Sports and Wellbeing Centre.

We extend our deepest gratitude to everyone who contributed to the resounding triumph of our first-ever Giving Day. Your unwavering support and commitment to our College is truly commendable.

Together, we have achieved an exceptional milestone that will have a lasting impact on the wellbeing and sporting opportunities available to our students.

We look forward to sharing updates on the progress of the Sports and Wellbeing Centre as it continues to come out of the ground.

*Donate now...*



**Our new Sports and Wellbeing Centre will be built at a cost of \$32 million.**

**\$24 million of this will be funded by the College, but we are seeking support from our community to ensure the project can be built to the highest standards.**

**The generous gifts given on Giving Day have brought us closer to our \$8 million community fundraising target, but we still have some work to do.**

**If you would like to make a donation, please scan the QR code or visit:**

**[tgc.vic.edu.au/bellerin-campaign](http://tgc.vic.edu.au/bellerin-campaign)**



# A Bellerin Project update

BRAD CARR, PROJECT MANAGER

Almost 12 months into its construction, the main building is slowly starting to come out of the ground. Lyons Construction has been working hard to get the basement completed, with approximately 30,000 m<sup>3</sup> of excavation material exported off-site. This excavation has made way for an underground car park, and will also provide spaces for the grounds and maintenance teams.

A recent site walk for the Grounds department enabled staff members to get a sense of the scale of the new building and to visualise the space for their operation.

Above the basement, the main slab for the double-court basketball/netball courts has been completed. This is accompanied by a spectator seating structure. The new courts will provide elite playing surfaces which meet international competition standards, with almost 1800 m<sup>2</sup> of unencumbered playing space.

Adjacent to the courts, the ground floor slabs for the change facilities, weights and conditioning spaces are also nearing completion.

The structure for the lift shaft and stairwells, as well as the columns for the level one floor, are also starting to take shape. Once





complete, level one will provide new classrooms, a multi-function room and staff offices.

The total footprint of the new facility can now be appreciated.

Inground building services are largely completed, with the next phase of work to focus on the main steel structure for the gym courts.

It is expected that construction on the roof over the gym courts will commence in late July, with the masonry facade to commence soon after.

The target completion date is tracking for the commencement of Term 2, 2024.





# I'm a believer

NICOLE ROACHE,  
MARKETING MANAGER



New Director of Football, Nathan Brown brings a wealth of experience and unbridled passion to the Stables as he guides College football into a new era.

Nathan Brown is a former Collingwood and St Kilda player, taken at pick 10 in the 2008 national draft. In the years between, he has played almost 200 games for the two clubs including a premiership with Collingwood in 2010. Although it did take two games for the Pies to see off the Saints in one of only three grand final draws in the history of the game.

Nathan is approachable, positive and one of the genuinely nice guys of football. He is set to build a strong culture of belief



among our footballers, boys and girls, from Years 7 to 12.

When asked about his vision for TGC football, Nathan highlights the importance of improvement and adaptation in the unique context of school football. He emphasises the challenge of creating a program that caters to everyone and aims to strike a balance between skill development, gameplay, and off-field behaviours, while fostering a love for the sport and providing a holistic educational experience for the students.

“School football is unique in that you’ve got to cater for kids that have a wide range of skills and abilities, motivation, vision, and aspiration. Some are ticking the boxes, some just want to go out and have fun with

their friends, and some want to play AFL or AFLW. To create a program that’s catering for everyone is a challenge” he said.

He also speaks about the value of building relationships with coaches, teachers, and students to create an open, positive and inclusive environment.

“I was clear with our coaches, players and parents that I am reviewing the program and I am encouraging feedback. I think it’s important to listen. I’m not going to get everything right all the time, but I’m here to take feedback and to try to collaborate with all the stakeholders to find the best way for us to do things. Whether the feedback is negative or positive, I like to think it comes from a place of love. People have passion for this place and want to see something that they are proud of do well.

I understand that our players need opportunities elsewhere as well as what we are providing, so I am working with the clubs and pathways to help the students be the best they can be. Local football clubs, the Geelong Falcons, and other sports within the school are also part of the equation. At the end of the day, these kids can do it all. That’s what is great about this school, you can be anything you want here so it’s important to support the kids to flourish.”

Nathan aims to leave a positive legacy by instilling a sense of pride and connection to the program among the current players, while inspiring younger students to aspire to wear the school’s white First XVIII jumper in the future.

“We have had so many great people at this school, Brownlow medallists, premiership players and some current stars in the AFL, and it’s important that we are proud of that, and the great tradition that came before us.

Part of that is teaching our young players, that this isn’t just another team, there is a lot of history in this jumper, there is a reason why we are

the colours we are and that we have the Pegasus. As a coach I’m using this to get another 10 or 15% out of these kids, performance-wise. From a broader perspective, it is building the connections that past players have to the team and to the school today.

The legacy side of it is: how can I, as a coach, and the players, leave the jumper and the program better than when we found it? The things we are influencing now are continuing this legacy, especially our Firsts boys and girls, who have Year 7 and 8 students that know them by name and are looking up to them. They might not know it, but what they do, how they play and how they act around the school are being watched by the younger students. They need to be aware of the kind of legacy are they going to leave for them.

We’re lucky because the example already exists for us, it is deep-seated in the legacy we have inherited which is very powerful. I want our Old Collegians to not only know about what we’re doing, but to come back and watch, share stories about their time in footy here, and be proud of how the team is playing. Sometimes they come back and they’re not proud, they want better, and that’s ok. This challenges us to give everything to be better for these people who paved the way for us. At the end of the day, we are playing for ourselves, but we are also playing for our community. There are two Geelong teams in the APS, so we are representing not just our school community, but the Geelong region too.”

Nathan emphasises the importance of values such as enjoyment, compassion, and emotional safety in the TGC Football program. He believes that creating a safe and inclusive environment is crucial for students’ overall development and success. He also highlights the significance of communication, professionalism, and connection within the team, as they contribute to individual and collective growth.



“I’ve been through multiple programs over my time in the AFL and done work with Leading Teams and other organisations, I have filtered what I think is good and bad. I think these kids need, first and foremost, a safe and inclusive environment. A program where boys and girls feel safe to come and learn a skill, come and enjoy themselves as part of a team, and feel a part of something is what will ultimately breed success.

For us as a whole, it is important to have strong values, around performance, being compassionate, being a good teammate, and being a good student and friend. Happy kids play better footy.”

The TGC style of play is described as a team-first, disciplined, high-pressure football which aligns with the school’s values and the students’ hardworking nature.

“It was clear to me, that our students are very passionate about their football, they’re good, well-rounded kids, they come from good families, they have learned good values both at home and at school, and they are hardworking.

This was the beginning of our identity because, that’s how they play, tough, blue-collar style football that I know spectators and Old Collegians will be proud of. Teams like this play football for each other. They never give up, they have a level of intensity and are hard to play against. It’s not shiny

football, but if we get all the hard stuff right, the big marks and goals will happen as a result. If we can get 70% of our program playing that style of footy then talent will find us and want to be a part of it.

We’ve already got talented and hardworking kids, but for me the thing missing was belief and I’m already starting to see that belief grow. So, a good outcome this year will be for our teams to believe they can win no matter who they are playing.

This means getting the most out of every little thing we have going for us, analysing the opposition and talking about why we are good enough. If we go into a game that way and then throughout, we notice things we need to do more and less of. We reinforce the positives, and the belief builds.

The majority of our students, by the time they get to the First XVIII, have been mates for years, they have played together and that’s not necessarily the norm in APS football, so that’s an advantage we have and something to be proud of. Our players have been through things together, and built a team together. When they play some of these more ‘star-studded’ teams that have only been together for a year or two, they might have the talent, but we will have a better team, and the better team will always put up a good fight.”

With Nathan Brown at the helm, TGC football is set to embark on an exciting new journey. His experience, passion, and commitment to developing both better footballers and better people are evident in his approach. By emphasising values, building relationships, and instilling belief, he aims to create a football program that will leave a lasting legacy and inspire future generations of TGC students.

The future looks bright for TGC Football under his leadership as they strive for success on and off the field.

## Boys First XVIII in 2023

### Round 1

GC 15.13.103 def MGS  
13.10.88

### Round 2

BGS 13.13.91 def GC 5.8.38

### Round 3

GC 6.10.46 def WC 3.11.29

### Round 4

XC 10.11.71 def GC 8.9.57

### Round 5

Bye

### Round 6

Caul 20.14.132 def GC 6.6.42

### Round 7

GC 12.3.75 def SC 6.10.46



# Achieving life-long health and wellbeing through Sport

Ad Astra caught up with Dr Megan Ross (nee Jones) (OGC 1995), an applied sports physiologist with 21 years in Australian high-performance sport.

Currently training as a Cardiac Sonographer, Meg has experience at both ends of the health spectrum and hopes that her work will promote life-long health and wellbeing through sport. It's her ikigai!

(ikigai: A Japanese concept that has now become widespread and refers to a passion that brings value and joy to life.)

Meg was highly active across competitive sports growing up and

closely followed the progress of sportswomen like Cathy Freeman, Nova Peris, and the 'Oarsome Foursome'.

In 1999, Meg began a graduate training position in Sport Science at the Victorian Institute of Sport where she worked across all sports. In 2005, she transferred to Canberra with her husband, to be based at the Australian Institute of Sport (AIS), where she completed an



Honours degree examining the effects of carbohydrate supplementation following resistance exercise on biological markers of muscle recovery. There, Meg managed the research program of the AIS Sports Nutrition Program, and in 2007, commenced an industry-based PhD (Doctor of Philosophy), investigating practical pre-event cooling strategies and cycling time-trial performance for the Australian Cycling team to implement at the 2008 Athens Games.

Meg had her first child in 2010 and in 2011 was the recipient of the RT Withers PhD Scholar Award. The award is given in recognition of 'a scholar who has conducted exercise physiology research that has had a substantial impact on Australian Sport'. Meg believes that receiving this honour, was a contributing factor in being selected onto the Australian Olympic Medical Team at the 2012 London Olympic Games.

With broad research interests, Meg is passionate about driving novel and practical innovations to benefit human health and physical performance. In making a positive contribution moving forwards, Meg has transitioned to become a Cardiac Sonographer, to help improve the lives of people who are at-risk or living with heart disease. Now a mother of three, Meg has passed on her enjoyment of exercise to her children, as she insists that developing healthy habits as a family is essential for lifelong physical health and emotional wellbeing.

Meg has always had an interest in sport.

"I was mesmerised by the ease at which elite athletes achieved such

feats of human performance, and this feeling has always resonated with me."

She recalls some great memories as a student at The College, that inspired elements of this. Not limited to sport, "As students we had some great teachers as mentors, who were passionate about their craft", whether it applied to athletics, hockey or biology. "I had a great respect for Mr (Craig) Considine, who coached me on hurdling drills and taught me about energy systems – an accomplished athlete himself having competed for Australia as a Decathlete at the 1978 Commonwealth Games".

It is common to feel 'proud' and 'inspired' when Australian athletes perform well internationally but in reflecting on her professional journey, Meg attributes her inquiring mind and a passion for health through sport as her driving force.

For Meg, the physical benefits of exercise are clear and convincing.

"Regular physical activity will help to improve your aerobic fitness, muscle strength, bone density, coordination and cognitive function to help you be your best physical self".





She points out that there is consistent evidence that physical activity through sport, especially as part of a team, is associated with even greater psychological and social health outcomes.

“Sport has offered me the freedom of good health, opportunities to travel and lifelong friendships that I have made”.

Meg’s research has taught her a great deal. Recognition of the effective use of sports science has led to more scientists being employed in sports settings around the world.

“Through my work, I have contributed over 50 articles to scientific journals, all with very specific focus and practical application aimed at improving sports performance, optimising recovery or preventing injury”.

Designing and conducting the studies is an important aspect of any project but for Meg, her research is more about being inquisitive, working collaboratively, and continued learning. She particularly enjoys translating her research into practice. This involves the dissemination of her findings to develop policy, and real-world

implementation to bring about effective and lasting behavioural change.

But there is still work to be done.

“What remains to be fully realised is the translation of this research into business, where employers can improve the productivity of workers for longer, through programs that increase overall employee health and wellness.”

When asked if she had any advice for TGC students, Meg offered the following:

“In whatever path you take, being physically active and enjoying what you do is very much part of the journey – not just the destination. Taking a physical break when studying for exams or to avoid a mid-afternoon ‘slump’ can not only make you feel invigorated, but it can also consolidate learning.

“I’ll never forget my ‘lightbulb moment’ when riding my bike and gaining clarity on a statistics calculation I realised was wrong. It was a turning point during my PhD studies, and I almost turned back to return home I was that excited ... but I didn’t.”





# Lest we forget

MAJOR GENERAL P.W. 'GUS' GILMORE AO, DSC (RETIRED)

*It was a privilege to speak at the Anzac Day ceremony earlier this year.*

I am sure that you are all familiar with the story of ANZAC Day. On 25 April in 1915, 15,000 Australian and New Zealand soldiers landed at Gallipoli. These were our original ANZACs. For most, it was their first experience of combat, and for many, it would not be their last.

Many of them confronted their fears in the days leading up to the landing, and did so time and time again throughout the long years of World War 1. They each demonstrated remarkable courage and resilience, which are the qualities that I would like to focus on today.

Throughout my long military career, I had the privilege of serving with many outstanding soldiers and officers

– our contemporary ANZACs, who demonstrated the same qualities as those soldiers who waded ashore at Gallipoli in 1915.

Like you and me, some attended this school. Standing in these very cloisters on ANZAC Day, contemplating the opportunities and challenges that lay ahead. I think it is fair to say that none of them would have accurately predicted their life's journey.

In September 2001, the world was shocked by a series of terrorist attacks in the United States on a day we now call '9/11'. Within a matter of weeks, the Australian government had dispatched our first, small contingent of Australian special forces soldiers to the largely

uninhabited deserts of Southern Afghanistan.

I was one of them and, as their Commanding Officer, was the first Australian to jump off the back of the C130 transport aircraft at 2am in the morning thousands of kilometres from our homes in Australia. Peering out into the dark Afghan night onto what looked like a moonscape, feeling isolated and with fine dust filling my nostrils, I had no real idea what was 'out there'.

It was in those early days that a small Australian Special Forces patrol found itself many miles from any support. The weather was extreme with night-time temperatures dropping to more than minus 15 degrees. The impact of these conditions had simply not been well



understood before leaving Australia at short notice, and the freezing wind caused the diesel fuel in our long-range patrol vehicles to gel, bringing the patrol to a halt. Supplies were diminishing and the risks were increasing.

It was at this time that the patrol suffered Australia's first casualty in Afghanistan when an SAS soldier stepped on a land mine. While the wounded trooper was evacuated, no further support was available for the patrol, whose situation in this harsh environment was now becoming precarious.

It was the least likely soldier who eventually stepped forward with a proposed solution – a solution that saw him elbow-deep in the engine compartment of the long-range patrol vehicles to 'un-gel' the fuel lines. That trooper's solution worked, and the patrol was soon mobile again– but to keep the patrol moving this trooper was fixing the vehicle engines with his bare hands, hour after hour, day after day, night after night in the middle of the frozen desert.

Elbow deep in diesel fuel, in temperatures well below zero, his scratches and blisters soon turned to sores on his now infected and swollen arms. But that did not deter him, and



through his resilience, the patrol completed its mission and eventually returned to base some weeks later.

While it would be easy to say that adapting to circumstances like these is the job of any patrol, this was not something for which this soldier had trained. For the patrol to withstand the shock of their first casualty and recover to achieve their mission in the face of danger and complexity,

was fundamentally a demonstration of resilience, both individually and as a team.

And as I reflected on the resilience evident in this patrol and others that I saw, it began to emerge, along with courage, as the enduring quality so evident in our ANZAC forebears.

I think perhaps, those qualities are best brought to life by the actions of a soldier named Mark Donaldson.

## The story of Corporal Mark Donaldson

Seven years after the experiences of this patrol, Corporal Mark Donaldson and his SAS troop found themselves in the middle of an ambush in a desert valley, being attacked by the enemy from both sides. Many of the 40 soldiers were wounded, and struggling to stay with their five patrol vehicles as they spluttered ever so slowly through the hail of gunfire.

