



Ad Astra

Issue No 145 | **December 2023**

SUCCESS FOR **West Side Story**



Bellerin
PROJECT UPDATE

A focus on sustainability - making our College green

From the Editor

As we bid 'farewell' to the Class of 2023, we wish them well on the exciting journey that lies ahead. Hopefully, they find inspiration in the diverse range of alumni stories in this edition of Ad Astra.

Our younger Old Collegians have been busy on GAP year adventures at home and abroad. We also share stories of Old Collegians across the career spectrum. There are the stories of some who have aimed for the stars and truly reached them, having been recognised in the Australia Day and King's Birthday Honours List (page 73).

In current College news - Dr Peter Miller provides an overview of our new Strategic Framework (page 6), which has been collaboratively developed with great input from our community.

One of its focus areas is the creation of contemporary learning experiences for our students, and our new Year 8 Robotics elective (page 12) is an excellent example of this. To better prepare students to be future-ready, our Year 9 Futures Week program has also been revamped (page 38), encouraging students to apply creativity and problem-solving to real-world problems.

Another focus of the Strategic Framework is our responsibility to continue towards becoming an exemplar in environmental education and ethical practices. In our 11-page Focus on Sustainability, we share our Sustainability Roadmap (page 58). We also hear from Old Collegian thought leaders in the sustainability space.

In sporting news, we eagerly await the completion of the new Sports and Wellbeing Centre in 2024 (project update: page 42). We also look forward to an exciting new chapter for rowing at College (page 18) with two new appointments, Andrew Richardson to Director of Rowing and Brian Richardson to Director of Coaching. They are sure to bring a fresh perspective and new energy to the program.

For now, as we approach the festive season, we extend warm wishes for a joyous Christmas break to you and your families.

Mike Howell

Director of Community Relations

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COVER IMAGE: West Side Story cast



Ad Astra

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Seek, and you shall find



PROF. RICHARD PAGE, CHAIR OF COUNCIL

As we come to the pointy end of the school year, with exams over and Summer ahead of us, there is a lot to reflect on and to celebrate. In this article, I look at the importance of developing informed views; the impact algorithms and AI have on the facts we are delivered, and our own responsibility to continue to seek independent information and educate ourselves.

Digital technology is part of most people's daily lives. We are heavily reliant on its convenience, the ease with which we can complete daily tasks such as shopping online, searching for information, or booking a holiday - and that's only a snapshot of potential uses.

However, the humble smartphone is a tool few of us truly understand. That small device that fits in our pocket, and goes everywhere with us, gives us more potential than the massed national university computing power of the 1960s.

We undeniably live in a digital age, with a digitally enabled 'Jetson'

lifestyle. It brings with it tremendous power, convenience and joy as it enables us to communicate, search, entertain and even order food to be delivered to our door.

Some of the parents, friends, Old Collegians and staff will remember the line 'Beam me up, Scotty'. Captain Kirk would flip out his Transponder and Communicator and request 'Scotty', the Chief Engineer on Star Trek to transport him up to the Starship Enterprise.

In 2023, this once-futuristic world has become our norm; the only thing missing is transportation through space. The rest is a reality that we

have in our hands and take for granted in our daily lives.

Underpinning this is the wonderful science of Artificial Intelligence, or AI. There is much debate about the role of AI in our lives and its impact on a range of issues from social interaction, creativity, employment and car safety - to the future role of humans in decision-making.

To test this, I have put AI to the test in writing part of this article. It was adapted from this year's Valedictory Speech, and created with the assistance of Chat GPT. See if you can work out when it starts and ends!

As you stand on the cusp of a new chapter in your lives, it is impossible to ignore the profound impact that Artificial Intelligence, or AI, has on modern society.

AI has permeated every facet of our lives, from the way we communicate and travel, to the industries we work in and the decisions we make. Its presence is ubiquitous, and its potential is boundless.

In our interconnected world, AI is the driving force behind the personalised recommendations we receive on social media, the efficiency of supply chains that keep our stores stocked, and the autonomous vehicles that promise safer and more sustainable transportation.

It has revolutionised healthcare, helping doctors diagnose diseases more accurately, and it plays a pivotal role in addressing global challenges like climate change and pandemics.

However, with great power comes great responsibility. As Valedictorians, you must recognise the ethical and societal implications of AI. We are the stewards of this technology, and it is our duty to ensure that it is used for the betterment of humanity, while safeguarding against its misuse and the erosion of privacy.

The place of AI in modern society is undeniably central. It is a tool that has the potential to unlock incredible possibilities and reshape our world in ways we cannot yet fully fathom.

As we move forward in our academic and professional journeys, let us harness the power of AI responsibly, ethically, and with a keen awareness of its implications. Let us ensure that our society reaps the benefits of AI while preserving the values that make us human.

The above text took less than two seconds to generate, and I think you might agree, it is pretty close to the mark. Some may even say it's better than the remaining, human-generated text in this piece!

However, there was something missing.

Whilst the AI piece contained the key messages I sought to deliver, it did not contain any personal experience, emotion or humanity.

Distinguishing features of 'being human' include the need to socialise, the ability to ask questions and the drive to explore the world around us. It is the thing that leads the great explorers across oceans, jungles and deserts, to the depths of the seas, the top of the highest mountains, to the extremes of the world we live in and outer space beyond. The desire to explore and go beyond, asking questions and seeking answers in the name of discovery, is distinctly human.

We are undeniably influenced by what is presented to us on our smartphones. What we see across all forms of media has become part of our daily lives - for better or for worse.

Understanding how the information is generated and fed to us, and identifying the biases or inaccuracies that might come with the information, is crucial. To have a balanced understanding of the issues of the day is important.

The current era of clickbait journalism feeds on this human need for information as news media seeks to stay afloat in an increasingly fast-paced, competitive market. Providers utilise data, statistics and algorithms to tailor the information you receive; the process is designed to create a circular echo chamber of information likely to appeal to the reader. It rarely offers a balanced perspective and the accuracy of the information presented can also be questionable. The consequences of this cannot be underestimated when it comes to influencing individual beliefs and public opinion. It was highlighted as a key issue during the recent referendum on 'The Voice to Parliament'.

It is critical to challenge the information presented to us and question its accuracy and balance.

- Does it represent a fair and considered view?
- Or is it just the repetition of one side of a discussion?
- How will the information impact people on either side of the equation?

These questions are particularly relevant to our Year 12 students as they transition beyond the classroom and into the next phase of their lives. From this point on, it is their responsibility to educate themselves on the facts of issues and current affairs. As each topic presents itself, each person must gather the information they need, filter it, and use it to form, inform and support their views.

Whilst the weight of this obligation cannot be underestimated, it is also important to acknowledge that leaving school is also an exciting time in the lives of our outgoing Year 12 students. The world is their oyster, one to be celebrated and enjoyed. We simply hope that they will seek and utilise the information they gather wisely, kindly and with humanity. For, when we achieve this balance, we gain control of our own destiny. We also gain the ability to be a positive influence in shaping the destinies of those around us.

To all in the College community, on behalf of Council, I wish you well as the school year races to its end and we move from this year into the next. To our School Leavers, good luck as you launch into the Digital Age. May your futures continue to be bright, innovative, and full of promise. Who knows, hand-held space transportation may be just around the corner.

A 'strategic' approach



DR PETER MILLER,
PRINCIPAL

At the end of 2022, we commenced the process to develop a new Strategic Framework for The Geelong College. The document is nearing completion and will be released during 2024, but in this edition of *Ad Astra*, we would like to share a summary with our community.

The development process of the Strategic Framework has been highly collaborative - and deliberately so. Contained within this document are the imperatives and initiatives that will guide our actions for the next five to seven years. We therefore felt it was important that our community was given the chance to provide their input.

The document is currently in the final draft stages, and the feedback received in recent months during the road test phase has been very positive. In advance of the publication of the completed

version, it is timely to share an outline of its content.

The final publication of the full Strategic Framework will take place early in 2024 and will be the next, very significant, step to complete this detailed process.

I would like to thank everyone who participated in the workshops last year, and those who have contributed to the road test sessions this year. The process has been greatly enriched by your input.

We look forward to sharing the Strategic Framework with you, in full, over the coming months.

The development process

Step 1: Community Workshops

The process began in 2022 when we engaged Mark Vincent of Insight Plus Consulting. He facilitated a series of workshops in Term 4 2022, with over 300 people attending. The attendees represented each of the key areas of our community - staff, students, parents and alumni - and provided us with valuable contributions and insights.

Step 2: Refining and draft development

The process of refining the information and working with the College Council and Executive continued in Term 1 and 2 of this year and culminated in a draft version of the Strategic Framework.

Step 3: Community 'Road Test'

In Term 3 of this year, I undertook a Strategic Framework 'Road Test', where the draft document was presented to a cross-section of our community. The purpose of this exercise was to confirm that we had achieved the desired level of clarity in the direction and messaging. Those present were invited to ask questions and encouraged to provide their feedback. This information was utilised to further refine our draft.

Outline of the 2024 Strategic Framework

Strategic Imperatives



Our Reason

An innovative, inspiring and influential school

Focus areas:

- Contemporary Learning Experiences for students
- Advancement of Professional Learning Practice for teachers
- Secure Student Futures
- Cocurricular Pathways and Structure



Our Relationships

A connected and compassionate community

Focus areas:

- Collective Wellbeing Action Plan
- Student Community Service
- Wider Community Involvement



Our Resources

Future-ready resources and inspiring facilities

Focus areas:

- Capital Master Plan Review and Execution
- Future Boarding
- Middle Leadership Development
- A Destination School for Employment



Our Responsibilities

An exemplar in environmental education and ethical practices.

Focus areas:

- Reconciliation and First Nations Connections
- Ethical Practices and Programs
- Environmental Custodianship
- A Culture of Gratitude and Giving

Key Assumptions

At the heart of this plan are key assumptions relating to:

- the size of the College.
- the importance of maintaining the distinctiveness of the student experience.

For example: A total population of about 1700 students is one assumption which means Year 12 cohorts of up to but not larger than 195. The size of the student population establishes the requirements for classrooms and other facilities within which we operate.

Key experiences

Over the last 12 months, we have come to understand more comprehensively the key elements of the College experience and what we need to retain as we look to advance.

- Ensuring that we are an organisation that is both future-focused and relevant has emerged as a key theme informing the initiatives.
- Recognition of our heritage and foundations feature strongly too. Collectively we understand that College is the school it is today as a consequence of its long past.

Ethical practices and programs

Although each strategic initiative warrants consideration, the recognition of a strategic initiative in our plan to address ethical practices and programs has been topical throughout the road test.

This year we have seen many high-profile examples of poor actions by people in public life, corporations, judicial roles and the list goes on.

As a school, we are looking to enhance our decision-making practices to ensure they are improved and more closely

aligned to processes that consider ethical principles.

This is a significant challenge and is commencing at the level of the College Executive, staff and Council. Professional learning and reflection to assist this is already underway.

Precisely the course of action with student programs remains to be seen. However, the effort to enhance ethical decision-making practices and to make them more a part of our lives is a key component of the Strategic Plan, among many other important initiatives.

X Failure

The key to creativity & success

NATHAN MORTON, DIRECTOR OF TEACHING & LEARNING

The feeling of 'failure' is experienced when we set expectations of ourselves and fall short of achieving these. Similarly, 'mistakes' are simply a deviation from our extrinsic or intrinsic expectations. The skill of 'reflection' is critical in enabling the ability to proactively acknowledge mistakes, failures, or shortcomings as learning opportunities.

Recognising failures and mistakes, and engaging in meaningful reflection, are two practices we do not execute well as a society.

We can see some of the reasons for this in every learning institution around the world. Schools are mandated to present student progress and achievement against an objective five-point scale in a report twice per year.

Fulfilling this legislative obligation is vexing for teachers, who often feel that the process is excessively results-driven and does not leave room to accurately reflect the specifics of an individual student's situation.

Equally frustrating is the need to be constantly preparing students for examinations at the end of Year 12. Teaching exam techniques in an effort to optimise results, rather than being able to simply focus on learning.

These situations, and others like them, are a necessary part of teaching and are beyond the control

of any school. Yet, the unfortunate reality is that it confines the student experience to unrealistically focus on 'success' being nothing short of an 'A+' grade.

The problem is that students often grow to fear mistakes or failure. This fear is only exacerbated by practices like VCE rankings, where learners feel the need to look sideways and compare their achievements against others.

In practical terms, a fear of mistakes can mean that students learn to avoid taking healthy risks in their learning. Rather than taking a more left-field, creative approach to arrive at a new solution, students will instead make the safer choice. They fear not meeting the objective, arbitrary criteria of an assessment, so don't take a chance.

Sir Ken Robinson explained this beautifully when he said, during a 2006 California TED Talk, "Picasso once said this, he said that 'all children are born artists. The problem is to remain an artist as we

grow up'. I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it."

To extend this thinking, we also get 'educated out of' being reflective, being resilient, having ambition to grow, taking risks, and being willing to make mistakes and learn from them. The way our current system is framed perceives students who are not in the 'A' or 'A+' echelons as 'below par'. In fact, the grading system itself represents A+ students as 'perfect'; they could not have performed better, and they have nothing left to learn in the area being assessed.

The problem with this is two-fold.

Firstly, the artificial ceiling that "A+" creates, disables the potential for student agency and the ability of the high-achieving individual to take the experience to the next level.

Secondly, when the high-achiever falls short of their own expectations, they become debilitated by the outcome and disengage from

their studies because of their self-perceived failure.

Based on my experience in teaching, those who achieve a lower mark are more significantly impacted by the grading system.

A student who achieves a 'C' in one task and a 'C+' in the next tends not to reflect on the incremental growth and improvement, but instead, fixate on the letter alone. The grade distracts the learner from looking at the feedback they have received or consider their participation in the learning that led into the assessment. They tend not to reflect in a way that enables them to set clear and achievable goals to facilitate improvement for next time. More often, they focus only on the grade they have received, and how it compares to their classmates.

We must allow our students to fail, to make mistakes, and to fall short of expectations at times. We can support them through the mental challenges of experiencing failure, and allow these encounters to help build individual and collective

resilience. The mental models we collectively create around mistakes and failure have the potential to shift our learning culture, by reinvigorating the willingness of our young people to be creative, entrepreneurial, and realistically aspirational.

We do not always succeed, which is perfectly acceptable.

The College, teachers, and parents have an obligation to ensure today's learners develop the tenacity to dust off adversity, reflect on unexpected experiences, and try new ways of responding next time a similar situation presents itself.

I want to take the opportunity to encourage students and parents to start thinking about learning differently. Look beyond the grade and focus on the learning that took place. Celebrate the successes, but equally, constructively acknowledge the aspects of the learning that did not go so well and view it as an opportunity for growth and improvement.

Protecting our learners from mistakes or failure is not realistic. We all fall

short of our expectations sometime in our life. Schools are the best training ground to do this so that we can support learners through it.

For parents, I encourage you to ask questions like, "What will you do next time?", or "What have you learnt from this experience?". This approach constructively supports learners through feelings of disappointment so that they can critically reflect and grow from the experience. This approach will go a long way to helping students maintain positive and productive engagement in their learning, particularly in areas that are challenging.

All students should aspire to be the best they can possibly be. What "best" looks like differs from person to person.

And these principles don't just apply to our students. Experiencing failure and taking healthy risks are important throughout our lives. As a society, we need to be better at failing, picking ourselves up, and allowing ourselves to grow from the experience.



"Picasso once said... 'all children are born artists. The problem is to remain an artist as we grow up'I believe this passionately, that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it."
- Sir Ken Robinson

Finding my

RAINBOW

MOLLY PRING, YEAR 11, GEELONG COLLEGE RAINBOW ALLIANCE MEMBER

'Visibility' is such a powerful word to me. I believe that everyone has the right to be visible and to live their lives - true to themselves and without shame. Although any school environment can be intimidating, the Geelong College Rainbow Alliance (GCRA) provides this visibility for students.

My only regret about the GCRA is that I was not aware of it sooner.

The year 2020 was a challenging one for me. I was in Year 8 and, like everyone, feeling the impact of COVID-19 restrictions. It was also during this time that I began to struggle with my identity.

Lockdowns and remote learning meant I spent a lot of time alone, which allowed me to think. It also forced me to confront some truths that, in hindsight, I had been avoiding for a while.

I eventually came to the realisation that I was not heterosexual. But I didn't know any more than that. 'Gay' didn't feel like a label that fit me, but I didn't really have any other definitions to reach for.

It was honestly very scary at first, this uncharted territory, and I had no idea how to navigate it. I couldn't even really recall seeing evidence or representation of queer people around me - even in the media. It was quite an isolating feeling.

Soon enough, though, I started noticing more and more examples of queer culture around me. Whether it was in books, in movies, or at events - I began to realise that queer people were everywhere! Knowing this gave me such comfort, and I instantly felt like I had some level of support while I was exploring my identity.

Through research, I stumbled upon the different labels for sexuality that

are commonly used to reference the spectrum of identities: Lesbian, Gay, Bisexual, Trans, Queer, Intersex and Asexual. (Usually written as 'LGBTQIA+' - the '+' referencing those whose identity falls outside of the other seven labels.)

After reading the definitions of each, the one that resonated most with me was 'bisexual' - which I discovered was defined as being attracted to more than one gender, such as a female who is attracted to both males and females.

To find something that described me so perfectly was a weird feeling, but also an enormous relief. The euphoria I experienced when I first said to myself 'I am bisexual' was beautiful. When I felt ready, I came out to my family and a couple of friends, all of whom met my revelation with immense support.

However, as the restrictions eased and it was announced that we would return to face-to-face learning, I began to worry.

I was proud of what I had learned about myself in the time that had passed, and I wanted to feel like I could express that - honestly and freely. I didn't want to have to hide who I was, but I was concerned about what my fellow students might think.

Thinking about the people I knew at school, I couldn't really think of anyone else at school who was queer. Initially, I



Image: Molly Pring (right) with friend, Fred Ogilvie



wondered if I was the only one! To be honest, that made me feel so alienated from my peers.

That was until an email arrived from one of our teachers, Mr Joyce. In it, he told everyone at Senior School about the 'GCRA', and explained that it was a student-led group where allies and LGBTQIA+ people could meet, form friendships and support each other. He invited any student who was interested to go along to the next meeting.

From the moment I read the email, I was so excited to join! The existence of the GCRA meant I wasn't alone - there was actually a whole group of queer students! It was exactly what I needed. I was desperate to talk to others who had been through, or were going through, the same journey of discovery I was.

I remember my first meeting so vividly: looking around that room of beautifully unique people, and feeling so validated and seen. I instantly felt like I belonged, and it was liberating!

The biggest surprise of all was that a few of my friends were already in the room - either as members of the LGBTQIA+ community themselves, or supporting as allies. I quickly made new friends, too. Some were people in older year levels - they welcomed everyone who stepped into that room.

From that day on, when I saw another member of the GCRA in class, in the hallways between classes or at lunch, it would help remind me that I wasn't alone in my identity. At this school, and in life.

Fast-forward to 2023, and I have been a member of GCRA for a while, now. In that time, I have been able to contribute to some awesome fundraisers and changes around the school. From the Bake Sale, to advocating for more inclusive Sex Education at our school. We have also been working to bring awareness of the GCRA to younger students in the Middle and Junior Schools here at College, and involved those who

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are interested wherever possible. Something I was very much in support of, given my own experience.

I have also been involved with fundraising projects outside of school. My friend, Fred Ogilvie, recently had an idea to create a series of LGBTQIA+ stickers to raise money for The Gender Service at the Royal Children's Hospital. The funds help the hospital to support gender-diverse children up to the age of 18. This is not our first project together, having previously designed and sold badges for the same purpose. The cause is one that Fred is very passionate about, and I am honoured to be able to support him in it. His ambition

to support LGBTQIA+ kids is truly inspiring.

I am beyond proud to be a part of these events and efforts, inside and outside of College. But I could not have done what I have without the confidence the GCRA has given me. The support I have received has allowed me to be more open and secure in my identity, and I hope that through my efforts, I can help others achieve the same.

It is immensely important to me that we, as students and as a College community, are educated about the LGBTQIA+ community and the variations of identity that exist within it. It's just so important to keep an open mind. You never know - you might have friends or loved ones who are queer or want to explore their identity. You may even find yourself in the position of wanting to do the same.

What is most important is that the College can continue to provide a safe environment for all students - where everyone feels free to explore and express their identities. This is especially important in a world that can, at times, be so harsh to queer people.

For me, I know that the GCRA will always hold a special place in my heart, and I cannot express how greatly it has already enriched my experience at the College. It has allowed me to find comfort, and remain visible, in my identity and has paved the way for others to do the same.

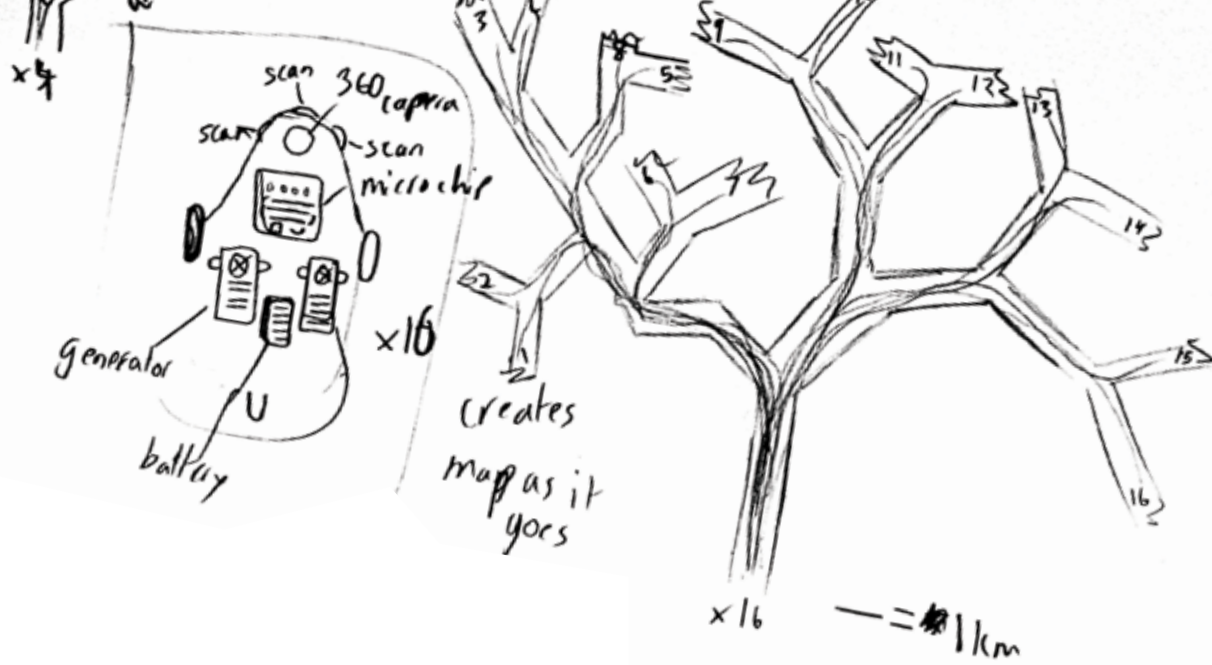


Empowering minds & creating innovators

Year 8 Robotics at The Geelong College

KELLIE WINTERS, HEAD OF E-LEARNING

A design for an autonomous robot, capable of moving through a pipe to clear debris.



In a rapidly evolving technological landscape, education is not just about consuming content but creating it. Students across the College are at the forefront of this transformation, actively engaging in robotics, coding, artificial intelligence, wearables, virtual reality, and innovative problem-solving.