Mark tells the story of receiving incoming fire on one side of the vehicle with bullets whizzing past his ears, only to move to the other side where the situation was the same. His clothes had been ripped by shrapnel and bullets, but he continued to focus on the job he was there to do.

The battle went on for hours and casualty numbers were growing, but the patrol was inching closer to safety at the end of the valley – the end was in sight, but the situation was still perilous.

Mark was crouched on the back of one of the vehicles, his ears ringing from a rocket-propelled grenade that had just exploded next to him, when he saw an Afghan interpreter who was working with the patrol lying on the desert floor about 80 metres behind the vehicle convoy.

Mark describes his thoughts at that very moment. These Afghan interpreters took enormous risks just by working with us. If the Taliban knew their identities,



the lives of their families would be threatened. Mark said 'I didn't know the guy well, but he was part of our convoy and when someone's injured you don't make distinctions.'

It was in that instant, from the relative safety on the back of the vehicle that Mark yelled out to his patrol commander 'I'm going to get that bloke!' His commander tried to stop him, but Mark took off.

With bullets biting at his feet and grenades exploding all around, he raced across those 80 metres of open ground, picked up the Afghan interpreter and threw him on his shoulders. Carrying his heavy load, Mark ran as fast as he could – for what must have seemed like an

eternity – until he reached the vehicles, with his 'precious cargo', alive.

Mark survived that battle, for which he was awarded the Victoria Cross – Australia's highest award for gallantry. In his words, that moment in his life was a 'crossroads', but he knew for the Afghan that he saved it was a matter of life or certain death.

For me, this is a story of both resilience and courage. Resilience in that Mark was able to adapt to, thrive during, and recover from this situation of extreme risk, danger and complexity. And courage, not as a story of physical courage as is so often told in the ANZAC context; but of moral courage.

Moral courage is that rare quality that distinguishes so many of our ANZACs.

It is the courage to make the hardest decisions, to do what we know is right even when the risks are extreme and, in this case, to demonstrate a compassion for others who may have no alternative. Just as with our ANZACs, we will each face these choices in life – a choice between doing what is right, often when no one is watching, and doing what is easy - and that is where these examples of moral courage will be there to support us.

Mark returned to operations a few days later and also returned to Afghanistan on subsequent rotations in the years ahead. In 2010 Mark Donaldson was appointed the National Australia Day Council's Young Australian of the Year.

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## The Story of James Selwyn Stewart, DCM (OGC 1907)

Who knows what emotions our ANZACs would have felt in the days leading up to the landing, waiting at sea to board the small boats that would deliver them ashore in the pre-dawn darkness on a Sunday morning. Some would have been excited, some uncertain, but all would have felt fear – a fear of the enemy, a fear of the unknown, or a fear of their ability to perform and not let themselves or their mates down. For many, the fear would have been almost overwhelming. But somehow, they all managed to confront those fears and together, they landed at Gallipoli at the start of a long campaign.

Amongst those to wade ashore on that first morning at Gallipoli was 24-year-old James Selwyn Stewart. Just like you and me, James was a student here at The Geelong College. His family lived in Braxholme in Western Victoria.

James landed at Gallipoli on the first day. As an infantry soldier in the 4th Brigade, he would have seen heavy fighting as our ANZACs struggled with

the steep terrain, enemy attacks, and a lack of rest and respite. Jack fought at Gallipoli for more than three months before being wounded and invalided to Egypt. Remarkably, he returned to join his battalion at Gallipoli once he had recovered and remained with them until the ANZACs withdrew from the Peninsula in December.

Not long after the ANZACs withdrew from Gallipoli, James and his team arrived in the trenches of the Western Front in France. Joined by new recruits, the same fears that they had felt the night before the Gallipoli landings must have been pervasive. Questions of the unknown, but a growing reassurance gained through confidence in themselves and in each other.

By this time, James had been promoted to Sergeant – a leadership role where he would have led from the front and carried the enormous responsibility of caring for each one of those he led. It was in this role that James was tasked

to defend a forward outpost at Mouquet Farm with only 15 men in August 1916.

Under relentless enemy attack, how isolated that platoon must have felt from the rest of their battalion in the 'front line' to their rear; but how confident they must have felt serving together, each supporting one another and determined to bring their very best to the challenge.

For his leadership under these extreme conditions, James was awarded the Distinguished Conduct Medal. The citation of his award paints a picture of the ANZACs repelling successive enemy counterattacks over two nights, with enemy patrols endeavouring to capture his strong point.

The official citation goes on to record that 'only by his personal courage and coolness was he able to hold his ground against greatly superior odds on each occasion. He is one of the original Battalion formed in Australia in 1914. He was severely wounded in the last enemy attack on his post on the morning of

29 August, just prior to the post being relieved by the 16th Battalion.'

As I contemplate the story of James and our ANZACs, one of the characteristics that always stands out amongst the stories of courage and mateship, is that of resilience.

What is it that enables people like James and others, to overcome their fears and lead, time and time again? To accept that life isn't always fair and that things don't always turn out as planned.

From the decision to return to Gallipoli after being invalided in 1915, to his successive demonstrations of leadership on the Western Front after experiencing such tragic losses at Gallipoli, something enabled James to 'bounce back' and thrive on this night at Mouquet Farm – despite being wounded in the process. What is it that enabled him to pick himself up, and move forward, and is that unique to

him? I don't think so, and I think it is a legacy from which we can all learn.

As a student at The Geelong College, James would have sat here during classes, or during an assembly, or during a discussion with a friend, contemplating the 'person that would be' in the life that lay ahead.

During that battle at Mouquet Farm James was severely wounded, and his left leg was amputated. This is clearly not something that James would have contemplated while here at the College, but something in his preparation led him to be the person to respond as he did.

Despite his wounds, both seen and unseen, James demonstrated the resilience to live a fulsome life until his death in 1945.

It is the words delivered in his Eulogy that perhaps bear greatest testament to this, and they were:

James was 'A man of the highest integrity, he was universally esteemed and was known as one with the courage of his convictions, though at all times respecting the opinions of his fellows, in whose welfare he was always concerned. If a person was "down", Selwyn was the first to the rescue, and many a Christian charitable act, of which, however, he was never heard to boast, stands to his credit.

If we can learn from the deeds and actions of others, then surely the deeds and actions of James Selwyn Stewart, and recent ANZACs like Mark Donaldson and the Patrol Mechanic are worthy reflections of the qualities to which we might aspire. A care for and willingness to help others, a respectful courage of one's convictions, a preparedness to lead and a resilience that equips us all for the road ahead. For that, we owe our ANZAC heritage a debt of gratitude.

Lest we forget.



# School Activities

APS Swimming



GISSA Cross Country



Generations in Jazz

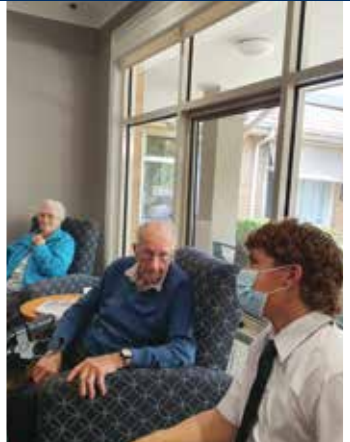




Arts Excursion to NGV and Top Arts



BUPA Aged Care Visits



Head of the River



# School Activities

Easter Service



Head of the School Girls



Equestrian Team



Ngarraweereeng Day



Shrove Tuesday



Head of the River Send Off



National Young Leaders' Day

# School Activities

Salvation Army Community Market



Senior School House Swimming



Senior and Junior Cricket Training



## Woodwind Performance Evening



Senior School House Music

# Chitty Chitty Bang

CAROLINE FAIRLIE, CO-ORDINATOR OF DRAMA, DIRECTOR YEAR 8 PRODUCTION

Welcome to the world of “Chitty Chitty Bang Bang”!

Term 2 saw the Year 8 production of Chitty Chitty Bang Bang.

From mastering lines and lyrics, to creating characters and choreographing dance moves, the students worked with energy and enthusiasm over the preceding months to bring this beloved classic to life.

Collaborating with this group has been a delight and I hope that every student has enjoyed the experience of creating “Chitty” while relishing the chance to perform on stage. For some of our students this

will be their first musical theatre performance and I have enjoyed witnessing the learning that has occurred.

I would also like to extend my deepest gratitude to the creative team, whose vision and dedication have transformed this story into a vibrant and magical experience. Their tireless efforts have allowed the fantasy of “Chitty Chitty Bang Bang” to take flight on our stage.

*Images: Coral Turner*



# Bang





# Foundation Presiden

SCOTT CHIRNSIDE (OGC 1970), FOUNDATION PRESIDENT

One of the objectives of the Foundation is to provide financial assistance for the construction of buildings to be used by the College. Therefore it is our privilege to be able to give a \$1 million gift to the school for the construction of the new Sports and Wellbeing Centre.

Located next to Mackie House, this new sporting facility will be a state-of-the-art learning and sports space that comprises a double-court gymnasium, elite training facility and event space overlooking Mackie Oval.

It will host sports training, APS and other competition, school events and additional learning spaces. It will also mark the first time the school has two netball courts that comply with the rules of the game.

The Centre will be used by the broader College community and become another extraordinary place for school gatherings. Construction is well underway and with an estimated completion by June 2024, we are excited to be involved in a project that will see thousands of students use this facility for sport and learning over the coming years and decades.

Thank you to all those members of The Geelong College community who gave so generously on 11 May to raise funds for the new Sports and Wellbeing Centre. Over 650 donors gave to the Giving Day, indicating the College Community has a very strong interest in the project. Your support of the school through a donation to the Building Fund is much appreciated, and we are overwhelmed by how

generous our school community is – thank you!

## **Sandy Hutton retires from the Board**

After 12 years of support and service to the Foundation Board, six of those as President, we farewelled Sandy Hutton on 1 March as he retired from the Board. We presented Sandy with a 1991 TGC Boat Shed limited edition print as a thank-you for many years of giving back to his school in a professional and passionate way. Sandy continues to serve The Geelong College as a member of the College Council.

## **The Foundation Concert – 11 August**

We are all looking forward to holding our 31st Foundation Concert on Friday 11 August at Costa Hall. We are very happy to support this fantastic night which highlights the



# t's Report

amazing musical talent we have at The Geelong College and we look forward to seeing what the program has in store for us this year. Tickets to the Foundation Concert will be on sale from 17 July through the Geelong Arts Centre website and more information will be available on the Foundation web page closer to that date.

### **TGC Foundation Community Golf Day**

The sun was out, and the Barwon Heads Golf Club looked stunning for the annual TGC Foundation Community Golf Day on 2 June. We had over 50 members of the community, from Old Collegians, past parents, current parents, even a father-son duo, compete for the many prizes available on the day. Thank you to those community members who played golf in the morning and had a wonderful lunch in the Clubhouse afterwards, it

was great to see so many smiling faces. Thanks also to Dr Peter Miller who was the guest speaker at the lunch. Congratulations to all who won prizes on the day, in particular Sue Swan, our Women's Individual winner, and to Jonathon Geddes, our Men's Individual winner. We look forward to welcoming everyone back for another fun day of golf and lunch next year.

**If you missed out on this event and would like to join us next year, please email: [foundation@tgc.vic.edu.au](mailto:foundation@tgc.vic.edu.au)**

### **Annual Giving**

Our focus on Annual Giving this year is once again on the importance of our equity scholarships. The Geelong College has a rich history of supporting thousands of students who, ordinarily, would not be able to attend the College, while providing a varied social and cultural community for all of

our students to learn in. Through our Pegasus (Equity) Scholarship fund, we are able to provide assistance to students who display a high level of skill and commitment in a co-curricular area and who would be otherwise unable to attend the College. The Dr Bill Williams Tjungurrayi (Indigenous) Scholarship fund is steadily growing so that we can create an endowment fund that will eventually support Indigenous students for many generations to come.

Supporting the priorities of The Geelong College is an objective of the Foundation. I encourage you to join us by donating a gift this year that reflects your interest in the school.

**For further information on our Annual Giving campaign, please scan the QR code below or contact us on (03) 5226 3779.**



# Order of Australia Medal recipients 2022 & 2023

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

## Christian Scott Sutherland OAM FRACS FRCSEd (OGC 1967)

For his exceptional dedication to medicine as a general surgeon, Christian (Chris) Sutherland was awarded the 2022 Medal (OAM) in the General Division of the Order of Australia.

After completing his medical degree at Melbourne University in 1977, Chris undertook his residency at Geelong Hospital. It was during this time that he developed his deep passion for rural surgery. He pursued his post-graduate studies in Edinburgh, Scotland, specialising in Gastrointestinal, General, and Hand Surgery.

Chris holds esteemed Fellowships from both the Royal College of Surgeons Edinburgh and the Royal Australasian College of Surgeons. Additionally, he is a member of the Gastroenterology Society of Australia.

“I think a highlight of my career was our ability to establish a training position in Colac for surgical registrars enabling us to give them experience in rural surgery. We have been successful in recruiting a number of them back to work in Colac.”

After serving the medical profession for an impressive 40 years, Chris retired from surgery in May of this year. However, his commitment to healthcare remains unwavering as he continues to contribute as the Medical Director of Corangamite Surgical.

In his newly-acquired spare time, he looks forward to hiking adventures in Tasmania and the Grampians with his wife, Sue.

Chris said “Receiving this award was a humbling experience. To do what we have achieved in Colac requires commitment from numerous colleagues over the years. I believe the award reflects the work of many people.”

Studying at The Geelong College from 1963 to 1970, Chris was in Calvert House, and a member of the First XI cricket and Athletics team.



## David Douglas Wright OAM JP (OGC 1956)

David Douglas Wright (OGC 1956) was recently honoured with the 2023 Medal of the Order of Australia (OAM) in the General Division for his outstanding service to the Bendigo community.

Throughout his 50-year career in local government, David generously contributed his time and skills to various sectors in Bendigo, including health, sports, church, the arts, and the Easter Fair Society.

David's passion for these diverse areas led him to serve as a Board member of the Bendigo Trust, the Amicus Disability Service, and the Boort Hospital. His expertise and leadership were instrumental as he assumed various roles, including Chairman and Treasurer, on numerous committees. In recognition of his exceptional contributions, David has been awarded six Life Memberships.

His dedication and accomplishments are further exemplified by his role as the founding member of the Foundation for the Bendigo Community Theatre and Arts. One of his notable achievements was the restoration of the old Capital Theatre, transforming it into a vibrant performing arts space.

Although David modestly admits his lack of sporting prowess during his College years, he attributes his passion for music and drama to



Director of Music, George Logie-Smith, who greatly influenced him.

He actively serves as the President of the Bendigo Chorale and has been the organist for various churches for 37 years.

David considers himself a quiet achiever who simply became involved in the community, and was humbled to receive the award.

Part of his legacy includes the establishment of the Bendigo Volunteer Resource Centre in 2002, recognising the significance of skilled

volunteers in connecting people and fostering positive change.

His deep connections within the Bendigo community are evident. His grandson, Baxter, a current Year 11 student at College, observed: "You know everyone" when walking with David down the main street.

David takes immense pride in being a loving grandfather to Baxter, Isabella (OGC 2019) and Charlotte (OGC 2021).

# Transforming

ANTHONY SIM (OGC 1964), CHAIRMAN, UPENDO FOUNDATION AUSTRALIA

Ad Astra spoke with Anthony about his work to improve life outcomes for children in Africa through his foundation, Upendo.

In 1961, I began school at The Geelong College, where the opening of new science laboratories by Prime Minister Sir Robert Menzies marked a departure from the school's traditional architecture. That year, Russian cosmonaut Yuri Gagarin became the first man to go into space and orbit the Earth in the Vostok 1 capsule.