Design thinking and Year 8s ‘Robots to the Rescue’ elective

The design thinking process is an approach to problem-solving that encourages students to understand users, think critically, challenge assumptions, innovate, and create solutions to real-world problems. Through the ‘Robots to the Rescue’ elective, Year 8 students explore the remarkable ways in which robots can serve as first responders.

Natural disasters occur across Australia, during this elective students investigate the way robots could assist in instances of flood, earthquake, and bushfire.

Once the students have a thorough knowledge of different disasters and how they occur, they are provided with four bushfire scenarios. These include delivering equipment, clearing debris, or rescuing survivors. Students work as a team, drawing on individual strengths to determine the best robot design, and then code their solution. Students are self-directed and get hands-on experience in building and programming their robot.

During the second half of the elective students explore robots assisting humans in a different way. Using technology called micro:bits and bit:bots students design robots capable of navigating confined spaces such as pipes.

One activity uses blue-sky thinking to explore what a future might look like where we could be transported using pipes.

Another activity requires students to use paper and pencil to design a robot that moves autonomously through a pipe to clear debris.

Skills for now and into the future

In an ever-increasing digital world understanding how to code is no longer just a skill, it’s a necessity. In conjunction with hands-on experiences, students also learn to program in Python via Grok Learning, an online self-paced program.

Students discover the power of code and how it can be harnessed to make robots intelligent and responsive, developing skills in computational thinking, logical reasoning, and the creation of algorithms.

Another essential skill developed throughout Robots to the Rescue is effective communication. Students work collaboratively with their group members, learning how to convey their ideas clearly and work as a team.

It is essential that students are equipped with the knowledge and skills they need to navigate a digital landscape with confidence. They also need to understand that technologies extend far beyond the classroom and

are integral to our modern world and will serve them well in any career they choose.

Learning beyond the classroom

Robots to the Rescue also investigates the use of drones for tasks like search and rescue and the delivery of essential materials. It’s not just about building machines; it’s about using them in innovative ways to save lives and address real-world challenges.



Students used a robotics system called ‘Fable’ to design and code a robot to assist in bushfire recovery efforts.

The College believes in the importance of experiential learning to provide students with a taste of the real world and an excursion to Geelong Tech School is always a highlight. Here, students can engage in fast prototyping and hands-on learning guided by experienced facilitators. This not only deepens their knowledge but also connects them to the wider world of technology.

Across our technology subjects, The Geelong College is nurturing young innovators. Our Digital Technology curriculum is firmly grounded in the College's 'Learner Profile' with the 'design thinking Process' serving as

a central framework, inspiring our students to become the creators of the future.

Our technology curriculum is designed to instil creativity, problem-solving abilities, and a resilient mindset. From robots and AI, to drones and coding, our curriculum reflects the real-world application of technology.

One dimension of the Learner Profile is 'Thinking' where students are encouraged to be reflective and agile, which is cultivated through trial and error. Students understand that not everything works perfectly on the first try, therefore, nothing is

seen as failure but an opportunity to learn, improve, and innovate.

Through the design thinking process, students can find themselves exploring uncharted territory, resulting in new discoveries and creative solutions. Having grit, determination and a resilient mindset is invaluable throughout the process.

As students embark on this educational journey, they are not just learning; they are actively creating, and that is the essence of preparing for the future. We are the launchpad for future innovators and creators.



Students investigated the use of drones for tasks like search and rescue and the delivery of essential materials.



Up, down, stack & bounce

NICOLE ROACHE, MARKETING MANAGER

Embracing challenges and learning persistence is an important part of a growth mindset. We often think about this type of learning happening in the classroom, but some of the most powerful opportunities to grow happen through co-curricular activities.



Each year the College sends a team of skiers and snowboarders to Mount Buller for the Victorian Interschool Snowsports Championships. To select their teams, some schools hold trials, but we have an open entry policy and select team positions based on previous results and knowledge of the students. What this means is that no matter what your ability on the snow, we believe that you can do it and you can learn from the experience.

With specialist coaches, who are all Old Collegians, to help teach required skills for racing or competing in Moguls or Slopestyle events, as well as some outstanding competitors who train with race clubs and specialist programs who help motivate and encourage their teammates, each year we see real improvement and growth in most team members. This improvement can be in year-on-year results in their races, but also in conquering new events or jumping in to try something

new to make up a team. What this does for the overall team, is develop depth, which in turn improves the College's ranking in the state. In 2023 we were the 4th best coeducational secondary school team in Victoria, in a competition that includes all schools in the state.

It was fantastic to see Year 8 student, Henry Cohn put his hand up to complete a team in Slopestyle Ski. For those who don't know, Slopestyle is an event where athletes ski or snowboard down a course that includes a variety of obstacles including rails, jumps and other terrain park features. Points are scored for amplitude, originality and quality of tricks. Skiers often go through large portions of the course backward (referred to as "switch"). It is a pretty scary thing to tackle if you are not typically a park skier or rider.

"I've taken part in multiple events at Snowsports. I loved doing the Slopestyle this year, it was a bit of a step for me because I had never

done it before, and I didn't know much about it. I also had a big crash in the Alpine. It was, I don't want to call it embarrassing, but it was kind of embarrassing the fact that I just rammed into the third gate in the course in front of about 150 people" Henry explains.

After his 'big crash' in the Alpine, which is your traditional ski race around gates, Henry wasn't sure that he wanted to do the second run, but after we were sure that he was just shaken and not injured, we suggested that he might just look over the course during the inspection and could then decide how he felt. With a hot chocolate under his belt and some time, he decided that he wanted to complete that course, and he did.

"I kept going and did my second run. I didn't really focus on my time, I just wanted to get down on the second one. I felt good, and like I had accomplished something after I made it."

This set Henry up to succeed when facing his next big challenge of the week on the Slopestyle course. He went into the event with one aim, "Don't crash!" and in the practice session at the start of the event, he did crash.

"I had a big stack on the first jump. I got a good run up from the start but when I went down the rail, I thought I had a bit of speed but I didn't think I had enough, so I didn't slow down with a snowplough or any carves or anything I just went straight for it and I overshot the jump massively. I landed about $\frac{3}{4}$ down the face of the landing, so I didn't have much time to pull it in. I basically just went up, down, stack!"

But he learned, and adapted his plan during the training session, working with his coach Tyson.

"You don't carve when you go onto the box, you just need to take some speed off after the box. After you jump off, you just do a quick little turn of the skis and then get yourself lined up, it just gives you a bit more control. You need to get a feel for

how the snow actually is, that's why you get practice time, so you can test everything out. Snow conditions make a big difference, and you need to adjust."

We talked about how he found the strength and courage to keep going through the challenges and what really helped him to achieve his goals.

"Motivation from my parents was important, I also had a call with my cousin Freddie who is a massive Slopestyle snowboarder, and he told me what I needed to know.

"Tyson was also super fun and awesome. He made sure I knew what I was doing before I started going into the more complicated things. He made sure I knew how to ride the box and clear the jumps before I started attempting spread eagles and twisters. It was so good to have a team of people who believed that I could do it."

With two clean runs and a best score of 35.67 Henry certainly achieved his goal of not crashing and finished in

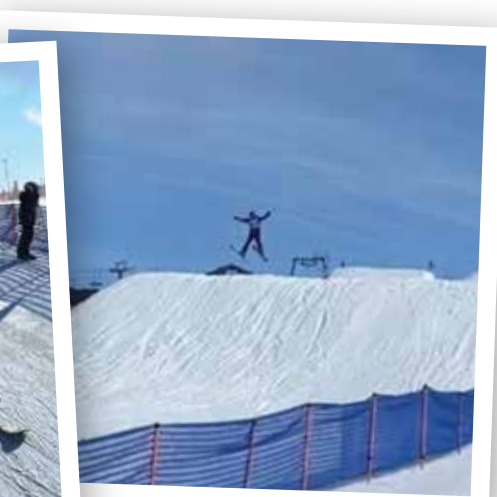
the top 40 in the state. An additional 10 points would put him into the top 20, not bad for someone who has never tried it before, and deservedly, Henry was thrilled with what he had been able to do.

"I felt like I had definitely achieved something. It was pretty big for me because I had never actually done the jumps before. There were little jumps beside the actual jumps, so I chose to go off those but still I felt amazed by the fact that I'd been able to do that in quite literally a week."

Over the next year Henry plans to practice his skills and learn some new ones before getting back on the Slopestyle course.

"I wasn't sure if I'd do it again before I competed this year, but I am going to do Slopestyle next year and try a spin!"

We love to see students learn to adapt, to dig deep within themselves and to develop the confidence to try something new. We can't wait to see Henry give that spin a whirl next year.





A stroke of genius

NICOLE ROACHE, MARKETING MANAGER

Geelong College's rowing program is set for an exciting new chapter with the appointment of Andrew Richardson as the Director of Rowing, and Rowing legend, Brian Richardson, as Director of Coaching (Rowing).

After 23 years at Christian College teaching PE and as Head of Sport for the past nine years, Andrew is excited to come 'home' to Geelong College. For him, it is more than just a workplace; it is a connection that spans generations. His youngest children are in Years 10 and 12, and the elder two have recently graduated.

Andrew graduated in 1983 and has returned to his old school with a deep appreciation for the legacy left behind by his family. His mother,

who was the College nurse for 18 years, and his grandfather, Vic Profitt, a renowned mathematics teacher here at the College, have strong ties to the institution.

Listening to stories about his grandfather's teaching methods, including his remarkable aim with chalk dusters, brings a smile to his face. The legacy of dedication and excellence runs deep in his family.

Andrew brings a fresh perspective and enthusiasm to The Geelong College rowing program. He



Andrew's grandfather and College mathematics teacher, Vic Profitt, in the Cloisters.

expressed his excitement for the engagement and dedication he has witnessed in the students.

“The senior crew members have shown remarkable commitment, impressing their coaches with their attitude and effort,” he said.

The prospect of a non-flooding river is a welcome relief, making the intense training sessions more manageable, and with over 180 students involved in the program, he has high hopes for the season ahead.

The dedication of Year 10 and 11 students, their enthusiasm, and their commitment to the sport have left Andrew in awe.

“I’ve been blown away by the work rate of our current Year 10 and 11 students and their enthusiasm for the season ahead, so I’m riding that wave at the moment and hoping that I can continue that positivity as the season unfolds.”

The younger students have also shown potential, getting the boats up and down the river with surprising proficiency. It’s evident that a strong foundation is being laid for the future, and we can’t wait to see these students represent the College at prestigious events like the Head of the River and Head of the Schoolgirls.

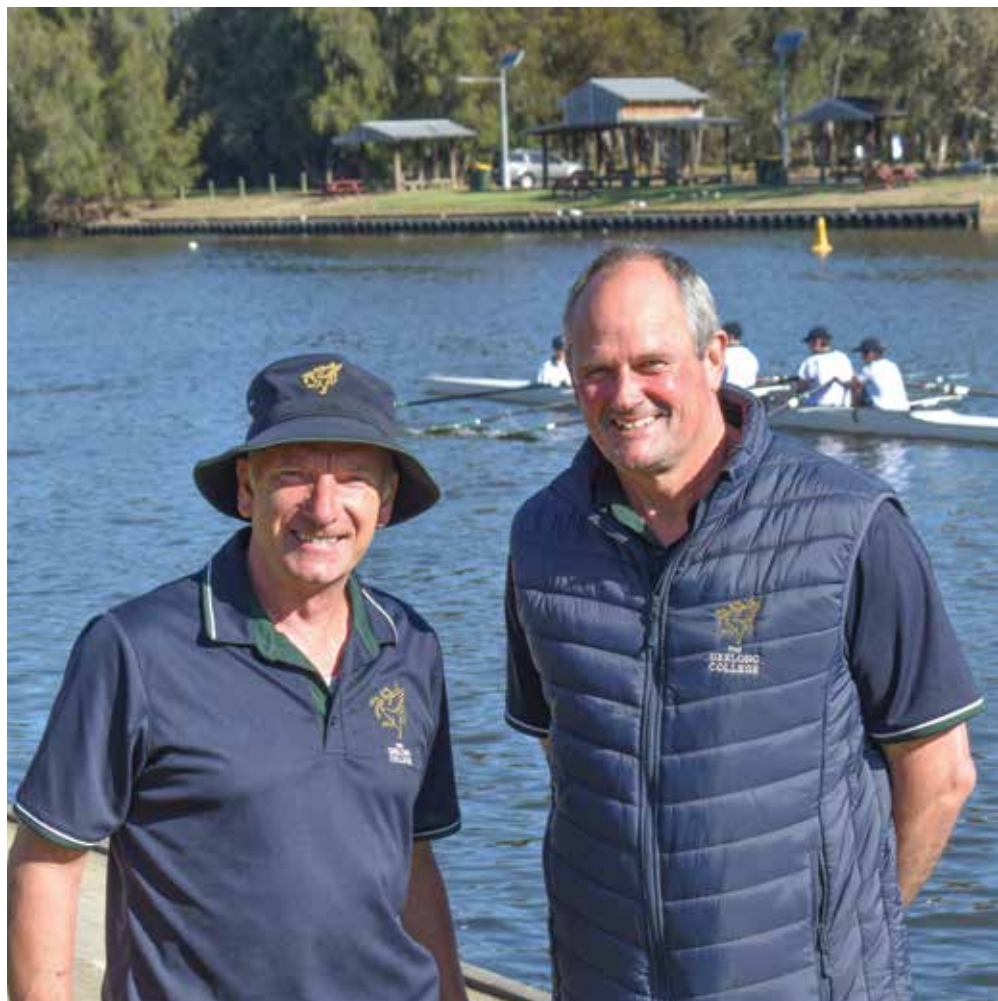
The Geelong College’s rowing program is no stranger to the concept of legacy. Graduates often return to contribute as coaches, maintaining a strong connection to the College. This seamless transition of alumni into coaching roles is a testament to the program’s quality and the lasting impact it has on its participants. The College is proud to have alumni who are not only

successful but also committed to giving back to the program that shaped them.

“We love seeing College graduate rowers at the sheds and encourage anyone that is still rowing to drop past during training or into a regatta. If they see something that we can be doing better we want to know, if they would like to do an informal chat with the kids and talk about their journey in rowing that would be brilliant!”

The program’s key outcomes remain enjoyment and development, and Andrew has immense trust in the coaching team’s ability to inspire and develop the rowers. Trust that is only enhanced by the guidance of Brian Richardson, Rowing’s new Director of Coaching.

Andrew’s role is focused on the logistical aspects of the program and ensuring that everything runs smoothly off the water.



Neil Fletcher, Boatman, pictured with Andrew Richardson

His first-season goals are clear: survival, understanding, and seeing more crews across all age groups make it to finals.

The big regattas, such as the Head of the River and Head of the Schoolgirls, are crucial milestones where he hopes to see our crews in finals. Ultimately, the success of his tenure will be measured by the Year 12 students graduating with a positive rowing experience and the current students returning for another season.

As our rowing program embarks on this new chapter under the leadership of Andrew and Brian Richardson (no they are not related), the legacy of dedication, commitment, and excellence will continue to inspire the next generation of rowers. With his vision and the support of The Geelong College community, the program is set to reach new heights in the coming years.



Brian Richardson, Director of Coaching (Rowing)

The College is excited to welcome rowing legend Brian Richardson to the Boat Shed for the upcoming season. Brian will be the Director of Coaching (Rowing) and will oversee our coaches and coaching strategies.

An Olympic and World Championship Rower for Australia, Brian competed at the elite level for more than 15 years. He went on to be the Head Coach of the Australian, Danish and Canadian national teams. He coached eleven Victorian King's Cup crews and took seven of them to King's Cup victory, and twelve Australian crews to seven different World Championships winning one gold and one bronze medal. He also took crews to three Olympics. While

he was Head Coach of Canada, Canadian crews won 65 medals at World Championships and Olympics. In 1983 Richardson was a crewman on Australia II, which contested and won the 1983 America's Cup. Richardson was a grinder in a crew skippered by John Bertrand which became the first ever successful America's Cup challenger and ended a 132-year tenure by the New York Yacht Club.

With his extensive experience in high performance rowing and rowers' development, Brian will be an outstanding addition to our Rowing program and we are very fortunate to have a person of his calibre working with our students and coaches.



TGC Sporting update

FOOTBALL

Brownlow Star to Coach

We are excited to announce that Brownlow medallist Adam Cooney will coach the boys first XVIII in the 2024 and 2025 seasons. Adam started with the Western Bulldogs as the number one draft pick in 2003. He played 219 games in ten years there, before moving to Essendon for his final 2 years and 31 games. The pinnacle of his career came in 2008 when he won the Brownlow medal and was selected in the All-Australian team.

Adam lives in Batesford and has been coaching at St Joseph's Football Club in addition to his media commitments.

He will bring a fresh perspective and further development of young talent.

We are excited to welcome Adam and look forward to what he can bring to the stables.



SNOWSPORTS

Daisy Biscan

Year 6 student Daisy Biscan brought home a swag of medals from the Victorian Interschool Snowsports Championships winning the Individual Division 4 Girls Alpine out of 200 Year 5 and 6 girls from schools across the state. In her second run down the steep course Daisy took over a second off her time to move from fourth place to first. Daisy is our first Alpine gold medallist since Roxy Green took out the Division 2 title in 2000.

Daisy also brought home the silver medal in the Division 4 Ski X event out of 172 skiers and the team of Daisy, Tilly Neate and Sunday Borrack won the silver medal, just missing the gold by 0.29 of a second across their combined best two times.

She also finished 12th out of 79 competitors in Moguls.

Unfortunately, the National Championships were cancelled due to poor snow this year but we look forward to seeing what Daisy can do next year at Mt Buller!



ALL SPORTS

Director of Performance Pathways

Following a successful season as Director of Coaching (Football), AFL Premiership player, Nathan Brown's role has been expanded to include Performance Pathways for all sports.

Nathan, a schoolboy rower at St Patricks, Ballarat, was also a representative level track and field athlete and basketball player. He will work with our coaches to develop the necessary skills to help our

student athletes to fulfill their sporting potential. Director of Sport, Paul Carson said

"The students have responded so well to Nathan's positive and inclusive mindset, he knows how to help students of all levels achieve their goals and has an unshakeable belief in what they can do, he'll be a fantastic asset in this expanded role."



ATHLETICS

4 x 100m Team Gold

On Saturday 14 October the Geelong College Girls and Boys Athletics teams competed at the APS Combined Athletics at Lakeside Stadium. It was a fantastic competition with many outstanding results and personal bests.

The day finished with exciting Open 4 x 100m relay race that saw Wesley disqualified and the College team of Charlie Leishman, Max Franklin, Josh Payne and Patrick Poulter edge out Scotch to take the gold medal.



VCE art on display

EMMA CHANDLER, PUBLICATIONS COORDINATOR

Such was the standard of work at this year's VCE Design and Creative Art Exhibition - Transit Lounge, it would have been easy to forget that the works you were looking at were created by teenagers and not long-established artists and designers.

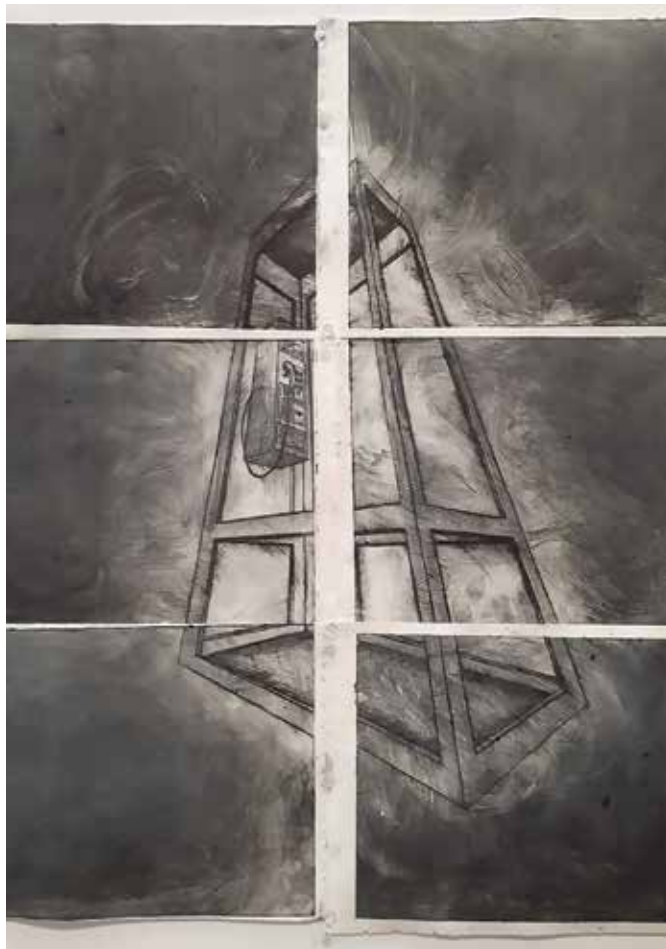
As you entered the exhibition, an enormous, dinner table was the first thing to catch your eye. Solid Blackbutt and inlaid with an intricate herringbone pattern, it would not have been out of place in a high-end furniture store.

Mannequins formed a line on either side, each one hung with a design

you could imagine coming down a runway towards you - the materials sewn, woven, laced, and draped with obvious skill.

Along the walls hung works in just about any medium you could imagine - including charcoal, multimedia, paint and photography.





Images (L-R): 1. Emily Wood's dry point etching on a perspex plate; 2. Katie McDougall's mixed media piece

Many of the branding projects were of such a high standard that they were real-world ready. The sort of thing an inner-city design agency would have been proud of.

Natural talent, of course, played its part in the high standard of the exhibition. But to borrow the words of former cricketer, Sachin Tendulkar: 'Along with the talent, you also need direction'.

Much of this direction came from the students, themselves. They were also overseen by an expert team of staff in the Design and Creative Arts department, many of whom are practising artists.

"Our teachers and technicians have supported these young artists and designers and enabled them to achieve all that was displayed in the exhibition.

"They have also helped them further, in ways that cannot be so easily seen or quantified," said Kevin Jess, Head of Creative Design at the College.

Students were mentored in technique, offered access to high-end equipment, given feedback along the way and provided every support they needed. Ultimately, though, each piece of work was student-driven and executed, and created within the criteria and constraints of their chosen subject.

All five creative subjects were represented in the exhibition - Art Creative Practice (mostly 2D works), Art Making and Exhibiting (including textiles and the aquascape), Product Design Technology, Visual Communication and Design Media. - and the requirements were different for each.



Image: Lachie Bliss' Blackbutt table and chairs



Images (L-R): Couture designs by 1. Olivia Bryant; 2. Mieka Rothengatter; 3. Charlotte Levinson

“What you will see in this exhibition is the breadth of topics explored, the high level of skill achieved and the complex design thinking that each student has worked through to reach resolutions to their topics,”

- Kevin Jess,
Head of Creative Design

Some subjects allowed a single piece, some a body of work. Some required a client, some required a marketing plan. The students’ chosen mediums ranged from wooden furniture, to paint and charcoal, an aquascape, sculpture - and everything in between.

“What you will see in this exhibition is the breadth of topics explored, the high level of skill achieved and the complex design thinking that each student has worked through to reach resolutions to their topics,” Kevin said.

“Katherine (Katie) McDougall produced a deeply personal and introspective exploration of emotions and feelings. These were expressed through energetic almost angry

release of charcoals, paints and masking tape to allow the human form to reach out from the wall.”

“Lachie Bliss’ table and bench seats were an enormous undertaking. It was a steep learning curve, and there were a few construction challenges along the way which just meant some alterations to the original concept, but that’s all part of the process.