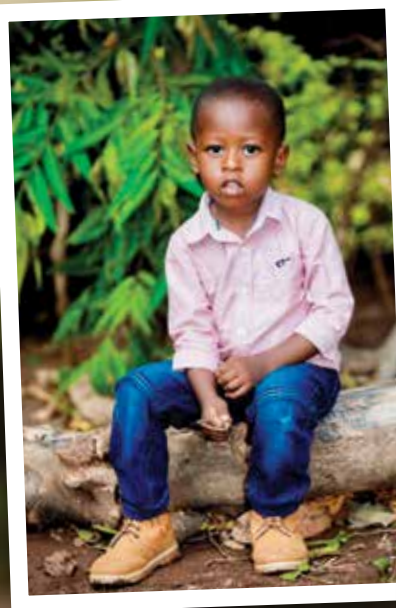
Some of my teachers at the time were World War II veterans, and several were dealing with war-related traumas. Bullying and hazing were considered customary methods to toughen up new students.

Surviving the initiation process, I spent seven mostly happy years at the school, fostering a lifelong love for learning. After College, I attended Marcus Oldham College and graduated in 1972. Returning to our family farm, I

pursued a career in farming but always felt there was more to life.

In 1996, I joined the Victorian Department of Agriculture as an Extension Officer and later as a Project Manager. During my time there, I dedicated my annual leave to volunteer work in developing countries through Australian Business Volunteers, teaching aspiring entrepreneurs' basic business principles.

These experiences in places like Papua New Guinea, Vanuatu, and later Kenya opened my eyes to the stark disparities between our privileged lives in Australia and the daily struggles faced by our less affluent neighbours. With their limited material possessions, their ecological footprint was significantly smaller than ours. What struck me profoundly was their deep sense of





# Children's Lives

community, which was far superior to our own.

I witnessed all the men in a village coming together to build a house for a young man soon to get married, free from the burden of a lifelong mortgage, with the expectation that he would contribute to the community in the future. It was a stark contrast to the individualistic mentality in our developed society.

Additionally, I encountered coffee growers in the PNG Highlands whose livelihoods were already affected by climate change, despite their minimal contribution to greenhouse gas emissions. This realisation emphasised how our actions in the developed world significantly impacted the lives of those maintaining traditional ways of life.

In 2013, my wife Annabel and I travelled to Tanzania to visit an orphanage established by my second cousin near Mount Kilimanjaro. Having witnessed the resilience of the children

and hearing their heart-wrenching stories, we soon became actively involved in running the Australian charity that funds the home. Over time, this initiative evolved into Upendo Foundation Australia, an NGO that currently provides care for 20 orphaned and homeless children in leased premises.

The stories of these children highlight the harsh realities they have endured, including abuse, abandonment, and being victims of witchcraft. Tanzania, one of the world's poorest nations, lacks a social security safety net like Australia, and still faces challenges such as AIDS and high maternal mortality rates.

I'm now chairman of Upendo Foundation Australia. It's a tax deductible charity which enables Australians to support these children and provides a nurturing home, a quality education and pathways to employment. This year we are raising

money to buy land and construct our own facility that will cater for more than double the current number of children.

In collaboration with RAW Africa Ecotours, Upendo Foundation offers safaris to Serengeti and other game parks, providing Australians with the opportunity to experience our work firsthand.

Through working with these remarkable children, I continue to learn the valuable lesson that giving to those less fortunate and witnessing their growth brings more joy and fulfillment than any career achievement or material wealth. These kids and our work with Upendo Foundation shape my perspective and fuel my unwavering commitment to making a positive difference in the lives of others.

**To find out more:**  
[www.upendo.org.au](http://www.upendo.org.au) or contact  
**Anthony Sim:**  
[upendofoundation.anthony@gmail.com](mailto:upendofoundation.anthony@gmail.com)



# A new challenge

Ad Astra spoke to Michael Johnson (OGC 1999), newly appointed CEO of the Committee for Geelong.

I wasn't entirely sure what I wanted to do when I finished school. I basically fell into law.

My law degree wasn't planned, and I certainly never planned to practice. But it seemed like a pretty good path to go down while I figured it out.

Fast forward 10 years and I had finished a commerce/law double degree, had completed an articulated clerkship and was working in commercial law in Geelong. I knew that wasn't for me, so I pursued a career change. This took me to Canberra where I landed a role in



federal government with the Australian Sports Commission (ASC).

My time at the ASC was terrific. I was at the forefront of driving industry reform in governance and integrity across Australian sport. I was fortunate enough to progress internally and ended up in a branch head role and spent time in an acting role on the executive.

After nearly a decade I made the jump across into sport administration, joining Hockey Australia as Chief Strategy Officer & General Counsel. I was also fortunate enough to spend six months as Interim CEO following the Tokyo Olympics.

Following this opportunity I felt ready for a new challenge, ideally closer to home in Geelong. By the end of the year, I had been appointed CEO at the Committee for Geelong.

So while law has been a constant theme throughout my career, I'm now onto my fourth career since Uni.

My time at the College gave me a leg up in roles in sport administration and government, as it helped me develop strong connections with people. The sense of community at College is something that is instilled into you; you make strong personal connections. Much of my career since leaving



school has been in people-facing roles, where any success was based on the strength of my relationships.

Understanding complex environments is another skill set I've needed to succeed in my career. As simple as it sounds, the House structure at College was a great pre-cursor to operating in federated environments.

I would suggest developing these skills to any current College students contemplating a career in sport administration, or government. There are a surprising number of similarities between the two industries. Understanding the environment, and forming strong relationships to navigate your way through it, is really important.

The biggest challenges in my career have been patience and belief. Sometimes it can be hard to be patient. I was in a hurry when I started out, wanting progression and advancement. In government, I



found performance was enough and things came to me pretty quickly. Outside of government has been more challenging. Selling myself sits less comfortably with my personality, but I've continued to work on this.

I have been fortunate throughout my career to have had opportunities to reflect on myself and my leadership style. I take any opportunity for personal and professional development and throw myself into it. By understanding who you are, how you work, how you respond in conflict, and what support you need, you can present the best version of yourself. Taking time to reflect is critical. Celebrate your successes. Identify where you can improve and hold yourself to account. The more I have learnt about myself, the more equipped I am to lead others.

That results in a pretty open style of leadership. I share with my team, I empower them to make their own decisions. I engage with key

stakeholders and bring them along on the journey. I seek to add value where I can. I'm bringing this style of leadership to the Committee for Geelong and it is being well received.

The role of CEO at Committee for Geelong felt right as soon as I saw the job ad. It brought together a range of skills I'd developed over 15 years. Now three months in, I am developing a clear picture of the role I see the Committee playing in the Geelong region and the initiatives I want to pursue.

A big part of this centres around community leadership. The Committee was formed by community leaders in Geelong. We have been developing community leaders through our Leaders for Geelong program for 17 years. We need the next generation of community leaders in Geelong to step forward. To this end, I look forward to expanding our role in developing community leadership, including engaging with high school students.

If the Committee is going to advocate for Geelong and design its best future, it is imperative we have input from the generation that will be leading in 30 years.

The skills I've learnt from being involved in sport have positively shaped me and my career in many ways. One of the great things about The Geelong College is its sports program, and the fact everyone experiences it. As an Old Collegian, it's exciting to see the school's ongoing commitment to sport through the new Sports and Wellbeing Centre.

Sport and physical activity are so crucial to our health, both physically and mentally. People with higher levels of physical literacy are more likely to perform well academically, have better mental health, and develop a lifelong connection to physical activity. Team sports help us connect with people; and strong relationships are a key driver to success in your field.



# A new era for Geelong

In honour of his recent appointment to Mayor of Geelong, Ad Astra caught up with Trent Sullivan (OGC 2010).

## **Can you tell us about your experience at Geelong College and how it shaped your personal and professional journey?**

All of my education has been in Geelong, across all levels and different sectors of the education system. This includes Fyans Park Primary, Geelong High, The Geelong College, and Deakin University.

The Geelong College was instrumental in developing the discipline and the work ethic that is required as we enter adulthood and the workforce.

It helped sharpen my attitude, gave me the maturity to see the bigger picture, and instilled the confidence I needed to fully pursue my educational and professional goals.

## **As a Geelong local, what are some of your favourite things about the city and what do you see as its key strengths and assets?**

We're a thriving city, with diverse natural assets such as the bay, a range of beaches, bushland and a great food and beverage scene.

We've seen an acceleration, especially in the past few years, of people being drawn to Geelong for affordability and lifestyle reasons.

The key is to maintain our sense of community, of people being connected to the area they live in, while providing access to the services and facilities that people expect from a metropolitan city.

Geelong's proximity to Melbourne; its road, rail, air, and sea connections; and a growing skilled and diversified

workforce, means we are attractive to new and expanding businesses.

Our incredible business growth and major investment are backed by a booming visitor economy; and a creative culture that is headlined by our UNESCO City of Design credentials.

The region's future is very bright, and there's so much to look forward to.

## **As Mayor, what are your key priorities for the City of Greater Geelong and what initiatives are you currently working on to achieve these goals?**

I am really keen to see us maintain the qualities that have made Geelong such an attractive region to invest and live in over the past five years.

To help us do this, it is critical that we get our transport network right.

Both from a congestion point of view and in reducing our carbon footprint.

How we move in and around Geelong – especially in the CBD and our new growth communities, to the south, north and west – will really dictate whether we can maintain our standard of liveability.

The quality and frequency of our public transport system needs to improve, as does the reach of our rail network.

We also need to put a lot of work into planning for an environmentally sustainable future.

In the waste sector, we're progressing our circular economy.

In conjunction with Barwon Water and other councils, we're developing a facility to process food and garden waste.

And we're pursuing a regional hub to better recover and reuse waste, which will improve recycling rates and reduce what ends up in landfill.

These projects form part of our net-zero carbon emissions plan, which sets ambitious targets for both the Council and the wider community to pursue.

Geelong has enjoyed some of the strongest economic growth in Australia in recent years.

Unemployment has reached record lows; our job numbers have soared;

and our Gross Regional Product has hit new highs.

We need to continue to:

- Attract and facilitate public and private investment
- Promote and leverage the competitive strengths and attractiveness of our region, globally, nationally and locally
- Support entrepreneurs, start-ups, innovation, research, and digital connectivity
- Attract businesses with a carbon neutral and circular economy focus; and
- Work with stakeholders to prepare our workforce for the jobs of the future.

**Can you tell us about any particular challenges or obstacles you've faced in your role as Mayor, and how you've worked to overcome them?**

The COVID-19 pandemic has created a number of challenges.

We had to be very responsive and agile in responding to the lockdowns.

Council came up with targeted and direct support packages, aimed at alleviating the impacts for a wide range of sectors and community members.

We ran deficit budgets to enable us to provide that support, and invested

heavily in capital works projects while interest rates were low.

We're now dealing with a very different economic climate.

Inflation, higher interest rates, and our rate-capped environment means we are having to balance our spending with remaining financially sustainable in the medium-term.

**What advice would you give to young people who are interested in getting involved in politics and making a difference in their communities?**

Through the Youth Council and advisory committees, the Council is very keen to elevate and support more young people to have their say on the issues that affect them.

I know, quite often, the hardest step to take is the first one.

But our young people should all feel supported and encouraged to provide input into their community.

Once you have participated in the conversation, and you've connected with people who share common interests or values, it becomes a lot easier.

Find something you are passionate about, no matter how big or small, and pursue it. Everybody has the ability to have a positive influence.





# A history of philanthropy

SALLY SADLER, ADVANCEMENT COORDINATOR & CAROLINE STOK, ARCHIVIST



**1912**

## **Norman Morrison Hall**

Funded and built by the Old Geelong Collegians' Association (OGCA) as a memorial to Norman Morrison (Principal 1898-1909) at a cost of £3,000. The Hall is now commonly known as 'Morrison Hall'. Norman Morrison passed away from accidental death in November 1909. In announcing the decision to build the Hall it was said "We do not want anything to remind us of him we cannot forget, but we want our sons and grandsons to see a great, lasting emblem of one we esteemed and loved."



**1912**

## **Noble Street Tennis Court**

A dedicated benefactor of the College, Leila M Hawkes presented the school with a new tennis court in Noble Street after removal of the original court on the site of the Norman Morrison Memorial Hall. Mrs Hawkes was the mother of Jack Bailey Hawkes (OGC 1913) who represented Australia in Davis Cup tennis and reached finals at Wimbledon. This court was on the site where the Garnet Fielding Science Wing now stands.



**1921**

## **College Hospital**

This building was funded by contributions to a War Memorial Fund following the First World War 1914-1918. The building comprised an isolation ward funded by the OGCA and a convalescence ward funded by Archibald and Jessie Campbell in memory of their son Allan Fairbairn Campbell (OGC 1913) who was killed in WWI. Rev Frank Rolland described the Hospital "with its two long wards dedicated to the memory of old boys who fell in the war".

From the early days of the College through to present day, the school has relied on its generous community and benefactors to support its building programs and education mission.

Philanthropy at College began when George Morrison passed away in 1898 and the Old Collegians rallied together to sponsor a memorial to their beloved principal.

After fundraising in Geelong and the Western Districts, the George Morrison Memorial Library was built for the students of the school.

When Rev Francis W (Frank) Rolland (Principal 1920-1945) started in

1920 the school was struggling after a difficult period. He insisted an Endowment Fund was needed to reduce debt and plan for new buildings to service the school. Rolland and a sub-committee of the College Council, including Stanley Hamilton-Calvert, visited Old Collegians in the Western District, Riverina, Wimmera, Mallee, Sydney and Melbourne as well as overseas.

By early 1925, through very generous donations from Old Collegians, the fund stood at more than £25,000. With new building projects underway, the community could see the fruits of their support. This has continued ever since. The College community bands together in support of the College and its mission to provide the finest co-educational learning for its students.



**1930**

### **Dining Hall and Refectory Building**

Officially opened by the Governor General, Lord Stonehaven, the Dining Hall and Refectory Building was built using funds gifted by very generous Old Collegians. Tables and chairs in the Dining Hall carry the names of the donors. Rev Frank Rolland said of the Dining Hall "With its lofty roof, the simplicity of its walls, the glass of its east window, the cheerfulness of its great fireplace, the dignity of its panelling, and its long view of lawns and English trees, it will be a lifelong memory to College boys".