“Bavreet Ubhi’s piece was incredibly complex, too, and required a real breadth of skills. Woodworking, welding, 3D-printing, even mechanics, electronics and coding.

“It was a walnut coffee table with perspex inlay. But under the perspex was a layer of fine sand. Bavreet created a program that



Images (L-R, top to bottom): 1. Joe Osborne's hanging swing chair; 2. Ted Middleton's record cabinet; 3. Milly Augustine's coffee branding and packaging design

used magnetic force to roll a metal ball over the sand to form one of a series of pre-set patterns. He had constructed all mechanics and resin-printed parts of his electronic components. It was a great end result," said Kevin.

But there was a lot more to each piece of work than the final creative outcome. Each subject has a folio component, requiring students to document their creative process.

"The final pieces are the destination, the folios are the journey," explained Kevin.

"The folio makes up a big part of the students' assessments. They need to show they're following the right processes and strategies - being critical, creative and speculative.



Image: Bavreet Ubhi's sand sculpture coffee table



Images (L-R, top to bottom): 1. Sacha Apps' painting; 2. Emily Wood's frog habitat; 3. Max Bluml's desk design; 4. Josh Nurnaitis' outdoor kitchen

Documenting what is and isn't working, and the reasons they have made the final decisions they have, and the meaning behind them."

Like the artworks it showcased, the name of the exhibition also has a symbolic meaning.

"Transit Lounge is our Year 12 students' final exhibition. Its name signifies the connection between the end of one journey and the start of another. A place to gather with family and friends and marvel at one journey and anticipate another" explained Kevin.

The branding of the exhibition is a work of art, itself. Created by Year 10 student, Nate Pearce, it is the result of a Digital Media Design project.

As it was their exhibition Year 12 students acted as the 'client' in the process, providing a creative brief to the Year 10s.

The Year 10 students then presented their submissions to the Year 12s for selection.

"There were a lot of strong submissions, but the Year 12s loved Nate's. It was no wonder - doesn't it look great?" said Kevin.

After a very well-attended season, Kevin Jess looks back with fondness.

"It was an amazing exhibition, the students worked tirelessly, and we congratulate each one of them for what they have accomplished."



Rex Furphy's wax-cast sterling silver ring designs



Images: 1. Leo Bent's architectural design and models

The Principal's Art Prize

An annual highlight of the exhibition is the Principal's Art Prize. As the name suggests, the prize is awarded by Dr Miller himself, to a student whose work exhibited demonstrates care, creativity and craftsmanship.

The 2023 winner was Billy Radalj for his stunning red and yellow aquascape.

For those who aren't familiar with the art, an aquascape is the aesthetic arrangement of aquatic plants, rocks, and other materials (including fish if desired) within an aquarium - effectively: gardening under water. It was also something Billy did not have experience with prior to his project.

"I received a fish tank for my birthday, but after it was set up, it just looked a bit boring," Billy said.

He had intended to use the tank to stage a photography piece, but had a change of mind during the development process. The tank soon grew to become the art piece, itself.

The result is visually spectacular, but aesthetics wasn't the only thing Billy considered in his design.

"The yellow fish are Lemon Drop Bristle Noses. Whilst they look pretty, I picked them as a cleanup crew to eat any algae that might accumulate," he said.



Images (top to bottom): 1. Billy Radalj's aquascape; 2. Dr Peter Miller and Billy Radalj



Fulfilling Lives

SIMON FINNIGAN, DIRECTOR OF EXPERIENTIAL LEARNING

The College's Year 10 Fulfilling Lives Program is an innovative and transformative initiative that has garnered much attention over the years for its positive impact on students' personal development and well-rounded education.

The Fulfilling Lives program represents a holistic approach to education, going beyond traditional academic subjects to foster character development, critical thinking, and a deep sense of cultural understanding and social responsibility.

Each Year 10 student participates in a multi-day immersive experience that embraces both culture and service - either locally or internationally, depending on their preference.

This year's trip destinations included: Cambodia, Fiji, Lilla – Central Australia, Local Connections, Top End – Northern Territory, Lizard

Island – Queensland, Vietnam and New Zealand

Many of these locations are remote, most with a way of life very different to our own.

A wide array of learning opportunities are encountered, enabling students to not only come to understand the culture, history and geography of an area but in some cases the socio-political influences that have shaped the nation.

But Fulfilling Lives is a lot more than a cultural exchange.

One of the program's standout qualities is its focus on community

service. Throughout their trip, students engage in tasks such as building, planting, painting, concreting and other activities alongside local residents to assist with community-driven projects. This hands-on approach to learning instills empathy, compassion, and a sense of purpose in students, shaping them into responsible global citizens. It also enables both visitor and host to see, hear and experience their differences but also to embrace their commonalities as citizens of the world, the latter far outweighing the former.

At the core of the Fulfilling Lives program is a commitment to nurturing well-rounded individuals



“Travelling is the best education. You see the world through another lens. You realise your homeland isn't the only reality, there's many.”

- Mark Patterson



with a particular focus on developing emotional and social intelligence.

Students are encouraged to take ownership of their immersive journey as they engage in a range of experiential learning activities that challenge them to think outside the box.

Along the way, they strengthen their resilience and self-confidence - skills that are invaluable for personal growth and are transferrable to other aspects of life.

The diverse make-up of each trip cohort also means students work in teams with peers they may not have previously known well. This, alone,

is of great benefit upon their return to school life.

The students of 2023 represented themselves extremely well. As a group, they understood the intent of the program and participated accordingly. This resulted in a deep learning experience, which in some cases was transformative.

I wish to thank teaching and operational staff across the school who contributed to this program in a myriad of different ways - some of which are highly visible, and others that are less so. Regardless of visibility, they are all vital to enabling programs such as this to be actualised.

Lastly, thank you to our parents and guardians for your continued support of this program. I have no doubt numerous conversations take place at home to address student trepidations, excitement and uncertainty. There is also the burden of organisational and logistical preparation - the planning and the packing. I know that the College staff and each one of our students are grateful for your input and continued support.

Images (L-R, top to bottom):
 1. The Top End group, 2. Local cuisine in Northern Vietnam, 3 & 4. Community projects in the Top End, 5. Community project in Northern Vietnam



Treading lightly on the earth

NICOLE ROACHE, MARKETING MANAGER

Stalwart of the Year 4 Enviro program at the Middle School, Will Johnston has, for 26 years, inspired curiosity in our learners across Middle and Junior School teaching a variety of roles including Mathematics, Humanities, and the Year 6 Multimedia program.

A quiet but principled leader, Will Johnston is best known for his role in leading the Enviro program, and has held several positions of responsibility in his time at the College. He has been the E-Learning Leader and Maths Coordinator in Upper Primary and the Year 4, 5, 6 Year level coordinator, and was a dedicated coach of APS cricket. He now closely supports the student representative council's Enviro

group, encouraging these students to promote sustainability and to act.

But it was in 2007 that he found his 'place' at the College, in the Year 4 Enviro program, and it is his great contribution to the students' learning and the garden itself that will be his legacy.

Will truly loves what happens in Enviro because of both the meaning of the

work and the associated academic rigour across the gamut of subjects.

"What we do in the Enviro program is embedded in meaning. The kids engage in meaningful activities. The food that they grow and cook, then share with each other and with their parents, the My Place project, and the biographies of people who are doing great work in the community, it's real work, with a purpose.

“For the biographies, the students write a very polite email to a real person, they get a response, and then they have to do justice to that person’s work by writing a biography which is then published in a book.

“It has to be spot on, it has to be truthful, which today, is a learning in itself. It is a rigorous, difficult, meaningful and purposeful piece of writing, and the messages are really strong because we end up with a book that demonstrates that there are a whole lot of people in the community who are doing excellent environmental work, and that counterbalances potentially bad news coming from the media.”

Will speaks about the garden as an incredible learning resource and is thankful that the College had the foresight to set aside this space.

“Recently, on a podcast, I heard a professor of astronomy saying that we know more about what is happening on planets in our solar system and beyond than we do about the complexities of the first two inches of our soil.

“So, gardens are incredibly complex places and places of growth. We learn about natural systems; we learn about life cycles. We learn about what living things need, we learn about the habitat requirements of every animal that’s in our garden, from ants and slaters to lizards and birds.

“It provides a wealth of opportunities for teachers to explore practically anything. Inspiration arises from creating beautiful places with our heart and soul and thinking about how we could improve areas and working to do that. Schools giving license to students to improve and work on the land is really rare and it should be something that happens more often.”

With so many of us living with small or no gardens and connected to screens or ear pods there is a risk of distraction and disconnection to nature, but the children in the Enviro program, have a very different experience.

“We see a massive change in the children over the year. We run around on concrete paths, there are lots of screens, and we live and work in hermetically sealed boxes.

“What changes in Year 4 is that we are constantly pointing out what’s out the window and in the garden, or at the river, which provides a constant interest and engagement to try and understand what’s happening before our eyes.





“Now we have young people coming to tell what they’ve seen in our garden, and in their lives outside of school, on weekends or in their home gardens.

“As they engage with and learn to interpret the world of other living things, they develop a strong sense that these things have just as much of a right to be here as we do, but they are voiceless, so we can be advocates for them.

“I also hope that the children understand that there is always something that we can do, and you don’t need to be a fancy scientist in order to make a contribution to the health of our planet. It’s something important to learn to understand what is happening around us, but also to know there is something we can all do.”

As Will considers his favourite moments and memories, he is distracted by a mudlark, currajong and magpie all going at each other in the garden. As they disappear, it is a small bird, maybe a wren, that captures his attention. It is fitting, in that it is this very curiosity that he loves to see in the children.

“It gives me joy to see the kids experience the same joy that I have when they go outside and see things, and watch and listen. When children send me photos of nests in their garden or point out the eagles from the escarpment out the window.

“Towards the end of the year when we visit Healesville Sanctuary, the children show their depth and breadth of knowledge and their connection to living things. If you took them at the start of the year, they would just walk around, but they tell us all sorts of stories about what they’ve seen, they notice everything.”

With sons Jack (OGC 2015) and George (OGC 2017) in Melbourne, he and his wife, Amanda, have an empty nest and the time to take stock of what is next for them. Will has decided that 50 years in school is a lot of his life, and a change is in order.

“I’m going to study a part-time course in nature-based leadership at the CERES School of Nature and Climate in Melbourne. It is basically

the field I’ve been working in for the past 16 years – people’s growth, connecting to nature and education but I will be surrounded by my people.

“I also have a project called the Faculty of Outside Learning – schools division that Richard Hanley (Kitchen Garden Teacher) and I will be squirrelling away at and seeing where it takes us. Its essence will be encouraging schools to take students outside more and to utilise more school land for learning.”

No doubt his future endeavours will inspire future generations of educators and learners to tread lightly on the earth and wonder at what they see around them.





The Creative process

NICOLE ROACHE, MARKETING MANAGER

Ad Astra spoke to four students about their projects, where their ideas came from, who helped them and what the experience taught them, and as you will see they certainly created something rather special.

During Term 3, Year 8 students undertake a self-directed passion project outside of school time, designed to help them identify and follow their passions, and to learn about project planning and time management. They also learn about trying and failing, and how this develops better ideas, as well as resilience. When the projects come to school for an exhibition there is everything from olive oil to dog houses, pool tables and souped-up lawnmowers, showing the creativity and confidence of our young people.



Lucy Borrack built a sculptural installation

Lucy Borrack decided that she wanted to explore art, inspired by the works of Banksy, she wanted her piece to say something important to adolescents.

“My piece ‘Toilet Talk’ is a life-sized restroom, inspired by the ‘pop-up’ nature of amenities seen by the

world due to the COVID pandemic. The cubicle door is alive with messages for all to talk about and consider. I wanted to construct a sculpture that would inspire a conversation about society’s values and beliefs.

“The toilet block is a metaphor to highlight social issues, particularly gender and equality. ‘Toilet Talk’ intends to create a discussion on all the current topics that are confusing for teenagers.”





Chloe Bowyer obtained her Marine License

Chloe Bowyer took her passion for all things water and asked her Poppa to help her obtain her Marine License, achieving this and using her knowledge to educate and test others on being safe around the water.

“My Poppa was my mentor, he has been boating and competition sailing all of his life and owns two powerboats that we often go out on; they enabled me to do this project. He was very happy to help me and teach me how to drive.”

While spending time with someone she loves was an added bonus, Chloe selected her Poppa for his wealth of experience.

To get the license Chloe studied a guidebook of regulations and laws, completed practice tests, and attended an all-day training course. Before sitting and passing the assessment.

“I learnt about water safety skills and, how to negotiate waterways as well as gaining experience in the process of obtaining a Victorian license and I am very excited to now have a qualification that I can use forever. It was also great fun to create a video of my experience and the rules of boating. Even more enjoyable was testing parents, students, and teachers with my on-the-spot mini marine license quiz.”

“I learnt that the best mentors have a wealth of experience but teach best by guiding and educating and allowing you to learn from your mistakes rather than didactic instruction.”



Lachlan Olsen made his own Australian Rules Football.

Alongside Syd Sherrin, the great-grandnephew of the Australian Rules Football inventor, T.W. (Thomas William) Sherrin, Lachlan Olsen made his own Australian Rules Football. Initially, Lachlan thought he would be able to make a footy himself with a little guidance, but early on he figured out that it was going to be very difficult to do it without the right equipment and experience.

“Initially I went to meet Syd Sherrin to seek advice, particularly about the type of thread to use. At the meeting Syd and I got along well, he went to Scotch College, is fun to be around, and was telling me about his family’s history with Collingwood.

This initial connection led to Syd providing advice, guidance, materials, and supervision to complete a hand-made football. As Syd guided me through the steps,

I started to gain speed with the stitching catching on to his tricks to make you go faster and to make it easier. As we worked together, Syd told me that he has been creating footballs by hand since he was 14 in his dad’s factory. Syd is an amazing person to get to know, and I am so grateful for his help.”

Lachlan’s explanation of his experience of the process, I think, sums up the power of this type of learning.

“Initially, I found it frustrating that I couldn’t create the football by myself, but I have realised the benefits of having the right mentor. The challenges along the way led me to meet Syd and find more out about our local suppliers. This made me realise that problems can be overcome, and might actually be opportunities.”



“Holding the finished football in my hands made me feel proud because I know the journey that a football makes to come out as the finished product.

“It was really great to see many teachers, students, and adults showing interest in the Lazy Loaf, after all the hard work my mentor put in to help it be the best it could be.”

Hugh Murphy learned to bake sourdough

Hugh Murphy’s plan was inspired by his love of breakfast, particularly eggs or smashed avo on sourdough, so the Lazy Loaf was born.

“I went through many ideas before deciding on sourdough, like creating my own football brand or boots. I settled on sourdough because I kept wondering about the process of actually making it, and I’m a boarder, and I wanted to be able to do something that would be able to be done in the bordo.”

He was fortunate that a family friend Tom Beaufoy (OGC 2022) lives nearby and is studying to be a chef, so was on hand to help.

“Tom taught me many things like how to correctly cure the sourdough for it to rise well enough, how to maintain and bake the bread, and how to keep my starter alive and maintain it correctly until it is ready to bake.”

Selling out of his product very early in the exhibition, Hugh was pleased with the result.



Year 9 Futures Week

SIMON FINNIGAN, DIRECTOR OF EXPERIENTIAL LEARNING

Year 9 Futures Week was new to the College this year.

By promoting future-focused thinking, we enable our young people to take an active role in shaping their futures, rather than simply reacting to events as they unfold.

The Year 9 Futures Week program allows students to explore Geelong and Melbourne through a 5-day schedule of relevant, engaging and contemporary educational experiences.

Our focus was guided by the following question:

"How can we continue to refine and further develop the skills, knowledge and dispositions needed to navigate an ever-changing world and shape our own futures?"

Through each of the student experiences, we encouraged reflection and allowed students to consider the complex social, economic, technical and environmental issues that exist today; as well as those likely to occur in the future. We also focused on the possibilities these bring.

Students recognised the importance of developing a wide range of skills and knowledge to

prepare them for the challenges and opportunities that lie ahead.

We also used our guiding question as a prompt for discussions and activities around topics such as adaptability, resilience, and lifelong learning - each of which are important factors for success.

The value of a week like this is that it exposes students to a number of external presenters, different concepts and new ways of thinking and creating. It also encourages students to be architects of their own futures and to envision what that might potentially look like.

Futures Week also raises contemporary themes and issues that we, as a society, are grappling with and attempting to resolve. Specifically, those set to become a part of everyday work.

Fundamentally though, it sows a seed in our students to start thinking about and acting on their futures.

- Where they are going?
- What interests them?
- What are their strengths?
- What is their purpose?

These questions are good to sit with, contemplate and act

on as students navigate their pathway through a complex social, economic, technical and environmental world that is rapidly evolving and changing.

Students engaged with the following themes and concepts:

- Creative and critical thinking
- Leadership and communication
- Habits and leadership
- Wellbeing
- App design and construction, CAD- IT 3D printing and coding and robotics
- Leadership and followership
- Problem-solving
- Collaboration and teamwork
- Ideation and design thinking
- Entrepreneurship
- Social justice and social enterprise
- The power of purpose and hope, encouraging students to consider and take decisive action on who they are and where they are going.



Each student will have their own highlights from the program, but these included:



The Amazing Race

'The Amazing Race' activity was based on the television program of the same name. It involved students breaking into teams and navigating their way around the Docklands and Southbank precincts of Melbourne, collecting clues to guide them and complete challenges. Their team's approach to lateral and creative thinking was put to the test. Strategic thinking, effective communication, collaboration and problem-solving skills were also key to success.



Geelong Tech 'Tech Taster' workshops

Students chose one of three workshops: App and Away, Cad-It or Tinker Time - each an exercise in applied learning

Students were presented with a social, economic or environmental issue and also introduced to a specific technology to utilise in their solution.

Students were required to work to a set process, using design thinking to first establish a 'brief', before then creating their prototype. Teamwork, again, was key with collaboration often required. Problem-solving, too, was at the forefront as students actualised their prototype.



Ideation Day at the Wade Institute of Entrepreneurship, University of Melbourne

This workshop sparked the entrepreneurial interests of students, and even helped generate some potential business ideas.

The day required students to don their entrepreneurial caps and experience what it means to be an innovator and entrepreneur as they went through an ideation process to find a problem worth solving and then begin work on a sustainable commercial solution.

Students worked in small groups as they were lead through an entrepreneurial process. It culminated in delivery of a pitch to an audience consisting of their peers, staff and in-situ entrepreneurs at the Wade Institute.



West Side Story

KAREN SUNDERLAND,
HEAD OF PERFORMING ARTS

We were thrilled to present this timeless and powerful musical to our audience during Term 3.

Bringing West Side Story to the stage was a labour of love and brought together a talented cast, dedicated crew, and passionate creative team. We congratulate our talented cast, who poured their hearts and souls into bringing the West Side Story characters to life. They not only honed their singing and dancing skills but also delved deep into the emotional complexities of their roles.

Congratulations, too, to our dedicated crew. They worked tirelessly to create a visually stunning and immersive experience. From the detailed costume and set designs that transport you to the gritty streets of the West Side, to the evocative

lighting that enhanced the mood of each scene, every aspect of this production was carefully crafted to draw the audience into the world of the story.

Despite being written in 1957, West Side Story remains relevant today, reminding us of the ongoing struggle for acceptance, unity, and understanding in a world divided by differences.

It is our hope that this production encouraged reflection and conversation among our audience members long after the final curtain fell.





Sports & Wellbeing Centre

PROJECT UPDATE

BRAD CARR, PROJECT MANAGER

Works on the Sports and Wellbeing Centre have really accelerated since the last edition of Ad Astra.

The main structure

The Sports and Wellbeing Centre is very much 'out of the ground' and has presented itself to Mackie Oval and Noble Street. Its true scale can now be appreciated.

The main steel structure over the gym courts was a logistical challenge for the contractors, as the large span trusses were lifted in unison to achieve a total span of 40+ metres. The results are impressive, with the clear span over the gym courts providing a ceiling height of 9m above the courts creating a large volume space for players and spectators.

Once the steel structure was in place, the roof was installed over the courts and the balance of the building. This provided the contractors with some relief from any inclement weather and minimised the chance of any

weather-related construction delays.

Masonry facades

The masonry facades to both Claremont Avenue and Mackie Oval are now well underway. The curves in the masonry have provided a break in the large format building, and the brick tones sit nicely against the existing buildings on the Campus.

Utilities

Contractors are working diligently to complete building services rough-ins - laying utility lines out across the three levels of the building - and preparations for internal linings to many areas of the building are well underway.

During the Term 3 break, a new high-voltage power supply was provided to the Senior School campus as part of the works for the new building. This will ensure

adequate power supply for the future as well as consolidate several older supplies to existing buildings.

Impact of works

We are conscious of the impact construction works could have on our residential neighbours and our College community. Each contractor on this project works closely with the relevant authorities, as well as the College, to actively minimise disruption wherever possible.

External works

External works to the new driveway entry for the gym basement car park and the service entries are well underway.

Expected completion date

Lyons Construction are continuing to push their program for a target completion in Term 2, 2024.





Your final chance to support the project

PETER MORAN, ASSOCIATE DIRECTOR OF ADVANCEMENT

The 'Take Your Place' project is your last opportunity to donate to the Bellerin Campaign.

We gratefully acknowledge the 700 donors who have already given so generously to help make our vision for the next phase of the College a reality, but we still need your help to achieve our ambitious fundraising target.

Leave your mark on our new Sports and Wellbeing Centre by taking your place in our new stadium.

With a tax deductible donation of \$1000 or more, your support will be acknowledged with an engraved plaque in the seating area.

Your gift ensures that you will be inextricably linked to the many special moments that will occur within this amazing new facility.

Create a lasting impact.
www.takeyourplace.tgc.vic.edu.au

The Bellerin Campaign is a generational opportunity to build a legacy for the students and families of The Geelong College.

- Prof. Richard Page, Chair of Council

Your gift will allow us to honour you, your family or your sporting team for many generations to come.

Simply make a tax deductible donation of \$1000 or more, and your chosen wording will be engraved on a metal plaque and installed on the courtside seating area of the new centre.

By supporting this project, you are helping to shape the sporting future of both our current and future students.



Take *your* place.

Shape their sporting future.

Leave your mark on our new Sports and Wellbeing Centre by taking your place in our new stadium.

With a tax deductible donation of \$1,000 or more, your support will be acknowledged with an engraved plaque in the courts' seating area.

Create a lasting impact.



Visit our website



Make your donation



Enter your wording



Become part of College history

www.takeyourplace.tgc.vic.edu.au





Unique offerings of us

CHRISTIE BARRETT, EARLY LEARNING - YEAR 3 HEAD OF LEARNING AND CURRICULUM
& JULIE BICKETT - DIRECTOR OF EARLY LEARNING

The project focus each year is set by our team of teachers in a process of reflection on the current year's project outcomes, and suggestions for deepening and developing our work into the coming year.

Each year in Campbell House, a project concept is offered as a gift to provoke students and teachers to begin to reflect and wonder. The wonderings expressed are always different for each group depending on the context, and their background, age and makeup.

Educators then come together to plan an approach that encompasses the children's curiosities, our school-wide project, and the Learning Framework outcomes. This process allows each group to shape their unique journey.

This year's project 'Unique Offerings of Us' led us from 2022's pathway of 'Celebrating Difference' but stepped through this into a deeper understanding of ourselves and others.

We were asked to consider the notion of 'offerings' and the uniqueness we all have that adds value and joy to the daily lives of others. This sparked questioning amongst educators and children around what we have, both as individuals and as a collective, to offer our community and world.