**1938**

### **Mackie House**

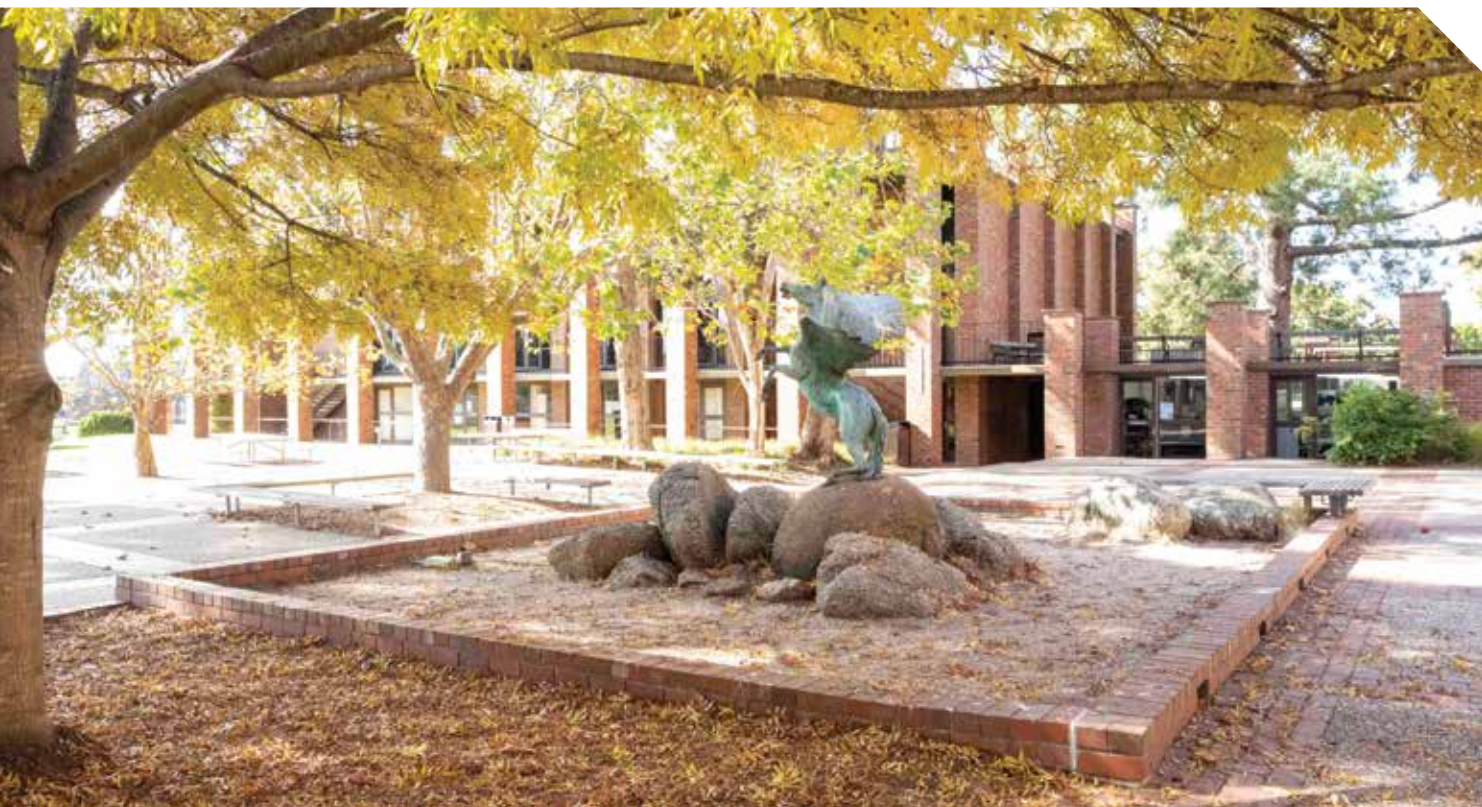
The construction of Mackie House, modelled on an English Tudor manor house, was completed in 1938. The greater part of the funds to build Mackie House came from the Helen Mackie Trust (£10,000 in 1937) and the rest from generous friends of College. The foundation stone was laid on 22 April 1938 by Rev Dr John McKenzie, Moderator-General of the Presbyterian Church and the Boarding House opened on 15 December that same year by the Governor-General, Lord Gowrie (1872-1955).



**1946**

### **Gift of Land for the Preparatory School**

After initially purchasing 15 acres of land from Louis Melville Whyte (OGC 1908) in January 1945, the school purchased another 19.2 acres eastwards to Minerva Rd and was generously gifted another 15 acres westwards of river front land by Whyte. This generous acreage was soon earmarked to become a self-contained Preparatory School on Aberdeen Street. Whyte also owned the nearby property 'The Heights' which he eventually bequeathed to the National Trust.



**1949**

**War Memorial Wing**

£9,000 was raised for the completion of the quadrangle, Cloisters and west wing of the main building, including the War Memorial, which opened in 1951. Plaques were erected to those students and staff who served and died in WWI, WWII and subsequent wars. Towards the end of the Second World War the College Council and OGCA created the War Memorial Appeal (later Fund). The 'Pegasus' recorded the generous contributions of the College community to the Memorial Fund.



**1960**

**Preparatory School opened**

The new Preparatory School opened in Aberdeen Street. Over £60,000 was raised by the Geelong College community to assist with the construction of the new Preparatory School. The foundation stone for Stage 1 was laid in 1959. A series of remarkable efforts by parents, friends and Old Collegians raised funds for the project, with the result that the new school opened in 1960. Two further stages were built including an Assembly Room, and Arts and Science Centre and Boarding Facilities.



**1966**

**The 'New' Morrison Hall**

It was noted the part played by parents, many of them Old Collegians, and friends in raising the necessary funds for the extension and modernisation of Morrison Hall and creation of the Tait Forecourt. Over \$95,000 was raised through the Parents' and Friends' Association for this project. During the build, the 'Ad Astra' reported that "the present generation of College parents has responded magnificently to our need, as have a number of Old Boys," and the work should be seen as an inspiration to the OGCA.





**1970**

**Stuart Laidlaw Memorial Pool**

Construction of the Stuart Laidlaw Memorial Pool commenced at the Preparatory School with funds donated by Charles and Patricia Laidlaw. Their son, Stuart Charles Laidlaw (OGC 1971) passed away in a road accident at Easter 1970 at just 12 years of age. It was noted at the time that “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”.



**1970**

**Rolland Centre (Stage 1)**

The long-awaited Physical Education centre was opened in October 1970 by Arthur Lindsay (Lindsay) Hassett MBE (OGC 1925) to much delight and is named in memory of the great headmaster, Sir Frank Rolland, who loved sport. A fundraising campaign, part of Project Pegasus, raised over \$300,000 and contributed to this first stage of the Rolland Centre. It comprised a weights room, aerobics room, locker and changing rooms and office space.



**1970**

**Project Pegasus**

This major capital funds appeal was launched in 1970 and ran until 1975. With Dr Henry Norman Burgess (Norman) Wettenhall AM (OGC 1929) as Campaign President and Fred Herd as Campaign Chairman, the campaign reached out to the College community, far and wide. Over \$300,000 was raised and these funds contributed to the completion of the Rolland Centre, new George Morrison Library, biology laboratory, and other improvements and alterations.



**1971**

**‘Hankelow’ property in Grampians**

Dr Norman Wettenhall AM (OGC 1929) and his brother Roland Hugh Alexander (Hugh) Wettenhall (OGC 1934) donated 152 acres of land known as ‘Hankelow’ in the Grampians. After continuing difficulties to develop the property as a school camp, this property was eventually sold and the proceeds used to purchase ‘Mokborree’ in the Otways as a school camp in 2006.



**1996**

**The ‘New’ Boat Shed**

The Albert Bell Club raised over \$100,000 in 1995 for the construction of a new Boat Shed which was opened by Robert William Purnell (OGC 1944), Patron of the Albert Bell Club, in February 1996. The ‘Ad Astra’ reported it was the “realisation of a bold dream which was made possible by the vision, enormous effort and generosity of so many.” Two metres wider and three metres longer, the new shed is similar in appearance to the old boat shed built in 1933.



**1997**

**Freeman House**

Construction of the new Principal’s Residence in Claremont Avenue was completed in 1998 after a generous bequest from the estate of Mrs Hilda L Freeman (on behalf of her husband Arthur William Freeman (OGC 1921) who passed away in 1979). Freeman had provided plumbing services to the school for many years. To honour the family name, the residence is known as Freeman House.



**1999**

### **The Aquatic Centre**

The completion of the Aquatic Centre was a significant achievement for The Geelong College and was the finishing touch to the Rolland Centre built many years earlier. Almost \$2m of the \$3.5m cost of the new Centre was contributed by the College community through direct fundraising. The Aquatic Centre was opened by Olympic medal-winning swimmer Peter John Doak OAM (OGC 1957) in November 1999 at the 'Big Splash' event.



**2006**

### **The Keith Humble Centre for Music and the Performing Arts**

The most ambitious project the school had undertaken to date, the Keith Humble Centre, as it is affectionately known, was only possible due the extraordinary vision and generosity of Mrs Jill Humble after the death of her husband Keith Humble AM in 1995. Mrs Humble wanted to honour his memory and lifelong contribution to music and teaching. The Centre also houses the Wurlitzer organ, a gift from the OC Hearne Estate with the assistance of Alan Glover (OGC 1936).



**2023**

### **Giving Day**

The College's first Giving Day, held on May 11, 2023, exceeded all expectations by raising \$564,000, surpassing the initial goal of \$400,000. The purpose of the day was to launch the Bellerin Capital Campaign and to raise funds for the new Sports and Wellbeing Centre at Senior School. Over 650 donors gave generously, highlighting strong support from the College community.

The Dining Hall was converted into Giving Day HQ where over 40 volunteers made calls to College community members to help boost donations. An analysis of the donors revealed impressive donor demographics, with a significant number of new and reactivated donors. The Giving Day's success showcased the community's generosity and support for the new Sports and Wellbeing Centre project.

## **The Geelong College Foundation**

College Council has overseen and directed the development of facilities, buildings, and grounds since 1908. Its members have identified and supported many building projects over the years to improve the school's facilities for its community. With the support of the college community, the College Foundation and OGCA, these projects have been accomplished.

The OGCA from its beginning has been committed to "promote the welfare of the Geelong College," and in doing so has been a key contributor and driver of many activities in support of the school. These include facilities such as the Norman Morrison Hall, College Hospital, War Memorial Wing and contributions to many others.

In 1987 the College Foundation was established to preserve, develop and secure the future of the College. Through this stewardship of philanthropy, the Foundation has assisted bringing the following building projects to fruition: Aquatic Centre, Keith Humble Centre for Music and the Performing Arts, and the Junior School Redevelopment.



# Albert Bell Club news

BY STUART OLSEN (OGC 1993), ABC PRESIDENT

The 2022/2023 rowing season got off to a delayed and disjointed start, with limited rowing activities due to COVID restrictions and frequent floods. However, as the season progressed, we overcame these challenges and even welcomed Year 8 students to the sport for the first time.

We commend everyone for their agility and resilience in ensuring competitive crew events at major regattas. Head of the River at Nagambie showcased some wonderful personal best performances, with the Girls Year 9 Coxed IV - Division 1 crew emerging as the winners. Congratulations to them and all competitors for their season-long endeavors!

In mid-March, we hosted the 49th Annual Albert Bell Club Dinner during the Head of the Schoolgirls' Regatta weekend. Crews from the '03' decade, including representatives from the winning 1983 1st IV, 1993 1st VIII, and 1963 1st VIII, attended the event. Our guest speaker, Alexandra Viney, delivered an inspirational speech about her journey to success despite facing setbacks, motivating us to overcome obstacles.

The AGM saw the re-election of the committee and my appointment as President, with Peter Lawson taking over as Secretary. The evening concluded with shared stories from rowing days past.

The end-of-season presentation occurred on the school grounds. It began with recognising rowers and presenting awards in the cloisters, followed by entertaining senior crew videos in Morrison Hall. The event had excellent attendance from students, parents, and coaches. Peter Lawson had the honor of presenting Year 12 students with their Albert Bell Club pins and awarding Albert Bell medallions to the Head of the River winning crews. The Albert Bell Club also announced the winners of the David Caithness Award, congratulations to Lucy Watts and Flynn Hanrahan! Peter also took the opportunity to promote the Colin Carstairs Bell Pathway rowing bursaries, with applications opening in 2023.

Additionally, we extend our congratulations to TGC students Sienna McCardle, Lachlan Mitchell, and Alex Williams for their selection and participation in the State Pathway crews. Sienna's victory in the Girl's Eight race is commendable!

We express our gratitude to everyone who supported the ABC throughout

the season, attending events, assisting with functions, donating, or supporting the TGC rowing program. Your support is greatly appreciated.

For updates, follow us on Facebook at Albert Bell Club or reach out via email at [albertbellclub@tgc.vic.edu.au](mailto:albertbellclub@tgc.vic.edu.au). We welcome your feedback and appreciate your continued engagement.



*Flynn Hanrahan & Lucy Watts, winners of the David Caithness Award*



# A golden legacy

CAROLINE STOK, ARCHIVIST

In January this year, Australian cricketer Ian Redpath (OGC 1954) was inducted into the Australian Cricket Hall of Fame. The honour recognises his contribution to the sport, including 66 Tests between 1964 and 1976.

Redpath made his Test debut in the 1963-64 series against South Africa. In his 226 first-class game career he scored almost 15 000 runs and vice-captained the squad in the series against England (1974-75) and the West Indies (1975-76). After retiring at the peak of his career in 1976, Redpath returned to Geelong to spend more time with his family and run Redpath Antiques.

From a young age, Redpath showed great sporting ability and his College record is remarkable. He was a sport all-rounder and demonstrated excellence in not only his eventual career in Cricket, but also Athletics, Tennis and Football.

On arriving at the school Redpath soon joined the U14A cricket team and was among the noted high-scoring batsmen in 1954 and 1955. Whilst playing in the U15A team in 1956 he was invited to play four matches with the 1st XI. He joined the Sydney tour and was one of the top scorers in a tough match against The Scots College.

In 1957 Redpath's commitment was evident and he joined the 1st XI and Cricket Committee. He had a slow start to the season with a couple of ducks but showed some strong ability. In a loss to Melbourne Grammar School the 'Pegasus' reports, in the first innings "Ian

Redpath, showing a wide variety of strokes and a calm temperament stood alone against the bowling to score an excellent 70," then in the second innings, as other teammates fell, Redpath "again stroked the ball beautifully to score an invaluable 56."

By the end of that year, Redpath was noted as one of the best players on the team, gaining an honour award and a spot on the combined Public Schools team for a victory over Melbourne High School.

In 1958, his final year at school, Redpath was made Captain of the 1st XI, showing that "he has a keen cricket brain" and captained the team



1958

Season opened with matches  
against M. S. D., and  
St. Old Boys.

M.S.D.	St. Old Boys	Present boys
P. Jackson	S. Williams	F. Russell
A. Wilson	A. H. Stewart	J. South
A. Murray	R. Morrison	I. Scott
Spang	A. Murray	D. Wright
Redford	J. Chaston	H. Green
Hickford	C. McManis	B. Parker
Woolson	R. Turnbull	A. Coulson
J. Butler	E. Walker-Smith	R. Mulligan
Smallwood	C. Murray	R. Hord
D. Shaw	S. Campbell	S. Aflak
	D. M. S. Scott	S. de Cooze
	R. Woodward	J. Thomas
		E. Campbell
		R. Tomblak
		J. Williams
		J. Tomlinson

BOWLING AVERAGES

1st XI 1951-52 vs. M.S.D.

Bowler	INN	Runs	Wkts	Average	
Redpath I.L.	9	1	112	351	43.8
Lester A.C.	9	2	47	252	36
Penton F.F.	9	-	33	339	154
Gevick S.A.T.	9	1	19	67	5.3
Green S.L.	9	-	24	72	8
Hood S.L.	9	-	19	65	7.75
Wright S.C.	7	-	26	47	6.75

Bowler	INN	Runs	Wkts	Average	
Scott I.L.	102	20	277	24	11.5
Gevick S.A.T.	53	6	75	7	10.3
Redpath I.L.	45-3	9	124	10	12.4
Wallace J.F.	75-7	24	24	10	12.9
Thomas J.W.	23	2	106	4	26.5
Swiler A.C.	29	6	109	4	27.25

very well. In addition, he scored two fine centuries and was second in the Public Schools averages.”

Redpath reported that the season was moderately successful and enjoyable and included the College’s third-ever win against Melbourne Grammar School. Redpath scored his first century, against Geelong Grammar School, and a second, against Melbourne Grammar. He would be the team’s best batsman that year and third-ranked bowler.

Teammate Ian Scott (OGC 1953) was by far the squad’s best bowler, recording 24/277 (101 overs) for the season. Scott wrote to the school soon after Redpath was inducted into the Hall of Fame, fondly recalling a piece of the school’s cricketing history.

For many years there was a match played between the Old Boys and the Current 1st XI cricket match. In 1958 the game was held on the 12th of February and the Old Boys were captained by cricketing great Lindsay

Hassett (OGC 1925). He had only retired about four years earlier.

Scott writes,

*“Hassett had got into the 20s when I was bowling at him from the Aphrasia Street end. I sent down what I thought was a decent delivery aimed at the off-stump. Hassett launched into a ferocious straight drive, hitting the ball over my head, over the boundary, and over the street into the Convent. After the ball had been retrieved, I bowled again, and again Hassett hit me for six into the Convent, moving his score to 40. After a further delay once more I galloped in and bowled, and once more Hassett aimed for the Convent. But this time he didn’t get the elevation right and the ball went like a rocket head high to the fieldsman at deep mid-off, who took a spectacular catch. Hassett called out “Well caught!”, waved his bat in the air, and turned for the Pavilion. His was the only wicket I got in the match (for 48 runs), but I would not have swapped it for all of the others.*

*I would like to say that Hassett fell for my cunningly disguised faster ball, but that would be untrue.*

*“The Pegasus report of the match shows the scorecard, with the entry ‘Hassett c. Redpath b. Scott 40’, recording the event I described 65 years ago. It is of interest I think, not because it marked a high point (if not the pinnacle) of my very modest cricket career, but because it happened in a school match and involved two Collegians, one a man who had become an Australian Test cricket legend, and the other a teenager (not yet 17) who was destined to become so.”*

Scott would go on to become a Professor of Law at the University of Birmingham. Yet this cricket match was just one moment at the beginning of Redpath’s cricket career. Four years later he was playing first-class cricket with Victoria in 1962 and joined the Australian team two years later.

# Calling all Old

# Are you on TGC



# Collegians:

# Connect yet?

TGC Connect is our Alumni platform with everything you need to stay connected.



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or scan the qr code



# OGCA President's Report

KYLIE MACKEY, OGCA PRESIDENT

With the arrival of winter and mid-year, we look forward to welcoming more of our alumni back to the College - with a number of reunion events just around the corner.

At such events, it's common to hear comments from alumni that while we may have aged, the school we collectively once attended seems agelessly the same. The heritage red bricks adorned with ivy serve as a living time capsule, if only those walls could talk!

This sense of familiarity may be challenged for those returning to the Senior School this year, with the Bellerin Project currently transforming the landscape on the western side of the campus, producing a new generational feature - our Sports and Wellbeing Centre.

Named for the Wadawurrung word meaning 'shine', the Bellerin Project symbolises our hope that everyone associated with the College community will shine. Given this, the OGCA Committee is pleased to announce a contribution of \$150,000 towards the construction.

## Here are some key highlights

- Guided by our strategic framework, the OGCA Committee is committed to providing opportunities for all Geelong College alumni to be engaged with the school community.
- We have pledged \$150,000 over five years to the Bellerin Project and supported the Giving Day as a matched donor.
- We renewed our financial support for the OG's in Melbourne, Ammos

in Geelong as well as the Albert Bell Club.

- We are actively seeking additional members - particularly someone to take on our newly formed Youth Portfolio to represent our youngest members.
- We updated our gift-giving plans allowing Year 12 students to choose between an OGC tie or a bracelet.
- We have been thrilled to host a number of decade reunions, including the 10-year reunion (class of 2013), and the 40-year reunion (class of 1983) as well as a function for the 2022 Leavers.
- In March, we were delighted to see the return of international events, as 20 people attended a reunion in Hong Kong.
- In early June, we hosted the Sic Itur luncheon and welcomed a fabulous group who attended the College 50+ years ago.
- We have also celebrated sporting connections through events such as the highly popular Old Collegian v Old Grammarian Golf Day and the Albert Bell Club's annual dinner.
- The Dining Hall was the venue for the Old Geelong Football Club's Back To School Lunch. The event was attended by 90 guests and featured former AFL player Andrew Bews, as the guest speaker.

- We attended a working dinner in Melbourne, hosted by St Kevin's College, for the Presidents and Directors of Community Relations from all APS schools.

## Join the OGCA's Blood donor team!

We have an Australian Red Cross Lifeblood team. Give life and donate blood. Over 8.3 million Australians will need blood in their lifetime.

To book - call 13 14 95 or visit [www.lifeblood.com.au](http://www.lifeblood.com.au). Add yourself to the Old Geelong Collegians' Association team, open to anyone connected with the College.

## Share your achievements with us

If you have a noteworthy accomplishment or milestone, we invite you to get in touch and share your news, along with an image or video if possible.

## Have you joined TGC Connect?

Our alumni community which exceeds 12,000 members offers lifelong connections. As Old Collegians, we take pride in being part of one of the country's oldest alumni associations.

To date, more than 3250 Old Collegians have registered on our alumni platform at: [www.tgcconnect.com](http://www.tgcconnect.com).

Notably, the classes of 2017, 1998, and 2002 have shown exceptional engagement and connectivity. Thank you to all those who have supported our alumni with career advice,





networking, and mentor activities. Our virtual platform provides an excellent means to reconnect with fellow Collegians through direct messaging or video calls. We encourage you to tap into this extensive network and to explore the Business Directory, where you can find and support local businesses. Additionally, if you are in search of talented individuals, our Jobs Board is free to advertise.

### Need support?

As a Committee, we remain committed to assisting Old Collegians who were victims of past sexual and physical abuse. Our position on historical harm remains clear. The OGCA was, and remains, deeply saddened that these events happened, and we have a firm conviction to try and assist victims where possible.

### Closing

As the OGCA President, I would like to recognise each Committee member for their ongoing contribution to College life. The OGCA committee consistently demonstrates diligence, purpose and success.

To our alumni, stay connected and reach out to us as your support network! Join TGC Connect, follow us on OGCA Facebook and keep an eye out for our OGCA newsletters. You can also reach us via email at: [ogca@geelongcollege.vic.edu.au](mailto:ogca@geelongcollege.vic.edu.au)

To all members of our community – show courage and let's live by our motto and truly reach for the stars!

### Our OGCA committee:

President: Kylie Mackey (OGC 1993)

Vice President: Caitlin Lamont (OGC 2009)

Honorary Treasurer: Ashley McHarry (OGC 1991)

Honorary Secretary: Jim Brown (OGC 1978)

Executive Officer: Mike Howell

### Members:

Sam West (OGC 2000),

Bridgette Engeler (OGC 1985),

Nicola Cousen (OGC 1989)

Donald McAllister (OGC 1990)

Georgie Fidge (MOC).

### Community Relations team:

Chelsea Matheson

Niki Nurnaitis.



## Gareth Andrews (OGC 1960)

Congratulations to Gareth on receiving the prestigious Wyvern of the Year 2022 Award from Queen's College, University of Melbourne for exceptional and outstanding service to the community.

This celebrates not only his successful football career both on and off the field but also his continuous dedication as the founder of the Life Again Foundation which today delivers positive mental health programs to both men and women, organisations and communities.



## Georgia Ratcliffe (OGC 2010)

The Year 9 Morrison tute group participated in a Masterchef challenge at the end of last year.

Georgia Ratcliffe (OGC 2010) came to school to judge the final cook off.

Georgia is the Group Sales Manager for Paramount ANZ and does product placement for Network 10.

The winner was Abbie who is pictured here with Georgia and Eliza from Morrison.



## Jason Nelson (OGC 1988)

In the December 2022, we shared Jason's battle with Acute Myeloid Leukemia (AML). We are thrilled to report that Jason is in remission after receiving a life-saving stem cell transplant. He is eight months into his recovery and continues to participate in a specialised chemotherapy trial.

This May, Jason addressed our boarders, sharing his remarkable story titled 'Facing the Storm.' He delved into the challenges he faced over the past year and how meaningful relationships, resilience, and perspective, played pivotal roles in shaping his recovery.



## Alex Cincotta (OGC 2015)

As a footballer, Alex has put in so much work pre-season (and over the past 8 years) that he received the exciting news from Senior Coach, Michael Voss, that he would be joining the Carlton AFL playing list for 2023.

He debuted in Round 6, when the Blues played the Saints to a sell-out crowd. It was a big game for OGCs with Alex joining Charlie (OGC 2014) and Ed Curnow (OGC 2007) for Carlton, against Zaine Cordy (OGC 2014) in Saints colours. Mason Wood, whose father John taught PE here at College, also played for St Kilda. Well done boys.

## Grace Harris (OGC 2019)

Grace continues to impress with her results at the Surf Life Saving Australia Interstate Championships in her breakout year having qualified for the Nutri Grain Iron Series (the first Victorian to do so in 14 years). She took an impressive second place in the open Ironwomen event in January.

Grace holds the formidable record of winning the Victorian State underage and Open Board race title four years in a row. She has also won the 2018 U19 Coolangatta Gold Short Course as well as individually medalling silver at Aussies in 2018 and 2019. Grace made the move to the Sunshine Coast at the beginning of 2020 and is currently studying a degree in Sport and Exercise Science.



## Nick Wightman (OGC 2002)

Nick won the 2022 Rip to River for the 8th time and also claimed his second win at the Lorne Mountain to Surf event.



## Generations United

Current boarding parent, Rachel Leishman, kindly sent in this photo of the 1962 First XVIII Football team taken in front of Mackie House. 3 of the players, J Mac Paton, Jamie E Leishman, and Michael J Knox have passed down their love for the game to their grandsons, who are currently following in their footsteps, proudly donning the College footy strip and boarding in Mackie House.



*2023 photo: Back row: William Paton (Year 11), Charles Leishman (Year 11), Angus Knox (Year 12) Seated: Samuel Leishman (Year 9), Angus Paton (Year 9), Henry Knox (Year 9), Archie Leishman (Year 7)*



*1962 photo: Standing: J Mac Paton (6th from left), Jamie E Leishman (3rd from right) Seated: Michael J Knox (3rd from right)*



## Archie Vernon (OGC 2020)

Congratulations to Archie, who won the Rip View Swim Classic, the Danger 1000, and the Jim Wall Iron Trophy in 2022.



## Liam Blackford (OGC 2022)

Liam almost batted the Australian U19 cricket team to a dramatic victory against England in their four-day match in Brisbane in February of this year.

Liam scored 106 with 12 boundaries and two sixes before being caught in the slips.

Unfortunately, Australia fell 34 runs short in the end.

*Photo: Brody Grogan Photography*

## Ross George (OGC 1977)

Approximately 160 kg of carbon dioxide are produced during each cremation - about four times more than that of a burial.

Ross George, founder of engineering firm, Austeng, has developed a prototype hydrogen burner to reduce the environmental impact of the cremation process.

If successful, this technology could be applied to other fuel-fired furnaces, facilitating a shift away from fossil fuel use. According to Ross, "The opportunities for Australia's manufacturing in transitioning to a net-zero carbon economy are enormous. Geelong has the potential to become a significant hydrogen hub by leveraging existing technology."





## Boer War Commemoration Ceremony

The Geelong College was invited to attend and march in the 2023 Boer War (1899-1902) Commemoration Ceremony at the Shrine of Remembrance on 28 May. Fifteen members of the school fought in this conflict and a plaque bearing their names is on the chimney hearth in the Dining Hall.

Since the war commenced before Federation, these Old Collegians are not formally recognized in ANZAC Day and Remembrance Day events as they belonged to Colonial forces rather than Australian forces.

In the Geelong district, there is a significant memorial honouring all members from the area who participated in the Boer War - directly opposite Kardinia Park in a small park off Noble Street.

The ceremony was attended by several dignitaries, including direct descendants of former soldiers and the granddaughter of 1st Baron Robert Baden Powell. James Naylor (Year 10) represented the College and laid a wreath on its behalf during the ceremony.



## Lizzie Corke OAM (OGC1997) and Shayne Neal (OGC 1997)

Escape Magazine recently featured Wildlife Wonders as the ultimate destination for witnessing koalas in Victoria. Located 5km southwest of Apollo Bay, Wildlife Wonders is a remarkable nature reserve. The brainchild of Lizzie and Shayne, founders of the Conservation Ecology Centre, this Ecotourism-accredited venture spearheads conservation efforts in the Otway's region. Despite opening in February 2021, coinciding with Melbourne's entry into the third of six lockdowns, Wildlife Wonders has quickly gained recognition. Encompassing a 20-hectare site, it offers visitors not only the opportunity to connect with nature but also to delve into educational experiences on conservation and actively contribute to the cause.



## Webb Family's Generous Gift

Andy Webb (OGC 1968) and Peter Webb OAM (OGC 1960), accompanied by esteemed artist Robert Ingpen AM (OGC 1950), are captured in a photograph alongside the authentic 1976 Robert Ingpen painting of the House of Guilds.

This remarkable artwork was graciously donated to The Geelong College by the Webb family. Originally presented by The Geelong College Council to Donald Webb in recognition of his 30 years of teaching and his role as Warden of the House of Guilds, the painting holds great significance. Regrettably, Rev Dr Roger Webb (OGC 1953) was unable to attend the event.



### Nathan Lambert (OGC 1995)

Congratulations Nathan, who was elected Member for Preston in the 2022 Victorian State Election.



### The return of the oars

Thank you to the Torquay Historical Society, who were given a pair of oars from The Geelong College and 1955 head of the river.

These have now been returned to us and mounted on the boat shed on the Barwon River. The '50s were the golden era of College rowing under coach Albert Bell, and it's wonderful to have a memento of this.



### APS Golf Day

A cool but sunny morning greeted the players for their round at the annual APS Past Students' Golf Day. Held last Friday 12 May at Victoria Golf Club in Cheltenham, it was a sensational day of golf, lunch and catching up with friends from College and other APS schools.

The Old Haileyburians won the Arthur Robinson Cup for the best average of their top 8 players scores. Congratulations to Daniel Salter (OGC 1991) who had College's best score (-1) on a

count back from Justin Ganly and Ben Collins.

Thank you to the 13 Old Collegians who represented College.

Pictured above: Back row (left to right): Tim Bone, Sam Cole, Ben Collins, Justin Ganly, Sam Casbault, Xavier Seller, Nick Casbault

Front row (left to right) Daniel Salter, Ashley Seller, Jason Thiele, Justin Andrews, Peter Lawson, Simon Jarman



### Brad Fenner (OGC 1972) & Gib Wettenhall (OGC 1961)

Brad bumped into Gib who just happened to be in the same group hiking up Mount Beckworth in Central Victoria.

Brad has recently retired as Principal of Prince Alfred College and joined the board of the Geelong College Foundation. Gilbert (Gib) Wettenhall is the son of former Council Chair (1969- 1977), the late Dr Normal Wettenhall AM.

Gib is on the Board of Trustees of The Wettenhall Environment Trust, which supports projects that will make a positive difference to our natural environment. Gib is a lawyer and journalist by training and an award-winning author.

## Peter Rosson (OGC 1968)

A special gifting to the College recently took place in Davey House where a self-portrait by Old Collegian Peter Rosson was kindly gifted to the College by Mr Stuart Rosson and Ms Judy Rosson.

Dr Peter Miller Principal of The Geelong College accepted the painting on behalf of the College. Peter Rosson, a prolific painter with an impressive collection of over 600 works, is fondly remembered as one of the most gifted and influential artists of his generation.

Peter had a deep connection with The Geelong College, serving as an Artist in Residence on multiple occasions. This artwork, 'Portrait of the Artist as a Young Man' painted in 1992 represents the culmination of his skill



and mastery of technique, combining his expertise with the brush in realistic portraiture and post-modern expressionism.

*Pictured are Peter Rosson's extended family with nieces and nephews*

## Gideon Haigh (OGC 1983)

Gideon has just released his new book, "On the Ashes." He has captured over a century and a half of Anglo-Australian cricket. The timing couldn't be better, with the first Ashes test recently concluded in a thrilling fashion. Australia emerged victorious, clinching a hard-fought win with just 2 wickets remaining, and the hero of the match was none other than Patrick Cummins!

This remarkable triumph marks Australia's highest successful run chase in England in 51 years, surpassing the memorable 242-run target chased by Ian Chappell's side in 1972. On that memorable occasion, it was Paul Sheahan (OGC 1959) and Rod Marsh who sealed the victory with an unbeaten 71-run partnership for the sixth wicket.



## Stewart McArthur (OGC 1951) & James McArthur (OGC 2006)

Stewart, now 85 years old, along with his son James and son-in-law Michael, recently participated in the Great Ocean Road half marathon, braving challenging conditions.

## Andrew Mason (OGC 1990) & Max Taylor (OGC 1963)

### Andrew Mason

In February of this year, Andrew took on the role of Chief Executive Officer at the Warrnambool City Council, where he was warmly welcomed by Deputy Mayor Max Taylor

Andrew, who served as CEO of Corangamite Shire since 2010, brings a wealth of governance experience in Victoria to his new position in Warrnambool.

Andrew and his wife Rachael have three sons. Their eldest, Rory (OGC 2022) is currently pursuing his first year of Medicine at Monash University.

Hugh, their second child, is presently boarding at Mackie House and studying

in Year 11, while Lucas, their youngest, is attending Year 8 at Mercy Regional in Camperdown.