Early Learning

At The Geelong College we place a high value on culture, diversity, respect and being environmentally responsible. Inclusion, living respectfully together and caring for Mother Earth is a responsibility we are passionate about. Appreciation for what Mother Earth provides us and gaining knowledge in how to care for

her is embedded in our learning experiences and daily practice.

Early Learning educators noticed children's interest in the natural environment. There was much curiosity about herbs, fruits and vegetables being cultivated, both at home and in the school's gardens. Meetings were held with the children, where purposeful questions were asked and they were able to tell us what they wanted to learn. Their curiosities and conceptual interests included nature, life cycles, plants, kitchen gardens, the river, animals, looking after the world, kindness and sharing.

With this information in hand, educators collaborated to produce a project titled 'Offerings from the Heart'. It aimed to foster an understanding of how we can care for our natural world by protecting, preserving and improving the environment.

Time spent 'On Country'

Visits to the Barwon River followed by time spent at a variety of local natural treasures including Barwon Heads, You Yangs, Queenscliff, Serendip Sanctuary and the Botanic Gardens offered children the opportunity to marvel at the natural beauty that surrounds our school and community.

It helped us further explore our responsibility to care for the natural world, as a collective, and build an appreciation for what Mother Earth provides us.

Seasonal Sharing

Taking on the Reggio Emilia concept that 'children are competent, capable, and knowledgeable citizens', we embarked upon a cooking project that not only celebrated the delicious produce that Mother Nature provides us, but also the capabilities of our youngest learners.

Barrabin group was the first to create one of these wonderfully delightful dishes, cooking everyone at Early Learning potato gnocchi and tomato sauce – made with the tomatoes from Mrs Ritchie's house and potatoes from our garden at Early Learning.

Buniya and Perridak followed by baking an apple cake. The apples were sourced from both the College's Enviro garden, and the garden of EL student, Charlie.

Kuwiyn group used passionfruit from the garden belonging to the mother of Mrs Kelly, who is one of the EL teachers. They made passionfruit ice cream and later hosted all of Early Learning at a garden party that celebrated natural produce sourced in sustainable ways.

The Nyatne Garden – the Thank You Garden

Children had noticed the delicious strawberries growing in the garden that bordered Early Learning and Junior School. A highlight for many was getting their hands on one. This led to an idea from the children to continue to plant more produce to enable our garden to be plentiful all year round and to help Mother Earth stay healthy. It was soon realised that this would require a 'team' effort, and we were lucky to have some experts share their time and skills: Steve and Zac from our Grounds and Maintenance teams, and Wes - father of EL student, Reggie. With everyone pitching in, we soon had a garden full of flowers, herbs, indigenous plants and seasonal fruits and vegetables happily growing in hand-made planter boxes. We were also fortunate to have three new Bantam hens purchased for us by the mother of EL student, Zoya. The hens are happily roaming Early Learning and providing us with eggs to use in our cooking.

Perridak's Yaluk, Buniya's Kurrung (Platypus' River, Eel's Home)

Our two EL3 classes, Buniya and Perridak, took an interest in the animals their space/groups were named after. A visit to Yaluk (River) occurred and the children came





back with a very big idea: to find a way to celebrate and represent these river animals and the Barwon River. Luckily for us, we had two artists in residence – EL student Hank’s Mum, Jess, and Aunt, Nikki. The collaboration to create a large mural was a journey of discovery and learning, and the finished piece was recently unveiled at our Celebration of Learning. Through these experiences, the children were able to understand the importance of preserving and caring for our river and its inhabitants, and to share this with the community. The end result is remarkable.

These examples are just a few of the ways in which Early Learning educators and children have nurtured and supported a commitment to a more sustainable future. We have a commitment to learning about what has come before us and are working together for a better way with what is to come.

Surely, it’s the right of every child to have a future planet that continues to provide us with the splendour of natural produce, where animals can thrive, and the beauty and joy remain. This is our hope for our children.

Junior School Foundation

In Garra (Foundation), offerings began as memories, and this led to a parcel that arrived, offering opportunities for wonderings about what was inside. Artefacts from the sea was a common suggestion and this lured the group along a discovery path of rockpools, coral reefs, and the depths of the ocean.

Year 1

The children of Mon.garrk (Year 1) developed their understanding of what it means to be unique in themselves and others. Students discovered and built on their character strengths and explored ways to use these strengths to develop offerings to others.

Year 2

Bunjil’s (Year 2) children explored their uniqueness and strengths. They developed a deep curiosity about water’s essence, learning through various subjects and real-world experiences. They used their strengths as an offering to become ‘Water Protectors,’ committed to conserving clean water and advocating for a sustainable world.

Year 3

Mirri (Year 3) mates began their year looking at leadership as an offering. It was Armstrong’s space exploration and ‘Leadership as Service’ that sparked interests, so they launched into learning about our solar system. Finally, students have embarked on an enlightening exploration into ancient China, exploring the offerings of languages and countries.

These experiences demonstrate how one concept can be teased out to incorporate a vast array of learning paths when working in a Reggio-inspired Project Way.

Educators recognise children’s avid interest in their world, their agency and their right to be active participants in all matters affecting their lives. These are then supported through experiences that engage, provoke, and support them.

Where this journey will lead us next year will be constructed by teachers and children in coming weeks, and we can’t wait to uncover what the 8th iteration of our Project Way at Campbell House will be.



A Project Way

In 2017, we set out to write a proposal for the Junior School Professional Learning Project that would put our 2018 Foundation Fellowship Study Tour visit to Reggio Emilia to good use. We identified five fundamental complexities that we wanted to develop in the Junior School, which were:

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

We planned to develop an ongoing Whole School Reggio Emilia-inspired Project Cycle that all children and teachers would participate in each year, to develop these fundamental complexities and our capacity to teach using each of these elements.

We are now seven years down the track, and it is with a great sense of fulfilment that we can look back and see how this planning for improvement has served us in the Junior School. We have enjoyed each rewarding year of our project across Campbell House. It has developed and grown with the students as they have journeyed through our year levels.

We can look back on these project directions and the depth of knowledge we have collectively explored, which has developed in complexity over time.

2017 Connection to Country:

“What is country?”

2018 Landscapes of Change:

“What is change?”

2019 Landscapes of Change:

“What is identity?”

2020 Citizens of Change:

“How are we citizens of our collective place?”

2021 Active Citizenship... Beyond the Wall:

“How can we use our school as a resource to reconnect with one another?”

2022 Colours of Togetherness:

“What is cultural identity?”

2023 Unique Offerings of Us:

“What do we have to offer?”

We look forward to discovering our project direction for 2024.





Foundation President's Report

For over 30 years The Geelong College Foundation have been proud to support the school's annual showcase of the very best of the music program, and this year was no exception.

SCOTT CHIRNSIDE, PRESIDENT OF THE GEELONG COLLEGE FOUNDATION

Our new Director of Music, Scott Templeton, put together a wonderful program for the 31st Foundation Concert which was held on 11 August at Costa Hall.

We started the evening with the youngest voices in our school with a wonderful rendition of 'My Favourite Things' by Roger and Hammerstein, and finished the evening with the combined voices of our Geelong College community singing 'Baba Yetu' by Christopher Tin and the school song 'Sic Itur Ad Astra' by Paul Jarman.

All of the bands, orchestras and choirs that performed on the night are to be applauded. Thank you to the dedicated members of the music staff, the 2023 Music Captains Hannah Phung and Baxter Pullin, and most of all, thank you to the music students at The Geelong College for putting on a wonderful night of entertainment. The Foundation looks forward to supporting the music program at the College in this way for many years to come.

Scholarships

Our focus for Annual Giving this year was on the importance of our equity scholarships and we were thrilled that so many from our community gave to this appeal to help us achieve our objectives.

Pegasus Scholarships: This program focuses on providing assistance to students who display general excellence and who are experiencing financial hardship. By supporting our Pegasus General Excellence Scholarship Fund, you

are giving a student the opportunity to shine through an exceptional education at The Geelong College.

The Dr Bill Williams Tjungurrayi Scholarship: This Scholarship Fund was established in May 2018 to support Indigenous students attending The Geelong College. This scholarship program recognises Old Collegian, Dr Bill Williams (OGC 1972), by continuing his work in actively addressing Indigenous disadvantage by supporting the education of Indigenous students.

Thank you to all of those in our community who continue to support our Scholarships program.

If you are interested in learning more about supporting scholarships at The Geelong College, I would encourage you to discuss your interests with our Associate Director of Advancement, Mr Peter Moran on 5226 3194.

Foundation Events

The 2023 College Prefects dined with our Foundation Members in the Dining Hall on 28 July at our annual Foundation Lunch.

Our guest speaker, sports journalist and author Mr John Craven, regaled us with stories from his new book *The Conquerors: 100 Geelong Region All-Time International Sports Greats and Brownlow Medallists*. It was interesting to note that 14 of those mentioned in this book were Old Geelong Collegians and one was a current staff member.

School Captains, Chantal Mason and Tom Greer, spoke to our members about their time at the College and their goals and dreams for the future. Having multiple generations attend this lunch is both unique and worthwhile, so thank you to the prefects for giving up their lunchtime to join us.

On 28 October we hosted over 70 Morongo Old Collegians for lunch in

the Dining Hall. We were captivated listening to our 2023 Morongo Award recipient Edwina Royce, and our guest speaker Wendy Holdenson (MOC 1970), who talked about her time at Morongo and living in Japan as Consul-General and Trade & Investment Commissioner.

Wendy is currently a Director of Mitsui & Co (Australia) Ltd. and spoke on the topics of women's equality and the importance of the relationship between Asia and Australia in terms of education, renewable energy and trade. We were fortunate to have the Presto String Quartet entertain us during the afternoon – many thanks to College students Lexie Blockey, Matthew Kweh, Lachie Chen and Harriet Wright for a wonderful performance.

This year the members of our bequest society, the Morrison Society, and Patrons of the Foundation enjoyed morning tea at the Principal's residence, hosted by Mrs Naomi Miller, on 27 October. Many of our guests then went to tour the VCE Arts & Design Exhibition where Mr Kevin Jess, Head of Design & Creative Arts, explained some of the students' exceptional work.

Foundation Fellowships

Our newest Foundation Fellows for 2023 are Delle Ritchie, Sophia Shen, Adrian Blades, Fabio D'Agostin and Aron Tremul – congratulations on this achievement; the Board looks forward to you presenting your outcomes from your further education.

On a final note, thank you to the members of the Foundation Board for another exceptional year of supporting the school and achieving our objectives. As volunteers, your contribution of time, knowledge and wisdom is invaluable and greatly appreciated.





Faith conversations in a changing world

STEVE WRIGHT, SENIOR SCHOOL CHAPLAIN

*“Now these three remain: faith, hope and love. But the greatest of these is love.”
(1 Corinthians 13:13)*



If you look at Australian census data, the statistics highlight a steady decline in those affiliated with religion and faith.

Sadly, too, media portrayal of religion in our society is often focused on sensationalised stories; the negative narratives rather than the daily experiences of spirituality that continue to influence billions of people worldwide.

What the census data will not show you, however, is how many people are genuinely exploring spirituality and the many who have encountered the love of God in a very real way. Lack of weekly attendance at a church service does not disqualify a person from having faith and spirituality as a part of their lives.

My reflections in this article are centred around the Christian faith, as that is my experience.

I am actively involved in my local church and connected with ministers of varied denominations and have, myself, previously served as a minister. In my current role as a school Chaplain, I have the privilege of discussing spirituality with students, staff, and families from a wide variety of faith backgrounds.

In all facets of my life, I enjoy being able to have conversations with people who have real questions about God, faith and purpose. One of the things I know for certain is that although recent years have had their challenges, and many churches have had to adapt to new ways of doing



Photos (L-R): 1. The outdoor Anzac Service; 2. Junior School students leaving a Chapel service; 3. Senior School students with the Christmas Hamper donations from staff and students. The hampers will be distributed to families in need by Uniting Care.

things, the good news of Jesus remains unchanged.

The COVID-19 pandemic was one such challenge. In the face of varying restrictions that prevented mass gatherings indoors, churches were compelled to find new and creative ways of serving and caring for their communities. Like schools, they adapted to offer online and outdoor services, and these were very successful solutions. I have met people with remarkable stories who came to faith online, and in a time of isolation, found care and connection.

Many churches have continued to live-stream their services, despite restrictions having long been lifted, due to their popularity. Elderly and vulnerable people found it a welcome way to remain connected when unable to attend in person.

Also due to necessity, many churches moved their services outdoors during COVID-19 restrictions. In doing so they found that the natural surroundings themselves became peaceful spaces of worship and reflection.

Such was the popularity of these outdoor services within their congregations, that some churches in our region have continued to offer them regularly. From a challenging situation, with forced change and uncertainty, have come new opportunities - a chance to strengthen faith connections through accessibility and relevance.

Our College community is a microcosm of this wider society, and as Chaplains, Leanne Earl and I have witnessed many of these same challenges and changes within it. One of the most special aspects of our roles continues to be the opportunities we have to explore this faith with our community - whether that is during a chapel service, in the classroom or through daily conversations.

In a world where there is much despair, hurt and chaos, I believe that there is a great willingness to engage in spiritual conversations. I love that we can create space for such discussions.

Our College Values

The faith-based values we uphold at The Geelong College have guided our community for many years now:

- Integrity with Compassion
- Community with Diversity
- Aspiration with Humility
- Respect with Grace
- Endeavour with Courage

They are intertwined with our faith history as a school and the life and teachings of Jesus and will never lose their relevance



The boarding experience

ANDREW SCHUYLER, ASSISTANT HEAD OF BOARDING (MACKIE)

Boarding at The Geelong College is a unique experience, one that fosters both academic and personal development.

Whilst being a boarder in Mackie and Mossgiel supports the academic, sporting and musical opportunities offered at our school, it is essential that boarding life is balanced with recreational outings and community events.

These activities not only promote a boarder's wellbeing but also play a critical role in social interactions and building strong, lasting friendships that go beyond the Mackie and Mossgiel gates.

Our scheduled monthly outings provide an important platform for boarders to share experiences together while connecting with their peers and boarding staff, fostering a sense of community.

Outings are planned and organised to extend the diverse interests of many boarders ranging from surfing at Point Roadknight, go-carting in Melbourne, ' & Juliet ' at the Regent Theatre and the popular Melbourne shopping trip.

By offering and exposing our boarders to cultural, sports, community service and musical outings it encourages students to explore their talents and interests beyond academics.

The Geelong College boarding community is a second home for our students living away from loved ones.

Community events and celebrations are an integral part of this experience

and play a vital role in shaping the holistic growth of our boarders.

Events such as Family Weekends, Boarders' Formals, Boarders' Valedictory Evening, Mossgiel Halloween, Run 4 Geelong, Year Level Cooking and the Annual Urbans vs Rurals Netball and Football matches promote a supportive environment.

These events provide an opportunity for our families and staff to connect in an informal setting, allowing all to build meaningful relationships. These interactions create a strong boarding community where everyone feels welcomed and valued, fostering a sense of belonging.



Go Karting

The indoor track had plenty of competition ranging from the speedy Year 7s to the veteran racers. There were some great performances from the girls and boys with Charlie Bowker and Sophie McLellan securing a spot in the final. All in all, it was a great day jam-packed with friendly competition.

- Max Johnson, Year 10



Tree Surfing

All who attended will remember hearing the screeches and screams of individuals testing their personal fears of heights and pushing themselves outside their comfort zones. Many boarders will look forward to this outing next year.

- Olivia Handbury, Year 11



Theatre

As the final notes resonated, we left the theatre with hearts full of joy and memories to cherish. Melbourne's vibrant arts scene had truly enriched our boarding experience, and 'Juliet' became an unforgettable highlight of our year.

- Phoebe Raeburn, Year 11



Surfing

While the weather in Anglesea wasn't promising, the brave boarders fought hard to get to their feet with the help from the experts and some great examples by Mr Gilby. The coastal boarders led the show with some impressive ability and shared their knowledge with their friends.

- Isobel Nagle, Year 11



Halloween

This year at Mossgiel (Mossy), we invited some of the younger children from The Geelong College community to visit, and they all took part in an exciting and spooky experience. We all decorated our 7-unit doors with mysterious and ghostly designs. It was such an enjoyable night, spent running around from door to door collecting either some treats or even a few tricks.

- Ella Skehan, Year 11



Boarders' Formal

We celebrated the time left of the year for fellow boarders and the next chapter for the departing Year 12s. The night included a delicious meal cooked by the Dining Hall staff, Year 11s addressed the departing year 12s with speeches, some comedy-like performances by the Mackie boys evened out the tears from the Mossy girls and everyone busted out a dance move with the DJ box!

- Maddi Calvert, Year 11



Cooking

In Term 3 the Year 7 Mackie boys cooked our own meal with Mr Schuyler and his daughter Svea. We all decided on bangers and mash something that we all liked. The snags smelt amazing sizzling on the pan. Once everything was plated up, we took a seat around the dining table and enjoyed our meal together. Everyone loved the food, especially the mashed potato.

- Cooper Harvey, Year 7



Family Day

Mossgiel house started off with the netball, high talent shown with the Rurals coming out victorious. Everyone then moved to Mackie Oval for the football match. The game was held in great spirits and with great skill displayed, Rurals came out victorious getting the overall win in both sports on the day. Both Mossgiel and Mackie families enjoyed a wonderful barbeque on the edge of Mackie Oval and the day was an overall success.

- Will Paton and Charlie Leishman, Year 11

“Our events and outings continue to connect boarders, staff and families together, creating memories, building relationships and instilling a sense of pride and identity that lasts a lifetime.”

School Activities

APS Athletics



Deakin District Athletics



GCRA Bake Sale



GISSA GOLF



Remembrance Day



Netball Victoria Championships



JS Celebration of Learning



Australian Fashion Awards



Year 9 Production



Derby Day



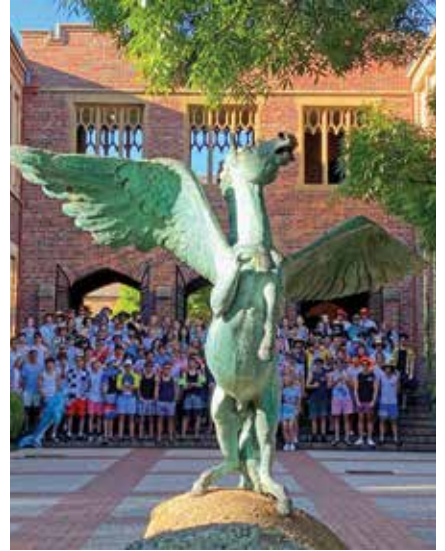
Year 10 Dance Project



Year 10 Salvation Army visit



Year 12 Celebrations



SS Mona Trip



SS House Music



Book Week



Year 5 Robo Cup

Victorian Interschool
Snowsports Championships

Charting a Sustainable Future

MIKE HOWELL, DIRECTOR OF COMMUNITY RELATIONS

Sustainability is defined as: “meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

Climate change is an ever-present topic in our daily news, as we witness the escalating frequency of extreme weather events occurring worldwide.

The practical impacts of these events is concerning enough, but the fear of what’s to come is negatively impacting the mental health of our young people.

According to the 2022 Mission Australia Youth Survey, which engaged 18,800 participants between the ages of 15 to 19, the effects of climate change are leading to increased anxiety.

Over half of respondents identified ‘the environment’ to be the most pressing issue of our time, with

over 25% expressing profound concerns about climate change. Young people currently make up 33% of our population, but they are 100% of our future. We, as a society, have a responsibility to channel their concerns into meaningful actions.

A hope-based framework

As a College, we have chosen not to dwell on eco-anxiety or look to attribute blame for our global situation. We want to paint a different picture for our students - providing them with a hope-based framework that empowers each of us to make a difference by taking small actions, now.

We are confident that by adopting a future-focused perspective, cultivating a shared understanding, and fostering collective ambition, we can make significant strides in the right direction.

Our Strategic Framework

As you will have seen on page 6 of this edition, the College is soon to release our new Strategic Framework. One of our initiatives is to set a clear and inspiring path for its sustainability journey. As part of this, we will be implementing sustainability practices across the College to actively reduce our emissions.

What we are currently doing:

We already have a number of sustainable practices in place across our campuses. Here are some examples:



Building Design

All new buildings comply with Part J Energy Regulations under the National Construction Code, resulting in significantly improved energy efficiency in construction.



Solar Panels

The Junior School rooftop is equipped with 64KW of solar panels, delivering an approximate 20% reduction in energy consumption.

Our Cape Otway campus is entirely off the grid, via a hybrid power solution boasting 7KW of solar panels, batteries and a backup generator.



Future-Proofing

The new Sports and Wellbeing Centre on the Senior School campus will feature 100KW of solar capacity, with the flexibility to scale up to 370KW in the future. This design is also adaptable to evolving battery technology.



Lighting Upgrades

We've upgraded lighting throughout the school by replacing halogen lights with energy-efficient LED lights. These LEDs consume 70% less energy and have a significantly longer lifespan, lasting 5 to 10 times longer.



Student Participation

Our Middle School students have organised a successful second-hand clothing drive in collaboration with the non-profit organisation "Off Your Back." Additionally, clothing in poor condition is given a second life through a textiles recycling company called "Upparel."

We have many passionate staff in this space and we are collaborating and learning as we go.

But, our plan is not merely to make operational changes. We want to create a culture of responsibility and environmental stewardship. The steps to achieve this involve further educating and inspiring our students, as well as the College community, to enable them to become environmental custodians.

Our current initiatives

The College views environmental sustainability as a transdisciplinary priority. Already, there are a number of initiatives in place that are designed to educate our students about their role in being environmentally responsible citizens, but we acknowledge that there is still a way to go in embedding it across all corners of the school.

Across the Junior and Middle Schools, the Nude Food drive, the Enviro garden, caring for



College animals, and regular 'On Country' environmental excursion days all contribute to imparting the importance of environmental stewardship to our younger learners.

These are further supported by the programs of inquiry across the three

schools, which enable students to build an appreciation of, and strengthen their connection with, the natural environment around them.

Elective subjects in Years 9 and 10 are already weaving real-world problems into the curriculum through



Energy efficient climate control

Junior School boasts a Building Management System, enabling energy efficient remote control of heating systems.

A similar system is in place at the Middle School.

Insulation has been improved and energy efficient heating and cooling systems have been installed in each of the Cloisters classrooms at Senior School.



Printing

We have optimised our printer resources and promote responsible printing practices.

Access controls are in place, with printing limits for students and an encouragement to be 'paperless' wherever possible for staff.

Our printer supplier also plants trees on our behalf to offset the carbon emissions we are responsible for. They planted 62 trees last year.



Biodiversity

We prioritise soil and land management in the maintenance of our green spaces, and utilise drought-tolerant grasses on all sports fields.

Indigenous plants in the Enviro area not only enhance biodiversity but also conserve water.

We use garden mulch derived from our tree maintenance program, and compost is integrated into all new plantings.



the lens of the UN Sustainability Development Goals. Moving forward, students will have the opportunity to engage in further learning about sustainability within elective programs offered in Years 8, 9, and 10. Creating these units is an urgent action embedded within our upcoming strategic initiatives.

Empowering our students

Providing our students with opportunities and information arms them with a sense of empowerment and purpose. It allows them to feel confident in their ability to effect change and helps replace fear of climate impacts with a sense of hope for the future.

A wonderful example of this occurred a few weeks ago when a group of primary teachers from Hong Kong visited our Enviro Centre and a small group of Year 4 students showed our visitors around. The students spoke confidently and passionately as they shared their knowledge about preserving our natural environment and the Enviro program.