### Max Taylor

Max reached a significant milestone last year, celebrating 50 years in his family business, "Taylors Surfodesty," which specializes in renowned brands like Rip Curl, Quiksilver, and Oakley.

Max now successfully manages the business alongside his son Chris. He is currently more than halfway through his 4-year term as a Councilor and is looking forward to a rewarding partnership with Andrew consolidating Warrnambool's future.



# Life after College

In honour of their 10 and 40-year reunions, we chatted to some of our Old Collegians about what life has been like after College.

## Chris Horniblow (OGC 1983)

After College, I pursued a career in the food industry while studying for a Bachelor of Commerce with a marketing major at Deakin University. Simultaneously, I worked as a manager at Coles. In my spare time, I went on an unforgettable sailing adventure circumnavigating Australia with my late father. Our 14-month journey on a 46Ft Carbineer Ketch was one of the most memorable, exhilarating, life-affirming experiences.

After returning to Geelong, I had the opportunity to sail around Tasmania on the Young Endeavour, a square-rigged tall ship, on a program that teaches teamwork and leadership skills to young people.

Nine years ago, I left the corporate world to join my wife in managing our family-owned business,

“Pennyroyal Farm Otway Preserves.” For almost 21 years, we have been producing small-batch, homemade Australian preserves, chutneys, relishes, and specialty lines. This venture has provided us with a balanced and fulfilling lifestyle. I also completed a Diploma in Financial Planning during this time to further refine my investment skills.

I am blessed with a wonderful family, including my wife, Debra, two daughters aged 31 and 30, and two sons aged 27 and 19 and five grandchildren.

Looking ahead, our future plans involve family sailing trips to Croatia, Greece, Spain, and the northern coast of Australia, particularly the Kimberley region.



## Tim Coughlin (OGC 1983)

I am currently the President and CEO of a publicly listed mineral exploration company. Put simply, we try to create value, positively affect communities, and protect the environment whilst benefiting host nations by discovering the resources the world needs.

We are particularly focused on exploring for copper which is in short-supply and is a key metal for the global energy transition. Ours is an expensive, high-risk, and often sensitive venture requiring a multidisciplinary team. Our team includes geologists, environmental scientists, social experts and ex-military operators. We are based on the island of Jersey close to the coast

of France and we currently work in Colombia, Argentina, Nicaragua, Morocco and Saudi Arabia.

After school I studied undergraduate Geology and completed a Masters Degree at James Cook University in Townsville. I then completed a PhD in Structural Geology at the University of Queensland. My advice to school students is to choose the final year subjects you know you are good at and excel at them. Thoroughly exploit your natural predispositions. By excelling at what truly inspires you, you will be more content and of more meaningful value to yourself, to those around you, and to the global community.



### Ursula Read (OGC 1983)

I'm currently at Tullamarine airport, on my way to the Global Games in Vichy, France (the international games for athletes with intellectual disabilities) as the volunteer team doctor.

I work as a rural GP in northeast Victoria - an extraordinarily rewarding career and lifestyle. A three-minute drive from my home takes me to the local hospital where I admit and care for inpatients, do my share of emergency work, and assist with caesarean section deliveries. Most of my work is at the nearby GP clinic, where I have developed strong therapeutic relationships with patients of all ages.

One aspect I cherish about my job is the flexibility and opportunities for adventure it provides. Working a week or two on Mt Hotham, living and working in Port Douglas and Mossman for four years (our sea change), or working with the RFDS, flying to the Torres Strait and remote Aboriginal communities in FNQ.

Like many of my peer group, I highly valued my experience at the Geelong College. It provided me with a solid, stimulating educational grounding and lifelong friendships. It instilled in me the confidence to pursue adventurous opportunities throughout my career which I continue to do.

### Vicki Caldwell (OGC 1983)

The Geelong College has profoundly shaped my journey. The confidence I exude when entering a job interview, successfully 'winging it,' and securing positions that initially seemed beyond my qualifications, can be attributed to the College's encouragement and solid foundation.

After school, I was uncertain about my career path and pursued a commerce degree. Joining Arthur Andersen after its completion, I anticipated training in Chicago, only to discover it involved computer programming. This led me on a professional journey spanning Chicago, Melbourne, and New Zealand. However, after two years, I decided I'd

had enough! I packed my backpack and embarked on a European adventure, where I unexpectedly found employment in London despite the two-year gap in my CV. Later, I relocated to New York, working for the Australian consulate. Returning to Sydney, I raised two amazing children (my daughter has been on the road exploring in a van for the past two and a half years).

I have now retrained and transitioned into the Community Service industry, passionately giving back. To younger students, my advice is simple: embrace risks, believe in yourself, and explore this big world of ours – the fun has just begun!



### Annabelle Shannon (OGC 2013)

After graduating in 2013, I took rather a linear path to becoming a doctor. I completed an undergraduate Bachelor of Science (major in anatomy and physiology) at University of Melbourne while enjoying life on campus at Queen's College. I then completed a postgraduate Doctor of Medicine with my placements predominantly at Western Health.

In 2021, I returned to Geelong to begin my medical career and serve our local community at Barwon Health. I am now a medical registrar and look forward to further developing my career in the physicians training

program (through the RACP) at University Hospital Geelong. I enjoy many aspects of my work, in particular the relationships formed with members of the multidisciplinary team and patients/families. I am also excited by the lifelong learning opportunities.

Alongside medicine, I am a passionate sportswoman, currently playing and coordinating the Women's Football Program at Newtown & Chilwell Football Netball Club. My advice to students about to graduate and enter the workforce would be to never give up your passions, there's always time for hobbies alongside work and study!



### Isaac Crawley (OGC 2013)

I have been extremely fortunate to be able to pursue two career paths and passions. I graduated from Deakin University with a Bachelor of Laws/ Arts, but also began to gain work as an actor in commercials and short films.

Following the difficult handbrake the pandemic put on all our lives, (with some encouragement from Mum) I decided to try and pursue both careers. Currently, I am employed as in-house counsel for digital marketing company 'King Kong'. I love my role which allows me to wear many different legal hats.

I am grateful to my employer as they support my acting and have allowed me to work on some incredible projects. In June 2022, I spent a month on the Gold Coast working on a Christmas film 'Christmas Neeve' as the lead role. I also have a couple more projects that begin filming in June and September that I am really looking forward to!

I'm not sure people should ask me for advice, but if I had to say anything it would be the old cliché: 'don't let anyone tell you that you can't do anything, because you are capable of doing anything you set your mind to.'



### Lachie Chomley (OGC 2013)

After graduating from College without much direction, I decided to enrol in a course on Environments. After scraping through this course, still feeling pretty lost, I decided to spend a year working and travelling in France.

There, I volunteered on organic farms in rural communities. It was there that I had a profound realisation about the significance of people's connection to food production and the power of local communities.

I returned to Wadawurrung Country in late 2017, inspired. By 2018 I rallied together a like-minded team and started The Farm Next Door (TFND) in Norlane. I oversaw the operations of a small market garden that placed

a strong emphasis on community engagement. We fostered a sense of belonging by organising regular working bees, workshops, and weekly market stalls. I completed a Nature Based Leadership course and have since focused my efforts in re-creating a culture deeply rooted in our connection to earth, community and self.

In 2022 I formed the band 'Seal Prince and the Roof Rats'. We have recorded an album and regularly perform shows. I currently work for the Bluebird Foundation, helping facilitate a wonderful music program for folks experiencing disability called 'MusicSpace.'

### Zara Wilkens (OGC 2013)

I'm lucky enough to wear two different career hats, which allow me to do what I love. I'm one of the business owners of Blackhearts & Sparrows – a wine, beer and spirit shop in Pakington Street, Newtown. This has given me the opportunity to rejoin a community after living in Melbourne and make the world of wine, beer and spirits more accessible. Whether you've got \$20 or \$200 to spend, we want you to get a valuable product and an enjoyable experience.

I am also currently the eCommerce Manager for La Roche Posay, a skincare brand under the L'Oreal group.

I've always been passionate about customer experience and now more so being able to translate that into the digital sphere.

After school, I went straight into the work force at an entry-level eCommerce customer service job, that I wasn't all that excited about. I wasn't sure what I wanted to do. When I left that company four years later, I was a digital specialist. My advice for anyone starting out in their career is say yes to opportunities, big or small – you never know what you might take interest in or end up loving.





# My Morrison walk

DAVID EPSTEIN (OGC 1980)

## From Queenscliff to Adelaide in the Steps of the George Ernest Morrison

On 1 June 1920, the now defunct Melbourne Argus reported:

“The death is announced of Dr. George Ernest Morrison, the former Peking correspondent of The Times and since 1912 political adviser to the President of China. He was an Australian”.

George Ernest Morrison, colloquially known as ‘China Morrison’ as a tribute to his professional successes, shared his name with his father - Dr. George Morrison, M.A, who was the founding Principal of The Geelong College.

In summarising Morrison’s achievements, The Argus’ obituary emphasised his career had emerged from interests in long-distance walking and exploration - both of which were acquired during secondary school at

The Geelong College. In his time at College, he had spent hours in the school library reading up on explorers such as Henry Morton Stanley.

The Argus eulogised:

“...Born in Geelong, in 1862, his father being a Scotsman, and principal of Geelong College, Dr. Morrison early showed the wandering spirit. One vacation he spent walking around the southern coast of Victoria and South Australia. Another he passed in a canoe, covering 1,500 miles in 65 days.”

Morrison honed his walking skills as a teenager by legging it from Newtown to Queenscliff, where his family holidayed. Not for him were the stagecoach or the Geelong-to-Queenscliff train.

For context - Newtown to Queenscliff is a 32km walk over undulating land.

Google Maps says, today, it will take you about seven hours at a comfortable pace - allowing for breaks. Aged 16, Morrison did it in five and half hours, including a shandy stop at Wallington along the way.

After 90 minutes in Queenscliff for a bath and a rest, he walked home. His total journey covering over 67 km in 12.25 hours.

Ending the day, he noted: “I put my feet in hot water and felt pretty tired”.

Like Morrison, I developed an interest in walking during secondary school, and also spent much time in the College library reading about history and exploration.



There was Morrison memorabilia in the school foyer and, after finding Cyril Pearl's 'Morrison of Peking' in the library one lunchtime, I learned of his fame as 'Chinese Morrison' and a walker.

George Ernest Morrison's achievements were far greater than simply being a son of the first Principal.

Soon after, I made a decision. The year that I finished my HSC (Year 12), I would either reenact his walk from Queenscliff to Adelaide, or his canoe journey down the length of the Murray.

Neither eventuated.

Shortly after finishing school, I spent the 100th anniversary of Morrison's Adelaide walk several hundred metres from the former family holiday retreat he started from. I, however, was recovering from an epic post-school

party. Walking over 1000km was the last thing on my mind. Nor did I own a canoe, so 'paddling the length of the Murray' also moved to the bucket list.

It took 38 years to make amends.

At 6.30am on 30 December, 2017, I left Queenscliff for Adelaide with a copy of George Ernest Morrison's walking diary and a rucksack on my back.

The plan was to follow his path as closely as possible - along Victoria's western coast, crossing South Australia's SE country to the Coorong, then up and over the Adelaide Hills.

Authenticity was my aim. Stopping where Morrison stopped, eating where he ate and preparing to camp for at least 11 nights, where he had or because buildings he slept in had disappeared.



Images (L-R) The young GE Morrison (Mitchell Library); Morrison telegram to his mother reassuring her he had reached Cape Otway safely. (Mitchell Library); Congratulation telegram for completing the walk from Geelong to Morrison in Adelaide. (Mitchell Library)



Above: walking past Gibson's Steps (near 12 Apostles), SW Victoria; Selfie of me resting at the finish line on the steps of the Adelaide GPO

Things don't always go to plan, however. Some elements of retracing a path 138 years later are impossible to replicate...or prove simply to be a bad idea!

In hindsight, it was not a good idea to carry (from Queenscliff to Lorne) a leg of roast mutton and a loaf of home-baked bread to eat - simply because Morrison had.

Neither lasted well in the summer heat.

Bread goes stale, mutton gets greasy. Things got smelly within days. The mutton went at Spot Creek on the beach walk from Point Roadknight to Eastern View.

Nor was it smart to begin a long walk with blisters on one foot.

I got to Lorne desperate for bandages, fearing having to pause several days - as Morrison had - near Johanna before continuing.

Luckily things didn't get that bad.

It took me 38 walking days, from 30 December 2017 to 9 February 2018, to re-trace Morrison's route. Morrison, himself, walked for 36 days over a 46-day period.

My longest daily walk was 51 km, my shortest 8 km. Morrison varied less. He rested blistered feet longer, and spent time shooting, walking and riding with others on the way.

138 years separated us, as did a few settlement changes, yet the outcomes were close - ending 6kms apart in the total distances measured.

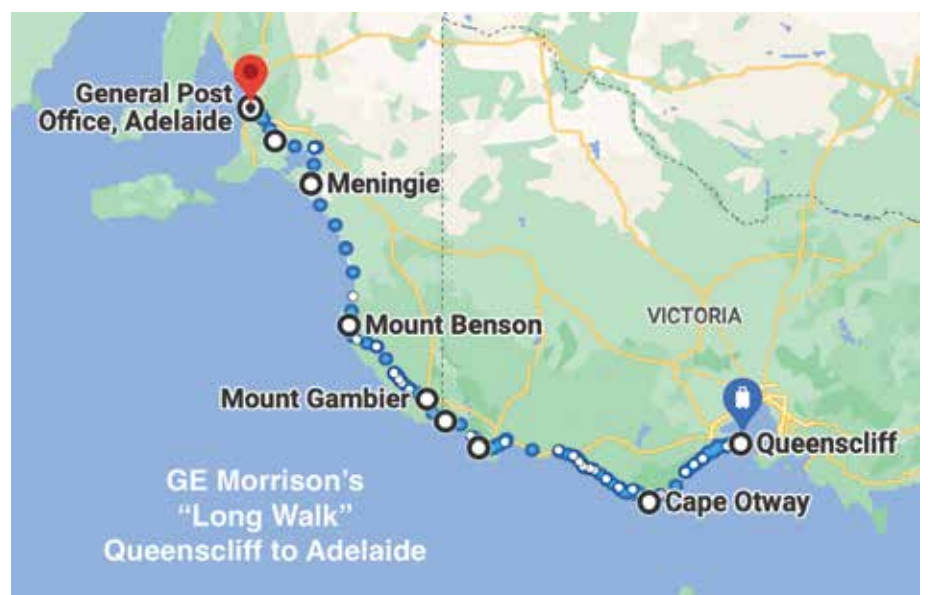
Morrison recorded 762 miles - 1226 km. I logged 1220 km. The pity is, Morrison arrived at his destination in

time to watch an Adelaide Test, while the 2018 version had finished well before I reached town.

It was an uncanny experience to walk where he had, both metaphorically and physically.

I will now complete my retelling by borrowing the words Morrison used at the end of his published account:

"I will shut up now".





# OG's Sport Report

JON ANDERSON (OGC 1970)

THE successful transition into B Grade for the Old Geelong Football Club (it's third such rise in a 69-year history) has been strongly supported at all levels from The Geelong College.

Our four teams have all benefited from College Old Collegians, with the Senior Men's side including 2015 College vice-captain (and APS representative) Matt Bird (OGC 2015), whose sublime disposal on either side remains a feature of his game. From the same year group is Jack Sheridan (OGC 2015), who was club best and fairest in 2022 and is continuing his fine form as a ruckman in B Grade.

Jacob Jess (OGC 2013) remains one of the more durable players in recent club history, setting tackling records in the midfield with his uncompromising attack on the ball or anyone with it who is wearing an opposition jumper. In last year's finals series Jacob, who is the son of Geelong College teacher Kevin Jess, celebrated his 100th game, an honour another Old Collegian, Harry Graham (OGC 2013), is soon to notch

up. Harry and Jacob both left College in 2013, Jacob playing as a midfielder whereas Harry has played his best football as a high-leaping key defender.

Nick Morwood (OGC 2014), a member of Old Geelong's 2022 Reserves Premiership side, has elevated his game as a hard-working small forward, a position Will "Wink" Simpson (OGC 2014) dominated in during 2022 when he kicked 73 goals from 21 games in the Reserves Premiership. Hamish Seller (OGC 2013), Tim Hosking (OGC 2014), and Lachie Morwood (OGC 2016) were important members of the same team.

Sam Jess (OGC 2016) Toby Lever (OGC 2018) and Alex Crowe (OGC 2018) are all talented and regular faces around the club while Geordie Whittakers (OGC 2020) has become a popular member of the club after moving from University Blues, just as his brother Paddy (OGC 2017) previously did.

In the women's program, Charlotte Kay (OGC 2015) Katie-Rose Campbell (OGC 2015) and Tessa Longden (OGC 2020) have all helped coach Jack Crameri establish the team as a potential final's contender.

The club recently played its annual "home game" at The Geelong College on May 27 against unbeaten ladder leaders St Bernard's, a game that was preceded by a sold-out luncheon for 90 OG's Club members. A highlight was the appearance of 1962 Brownlow medallist Alistair Lord (OGC 1956) who was questioned by Jon Anderson (OGC 1970) about his stunning career, which included being selected in the combined APS side, despite being aged just 16 and in Year 10. Alistair and his identical twin brother Stewart both went on to play in Geelong's 1963 Premiership.

The OGs look forward to seeing many more Old Geelong Collegians pull on the "hoops" in the seasons to come.



Image: Peter Lemon

# News from the (W)Ammos

BRUCE HARWOOD (OGC 1978), AMMOS COMMITTEE MEMBER

With the 2023 season well underway at Queens Park the Geelong Amateur Football & Netball club is enjoying another hugely successful year.

The club now has over 1100 playing members and a large supporter base consisting of former players, committee members, sponsors and the parents from our expansive junior program. The Ammos has become one of the largest sporting communities in the region.

Both our Men's and Women's Senior Football teams are all well-placed to play finals and the junior football teams are all going well. Our netball teams are either leading their respective divisions or in close contention and our female football teams are enjoying sustained success.

The club continues to invest in the environment in which we play and enjoy. We are proud to announce that the club will be funding the

installation of new lights for the netball courts and introducing natural viewing platforms around the ground. Additionally, on the social calendar, our highly anticipated Annual Ladies Day is scheduled for 22 July which raises considerable funds for cancer research.

Furthermore, we are actively engaged in discussions for government funding to construct much-needed female-friendly change rooms. The growth in female participation in sport at Queens Park has been unprecedented and this infrastructure is urgently needed.

The club is extremely grateful to the Old Geelong Collegians' Association whose unwavering support has facilitated and financed the use of the ovals for training at The Geelong

College Middle School during the pre-season.

The number of current and former Collegians playing and involved in the Ammos is at an all-time high. From the President to numerous committees, junior coaches, and managers our club is enriched by a wide range of passionate Old Collegians who dedicate their efforts to its success.

One particularly gratifying comment we often receive from opposition officials is the evident strength of our positive and inclusive culture. The Ammos has always fostered a spirit of unity and belonging with the mantra "One Club, Our Club" and this has never been more evident than it is today.

# Farewells

## MCLEAN, Donald Millis

(1926-2022) OGC 1938

Dr Donald McLean will be remembered for his distinguished career in Medical Microbiology, and to those who knew him, as a gentleman with wide influence.

Born in Melbourne to Dr Donald McLean and Nellie Victoria nee Millis of Brighton, he was an only child. His father suffered ill health and in 1939 Donald's father and mother moved to Ipswich, Queensland. This prompted the enrolment of Donald Junior as a boarder at The Geelong College in June 1939. Sadly, his father passed away shortly after moving to Queensland in July 1939.

Donald was an academic student with extracurricular hobbies. Even in grief, the young teenager was very happy at this school, and made lifelong friendships. The Pegasus reports in June 1940 that Donald, a member of the Gardeners' Guild, had built an "attractive rock garden under the old tree." In his final year, 1943, Donald was Dux of the school.

Following school, Donald studied at the University of Melbourne. He graduated with a Bachelor of Science in 1948 and received his MBBS in 1950. He pursued a career in experimental medicine and initially worked teaching and in research at

the university, including at the Walter and Eliza Hall Institute.

In 1954 the Pegasus reported that Donald had received a Rockefeller Fellowship and was traveling to the US, via the UK, to the Rocky Mountains Laboratory in Hamilton, Montana. He returned to Australia for a short time, joining the Commonwealth Serum Laboratories in 1957, before moving again to North America. He worked as a virologist at The Hospital for Sick Children (aka 'SickKids') and as an assistant professor in bacteriology at University of Toronto.

A new opportunity saw Donald move to Vancouver in 1967, becoming Professor of Medical Microbiology at the University of British Columbia (UBC). He later helped establish the Bachelor of Medical Laboratory Sciences Program at UBC.

Vancouver is where Donald would settle, meeting his future wife, Joyce. Donald married Joyce in December 1976 and they were very happily married for over 40 years, until Joyce's passing in 2018.

During his career Donald authored six textbooks and was a passionate member of the scientific



community. He was made Professor Emeritus Department of Pathology and Laboratory Medicine. In 2000 he received the Founders Award for lifetime professional contributions to medical microbiology at the Canadian Association of Medical Microbiologists Annual Meeting.

After a long and generous life, Donald passed away 12 July 2022, aged 95 years. His colleagues at UBC remember his "passion for his work and his enjoyment of teaching was apparent. He was a vibrant, dedicated, genuine and kind man, a teacher and an academic who showed us all how to be our best selves in work and in life. We will miss him greatly."

- K Schindell

## BACKWELL, Edwin John William (1936-2023) OGC 1949

John was enrolled at the College in 1946. Following school he completed a Diploma in Engineering and joined the family business, Backwell IXL (established in Geelong in 1858). In the 1970s, he and Brian Bishop invented the IXL-Tastic. John married Diedre and they have two sons who also attended the College. Outside of the business, John was an avid sailor and a member of the Royal Yacht Club.

## COLES, Andrew Dean (1967-2022) OGC 1986

Andrew was enrolled at the College from 1980-1984, starting in Year 6 at the Preparatory School. At Senior School he was a member of Coles House and played in the basketball team. Following school Andrew went on to work in the health field, becoming a nursing attendant manager and non-clinical educator. He married Annie (MOC) at the College Chapel in 1995 and they have a son, Sam, who also attended the College.

## DAVIDSON, John Macdonald AM (1926-2021) OGC 1939

John was enrolled as a boarder at the College in 1941. In his final year, John was appointed Calvert House Captain and School Prefect. After school John would go on to have a successful career in architecture. In 1985 he was awarded an AM for Services to Architecture and in 1993 he received the Presidents Prize for outstanding contribution to architecture in Victoria. John married Helen and they have three children.

# McELLIOTT, Billy

13 APRIL 2015 – 12 JUNE 2023

Billy McElligott will be remembered by our Campbell House and wider Geelong College Community as a beautiful boy with a cheeky grin, contagious laugh, and a love of 'Gingie', dinosaurs and wearing the pink tutu from the dress-up box.

Billy had the very special gift of being able to bring a smile to all he came to know. He was a much-loved member of our College community, having loved his years here in Early Learning and Foundation. Billy, like his sister Maggie, then went on to enjoy his schooling at Barwon Valley School. Our community was devastated to farewell Maggie in May 2022, and it pains us deeply to now say 'farewell' to our beloved Billy.

Billy was diagnosed with the degenerative Tay-Sachs disease in 2019, following Maggie's own diagnosis.

Throughout Billy's illness, he never lost his sense of kindness, compassion and ability to form beautiful and lasting

friendships. This was demonstrated by the genuine and authentic messages written by Billy's friends when they learned of his passing. Friendships which were formed during his short but very special time with us at Campbell House.

His friend Lowen Purcell wrote this beautiful poem for Billy:

*Billy was my friend  
Billy was so funny and kind  
He liked playing with me  
I liked to hold his hand  
He liked the bunny and Guinea Pigs,  
Honey Joy and Milky Way  
I liked to play dress-ups with him  
He had a nice voice and played in very  
fun places  
I liked to make him smile  
He had an awesome smile  
I'm sad he's gone to heaven I hope it is  
fun there  
I will miss him forever  
Love Lowen*

During his time at Campbell House Billy's physical ability deteriorated

significantly. He spent the majority of his Foundation year confined to a wheelchair but still loved learning time in class with his teachers, as well as his interactions with the other children. As did Maggie, Billy was able to give so much more to the Campbell House Community than we could ever provide in return. The children, staff and wider community adored Billy.

Billy passed away peacefully at home on 12 June 2023, in the arms of his loving parents Rory and Kelly. Like his older sister Maggie, and younger sister Alice (a current Year 1 student) Billy was the embodiment of our Geelong College values, of 'Community with diversity' and 'Endeavour with Courage'.

Billy was a special member of our community who lived and loved freely. We will forever remember Billy in our hearts and have been humbled by the love and support of our community over the past weeks.

## DUGGAN, Maxwell John (1948-2023) OGC 1963

Max was enrolled as a boarder from 1962 to 1965. In 1964 Max played in the 1st XI cricket team as a keen bowler. Following school Max would work in radio journalism. He spent some time on staff at 3BO Bendigo and then moved to 3KZ Melbourne, and later worked in Adelaide. Max married Joy and they have three children.

## FALCONER, John Boyd (1929-2022) OGC 1944

John Falconer was enrolled at the College from 1943. A skilled wicket keeper, he was part of the 1946 cricket premiership team. Following school, John would go on to work in the wool industry for over 50 years, both in Geelong and Portland. He was well respected in this field and in his local community. John married Bev (MOC) and they have three children.

## FOREMAN, William Macpherson (1951-2020) OGC 1965

William was enrolled as a boarder at the College from 1964, starting in Form II at the Preparatory School. His father Jim (OGC 1941) had also attended the school. He played football whilst at school and was second in his class in Form III. Following school he became a grazier in Gippsland. He married Liz and they have two sons, Richard and Thomas.

## GILL, Geoffrey Richard (1942-2022) OGC 1956

Geoff was enrolled at The Geelong College in 1954, beginning at the Preparatory School. He was a member of multiple sports teams from football, cricket and swimming. Geoff married Debbie. They have two children who also attended the College. In the 1990s, Geoff and Debbie founded the Geelong Aquatic Centre, demonstrating their commitment to inclusive learn to swim programs.

## HAND, Graeme William (1931-2022) OGC 1946

Graeme boarded at the College in 1948, completing Form IVA. He was involved in the cadets and enjoyed cricket. He returned to Red Cliffs, joining his father's business, cultivating vineyards for sultanas and table grapes. Graeme joined the Red Cliffs Fire Brigade in 1958, serving for 63 years and becoming a Life Member. Graeme married Ellen and they have two children.

## JACOBS, Ivan David (1935-2021) OGC 1948

Ivan attended the College from kindergarten to matriculation. When he entered the Senior School, Ivan joined the cadets and Exploration Society. After school he worked for Dalgety & Co and was appointed to the office in Ararat where he served as wool adviser for over 30 years. He married Lynette Davis in 1970 and their son Ben attended the College (OGC 1990).



We choose to reflect upon his memory through the words of his friends:

*'I wish you the best of luck in heaven Billy. Just so you know, god is always there for you.'*

- Tilly R

*'Thank you for being my friend. You were so kind. Give Maggie a hug for me'*

- Will C

*'You were one of the best. My heart is broken'*

- Gussy R

-Sondra Wood, Head of Junior School



**KNEEBONE, Ian Alexander  
(1933-2023) OGC 1946**

Ian boarded at the College from 1948 to 1950. Ian returned home to Merbein after school and later married Helen. He became a technical assistant, working for CSIRO. In 1995 he was presented with a CSIRO Achievement Medallion, for conscientious service over 43 years. Ian was a keen supporter of the College, being part of local reunions and serving as Branch President of the OGCA Mallee and SW Riverina.

**KOCH, Wallace Allen  
(1947-2023) OGC 1960**

Wally was enrolled as a boarder at the College from 1959. Wally received multiple McArthur House colours for sports. He was the stroke of the 1st VIII crew in 1964 and a member of the 1st XVIII and athletics teams. Wally returned to the family farming property, Wondo Dale, Coleraine. He enjoyed working on the land, and most recently had been farming at Tarrington near Hamilton with his wife Judy.

**MALKIN, Peter Raymond  
(1943-2023) OGC 1957**

Peter was enrolled at the College in 1955, starting in Form UIVB at the Preparatory School. Peter joined the swimming team in 1960 and 1961 and was promoted to warrant officer class 2 in the Cadets. Following school Peter would study civil engineering. He went on to become company director of Malski Nominees P/L Project Management (civil and mining engineering).

**MCLEAN, Ronald John  
(1947-2023) OGC 1960**

John boarded at the College from 1963-1964. He received multiple colours and served on the Library, Pegasus and PFA committees. Following school, John returned to the family farm at Drik Drik. In the early 1990s John and his wife Helen moved to Geelong. Helen taught at the College and their children also attended. John was involved in life at the College, serving on the SSPA including time as Secretary.

**MILLER, Robert Lee  
(1936-2023) OGC 1951**

Robert attended the College as a day student in 1942, starting at the Kindergarten. He completed 10 years here, leaving after Form II in 1951. Robert would go on to work in the wool industry. In 1952 he became a member of the Royal Geelong Yacht Club and later made an Honorary Life Member. Robert passed away 5 April 2023, aged 86 years.

**PATON, Andrew James Gordon (Mike)  
(1933-2016) OGC 1948**

Mike Paton boarded at the College from 1946-1948. At the end of 1948, Mike returned to the family farm in Noorongong in the Mitta Valley. He worked there for many years and was involved in the community including Apex, Noorongong CFA, Fernvale Recreation Reserve Management Committee and St Andrews Uniting Church, Tallangatta. Mike married Elaine Jamieson and they have two daughters. -E. Paton

## ROLLAND, Derrick Bruce

(1925-2022) OGC 1939

Derrick was born at Sale to Robert Monteith and Eveline Cope Rolland in 1925. He was the youngest of four children. He was educated at Sale State and High Schools before boarding at the College in 1939, starting in Form IA. His brother Jock (OGC 1934) also attended the College, and his Uncle Rev F W Rolland was the Principal during their time here. College founder, Dr A J Campbell, is his great grandfather.

At school Derrick played in the Cadet Band and reached the rank of Sergeant in both the Cadets and the Air Training Corps. He was a Prefect in 1942 and 1943 in Mackie House and then House Captain of Warrinn. While he played football and cricket, his sport of choice was rowing. He reached the Rowing 1st VIII in 1943.

Derrick received House and School rowing colours, as well as rowing caps in 1943. He also qualified for St John Ambulance senior certificate in 1942.

Derrick's three sons David (OGC 1965), Peter (OGC 1967), and Chris (OGC 1968), nephew John (OGC 1972) and two grandchildren Eilish

(OGC 2010) and Maeve (OGC 2013) also attended the College.

His lifelong passion for aviation led Derrick to join the RAAF and he trained as a navigator in Canada. He was awarded his Navigator's badge in February 1945. His older brother Jock was already serving in the RAAF as a navigator.

After the war he studied at the Victorian School of Forestry, Creswick, and was District Forester at Mirboo North, Gellibrand and Bright. Here his interest in aviation and his career could combine, as he worked with pilots for multiple projects such as seeding from the air and firebombing.

In retirement, Derrick wrote two books on aviation, "Aerial agriculture in Australia: a history of the use of aircraft in agriculture and forestry" (1996) and "Airmen I have met: their stories" (1999).

Derrick was a dedicated community supporter and leader. His long-time involvement in the RSL led him to write the history of the Bright RSL. Over the years he served at various times as



the Bright RSL's Treasurer, Secretary and President, and in 2019 was made Life Member.

Derrick passed away 8 November 2022 aged 97 years. Loving husband of Gwenyth (dec) and Gwen, cherished father of five, grandpa of 17 grandchildren and great grandpa of 16 great grandchildren. He will be remembered as gentle and kind by all who knew him.