Afterwards, in discussion with the students, they shared the following:

“When the Hong Kong visitors arrived and stood in front of us, I knew it was an opportunity for them to learn stuff about Enviro. And I think they learnt a lot from us.”

“I learnt that there are so many things that we must share with people from around the world.”

This moment filled me with pride, but also hope, as these young students represent our future.

The social responsibility of The Geelong College and our community to make the right choices when it comes to sustainability is abundantly clear. Should we fail, generations of Old Collegians will look back in years to come and ask: “What were you thinking?!”

So watch this (green) space as we implement our plan. We look forward to showcasing the development of our environmental practices and achievements.

If this article resonates with you, we would love to hear your comments, advice, and contributions. Please feel free to email us at: sustainability@tgc.vic.edu.au



Water management

Rainwater collected from our roofs is collected in tanks and recycled for garden irrigation.

We make a conscious effort to utilise harvested water whenever possible.

The majority of irrigation takes place at night to minimise water loss due to evaporation.



Recycling

Our current recycling strategy at the College includes paper and cardboard recycling, green waste, coffee pods, mobile phone recycling, battery recycling, and printer cartridge recycling.

Technological e-waste is donated to a local charity (PC for Kids).

“It is tempting and understandable to ignore the evidence and carry on as usual or to be filled with doom and gloom.

But there is vast potential for what we might do... as a species, we are expert problem solvers.

But we have not applied ourselves to this problem with the focus it requires.

We can create a world with clean air and water, unlimited energy, and fish stocks that will sustain us well into the future.

But to do this we need a plan.”

- Sir David Attenborough, Davos World Economic Forum, 2019



What we have planned:

Operationally, we are continually looking at ways to be proactive and lighten our footprint by ensuring that we improve our practices in key areas

Here are some examples:

Utilising technology

Going forward, we will implement technology that collates data. It will demonstrate the impact of improvements we make, and also allow us to understand the environmental impact of our current practices and enable us to address it.

Reducing waste

One of the biggest opportunities in our journey to a more sustainable College is to reduce waste and better manage our organic waste.

There is a lot we can do in this space to change the behaviours of students and improve their understanding of their impacts.

Part of this process is to ensure waste streams, such as recycling, are not contaminated. In place of our existing bins, we will look to create waste management hubs that more closely mirror household solutions - multiple streams (for example: organic waste, paper, recycling and landfill), distinct

colours and clear signage to aid appropriate use.

We are currently engaged in conversations with Corio Waste Management to further improve our processes and to collate data on our waste streams. We will be collecting data on:

- how much the school sends to landfill
- how much goes to recycling
- how much is turned into compost.

This will help us quantify the amount of waste the whole school produces and further inform our approach.

Recycling

We are investigating how we can better utilise soft plastic waste through a process that transforms soft plastics into useful products such as garden stakes (each of which is made out of 1500 plastic bags).

We will also have a stronger focus on creating circular economy solutions



Student involvement

Many of our students are already passionate about environmental issues.

In 2024, we are looking to provide them with a chance to participate more formally in College initiatives by creating an Environmental Action Group.

ResourceSmart Schools Program

A free program run by Sustainability Victoria, it supports more than 1600 schools to embed sustainability across the school facilities, community and curriculum.

It is an online program that looks at biodiversity, energy, waste, water, and curriculum as the main components.

The Middle School commenced participation in the ResourceSmart School Program in 2018, but COVID-19 stopped the management of this in its tracks.

We are now re-integrating this system into our operations across all three campuses to track our progress, focus on improvements, and make the data more visible to our community.

The program grants us access to many resources, as well as facilitating networking connections with other schools so that we can share best practices.

We will also look to tap into local expertise, skills, and knowledge through collaboration within the community with groups such as Geelong Sustainability, Geelong Manufacturing Council, Committee for Geelong, Deakin University, Geelong Tech School, Barwon Water and the City of Greater Geelong Council.

We are looking at a coordinated approach and seeking advice from all our stakeholders as new technological innovations bring better processes and alternative solutions.

Questions to ask:

Can we remove or eliminate it?

IF NOT

Can we reduce it?

IF NOT

Can we reuse it?

IF NOT

Can we recycle it?



Belle with several MCF colleagues at the inaugural MCF Climate Futures Summit held in October 2022, including Associate Professor Ben Neville (OGC 1988)

Navigating Health, Climate & Sustainable Development

DR ANNABELLE (BELLE) WORKMAN (OGC 2003),
RESEARCH FELLOW, MELBOURNE CLIMATE FUTURES, UNIVERSITY OF MELBOURNE

Until the recent global COVID-19 pandemic, comparatively good health was something that many of us took for granted.



Like many others, I took good health for granted, growing up in a loving family with healthy members until my mother's cancer diagnosis in my penultimate year of school. Our family's experience with her journey changed the trajectory of my life both personally and professionally.

While I had plans of becoming a physiotherapist or dietitian while at school, the world had other plans and following undergraduate studies in political science and Chinese, I instead found myself working in public health at a government agency, carrying with

me a strong interest in environmental policies. When these two interests collided and I learnt more about environmental health (that is, how human health is affected by our natural and built environments), I realised I had found my long-term professional pathway, in part motivated by my mother's experience with our healthcare system.

I am now privileged to work as a Research Fellow at the University of Melbourne's Melbourne Climate Futures initiative, undertaking research at the intersection of climate change, human health, and policy

development. In essence, I'm interested in how our policymakers think about our health when they develop policies relating to climate change. When people ask me what I do to stay out of trouble and I explain my research, they are usually confused – what does climate change have to do with health?!

It's a legitimate question; we still have a lot of work to do when it comes to communicating the relationship between the two concepts. But many people are increasingly understanding the inextricable link between our health and the health of our environment. For example, an increasing number of people in Australia have unfortunately had their own personal experiences with natural disasters, such as floods, bushfires, droughts, and heatwaves, and have experienced the negative mental and/or physical health outcomes that are often a consequence.

Importantly, there are many actions and policies in other sectors that are beyond the control of the health department that can affect our health. Take the energy and transport sectors as an example. Activities in these sectors can determine our health outcomes, as the most common types of energy sources that we use and the most common types of vehicles that we drive create pollution that can directly affect our health. A new report from the recently launched Centre of Excellence, the Centre for Safe Air, looks at some of the economic costs associated with injury and premature death from exposure to air pollution in Australia. Their report included results from a recent modelling study undertaken by the New South Wales Department of Planning and Environment that found economic costs associated with air pollution in greater metropolitan New South Wales were an estimated AUD\$ 4.8 billion (2021 dollars) annually[1].

To address climate and environmental change, and to maximise our health and wellbeing,

we therefore must take a cross-sectoral approach. The health impacts of climate change and other environmental issues cannot be managed by our health departments alone. What this means for students of today and tomorrow is that no matter the industry or line of work they pursue, they will need a fundamental understanding of 'healthy', environmentally friendly approaches and processes to the work they undertake. At the highest level, we call this sustainability or sustainable development.

Sustainable development involves us living and progressing in a way that does not compromise the health and safety of current or future generations. It's a concept that has been embraced globally; in 2015, all United Nations Member States committed to pursue the 2030 Agenda for Sustainable Development as a 'blueprint for peace and prosperity for people and the planet' [2], underpinned by 17 goals (SDGs). The SDGs comprise ambitious objectives, such as 'no poverty', 'zero hunger', and 'responsible consumption and production'. How do we take these high-level, all-encompassing goals and implement them on the ground to effectively achieve change? A multi-pronged approach is required, including the investment of time and money to modify current practices, bolstered by efforts to equip our future leaders with knowledge and skills on sustainability and sustainable practice.

From memory (it was 20 years ago), my exposure to sustainability during primary and secondary education was present but sporadic and inconsistent. While I am aware through my work and through my children's educational experiences that schools have advanced and teachers are proactively incorporating sustainability into their lesson planning, if we are to succeed in equipping our children with the sustainability knowledge and skills they need, a coordinated approach is required. It is imperative that we embed sustainability concepts and principles into

the curriculum in every year of schooling. Like learning a language, sustainability literacy is best developed through consistent and repeated exposure to increasing, age-appropriate complexity of concepts over time.

Under 'business as usual' scenarios, the predictions for our planet, and our children's futures on it, are deeply concerning. The predicted environmental changes that future generations will inevitably face underscores the critical importance of all high school leavers, irrespective of their career pathway, possessing a strong foundational knowledge of sustainability both in theory and in practice.

In September 2023, the Victorian Government released guidance on taking a whole-of-school approach to environmental sustainability[3].

This includes:

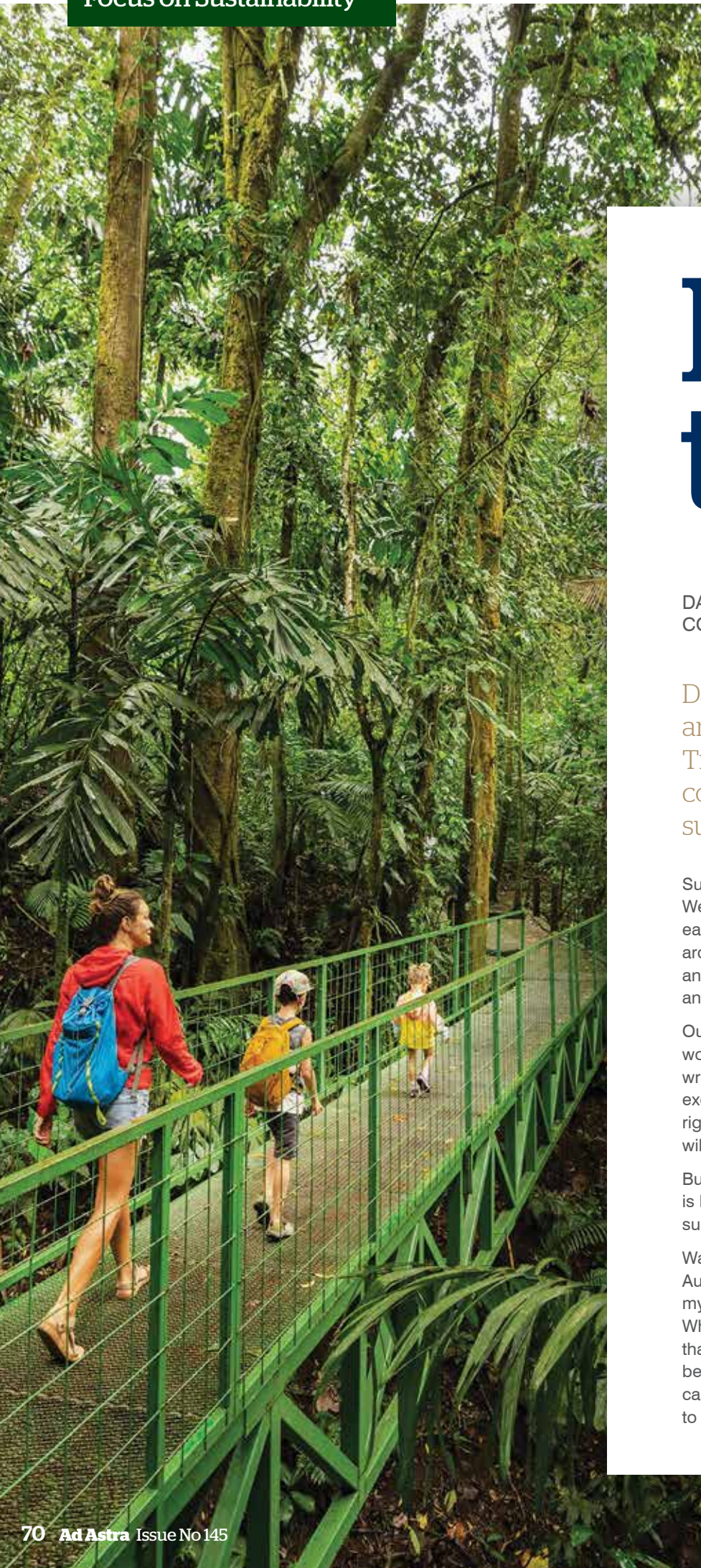
- i) practising sustainability operationally (i.e. shifting from fossil fuels to clean, renewable sources for energy needs)
- ii) teaching sustainability
- iii) engaging school communities through partnerships.

Although not mandated, this guidance will hopefully support schools committed to providing their students with a holistic and well-rounded sustainability experience that sets them up for success as future leaders.

[1] https://safeair.org.au/safer_air_healthier_communities/

[2] <https://sdgs.un.org/goals>

[3] <https://www2.education.vic.gov.au/pal/environmental-sustainability-schools/policy>



From a to clim

DARRELL WADE (OGC 1978),
CO-FOUNDER & CHAIR OF INTREPID TRAVEL

Darrell Wade, Co-founder and Chair of Intrepid Travel talks about his company's journey towards sustainability.

Sustainability is a hard thing to talk about. We all know it's important, but all too easily you can get bogged down in the arcane minutiae of decarbonisation plans and data sets that can even make an analyst shudder.

Our story at Intrepid has all that, but I won't bore you with it. Don't get me wrong – you need detailed plans and execution gurus to get things done in the right way, but it's not exactly the stuff that will keep you off Netflix at night.

But I think everyone agrees that travel is better than Netflix, so I'll open our sustainability story with a travel story....

Way back in 2005, I was departing Australia to have a safari in Africa with my young family. We were excited. Who wouldn't be? I'd planned a holiday that had us exploring some of the best National Parks in Southern Africa, camping under the stars and coming face to face with wildlife's 'Big 5'.

Adventure travel ate neutrality

You're probably thinking that the magic of an African safari comes in the thrilling game drives when you're out spotting lions, elephants and everything else Africa can throw at you. And you'd be right. But in between these adrenaline hits are periods of blissful inactivity sitting around camp, in the shade of trees playing board games, reading books or snacking on treats your cook has created.

Knowing this, at the airport bookshop I picked up a copy of Tim Flannery's "The Weather Makers". I'd heard about climate change but didn't really understand it at all. (Remember, this was 2005!!) My 13-year-old daughter was aghast:

"Dad, that sounds really boring. Can't you just read Harry Potter or something?"

She had a point. But Tim Flannery it was.

A little more context. After leaving Geelong College I did a commerce degree at the University of Melbourne. I never really wanted to be an accountant or an economist or indeed anything that my degree equipped me for! I loved travel and

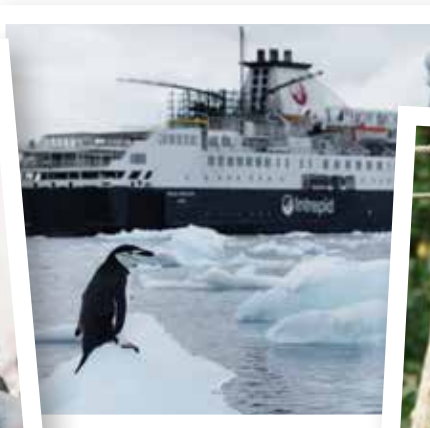
didn't know what else to do, so started an adventure travel company called Intrepid with my best mate from uni. We knew nothing about "the industry" but we loved travel.

Business was good! We were profitable, we were growing quickly, we were having a ton of fun, and we'd

made a real mark in what we called Responsible Travel. Indeed, the year prior to our African safari we'd picked up a significant global award for best-practice in the space. It seems we were world leaders in sustainability – and it felt good!

But were we really?





Whilst reading *The Weather Makers* under the shade of an acacia tree I realised we had a problem. A big one. To put it frankly, our travel business was anything but responsible. In fact, we were more like environmental vandals!

The problem was that we were taking people from one corner of the world to another corner of the world and emitting a vast amount of carbon dioxide in the process courtesy of the planes, buses, trains and everything else we used.

We – and our customers – were direct contributors to the impending climate change disaster. My daughter was right – I should have stuck to Harry Potter.

As luck would have it, only a few weeks later I was invited to a dinner with Al Gore. He was on a promotional tour for the film *An Inconvenient Truth*. I was lucky

enough to sit next to the former Vice President and so I summoned up the courage to share my problem with him.

He was great! He gave me both the courage and a few words of advice as to how to tackle the issue.

In short, he told me, it starts with talking to all your stakeholders – staff, customers, shareholders etc. (We did, and 91% said we should do something!)

And then start to measure your emissions. (Hard in 2006, but much easier now).

Then start reducing those emissions. (We were poor on this but getting much better now we have signed up for the Science Based Targets initiative.).

And finally offsetting those emissions you can't eliminate. (Offsets get a bad wrap – but they

are still an essential part of the mix under Paris guidelines).

Easy? Maybe not, but not that hard either. And FOUR years later we were audited as climate neutral and have been ever since.

So, what is the message in this little parable?

Sustainability matters.

We all want to live on a planet that is healthy, where people and environments thrive.

We all have a part to play in making that happen.

Whether it's the cars we drive, how we heat our homes, where we go to work and what we buy in shops. Or how we travel!

Finding solutions doesn't have to be hard work

Whilst sometimes these challenges seem daunting, finding solutions can actually be a lot of fun and extremely rewarding.

We just have to turn off the Netflix and start thinking about what's possible.....



Celebrating remarkable contributions

Richard Barley (OGC 1972) MBE, CHort, MCIHort, FLS

In the 2023 King's Birthday Honours List, Richard was awarded an MBE (Member of the Order of the British Empire) for his services to horticulture.

He earned a Bachelor of Applied Science (Horticulture) from the University of Melbourne in 1991 and received a Winston Churchill Fellowship in 1999 for landscape management research. In 2013, he was recognised as 'Person of the Year' by the International Garden Tourism Council for his achievements in promoting garden tourism.

Richard initially worked in various agricultural roles before joining the Royal Botanic Gardens Melbourne in 1980. He later took on the role of providing guidance to Victoria's regional botanic gardens. From 1992, he served as the manager and eventually became Director of Melbourne Gardens for the Royal Botanic Gardens Victoria, where he led the development of plant collections, conservation initiatives, water management, historic feature restoration, and education programs. He held this position until 2010 when he became the CEO of Open Gardens Australia, overseeing the opening of approximately 600 gardens for public visitation and delivering major garden-based events across Australia.

In 2013, he relocated to the UK to become the Director of Horticulture for The Royal Botanic Gardens Kew, the world's largest botanic garden organisation.



He was initially responsible for managing Kew's botanic garden, arboretum, display glasshouses, nurseries, and the School of Horticulture. His role expanded in 2015 to include Kew's Learning and Participation, and Visitor Operations activities, and now also includes oversight of Kew's second site Wakehurst, in West Sussex.

Richard spearheaded several major projects at Kew, such as the restoration of the Temperate House, the development of the Great Broad Walk Borders, the Children's Garden, and the Agius Evolution Garden. He currently serves as the Director of Gardens for Kew. In 2019, he was appointed to the Board of Trustees

for the UK's National Garden Scheme and is also a Trustee (and Vice President) of the Chartered Institute of Horticulture, Trustee of the Yorkshire Arboretum at Castle Howard, and Trustee of the Kew Guild.

Richard credits his lifelong interest in the natural world to his parents who were both avid bushwalkers and garden makers, and to some key people from his school days including Fred Elliott, David Gilbert and Charles Harbison, who inspired his sense of inquiry and wonder. Richard notes that "the work of botanic gardens and horticulturists has never been more important for our wellbeing, and for the future of our planet."

George Stewart OAM (OGC 1953)

George was awarded an Order of Australia Medal in the Australia Day 2023 Honours List for his outstanding services to the Colac community.

George's journey began at the College, where he was a boarder. After completing Form 5, in 1954, he embarked on his career with Strachan & Company Ltd, a woolbroking firm located in Geelong. In 1956, he was posted to their Lismore branch, where he served as an assistant to the manager. It was during this time that he crossed paths with Yvonne (LEE), a former Morongo College boarding student and fellow employee of Strachan's. Their connection blossomed, culminating in their marriage in 1958. In 1961, George and Yvonne relocated to Colac, where he joined the family business, Charles Stewart & Company (Stock & Property Agents). Initially an Auctioneer, he eventually ascended to the position of Managing Director until his son Michael took over the role in 1998.

In 1962, their elder son, Nicholas, was born, followed by Michael in 1965 and Fiona in 1967. All three children were boarders at the College.

George's foray into community involvement commenced in 1967 when he was elected as a commissioner of the Colac Water Trust and Sewerage Authority. Over the next 25 years, he remained a dedicated member of the organisation and served as its chairman from 1979 to 1982. His leadership extended to the Victorian Water and Sewerage Authorities Association, where he held an executive position from 1983 to 1990, including a term as President in 1987-88. Notably, in 1994, he was appointed by the Victorian

Government to spearhead the amalgamation of the Shire of Colac, the City of Colac, and the Otway Shire Council into one unified municipality, which was successfully completed in 1996.

George's commitment to community welfare led to his appointment as a director of the Barwon Regional Water Authority in 1997, a role he served until 2000. Between 2006 and 2010, he assumed the position of Chairman of the fundraising committee for the establishment of the Anam Cara

Community Hospice in Colac and remains its Founding Patron. In 2016, he was ordained as an Elder of Scots Presbyterian Church Colac.

George said: "I am deeply honoured and incredibly humbled to have received this award which was totally unexpected and something I will treasure for the rest of my life. I believe my involvement in the various organisations serving the Colac community has been a privilege and a most rewarding experience."



Noel Graham AM (OGC 1972)

Noel Graham has been awarded the Member of the Order of Australia (AM) in the King's Birthday 2023 Honours List for his significant service to agriculture and the rice-growing industry.

Noel has devoted his life to the rice and broader agricultural sector, following the footsteps of his family, who have been farming at 'Corunna' for 114 years. His father, Greg, held the presidency of the Ricegrowers Association (RGA) for a significant duration.

His extensive involvement in the RGA included serving as the secretary of the Deniliquin RGA branch for two terms, followed by his election as Vice President, a role he held from 1986 to 2018. In the same year, he was appointed as an Honorary Councillor of the RGA. During this period, Noel represented the RGA at the Rice Marketing Board from 2001 to 2018 and served as a member of the Rice Research and Development Advisory Panel for 15 years.

Noel's corporate sector roles, as outlined in his citation, include his partnership in N.G. and L.E. Graham (a business he shares with his wife, Louise) since 1990. He also served as a member of the Rural Industries Research and Development Corporation's Rice Research and Development Committee from 1988 to 2000. Additionally, he served as the chair of SolRice (Solomon Islands) from 2006 to 2015, the chair of SunFoods LLC (California) from 2010 to 2015, and as a director



of Trukai (Papua New Guinea) from 2003 to 2009. Noel was also chairman and non-executive board member of the Rice Marketing Board and deputy chair and non-executive director of Sunrice, from 2000 to 2017.

Noel described his involvement in these various roles as being part of an era of exciting and challenging changes within the industry. He highlighted the "great upheaval of the rice industry" and the pivotal role he played in introducing technology for recording local data, resulting in a doubling of rice yields within five years. He also took immense pride in his contribution to the

development of land and water management plans, notably the Murray LWMP, which was the first all-encompassing environmental plan in Australia. It led farmers to recognise the connection between their farms and the environment.

While Noel has retired from his agricultural committee roles, he continues to contribute to the community by serving as a non-executive director of Intereach, a not-for-profit organisation delivering NDIS, Aged care, and supporting children, families, older individuals, people living with mental health, and caregivers.



Take a year

We chat to two of our 2022 graduates about their year overseas.

Lulu Morgan (OGC 2022)

As Term 3 drew to a close last year and a plethora of exams loomed to finish up Year 12, I remember telling my parents that the only thing keeping me focused was the fact that I had a gap year sorted for 2023.

A year in the UK - in Scotland more specifically. A year of unique learning opportunities. A year outside of my norm.

What more could an exhausted Year 12 student hope for?

And what a year it has been.

Travelling, quite literally, to the other side of the world. Leaving a hot Surf Coast summer - with those long beachy days - to find myself landing in a cold, wet and dark (for most of the day anyway) Scottish winter was challenge enough. However, teaming up with a bunch of other gap students from different parts of the world, and being immersed in the day to day – night to night in the

operations of a Scottish prep school soon had us all on our toes.

I must admit I've developed a new appreciation for the patience and understanding that teachers have to maintain.

My gap student responsibilities have been many and varied. My role has seen me working in the classroom, helping out with evening boarding duties, writing and directing my own plays, and even going on excursions and overnight camps to different parts of the UK. This year has been an immense learning experience in so many ways.

It has been wonderful to work with so many great children of all ages, but the nursery is a particular soft spot of mine.

The hours have certainly been long. I've never slept so soundly, and all too soon, my alarm goes off yet again and it's out of bed for morning duties!

Clearly, one of the huge bonuses of this GAP experience in the UK has been the flexibility to visit so many different parts of the UK and Europe.

Term holidays, the odd long weekend and the mid-year summer break have been a hazy blur. There have been ancient and modern cities, youth hostels, art galleries, must-see tourist sites, many Harry Styles concerts, train and bus stations, cafes, cheap pizza. Sixteen countries in total have been thoroughly explored.

They say the lens through which one views the world changes with each passing season. As a result of my time in the UK, the wonderful staff and students at my school and all those people I've met on my travels, my view is forever more broadened.

There clearly is much to explore, beyond the ivy-covered walls, Pakington Street and Munchies.

Will Tait (OGC 2022)

As I'm stuck writing this in my room I gaze upon my photo wall filled with amazing memories from paint parties in Corfu to music festivals in Budapest as well as countless others along the way. Never would I have ever imagined the wonderful year I've had.

I've been lucky enough to experience some amazing things from Eastern European soccer matches in Prague to seeing Ramadan in full swing in Istanbul. I never envisioned such a remarkable journey which has given me the opportunity to explore 21 countries and make lasting friendships along the way.

I received lots of advice when preparing for my gap year, yet nothing could prepare me for the fact I was about to live the best year of my life.

Don't get me wrong, it hasn't all been sunshine and rainbows, like the time I had to navigate through backcountry

Croatia by myself in the middle of the night sleeping on airport floors just to get myself to Split. Or when I had to walk 8km down the windy roads of the Amalfi Coast home because I didn't have enough cash for a taxi. Or the countless times I've found myself lost in a foreign country with no data on my phone. But what these experiences have taught me is that sometimes to grow as a person you need to be thrown into the deep end.

Getting to work at the Dragon School in Oxford has been such an amazing experience. Each year the Dragon employs 30 gappies, fair to say there's no shortage of fun, nor a dull moment. Work mainly consists of coaching sport and assisting in class rooms. Even the more mundane jobs keep you easily entertained as you are working with people who become your best mates. There are plenty of opportunities for fun experiences such as away matches with the school or excursions. Holidays are

plentiful and made all the more fun because we've had a big group of gappies to enjoy them with.

I chose to take a gap year as I felt it was the perfect time to take a year off to travel before uni and work. I strongly encourage anyone thinking about taking a gap year to do it. It can be hard to leave the bubble of Geelong but one thing I've learnt is there is a big wide world out there that this opportunity has allowed me to explore.

My gap year has taught me countless lessons, but my biggest piece of advice for anyone who is about to embark on this amazing journey is to take every opportunity possible, it might be a spur of the moment weekend away in Paris or a chance to book Fred Again tickets three hours out from the show, whatever the opportunity is, take it whilst you can.



Ringer Girls

SHAPING THE OUTBACK LANDSCAPE

WINIFRED LAURIE (OGC 2022) & GEORGIA MCLELLAN (OGC 2022)



Wini Laurie: Holding up a mob of cattle

Ad Astra chatted to two of our recent graduates to find out what life is like on the land.

Wini and Georgia have spent 2023 working in jobs very different to most of ours. Travelling thousands of kilometres from home, they have settled on enormous, remote stations in the Northern Territory, working as 'Ringers'.

The role of a Ringer is to look after stock - cattle, in these cases

"Most of our time is spent mustering cattle with horses, bikes and helicopters into a set of yards. The cattle are then drafted, and vaccinated. Young cattle are also branded if they haven't been already," said Wini.

"The role also includes tasks such as; fencing, pregnancy testing, drafting, vaccinating, shoeing horses, driving trucks and machinery, mechanics, tyre repairs, putting out minerals for the cattle, water pipe repairs, documentation, trucking cattle, educating weaners and much more," said Georgia.

Work days are long, hot, and physically demanding.

"We start anywhere from 4-5am, and finish around 6 pm most days, 6 days a week," said Georgia.

Given the sheer size of the stations, it can take hours to travel from point to point. "During busy periods, we camp out in swags for a couple of weeks at a time to reduce the time we spend driving to and from work each day," said Wini.

Despite the challenging conditions, the experience is one both have enjoyed immensely. It has only further cemented their passion for a career in agriculture.



Wini Laurie:
Cattle in the
yards



Wini Laurie (L-R): 1. Bottle feeding poddy calves, 2. Camping out

Winifred (Wini) Laurie, Wave Hill Station, NT

Nearing the end of the wet season in February this year, I moved 3850 km from Geelong to Wave Hill Station in the Northern Territory.

Wave Hill is a 3 million-acre cattle station that borders the Tanami Desert. It is located 40km from the closest Indigenous Community

(Kalkarinji) and 500km South of Katherine.

The station is best known for the 'Wave Hill Walk-Off' or 'Gurindji strike' that occurred in 1966, and became a key moment in the land rights movement for Indigenous Australians. During the strike, 200 Indigenous workers walked off the station to demand the return of some of the land to the traditional

land owners. Several years later, a deal was brokered and a large portion of land was signed over, with more to come in 2020. The event is celebrated in the song 'From Little Things Big Things Grow', written by Paul Kelly and Kev Carmody in 1991.

There are around 30 staff members who live and work on the station, across a range of roles. The majority of staff, including me, are Ringers - 16 of us in total. Contrary to what people may expect - the majority of the Ringers are female - 11 girls and 5 boys, all between 17 and 26 years old.

The Ringers are divided between two stock camps, each run by a head-stockman. Most of our time is spent mustering cattle with horses, bikes and helicopters into a set of yards. The cattle are then drafted, and vaccinated.

It is around 38 degrees here every day and it is getting more humid as we near the wet season. Challenging conditions to say the least.

The greatest thing I have learned this year is how crucial your mindset is. At first, I was wary of even attempting something because I believed that I wouldn't be capable of succeeding. Through experience, though, I have

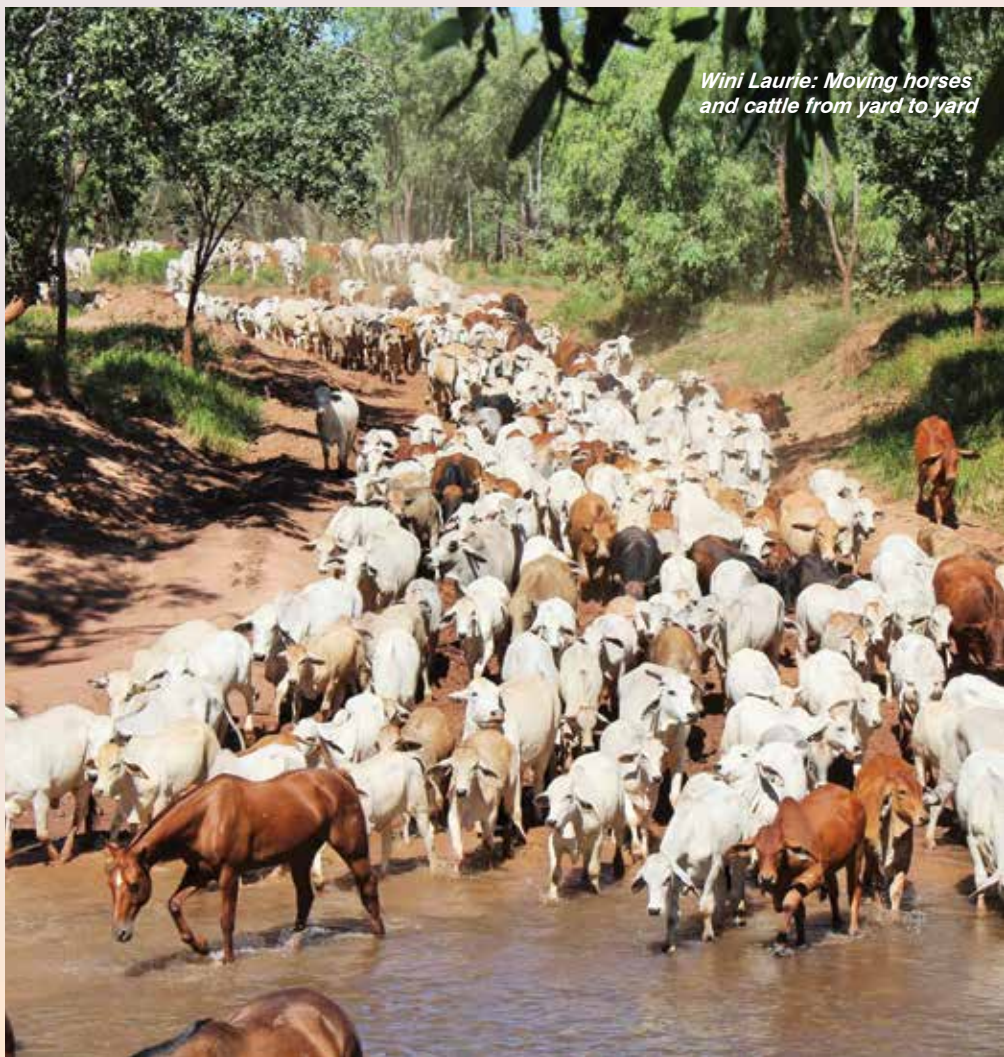
*Wini Laurie: Mustering
on the motorbike*



realised I am much more capable than I thought. I have learned to give everything a go, even when I doubt myself. A lot of the time, I prove myself wrong - I succeed. Even if I don't, I gain experience and learn valuable lessons. I use any failures as motivation to attempt the task again, to achieve that task in the future.

I think my experience here is what has strengthened this resilience and confidence in me. It is hard work and a challenge - regardless of how little or much experience you have. Sometimes you need to make sacrifices and get out of your comfort zone for something that will allow you to gain knowledge and skills, and to grow as a person.

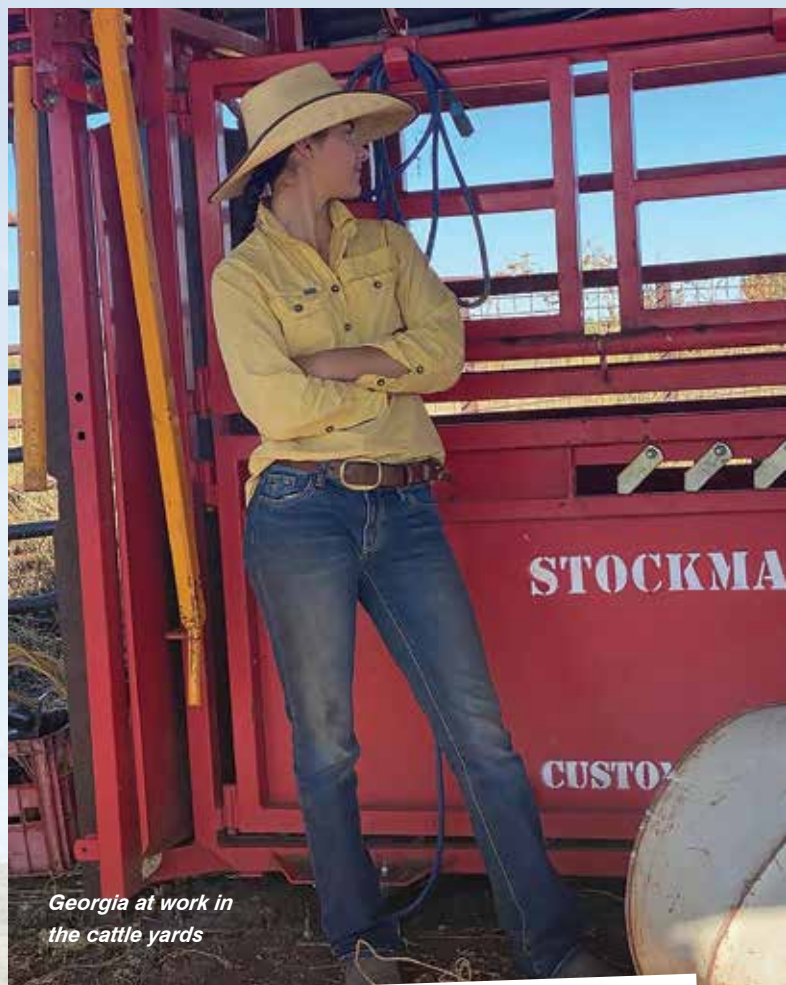
These are all things that I hope will serve me well in my future endeavours. After my time at Wave Hill is over, I hope to stay in the agricultural industry, so will most likely be attending The University of New England in Armidale to study Agricultural Science next year.



Wini Laurie: Moving horses and cattle from yard to yard



Wini Laurie: Cattle in the yards



Georgia at work in the cattle yards

Georgia McLellan, Mt Sanford Station, NT

I have spent this year in the Northern Territory working on Mt Sanford Station, 600km southwest of Katherine near the Gregory National Park.

The station is 617,763 acres in size and produces high-quality cattle for export markets such as Vietnam and Indonesia.

Taking on this experience made sense to me. I've always loved animals and the outdoors, and have always wanted to be involved in the cattle industry.

You hear about station life and the amazing lifestyle of the Territory, and I really wanted to see different parts of the country that not many people know about. When people talk about the Territory, they think of red dirt and desert – I've learned there is so much more to it than that.

The station operates on principles of sustainability in all aspects of its



Georgia McLellan (L-R): 1. Moving cattle,
2. Heytesbury annual muster, 3. Long days,
4. Heading home at the end of a day

operations. The cattle are grass-fed, living almost wild. We provide minimal intervention: just water, supplements, and the usual care that goes into cattle husbandry. The country is not overgrazed, and pests (donkeys, camels, wild dogs, pigs) are managed to protect both native wildlife and the cattle.

The station is currently involved in a pasture management trial with the aim of assessing the benefits of burning and how it relates to the quality of feed for the cattle. And on a station, everything is recycled, kept, and fixed. We just can't zip into town for car parts and tyres, so we reuse and fix everything.

One challenge has been getting used to the fast pace of the work. Life is very busy on a station; everything is always happening at once, so much more than you realise. Another challenge has been getting used to

the harsh environment – the heat, humidity, rocks, dusty yards, and long days! And I miss things like Tim-Tams, chicken, lamb and smoothies!

On days off, there's swimming in the creeks and waterholes, fishing for barramundi, taking a drive to see the sunset, and exploring the Gregory National Park. Stations often visit other stations for birthdays and celebrations, and going to campdrafts and rodeos on the weekends is definitely a 'Ringer' thing to do!

I've had many memorable experiences: accidentally swimming near crocodiles, placing in campdrafts, learning to shoe horses, enjoying the ever-changing landscape, and the camaraderie of the team at the end of a hard day's work. Everyone gets a turn at every job on the station; it's really rewarding to see how far you've come with tasks

that you never knew how to do a few months ago.

I have loved the friendships I've made. People come from all over Australia to work in the Territory. Because it's so remote, you only have to see someone two or three times, and they become your mate. Everyone is so happy to see each other after periods of isolation, so friendships happen quickly.

I'm really keen to continue working in the cattle industry. There are so many opportunities after being a station hand. I could go on to be a helicopter pilot, a mechanic, a vet, a mobile uni instructor, a station cook - or any number of other things. I've met many people who are extremely successful in the cattle industry of Northern Australia, and they're an inspiration. They're all hard-working, dedicated, and love living in the Territory!





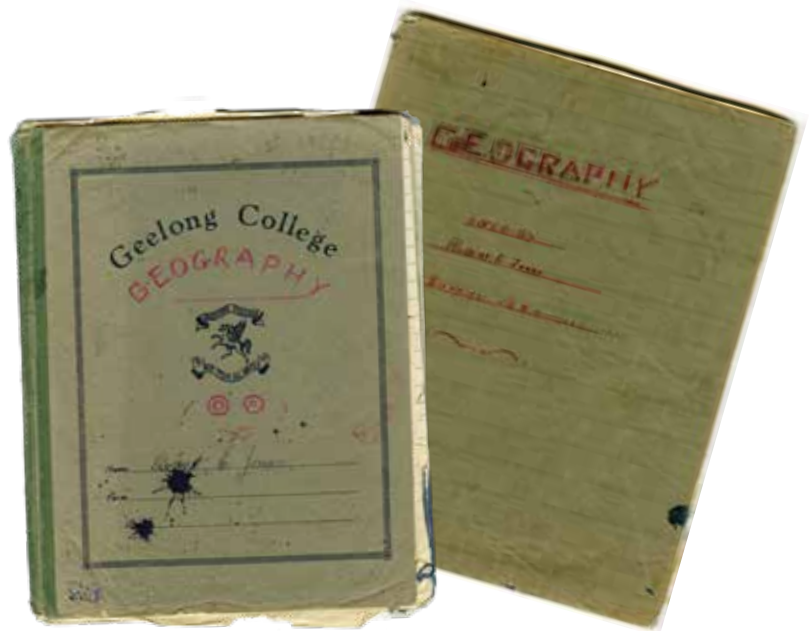
TIBET.

Mt Everest, Himalays.

INDIA.

PRODUCTS and
MANUFACTURES.

300 miles



The quiet illustrator

CAROLINE STOK, ARCHIVIST

At this year's Henty Machinery Field Days, three old exercise books were donated to the College Archives by Robert (Rob) Jones' (OGC 1945).

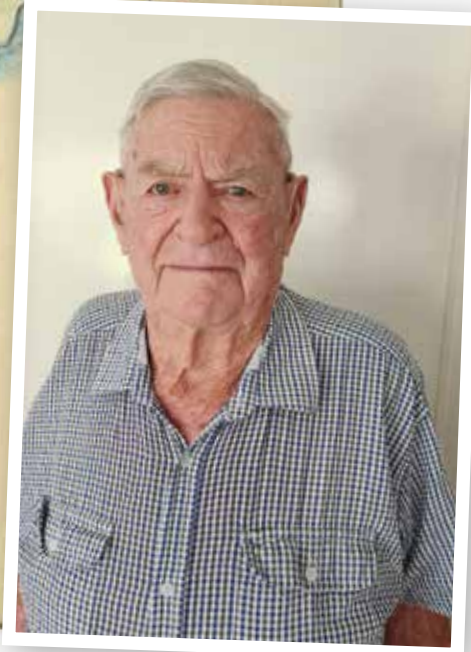
When Rob Jones approached the College stand at the Henty Machinery Field Days, three old exercise books in his arms, we did not know what a treasure trove we were about to unearth.

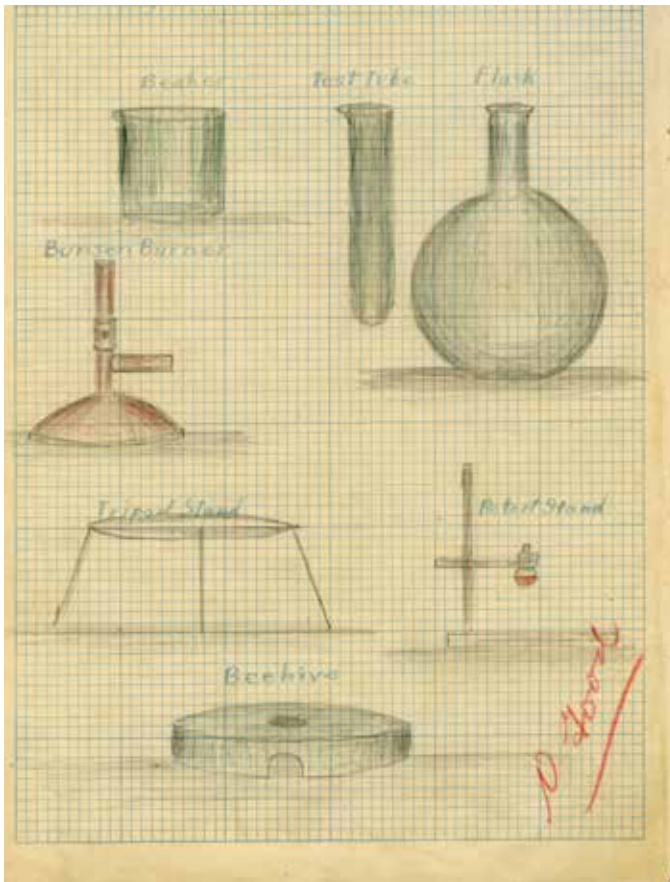
Their pages were yellowed by age, but the markings that adorned them were still clear and vibrant. They were filled with the usual notations of a 1940s student - carefully

written notes on geography and experiments in chemistry.

The surprise came when we saw the many illustrations scattered throughout.

There were painstakingly crafted diagrams showing the workings of wind patterns around the globe, and the growth of the barrier reef, and the formation of a billabong. There were also chemistry drawings, depicting the many types of apparatus used in Rob's class experiments.





His illustrations are not only a testament to Rob's skills as an artist, they also provide a unique glimpse into College life in the 1940s.

More informal sketches include the College boxers, Glee Club Productions and other notable figures.

As the books were handed over, Rob's son joked that his father was 'a bit late handing his homework in'.

At which Rob chuckled.

Rob also tells us he has since found some 'even better' books amongst his collection.

A harsh taskmaster, he wasn't pleased to have missed them in his first search.

'I wanted to give myself a Saturday detention!' he laughs.

It has been some time now since the days of detentions and homework for Rob.

He embarked on his College journey in 1941 when he started at the Preparatory School. In those days, it was based in the school buildings along Aphrasia St (now forming part of the Austin Gray Centre).

Just a year later, in 1942, Rob was named as one of the Preparatory School prefects.

A quiet achiever, his name appears in many editions of the Pegasus as he worked his way through his schooling - often listed in the top scorers for each year level. In 1946 he was dux of Form IVB, receiving the Douglas Higgins Memorial Prize.

It has been 81 years since those first days at College.

Now 94 years of age, Rob lives in Albury, NSW, with his wife Virginia. They have three children - Cameron, Tracey and Philip.

When told of our intention to publish his illustrations, Rob was somewhat surprised.

'Oh, I don't need all that!' was his humble reply.