- D. Rolland

### PLUMRIDGE, Gregory Ross (1957-2022) OGC 1971

Greg attended the College from 1962-1974, kinder to Form 6. Following school he would go on to work in the car industry. In the 1990s he owned Settlement Road Car Sales, later Geelong Proton. At this time he also competed in the Australian Rally Championships, winning multiple rallies. From 2007 he owned Lewis Tyrepower. Greg was married to Helen and their son Zachery (OGC 2014) attended the College.

### ROBBINS, Robert Balfour (Bob) (1936-2022) OGC 1949

Bob was enrolled as a boarder in 1951, completing Form IV and V. After leaving school, he returned to Minyip, farming at Wybara. He married Jill

in 1961 and the couple have four children, three daughters and a son. He was involved in community life, including 65 years service with the Minyip Fire Brigade. He was made a Life member and served as Captain for some time.

### ROBERTSON, Angus Sinclair (1929-2022) OGC 1944

Angus was enrolled as a boarder from 1944-1945, starting in Form II. He had previously attended Dunkeld State School. Following school, he went on to become a wool classer for about 12 years. He then became a bookmaker. He was married to Gloria and they have two children who both attended the College, Margie (OGC 1985) and Paul (OGC 1988).

### SMITH, Edwin Barry Charles (1942-2022) OGC 1955

Barry was enrolled as a day student at the College from 1947 to 1959, starting at the kinder. When Barry left school, he joined the family business, Jackson's Tannery. Barry married Helen in 1966 and they have two children. The family moved to Leopold, and while the business was sold in the 1970s, Barry stayed on as a manager. He retired in the 1990s and relocated to Ocean Grove.

## SMITH, Lindsay George

(1932-2022) OGC 1946

Lindsay George Smith passed away peacefully at home on the 9 October 2022 in Toledo, Ohio. Age 90. Dearly beloved husband of Roxanne, his wife of 27 years, whom he met in Denmark. Lindsay had lived some years in his adopted country, and while never losing his love for his native Australia, his appreciation of America and its way of life grew as the years passed.

Lindsay was enrolled at the College from 1946 to 1951, finishing in Form VI. His involvement in the Music Committee and Glee Club sparked a lifelong interest in the Arts. His brother Doug (OGC 1949) and two sons Nick (OGC 1988) and Simon (OGC 1990) also attended the College.

An inveterate traveller he always made at least one trip a year to Australia for "language training" as he would tell his friends.

He was proud to serve and represent his country as a career diplomat in the Foreign Service. Lindsay felt serving one's country was the highest

of honours. He served in England, The Netherlands, Scandinavia, New Zealand, and the United Nations (New York City) before his final posting covering all of Polynesia and based in the Fiji Islands. During his career he was seconded as media liaison officer for visits of Heads of State to Australia.

The City of Toledo benefited from his professional skills when he became the Mayor's appointee to Toledo Sister Cities, International.

Lindsay took pride in everything he undertook, whether singing in Saint Michael's in the Hill's Choir, playing tennis, gardening, riding his bike, or directing a play. However, music was his great love, particularly Gilbert and Sullivan's Savoy operas. He joined musical groups wherever posted and found friendship and community through a common love of music. Always a people person, Lindsay had the enviable ability to relate to folk from all walks of life and this was reflected in his wide circle of friends. As a great supporter of the arts, Lindsay was both a founder and



board member of Ballet Theatre of Toledo. He was an active member of St. Michael's choir and a church member for some 35 years.

Lindsay did indeed try and live the motto of his old College, some 70 years and 8000 miles ago: this is the way to the stars.

- R Rutledge Smith

## Staff Farewells

**GRAY, Marjorie Evelyn  
(1923-2023)**

Evelyn Gray (nee Hair) worked at the College for 32 years including 14 years as the secretary to the Principal. Her commitment to the school community was recognised in 1973 when she became one of the first three women to become an honorary member of the OGCA. Evelyn farewelled the College at the end of 1974 and married Dr Franklin Gray, relocating to Maitland NSW.

**MACKIE, Richard  
(unknown-2023)**

Richard was a teacher at the College from 1962 to 1964. During his time at the College he introduced Hockey to the sports program and was the House Master of Morrison House. Richard also supported the Exploration Society trips. After returning to England, in the early 1970s Richard was appointed to the Headmaster position at Ravenswood School, Stoodleigh Court near Tiverton.

**STEWART, Herbert R  
(1939-2023)**

Bert worked at the College from 1991 to 2003, starting in the role of Accounting Manager and then Bursar from 1997. At Bert's retirement, Michael Dowling wrote that he "was most diligent, honest and reliable in discharging his duties and he managed the College's financial and physical resources with great skill and dedication." Bert was married to Lesley and they have three children, David (OGC 1980), Jeff (OGC 1982) and Annette (MOC).



## SMITH, Roger

(1960-2022)

A beloved former staff member, colleague and friend, Roger Smith passed away 31 December 2022. After serving the College community for 24 years, Roger retired in April 2021. Husband of Heather and father of Stephanie (OGC 2005) and Angela (OGC 2007), he will be remembered for his intellect, wit, loyalty, respect, and kindness.

In 1997 Roger joined the College staff as Director of Curriculum and taught Mathematics. Over the years he worked in several roles, becoming a respected leader. He was Deputy Principal for many years and took on the role of Acting Principal in 2015.

Current staff member and long-time colleague and friend of Roger, Phil Taylor, spoke at his memorial service:

“Gratitude that all of us were able to benefit by having had Roger in our lives in one format or another is how I want to begin. We are incredibly thankful that Roger’s humanistic qualities and capabilities allowed him to be such an accomplished, proficient and kind member of staff to so many over the course of his career.

Over the past 24 years on the staff of the College, Roger performed many, many roles. If I use a maths analogy, the common denominator in Roger’s

roles at the College were his quiet and considered sense of dedication and efficiency in everything he did.

Working alongside each Principal, Roger understood the nuances of the positions that he held. His astute judgement was engaged on many occasions. It was often the work that Roger did out of the spotlight that significantly helped each Principal to meet the needs of the school community.

Perhaps most importantly in terms of the key clientele of a school, Roger was a skilled and gifted classroom teacher, whose sharp intellect and quirky sense of humour made Maths a subject that students enjoyed and, even more importantly, understood.

I think history and time will reveal that Roger’s role at the College, especially in 2015, was pivotal to the strong position the College finds itself in today. Without reservation, when the school needed him, Roger was there to step up and provide the steadiness in management and direction that was required at that time.

It would also be fair to say that Roger was equally happy to step off that stage and find contentment in his home and family. He was comfortable in a suit and tie, but Roger was even

more comfortable in his outdoor gear, including walking boots and backpack.

No matter whether it was hiking along coastal vistas or tramping desert tracks, Roger embraced every aspect of the outdoors. With programs such as Fulfilling Lives and the Exploration Society, he valued the learning and lessons that could be gleaned by young people through those often-challenging experiences.

Roger’s commitment to teaching and education in all its forms will never be forgotten. Roger walked the talk, and always backed up his commitment to young people with actions that were visible.”



# OGCA Events



## OGCA 10 Year Reunion (Class of 2013)

1. Lachie Baker, Charlie Medic, Jack Curnow, Daniel Batarilo, Patrick Spinazzola; 2. Sophie Shorland, Harry Graham, Keeley Murrighy; 3. Zara Wilkens, Ginny Eddey, Bec Griffiths

# OGCA Events



## Hong Kong Community event

1. Gerald Lau, Joe Poon, Calvin Ng; 2. Paul Yip, Christopher Yee, Carla Yee, Dirk Engleler; 3. Peter Miller, Maggie Lee, Kenneth Ng; 4. Kenneth Ng, Mike Howell, Priscilla Fu, Rachel and Calvin Ng



## OGCA 40 Year Reunion (Class of 1983)

1. Will Dickinson, Ewen Peel, John Mawson, Campbell Brumby, Richard Verrell, Jon Ide; 2. Tracey Siogren, Ursula Read; 3. Tim Stephens, Stuart Carrail, Ian Royce; 4. Melinda Gall, Fiona Balaam; 5. Adam Findlay, Louise Monotti, Bram McLeod



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### OGCA Cobbers Lunch

1. Derrick Russell, Alistair Lord, Robin Lawson; 2. Don McCann, David Wright; 3. Hugh Bromell, Tony Strahan; 4. Peter Doak, Jim Robson, Andrew Lawson



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### OGCA Sic Itur Luncheon

1. Andy Wall, Rod Robson, Paul Sheahan; 2. Graeme David, David Clutterbuck; 3. Craig Campbell, Richard Jacobs; 4. Scott Chirnside, Doug Abrecht, Brad Fenner, David Jarman; 5. Tim Dennis, David Sutherland

# OGCA Events



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## Albert Bell Club Dinner

1. Jon Arrigo, Peter Lawson; 2. Louise Monotti, Ursula Read, Tim Caithness, Scott Chirnside, Jodie Emmett, Jo Stewart; 3. Scott Chirnside, David Ramage, Chris Fenner, Graham Pyle, Stuart Crosby; 4. Alexandra Viney, Stuart Olsen; 5. Stuart Olsen, Jason Connell, Adrian Giovoye, Murray Keeble, Graham Lethbridge, Ben Miller



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## OGCA Leavers function (Class of 2022)

1. Emmy Bowyer, Angus Illingworth, Oscar Dowling; 2. Anna Naylor, Ruby Fouracre, Georgie Norris, Taylor Bowie, Emily Santalucia; 3. Georgie Nurnaitis, Cecilia Powers, Charlotte Clark; 4. Steven Wang, Peter George, Reuben Aucote, Tom Mason, Conor Brown, Owen Howell, Harvey Kilpatrick



# Parent Events



## Boarders' Weekend

1. Danessa Mickan, Rachel Leishman, Denise McLellan; 2. Degen & Janet Murphy, Dan Hooper; 3. Piper Carter-Williams, Caitlin Williams, Harriet Carter-Williams, Taran Carter; 4. Frank & Kat Fotinas



## Boarders' Welcome

1. Amanda Bao, Felicia Huang, Jennifer Ye, Stella Ye, Calvin Ng; 2. Olivia & Eliza Handbury, Simone Hayes; 3. Will & Thane Joske; 4. Andrew Mason, Shannon McLellan, Ken & Gitta Johnston, Denise McLellan

# Parent Events



## Boarding Parents & Friends Cocktail party

1. Jo Manderson, Naomi Miller, Bec Bain, Susan Pettigrew, Sara Wilson; 2. Jon & Mary-Ellen Watson, Shannon McLellan; 3. Matthew Morrow, Rachel and Andrew Mason



## Friends of College Garden Party

1. Andrew Locke, James Gross, Mario Mathuranayagam, Tim Williams; 2. Sara Selvaraju, Nick Gilchrist; 3. Margaret Ely, Stuart McArthur, Jacqui Parks; 4. Shelley Gross, Julia Williams, Penny Campbell



### PSPA Middle School Welcome

1. Joanna & David Nelson; 2. Sachin Bhardhwaj, Anna Bagley, Neha Raman, Mamatha Bhaskaracharya; 3. Nathan Goonan, Anthony Wright, Daniel Peterson, Ted Mithen; 4. Stacey Clancy, Chris & Kylie Mackey



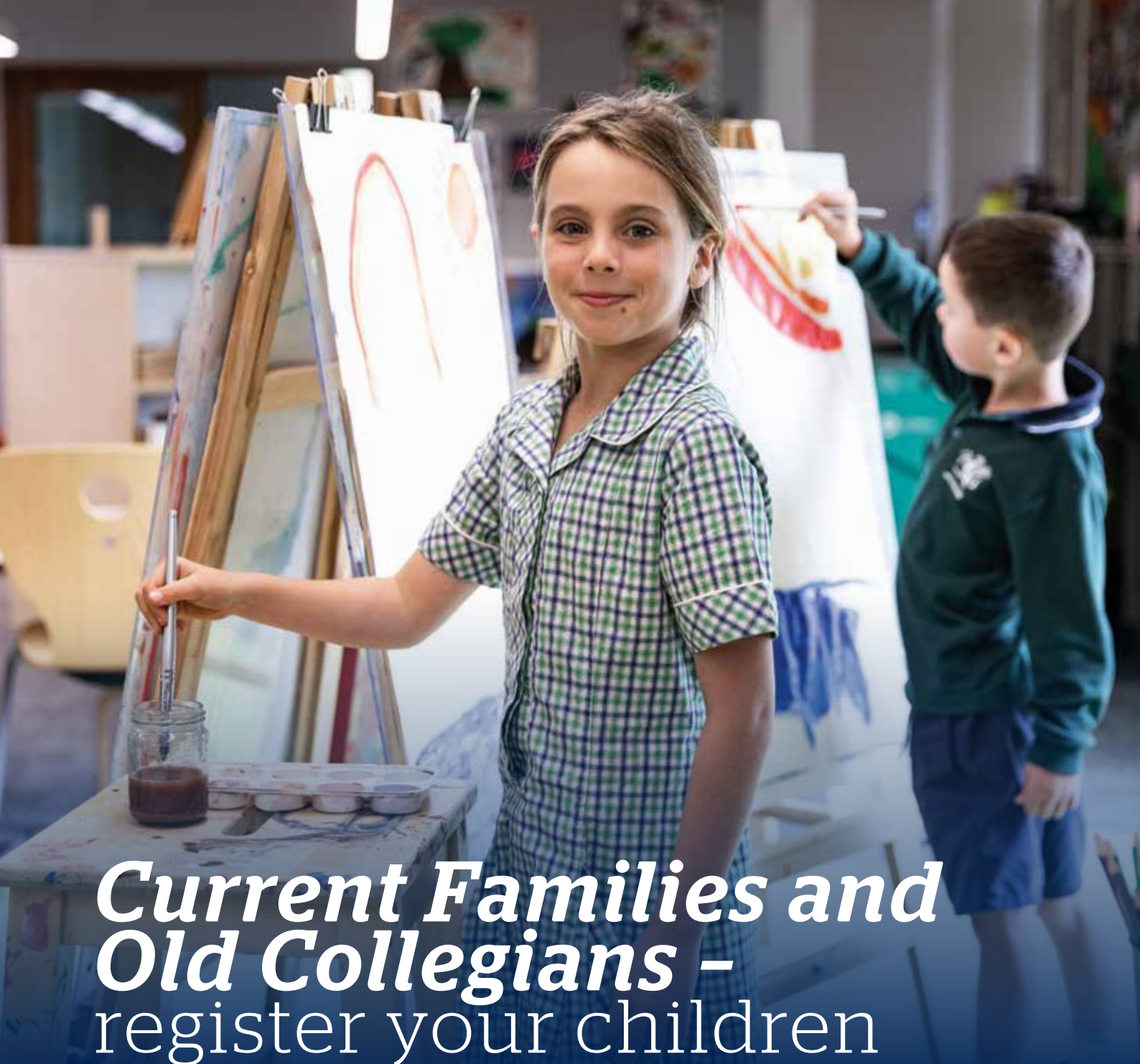
### SSPA Senior School Welcome

1. Justin Flanagan, Jim Brady, Jackson Wilson; 2. Scott Dennis, Kylie & Simon Whitcher; 3. Jo Manderson, Jamiel Muhor, Penny Whitehead; 4. Dan & Stacy Clancy with Jill Delany



### SSPA Year 9 Cocktail Party

1. Dianne & Darren Mahoney, Sarah Gaussen; 2. Kate Bartley, Brodie Daffy, Christian Bartley, Nick Daffy, Adam Mcfee; 3. Lyndall Brumby, Donna Carroll; 4. Michael Carroll, Dan Anchow, Michael Watts



# ***Current Families and Old Collegians - register your children for enrolment now!***

The Geelong region continues to experience rapid growth. Places are in high demand and we are working from waitlists at most year levels for entry into 2024 and beyond. We encourage all Old Collegians and current families to complete an online enrolment application for their child or grandchildren as early as possible, preferably from birth, to ensure the best chance at securing a place in our priority applications.

If you have any enquiries regarding enrolment please visit the website or contact our Admissions Office on 5226 3156.



**THE  
GEELONG  
COLLEGE**

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**COURAGE**