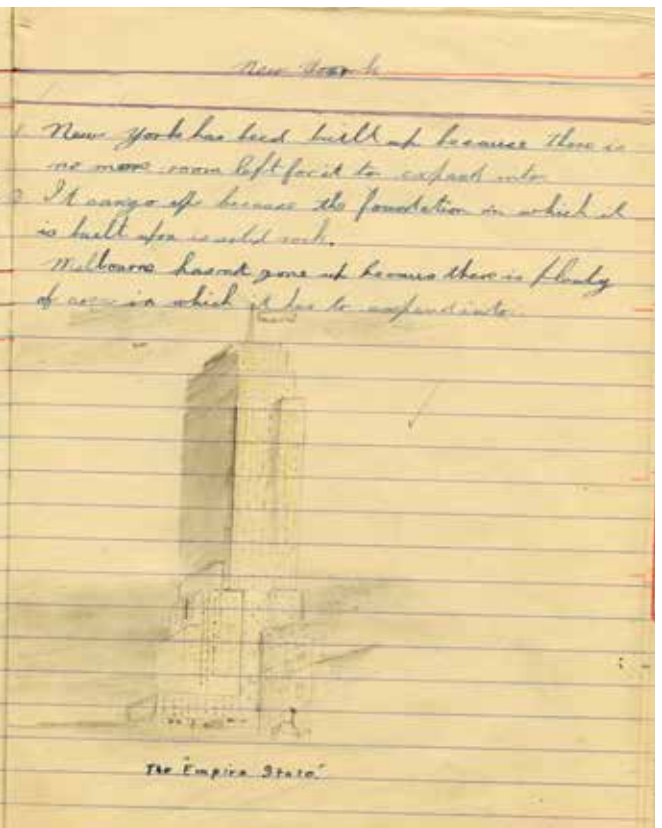
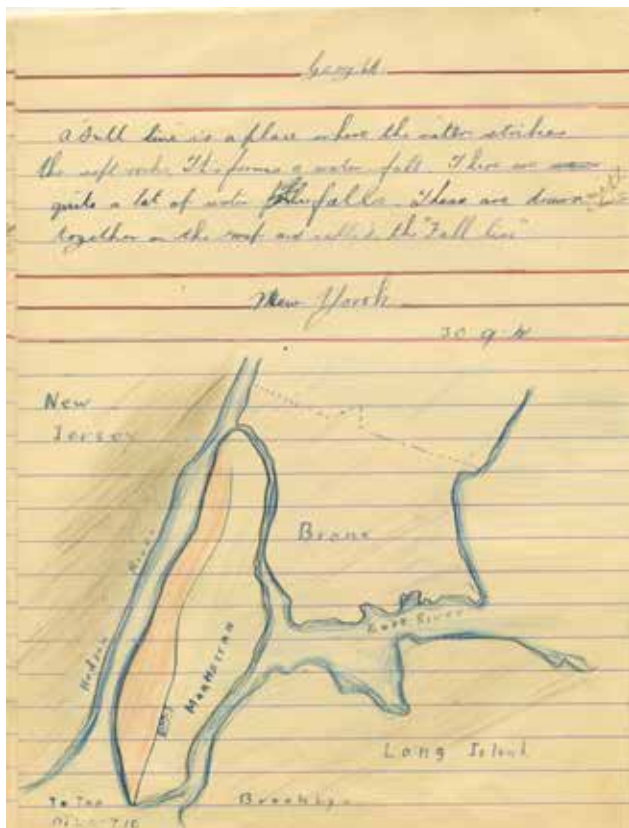
No doubt, 'publication' was the last thing on the mind of teenage Rob when he put ink to paper. However, we are delighted by the donation of Rob's unique books, and for this first-hand glimpse into the life of a 1940s schoolboy.

Get in touch with Rob

Rob tells us he is always happy to hear from old friends and Old Collegians. If you would like to contact Rob, please email: **communityrelations@tgc.vic.edu.au** and we will make sure it reaches him.

Donate an item to our archives

If you have any Geelong College school day treasures that might be of value to the College Archives, please email: **caroline.stok@tgc.vic.edu.au**



OGCA President's Report

KYLIE MACKEY, OGCA PRESIDENT

This year, we have seen a renewed sense among our alumni to connect – reestablishing ties in a variety of ways that offer purpose and value. We have experienced an increased energy to act, optimism for the future and a desire to find new ways to reconnect with the College.

Given the transformations happening at the Senior Campus, with the development of the Bellerin Project on the western boundary, we have taken delight in creating opportunities to welcome alumni back to the College.

A couple of highlights for me were welcoming my own Class of 1993 cohort back to the College and being able to represent the College and connect outside of Geelong.

In brief

Our actions are guided by our strategic framework – with the vision ‘That all alumni of The Geelong College should have the opportunity to be engaged with the school community’.

Our hybrid Committee structure is working – with members based in Geelong, Melbourne, Ballarat and New South Wales.

We farewelled Morongo Old Collegian representative Georgie Fidge. We thank Georgie for her contribution and involvement in MOC activities.

We welcomed John O'Brien (OGC 2002) and are exploring some new

ideas to include representation from our youngest alumni.

Jim Brown (OGC 1978) resigned as a committee member on November 17.

We have been thrilled to host a number of reunion events. These have included the 5 Year Reunion (Class of 2018), the 20 Year Reunion (Class of 2003), the 30 Year Reunion (Class of 1993) as well as the OGCA staff function. We also hosted the Sic Itur Luncheon and welcomed a fabulous group from pre-1973 to the Dining Hall for a luncheon, with many also watching our 1st XVIII football team defeat Scotch College.

We were pleased to see the return of events further afield too – most recently with a fabulous reunion held in Canberra. Events have also been held in Hamilton, Deniliquin and Albury.

I was pleased to be given the opportunity to address the Year 12 cohort on their final day at the Chapel Service and present them with gifts from the OGCA.

We have instigated an honour board review and look forward to sharing insights regarding this soon.

We are also in the preliminary stages of organising some new events for 2024 including an Old Collegians vs current students event and a social event.

Our Vice President represented us at the Old Carey Grammarians Association Networking Event.

We continue to recognise and celebrate the achievements of long-serving College staff with 26 staff achieving 5 years of service and five staff achieving a notable 25 years of service.

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. We initiated this team in support of Jason Nelson (OGC 1988) who was battling an aggressive and rare form of leukemia - Acute Myeloid Leukemia (AML). Sadly, Jason lost his battle on 17 September 2023.



Share your achievements

Do you have a story to share? An achievement or milestone, something worthy of sharing with our alumni? Please get in touch and share your news – where possible, with an image or video. We were thrilled to congratulate Charlotte Kay (OGC 2015) who became the first female alumni to play 50 games for the Old Geelong Football Club.

Have you joined TGC Connect?

Our alumni community is nearing 13,000 members. As Collegians, we are connected for life, and part of one of the oldest alumni associations in Australia. Have you registered on our alumni platform?
www.tgconnect.com

Special thanks to our engaged members who have offered career advice, networking opportunities and mentor activities for our alumni. Our platform provides an excellent way to 'connect' with fellow Collegians via messaging or video. There's even a free jobs board!

Need support?

As a Committee, we remain committed to assisting Old Collegians who were victims of 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

In 2023, we have been diligent, purposeful and successful. As President, I'd like to recognise the valuable contributions of each volunteer Committee member for their ongoing contribution to College life.

To our alumni, stay connected and reach out to us as your support network! Join TGC Connect, follow us on socials (OGCA Facebook) and look out for our OGCA newsletters. You can also email us:
ogca@geelongcollege.vic.edu.au

Be of courage and 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

Nicola Cousen (OGC 1989)

Executive Officer

Mike Howell

Members

Sam West (OGC 2000), Bridgette Engeler (OGC 1985), Donald McAllister (OGC 1990) and John O'Brien (OGC 2002).

Community Relations team:

Chelsea Matheson and Niki Nurnaitis.



Ed (OGC 2007) & Charlie (OGC 2014) Curnow

The Curnow brothers, Ed (OGC 2007) and Charlie (OGC 2014) are the first siblings to each play 100 games for Carlton Football Club.

In this video, Charlie speaks to Ed and shares the challenges he has overcome during the past eight years to achieve this milestone. There's also some footage of Charlie playing for TGC on Main Oval!

Following a sensational season, Charlie took home the Coleman Medal. Meanwhile, Ed announced his retirement, after an impressive 221 games, and will now be the Senior Coach for Lorne Football Club.



Lily Cox (OGC 2016)

Lily has recently celebrated her first year working in the UK for The Labour Party as a Digital Advertising Officer.

Her recent highlights include the running of digital ad campaigns in three very successful by-elections across the UK, and co-presenting at a Labour conference on the topic of 'how to deliver a winning digital campaign'.

She looks forward to a visit home to Australia in a few months, and has her eyes set on seeing her party win a general election. Good luck, Lily!



Arthur Ng (OGC 2017)

Congratulations to Arthur, who was recently awarded his Masters of Geology, 1st Class Honors, from the University of Edinburgh.

He will continue to study at RWT Aachen University in Germany for his PhD in Geothermal Energy.

Pictured are the Ng family: Arnold (OGC 2022), Rachel (mother), Ashley (OGC 2023), Arthur (OGC 2017), Andrew (Current student), Calvin (father)(OGC 1987) and Audrey (OGC 2019).

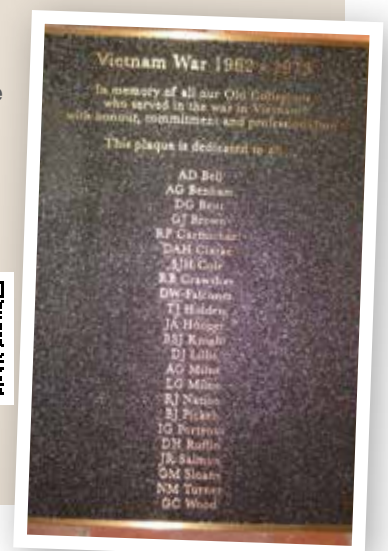
Vietnam Veteran's Day

This year, on August 18, we marked the 50th anniversary of the end of Australia's involvement in the Vietnam War.

During the Vietnam War Australian society wrestled with the war effort, and so did the College community. The Social Service committee organised collections to support various charities and appeals.

The 'Ad Astra' reported on Old Collegians who were serving in the war. These men are honoured in the College's Memorial Foyer.

Read more about them by scanning the QR code.



Hugo Armstrong (OGC 1984)

Congratulations to Hugo, owner of The Blues Train. Hugo was recently inducted into Blues Music Victoria Hall of Fame as an icon for his contributions to the music industry.



Toby Conway (OGC 2021)

Congratulations to former College Vice Captain and OGC 2021 Toby Conway who made his debut with the Geelong Cats in August this year with a strong performance against the Western Bulldogs.

Following an injury-impacted early part of the 2023 season, the big ruck returned in round 17 through the VFL and quickly hit his straps, collecting 21 disposals against GWS before earning his AFL debut in round 24.

"It's a big privilege to pull on the hoops for the first time," he said.



Audrey Ng (OGC 2019)

Congratulations to Audrey, who has recently graduated from the University of Durham with a Bachelor of English Literature.

She is now studying at the University of London (School of Oriental and African Studies) and was one of just three recipients of an International Postgraduate Scholarship

OGs V TGC First XI match

The OG's cricket team played our 1st XI in October this year as a warm-up match for the coming APS season.

It was the Old Boys who triumphed on the day, with our College First XI making 125 from 40 overs. Impressively, the Old Boys successfully chased down the total in just 25 overs, with Henry Weddell making an unbeaten 50 and Steen Balodis adding 35 not out.

It was a fantastic day of cricket, though we hear there were some very sore bodies among the Old Boys the following day!

A big thank you to James Ratcliffe for organising this event with the school.

OGs team players in photo: (starting top left: George Chisholm (OGC 2011), Jack

Wood (OGC 2011), Edward Ratcliffe (OGC 2011), James Ratcliffe (OGC 2006), Cameron Russell (OGC 2006), Campbell Bishop (OGC 2010), Will Langley (OGC 2013), Steen Balodis (OGC 2006), Will Hartnell (OGC 2007), Henry Weddell (OGC 2005), & Bennett Merriman (OGC 2005)





Charlotte Kay (OGC 2015)

Congratulations to Charlotte Kay (OGC 2015) who recently became the first female alumni from The Geelong College to play 50 games for the Old Geelong Football Club. Charlotte joined the OGFC in 2018 and has become “a pillar in the defensive structure of the team over her 50 games.” Also a very committed and much-loved member of the club, Charlotte displays dedication to the playing group and club community more broadly. With thanks to Nick Edwards for sharing this information and photo.

**Share
your
news!**

We love to know what our OGCs are up to! If you have some news to share, email us at: communityrelations@tgc.vic.edu.au



Claire Fenton-Glynn (OGC 2003)

Congratulations to Claire, Professor of Child and Family Law at Monash Law School, who recently co-edited the Elgar Law title ‘Research Handbook on Adoption Law’.

The project provides diverse perspectives on the law and practice of adoption and examines how laws differ between countries and cultures. It also looks at the impact of adoption on all involved.



Tom Anastasopoulos (OGC 2023)

Congratulations to Tom who was selected by Port Adelaide at pick 48 in the AFL National draft.

We look forward to seeing him in the teal next year!

Keith Grigg (OGC 1948)

On a recent visit to the school, Keith inspected the 1951 whole school photo, finding his face amongst the students. Keith’s son Wes, works as the Maintenance Foreman at College



Andrew Duan (OGC 2018)

Congratulations to Andrew, 2018 College Dux, who is continuing his standard of achievement in his further studies.



Now in his honours year as medical student at Monash University, he was awarded two academic awards at the Student Awards Ceremony in May: The ‘Belinda Farrell Community Medicine Prize’ for his academic results, and the ‘Neil Carson Prize in Community Medicine’ for having demonstrated ‘the most outstanding skills and qualities’ relevant to General Practice.



1963 Football Premiership team

The 60-year reunion of the 1963 Football Premiership team was held at Barwon Heads Golf Club recently, with many of the original team in attendance.



Ken MacLean (OGC 1959)

In September, Ken re-visited the Smith of Dunesk Memorial at Beltana, SA, for his 80th birthday.

Ken first visited Beltana as part of the College's Exploration Society's expedition to the Flinders Ranges in 1961.

On this trip, Ken was joined by his wife, Faye, and children: Rhona (OGC 1992), Catriona (OGC 1995), Hamish (OGC 1997), as well as his grandchildren.

Unfortunately, the plaque on the Cairn has been temporarily removed as it undergoes restoration works, but the family enjoyed the trip regardless.

Image (R): The original trip in 1961



Ferne Millen (OGC 1996)

Congratulations to Ferne who was awarded the Director's Choice Award for the 2023 Olive Cotton Award at the Tweed Regional Gallery for her portrait of Dr Todd Fernando. This is a national award for excellence in photographic portraiture.



George Threadgold (OGC 2012)

In November, George graduated the University of Oxford where he was studying as a Governor Phillip scholar.

George completed a Master of Public Policy with a research specialism in cybersecurity at Oxford. He is returning to the Australian Public Service where he has been working on security issues after graduating from the University of Melbourne with a Bachelor of Arts.



Luke Dickens (OGC 2004)

Congratulations to Luke and his partner Sam Ziino, who recently welcomed their first child.

Rupert Zed Dickens was born in Fitzroy on September 12, 2023.

He is a much loved grandson for Gwyn and Paul Dickens, and Tony and Michele Ziino.

Luke works as a Senior Environment Advisor for Cleanaway, and Sam works as Head of Creative at MECCA. The family lives in Melbourne.



Life after College

We chat to Old Collegians about what life has been like after College.



Dr Belinda Cardinal (OGC 1993)

I left College for Deakin University, initially studying science and law but later switching to pure science. I earned a bachelor's degree, followed by an Honours degree. Then, I completed a PhD in Genetics at The University of Melbourne and became a Genetics lecturer at Melbourne Uni.

While pursuing my academic career, I started a family with two children. When my brother faced health issues, I transferred my work to Deakin Uni to be able to support him. This experience reshaped my priorities, leading me to establish a goat dairy and cheesemaking business, allowing me to work from home while indulging my passion.

Life took another turn with a separation, but I continued dairy goat farming and ventured into livestock genetics import-export. I remarried and, with my partner, successfully manage our business, involving various responsibilities like accounting, contracts, genetic analysis, and day-to-day husbandry.

Highlights include speaking at international conferences, publishing papers on new bat species, and importing a new sheep breed to Australia after two decades - the Valais blacknose (the cutest sheep in the world).

My advice to students: Embrace unexpected opportunities; you never know where they might lead you.



Dr Nisha Menzies Brown (OGC 1993)

I knew my career needed to involve in-depth study of baby behaviour. That led me to Occupational Therapy. With a year's experience, I left for the UK via Africa. Here I had the unique experience of using my knowledge in an orphanage in Zimbabwe.

In the UK I worked in paediatrics and completed courses on infant neuro-behaviour. When I arrived home, I was ready to chase my dream! Many calls later, I lucked upon an ambitious paediatrician and neurologist who were creating a research team to study brain development in babies, and who became my PhD supervisors. I also

worked with babies in intensive care at the Women's Hospital.

In my private practice, I facilitate group therapy services for infants and young children in nature. Being outdoors helps families to feel that the hours of therapy they attend are more like 'playgroup'. This facilitates peer connections and supports infant and parental mental health.

I had no defined career path. But by not giving up, talking, trying different angles, and combining my passions I have found rewarding work in a speciality that I love. Importantly, private practice allows a balance between career and family.

Tim O'Donnell (OGC 1993)

I am GM of Business Development for an ASX-listed Agribusiness firm based in Fremantle, WA, where I live with my wife and four children.

My journey with this company spans 17 years. Vessel-based for two, then 15 years establishing welfare-centric meat and livestock supply chains across South-East Asia and the Middle East.

I deferred an offer from the University of Melbourne to study Marine Science, instead spending three years at Moola Bulla Station near Halls Creek, followed by a stint at Marcus Oldham, later venturing west to work in mining near Kalgoorlie, before returning to the cattle industry from 1997 to 2000.

Post the Asian Financial Crisis my path led east to the Hunter Valley, and the export office of McGuigan's Wines, adjacent to my family's winery, Meerea Park. This role paved the way for an opportunity in the Philippines, marketing a diverse selection of Australian wines across that region for five entertaining years.

In 2006, I returned to Australia and settled in Darwin as the NT/NQ Manager for my current employer, then moved to Fremantle in 2012 to lead the company's MENA operations.

My advice to the Class of '23 is simple: Relax. There are countless paths to success and happiness, take them.



Sophie Baulch (OGC 2003)

I don't think you could get a more linear career path than mine!

I completed my Year 10 work experience with the engineering department at Warrnambool City Council.

I studied a Bachelor of Engineering at university, and I have spent my professional career within the construction industry.

I remember listing Prosthetics and Orthotics as a university preference in Year 12 (plucked out of a handbook) just to satisfy the careers councillor that I'd considered other options!

My career in construction has been varied – from strengthening the West Gate Bridge to commissioning a new sewer pump station at the Twelve Apostles Visitor Facility during a pandemic (difficult to do with no sewage!).

I have loved being a part of the construction industry although it has been challenging at times being a female in a male-dominated sector.

Female representation has increased greatly since I graduated from university, however, there is still a long way to go.

I encourage any female student considering a career in STEM to embrace the opportunities; there's only one way to change the status quo, and that is to be a part of that change.

After 13 years in Melbourne and a 4-month travel stint through Europe, Africa, and Australia, I made the decision to move 'home'. I have now been in Warrnambool for 7 years and recently joined the engineering department at Warrnambool City Council. I work alongside the same Engineer that I did my Year 10 work experience with - ahhh, the circle of life!

I enjoy a great work-life balance which allows me to pursue my other passions through volunteering, sport, and travel.





David Paton (OGC 2003)

From school, I went to Latrobe University Bundoora in 2004, to study a Bachelor of Agricultural Science (Honours) alongside a Bachelor of Business with a major in Finance, which laid the foundation for my career.

In 2007, I started working for Glencore Grain, a multinational business, during the period of wheat deregulation in the Australian market. Witnessing and contributing to the company's growth, we managed to secure a remarkable 20% market share in just five years.

Subsequently, I transitioned into the grain market consultancy business, which allowed me to work closely with farmers and traders in the dairy and grain industries, offering insights

and support based on my extensive experience.

More recently, I established my own consultancy business (Check Please Pty Ltd) in the dairy, grain and commodity sectors. We provide extensive brokering and advice services. Furthermore, we are about to embark on a software development initiative aimed at delivering tailored commodity price information to farmers and other stakeholders.

In 2018, I married my partner, Charlotte, and we have two children, Evie born in 2019 and Florence in 2021. Balancing a fulfilling career with family life has been a journey that continues to inspire me.



Tristan Phung (OGC 2018)

After graduating in 2018, following 16 years of schooling at TGC, it was time to start the next chapter in my life. The prospect of starting University and entering the workforce was an exciting thought and I was more than ready to leave the nest. I studied Business at Swinburne University followed by a Post Grad at RMIT over a four-year period.

My chosen field of specialisation was Logistics and Supply Chain Management and after a well-needed two-month holiday in Europe post-completion, I found a job at Cargill, a global commodity trading firm.

During my six-month tenure at Cargill I oversaw the coordination of the NSW Export Program, which involved managing the export of agricultural products from New South Wales to international markets. Subsequently,

I made a career shift and am now working for Arrotex Pharmaceuticals, based in Richmond.

Whilst the Pharmaceutical industry differs significantly from Agriculture, I have found fulfilment in finding solutions to bottlenecks that are crucial to providing drugs to patients that facilitate necessary health care.

A central aspect of my role is optimising the supply of high-end drugs that alleviate the symptoms of individuals with various types of cancer. With this responsibility brings great motivation to keep innovating and working for Arrotex Pharmaceuticals!

Going forward I am looking at gaining more experience, growing as a person and perhaps working overseas.

Ellie Nigro (OGC 2018)

I am nearing the end of my Bachelor of Laws/Arts degree at Monash University. Despite persistent lockdowns, I was fortunate to complete part of my studies overseas.

In January 2020, I studied Sustainable Development in Prato, Italy. This included a field trip to Venice – a tourist hotspot that attracts ‘false excursionists’ who significantly disrupt an already fragile environment. We explored ways in which stakeholders can work collectively towards a more sustainable tourism industry – one that balances environmental protection with socio-economic factors.

I have also recently returned from studying international law in the

Hague. I was fortunate enough to learn from highly regarded professors from Duke University (USA) and Leiden University (The Netherlands). We also had the opportunity to visit the International Criminal Court and International Court of Justice, which truly brought what we studied to life.

As for now, I am about to undertake vacation clerkships at Herbert Smith Freehills, King & Wood Mallesons and Allens. I am interested in pursuing commercial law as it’s a diverse area of law that will allow me to explore many of my interests. I am particularly eager to learn about how law firms are advising some of the largest corporations on achieving their sustainability goals and obligations.



Mimmi Balaam (OGC 2018)

I have been incredibly fortunate to attend The University of Miami, in Florida USA for my tertiary education where I am on the Women’s Rowing Team, whilst studying for a Bachelor of Science.

The opportunity to train and row in a competitive setting, whilst studying at an international institution has played a pivotal role in my personal and academic development. We compete against 18 Universities along the East Coast and I enjoy competing across the country and rowing with girls from Spain, France, Serbia, Poland and the Netherlands.

I am now in my final undergraduate semester, completing a Major in Sports Management and plan to pursue a Masters Degree next year.

This year I completed a 9-week internship at TLA, a sports marketing agency in Melbourne and it was an experience that provided valuable insights into the lives of professional athletes and a deeper understanding of the responsibilities of a sports agent.

I strongly encourage anyone interested in advancing their studies and pursuing athletics at a high standard, to consider applying to study in the United States. Venture beyond your comfort zone, and gain knowledge and friendship from the diverse international community, which warmly welcomes passionate and driven Australians.



OGC sports news

ROWING

The Albert Bell Club

STUART OLSEN, ABC PRESIDENT

At the Annual General Meeting, I was elected the new Albert Bell Club President.

It is a privilege to step into the role of President, particularly at this time. This year marks a 30-year milestone for myself having been part of the successful 1993 Head of the River Geelong College First VIII Rowing crew. The friendships, experience and people involved with rowing have always been an important part of my life.

Thank you to our former President Peter Lawson who has been an incredible leader and exemplary President. His heart for this club beats strongly and we all appreciate his involvement.

Peter continues on the Committee in the role of Secretary and I'm grateful to be surrounded by him and the committee - Jon Arrigo, Will Joske, Andrew Williams, Ben Thompson, James Landy and Louise Monotti (patron) for their support, wisdom and advice.

I recently reflected on the fact that the Albert Bell Club was established in 1975 and according to its first constitution to 'support rowing at The Geelong College in any possible way'. Our committee is focused on working to achieve this and I look forward to working more closely with the Rowing Parents Support Group (RPSG).

Recent Albert Bell Club activities include:

- The committee meetings in June, August and October. I'd like to thank the committee for the time

they volunteer as we plan for the key fundraising event, the 2024 Albert Bell Club Dinner. We also have some new merchandise that we look forward to sharing for this season.

- Financial support of the new Sports and Wellbeing Centre. The club has historically assisted rowing at the school through donations towards rowing equipment and facilities, in particular supporting the campaign to build a new boat shed during the mid 1990's. Therefore I was so pleased that the we could again assist, and financially support the project. We know that the rowers will look forward to using the new facilities in 2024.
- Attending the RPSG Welcome Night to discuss the Albert Bell Club.

It was great to meet the parents, the Rowing Parents Support Group, the Director of Rowing Andrew Richardson and the senior coaches.

My goal is to listen to our club and rowing community. I want to ensure that the incredible experience that we have during our school days rowing continues with a strong connection through the Albert Bell Club. With several rowers going through pathways programs (Sienna, Alex and Lachlan - pictured) and international selections, we would love to keep

in touch and enable more of that experience to be shared back to the current crop of aspiring rowers.

I have two boys at the school, James in Year 2 and Lachlan in Year 8. Lachie is rowing for the school, and I look forward to seeing you all regularly at the boat sheds and events.

Please make sure that if you see me you introduce yourself and share your ideas. We look forward to hearing from you.



Images (top to bottom): 1. President Stuart Olsen, with one of his sons, Lachlan; 2. Alex, Sienna, and Lachlan are going through the pathways program.



FOOTBALL, NETBALL & CRICKET

The OGs Club

PETER LEMON

A successful year in B Grade where the club narrowly missed the men's finals on percentage and where the women finished fifth in Division 1 was highlighted by stellar contributions from The Geelong College alumni.

There were a number of outstanding performances throughout the 2023 season.

The most obvious was Jack Sheridan, ruckman and vice-captain of the men's seniors, who won the G.T. Moore Award for Best and Fairest in B Grade, the highest medal won by an Old Geelong footballer in our 69-year-history.

Twenty-five-year-old Jack (OGC 2015) learned his ruck craft at the College under the tutelage of triple Geelong Premiership player Brad Ottens, a period he looks back on fondly given he was learning from one of the best.

"As a ruckman, you obviously never stop learning but Brad taught me a lot at a young age, such as where to run to, and where to stand, how to position myself in ruck contests.

I've had some good coaches at Old Geelong but as a 17-18-year-old you couldn't be luckier than I was," said Jack.

Jack played all 18 games in 2023 to bring his career total to 74 (39 times named in the best) since he joined the club from University Blues in 2018.

The seniors side also included other Old Collegians in Matt Bird (OGC 2015) who had a really good season in defence, Jacob Jess (OGC 2013) who was typically prolific whether on-ball or forward and Nick Morwood (OGC 2014) who was a clear winner of the most improved player award.

Nick's brother Lachie (OGC 2016) won the Reserves Best and Fairest with Alex Crowe (OGC 2018) taking out the reserves goal kicking award.

One of the club's veterans in Harry "Spider" Graham (OGC 2013) celebrated his 100th game and Tim Hosking (OGC 2014) was another who saw some senior action. Will "Wink" Simpson (OGC 2014), Toby Lever (OGC 2018), Sam Jess (OGC 2016) and Geordie Whittakers (OGC 2020) were other Collegians who made healthy contributions to the club.

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 mould the team as an extremely competitive outfit that just missed finals.

More importantly, the group really enjoyed their year and has set solid foundations in place for 2024.



FOOTBALL & NETBALL

The Ammos Club

BRUCE HARWOOD (OGC 1978), AMMOS COMMITTEE MEMBER

Another local football/netball season closes with record player numbers and huge on and off-field success for the AMMOS.

There were 1100 registered players for the AMMOS this year, which is unprecedented. The continued growth of our football/netball junior programs and in particular our female membership was significant.

On-field success was again huge. The Division 1 Women's Football team were Premiers, which was back-to-back for them. We also saw a huge, against-the-odds, premiership win for the Men's Senior Reserve team. All five senior netball teams played in their respective grand finals with B & E Grades achieving premierships. There were also a number of junior netball and football premierships.

The Club also worked hard off-field completing a state-of-the-art lighting program for both ovals and plans are now submitted to upgrade all netball lights. The Club contributed around \$60,000 to the oval lighting project and will contribute around \$65,000 to the netball lighting project.

The plans for a large viewing deck of the main oval are being completed

and will be presented to the Council very soon. This will allow about 3000 people to watch games on the main oval from the western side. Again, this project will be funded by the Club. These infrastructure works are only possible with strong membership, fantastic sponsors and hard-working committees within the Club.

Plans have also been completed for the urgently required female-friendly change rooms. The Club is actively seeking funding for the upgrades through the City of Greater Geelong Council, as well as looking at potential support from the State Government.

Importantly the connection with the College remains strong and healthy.

In 2025 the Club will celebrate its 100th year in existence after being established by staff and former students from the College and Geelong Grammar. A remarkable achievement given all that has occurred in the time since its inception.

So for all at Queens Park, it's 'bring on 2024 and let's aim for another big year!'



Farewells

URQUHART, Alistair Buxton

(1947-2023) OGC 1961

Alistair Urquhart was a champion for people living with disability and public affairs. His drive for connection saw him thrive in both business and community.

Alistair's interest in public affairs began at an early age. He was enrolled at the College in 1960, starting in Form II. When he was in Form IV, Alistair spent 11 months in the US as part of an American Field Service program. Prior to this, his family had hosted an American Field Service Scholarship holder, David Bordine. Alistair stayed with a family in Maryland, near Washington DC. His "American mother" was involved with the Maryland Republican Party, and his "American father" was an admiral in the Navy, giving Alistair insight into politics and government.

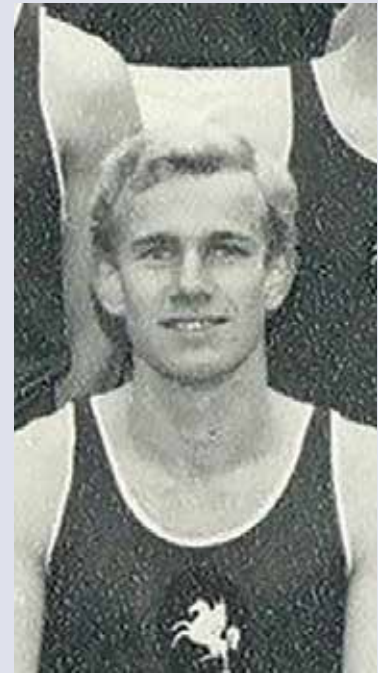
Back in Geelong, Alistair's College days were spent in Shannon House. He was involved in the rowing program, as part of the 5th and 2nd VIII crews. He received multiple house colours for athletics, rowing and swimming. In 1965 he was captain of the athletics team and received school athletics

colour. Alistair was pipe sergeant in the cadets and playing bagpipes became a lifelong interest. In 1965 he was appointed Company Sergeant Major. After returning from the US he worked whilst he studied to complete his matriculation.

Alistair's brothers also attended the College: Donald (OGC 1957), Ian (OGC 1959) and Andrew (OGC 1965). The brothers started at the College together in 1960.

Following school, Alistair studied a combined arts, law, history and politics degree at the Australian National University. By the 1980s he had started his own business as a lease and finance broker, eventually becoming Victorian President of the Australian Small Business Association.

In the early 1990s he became managing director of Affairs of State Consultancy Firm. Around this time, he was also founding chairman of WISE Employment (also known as Workplace Integrated Supported Employment). A lifelong passion was helping people living with a disability, and so he was instrumental in founding WISE.



In 2021 Alistair was awarded a Medal of the Order of Australia (OAM) for service to people with a disability through employment initiatives. He served on the WISE board from 1993.

Alistair passed away 16 July 2023, aged 76 years and is survived by his wife Mary.

ADAMS, William John (1953-2023) OGC 1967

John was enrolled at the College as a day student from 1958, starting at the kinder. He was a member of Calvert House and played Under 15 football. John married Thelma Challenger in 1967 and they have four children. In 1998 he opened South Barwon Computers which has been running for 25 years.

ANDREWS, Gordon Donald (1930-2023) OGC 1944

In 1947, Gordon boarded at The Geelong College, starting in Form V. During his time here, he was a member of the relay team and 3rd XVIII football team. Following school he pursued an amateur running career. Gordon would go on to work in banking in Melbourne and regional Victoria. He also served as a VFL umpire for many years. He was married to Robin for over 68 years and they have four children.

BARBER, George Wingfield (1933-2022) OGC 1948

George was enrolled as a boarder from 1949-1952. In his second year he was awarded the Alexander Coto and John Coto Memorial Prize and received Morrison House football colours. George was involved in the rowing, cadets and PFA and music committees. In 1952 he was a school prefect and served on the Pegasus editorial panel. George would go on to become a teacher and lived in Maryborough (Vic.) with his wife Elizabeth.

LAWLER, Donald Blair

(1930-2023) OGC 1945

Courtesy P Taylor

With the recent passing of Don Lawler at the age of 93, The Geelong College has sadly lost one of its greatest supporters and advocates from that era. Don lived a rich and fulfilling life, one that was shaped from the very beginning by his education at The Geelong College. One of five Lawler brothers, (George OGC 1946, Wally OGC 1951, Tony OGC 1954, and Rob OGC 1959) Don boarded at the College between the years of 1940-1949. Those nine years proved pivotal to Don leading a life that was

full of exploration, travel, work and experiencing life in a wide variety of countries around the world. His interest in Journalism was formed very early on at the College where he was one of the first editors of the school newspaper 'Chez Nous'.

Don was never afraid to use editorial licence in search of a good story, and more than once raised the eyebrows of staff who preferred the motto of 'seen but not heard'.

Don never was an advocate for sitting quietly! It was also in this time just after the end of WW2 that Don joined The Geelong College Exploration Society. It was here that

his lifelong love of the outdoors and travel began. At the age of 17, he thought nothing of riding his pushbike with a few mates to Adelaide to see the sights or embarking on a train to Heyfield, and heading north with a few others in search of what was at that time a lake that few had seen - to be named Lake Tarli Karng. Navigation was by compass, and often maps they made themselves.

Arguably Don's most famous involvement was at Federation Peak in Tasmania in 1949. 12 days of hiking through some of the toughest bush in Australia saw four of the

CAIRNS, Barry John

(1941-2023) OGC 1954

Barry attended the College from 1957 to 1958. He was awarded the A T Andrews Memorial Prize for outstanding performance in mathematics and science. He was also involved in the cadets and served on the library and debating committees. Following school he went to Ormond College and completed a MB BS. He was married to Mary and became a longtime supporter of the Ormond community and medical education.

DAVIDSON, Mervyn John

(1928-2023) OGC 1941

Courtesy S Ashbolt

Merv boarded at the College from 1943-1945, making lifelong friends. He was a member of the 1st XVIII football team and received multiple school awards. Merv went on to work at the State Electricity Commission (SEC). He played for Hampton Rovers and Sandringham Football clubs VFL grade. He had numerous sporting pursuits and served across sports such as squash, hockey, golf, table tennis and chess. He received many recognitions for his contributions including an Australian Sports Medal. Merv married Dawn Page in 1956 and they have two daughters.

GOY, Michelle Louise

(1997-2023) OGC 2015

Michelle started at the Early Learning Centre in 2000. At Senior School she was a member of Wettenhall House. Michelle played the cello in the school orchestras. She was also on the equestrian team, becoming co-captain in 2015. She received multiple music and equestrian colours and honours. Following school, Michelle studied health and medical science at Deakin University. In 2022 Michelle married Daniel McDonald (OGC 2012).

HOLDENSON, Peter Duncan

(1949-2022) OGC 1964

Peter was enrolled at the College in 1963, starting in Form II. His brother Tony (OGC 1966) also attended the school. In 1965 Peter received a Commonwealth Secondary Scholarship, and in 1966 completed his leaving certificate. Following school Peter would go on to study communications engineering and computing studies, and started his business Nucleus Computing Services.

IRVIN, Daniel Bernard

(1975-2023) OGC 1993

Daniel was enrolled at The Geelong College from 1987, starting in Year 6. At Senior School he was a member of McArthur House, earning Junior House colours in 1991. He received merit awards for information technology in Year 11 and Year 12. After school he worked in the IT industry.

LEWIS, Ian Archbold

(1938-2023) OGC 1952

Ian was enrolled as a boarder at the College in 1950, starting in Form UIVB in the Preparatory School. At Senior School he was part of Morrison House, competing in athletics. He was also a member of the U16B football team. Following school he returned to Maroona where his family lived. He married Kathy in 1962 and they have three children.

group become the first ever to climb to the top of what still is one of Australia's toughest mountains to ascend. The reality for Don, John Varley and Bill Huffam was however that they never got to make the final ascent given the failing light conditions. Don also took part in the 1952 expedition to discover and explore deep underground caves across the Nullabor Plains. Each trip was filled with adventure from dawn to dusk, real experiential learning before the term existed.

Whilst at College, Don was heavily involved in the Cadets as a Lieutenant as well as rowing in the 1st VIII in 1948 and 1949. In later years, Don assisted

the reinvigorated Exploration Society as a support driver to places like the Gammon ranges, Bibbulmun Track and Larapinta Trail. Don's working life was also extensive, serving his country in overseas postings for many years. Don's appetite for understanding the mechanisms of society was endless. His understanding of the many nuances of humanity was enlightening. In recent times his phone calls were prefaced with one question- 'How are things at the College?' Things are going well Don..... Gentleman, Scholar, and a Man of his word.

Vale Don Lawler. RIP.



**LOWE, Adrian Maxwell
(1924-2023) OGC 1936**

Courtesy P. Lowe

Max won a scholarship to the College and was enrolled from 1936 to 1941. A keen sportsman, he played cricket, tennis and football, and continued his football with the Geelong Amateurs as Captain, then Coach. Following school Max enlisted in the RAAF. He joined the Ford Motor Company in 1946. He married Nancy and had two children. His son, Peter (OGC 1967), also attended the College. After 43 years of service, he retired from Ford as Managing Director Ford Malaysia. He was then kept busy on the Board of the Geelong Football Club for 10 years where he was awarded life membership, playing golf, enjoying Probus and spending time with his family, grandchildren and the many lifelong friends he made at the College.

**MCGREGOR, Walter Studholme
(1936-2023) OGC 1950**

Wally boarded at the College from 1952-1953. He received the Senior Boxing Prize in 1952 and was one of the key players of the 3rd XVIII football team. After working on the family property, Wally studied medicine. He set up his own practice in Bendigo and was involved in local sport. He is remembered as a pioneer in sports medicine and has received multiple accolades. He was married to Lesley in 1961 and they have two children

**MCKINDLAY, Graeme Mackintosh
(1957-2023) OGC 1972**

Graeme boarded at the College from 1970. He was a member of Coles House, becoming House Prefect in 1975. He received cricket house colours and played tennis and football. Graeme went on to work in finance and in 1991 joined Fleming Partners, Deniliquin. He married Wendy in 1987 and they have four children. In 2014 Graeme was named Deniliquin Australia Day Citizen of the Year for his contributions to the community.

**MILES, Stephen John
(1944-2023) OGC 1957**

Stephen was enrolled as a boarder in 1955. He was Mackie House Prefect, Editor of Icarus, Library Committee and Council member, and Pegasus Editor. He became School Captain in 1962. He graduated with a BA in English, History and Politics, from Monash University in March 1966. Stephen went on to teach and study further in Australia, the UK and US. He met his partner John Miller in Los Angeles in 1975 and in 1980 was granted a PhD from the University of California. In 1987, he was ordained by the Archbishop of Melbourne. He served two curacies, as well as chaplaincies in Australia and overseas.

**MORRIS, Robert Charles
(1929-2020) OGC 1943**

Robert boarded at the College from 1941-1945, completing Forms UIVA to V. He was involved in a number of sports and received multiple colours. He was a member of the relay and athletics teams. In 1945 he was in the 1st VIII rowing crew and received rowing cap and honours. Robert married Dorothy and they have two children, David (OGC 1970) and Robyn.

**NELSON, Jason Anthony
(1970-2023) OGC 1988**

Jason was enrolled at the College from 1985-1988. He received multiple Calvert House colours and was appointed a House Prefect in Year 12. He also received multiple colours for cricket, football and swimming. Following school Jason would go on to train as a plumber and start his own business Plumbing For You. He played football with the Geelong Amateurs and was later involved in the junior program at the club. Jason married Sarah McCann (OGC 1989) in 1996 and they have two children.

**O'BRIEN, John James Selden
(1927-2023) OGC 1943**

John was a boarder at the College from 1945-1946 and rowed with the 3rd VIII crew. Following school, John would go onto become an insurance agent based in Traralgon. He married Margery in 1951 and they have four children. In the 1960s John became the founding secretary of the Old Geelong Collegians' Gippsland branch, a position he held for many years.

**QUICK, Donald Jonathan
(1939-2023) OGC 1951**

Don Quick was enrolled at the College in 1949, the same year his father Ross started teaching at the school. Following school, Don went on to become a mechanical engineer. He married Elizabeth in 1959, and their son, Duncan (OGC 1983) attended the College.

**RIGGALL, Richard Alan Blair
(1937-2023) OGC 1952**

Richard boarded at the College from 1953-1956, completing up to Form VI. A member of McArthur House, he received house football and rowing colours. In his final year, he was also a member of the library committee and relay team. Following school, Richard returned to the family property, working near Baddaginnie, then later moved to Deniliquin. He was married to Gaye and they have three children

**REVIE, Christopher Hugh
(1958-2023) OGC 1973**

Chris attended the College from 1971. He played tennis, rowed and was a member of the 1st baseball team. Following school, Chris would go on to study joinery, a field he would work in for many years. He was a keen woodworker and made furniture and other items for family and friends. Golfing was another interest he pursued for many years.

**SLOANE, John Hamilton
(1926-2023) OGC 1940**

John was enrolled at the College from 1937. At Senior School he boarded at Warrinn and played on the 1st XI cricket team. He received house colours for cricket and reached the rank of L/Cpl in the cadets. Following school John returned to Mulwala and worked as overseer at Kilnyana. He married Margie in 1951 and they have three children including two sons who attended the College, Richard (OGC 1970) and William (OGC 1973).

**WATSON, John Kenneth Darnton
(1960-2023) OGC 1978**

John boarded at the College from 1973. He made lifelong friends as he progressed through the rowing crews, reaching the 1st VIII in 1978. He received Coles House colours and was Co-Captain in 1978. He studied farm management and returned home to manage the family property. John married Christine in 1987 and they have three sons. John was involved in several local organisations and served on the Wodonga City Council 1997 to 2004 and 2012-2022.

**WHYTE, Alistair John
(1954-2023) OGC 1969**

Alistair boarded at the College from 1971-1972. He was a member of the 2nd VIII tennis, 2nd XVIII football and cross-country teams. Following school, Alistair trained at the Bendigo Institute of Technology, followed by the Kyoto University of Arts and workshop of ceramicist Katsuno Hirokuni in Kyoto. He became a master ceramicist specialising in Japanese Kyoto style porcelain. Over the years he has taught pottery techniques locally and in Vanuatu. He is survived by his wife and four daughters.

Staff

**VAN COOTEN, Graham Thomas
(1930-2022)**

Graham joined staff at the Preparatory School in 1965. Over the years he was House Master, Form Master and coached a variety of sports including football, hockey and tennis. After 15 years he left the College and later became an insurance and travel agent. Graham was married to Merle in 1953, and their children attended the College, Rodney (OGC 1973), Craig (OGC 1978) and Jillian (OGC 1980).

**CORRIN, Bruce
(1977-2023)**

Bruce began teaching music at the College in 2019. An instrumental music teacher, he was much respected by his students and colleagues. Bruce taught drumming across Geelong schools for over 25 years. He was married to Lisa and they have six children. Bruce passed away 16 July 2023, aged 46 years.

OGCA Events



5 Year Reunion (Class of 2018) - Saturday 29 July



Hamilton Community Event - Sunday 6 August

1. John Hope, Lily Gallagher, Toby Hope; 2. Jo & Todd O'Sullivan, Jodie Young



Albury Community Event - Thursday 21 September

1. Archie & Jane Paton, Jeremy Ross; 2. Peter Miller, Sam Dutton, Amanda Paton-Dutton; 3. Mac Paton, Meg Ross

Deniliquin Community Event - Thursday 14 September

1. Adam Wettenhall, Richard Knox; 2. Beau Johnstone, Libby & Donald Henderson; 3. Naomi Miller, Annie Peat

OGCA Events



30 Year reunion Class of 1993 - Friday 25 August

1. Georgina Von Einem, Ben Collins, Kirsty Rixon, Emily Mann; 2. Jackson Wilson, Alister Robson, Mark Britton; 3. Kirsten Fagg, Mark Williamson; 4. Kate Kent, Tony Thornton, Samantha Hair, Natalie Mol



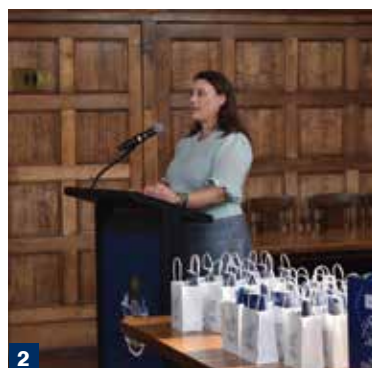
20 Year Reunion Class of 2003 - Friday 10 November

1. Sophie Uldrich, Jess McCarthy, Ange Brommeyer, Leah McKenzie, Sophie Baulch; 2. Peter Birks, Harley Beaumont, Rob Davidson, Richard Colman; 3. Chas Boyle, Ward Sims, Harley Beaumont ; 4. Hayley Johnston, Asher McKay, Tom Gant



OGCA Canberra Reunion - Saturday 21 October

1. Osman Mewett, Alana Henderson, Lucie Thompson; 2. Monica Sapra, Ian Cumming, Luke McCoy; 3. Elli White, Phil Bell, Jodie Mewett



OGCA Staff & Council Cocktail Party for recognition of service

1. Will Johnston, Debbie Filling, Suzanne Moodie, Leanne McCartney, Rob Kayler-Thompson (25 years of service); 2. Kylie Mackey (OGCA President); 3. Daphne D' Souza, Jeremy Edwards, Marcus Forbes, Bryan Harris, Peter Moran, Niki Nurnaitis, Jason Pugh, Sally Sadler (5 years of service)

Parent Events



Address by Dr Arne Rubinstein & Year 8 Parent Cocktail Party

1. Ahead of the Year 8 Camp, Dr. Arne Rubinstein, presented to Year 8 parents. A renowned expert in adolescent development, he offered valuable insights and guidance on how to nurture healthy relationships with our teenage children. 2. Paul Jubber, Year 8 Level Coordinator, and Dr Arne Rubinstein.

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