



THE
GEELONG
COLLEGE

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Ad Astra

The Geelong College Community Magazine

Issue No 131 December 2016

From the Editor



The front cover of this *Ad Astra* is a very poignant reminder of the harm done to a number of our students in the past. The ribbons were the result of a student-led initiative, making a public and visible statement with a “Loud Fence” near the Chapel at Senior School (pages 6-7). Principal Dr Peter Miller writes of the students’ strong sense of connection and desire to show support to the survivors of any form of abuse. Our Chair of Council Dr Hugh Seward talks about the approach the College has taken with its Outreach program (pages 4-5), which encourages anyone to come forward to speak with the College or its external

counsellor concerning events of the past so that care, understanding and support can be offered.

This edition of *Ad Astra* looks back on 2016 with wonderful reflections from our Co-Captains (pages 8-9) and Boarding Captains (pages 30-31), as well as fascinating insights and stories on some of the College’s exciting learning programs and opportunities. Graduating student Sherry Watson has also penned an excellent reflection for her Valedictory speech (pages 16-17) which summarises a remarkable personal journey of determination and resilience by overcoming adversity.

Our parent community has had another fantastic year through both the Parent Associations and Parent Support Groups, with fundraising events, a community golf day and tree planting at the College Foundation’s Fyansford property for National Tree Day. A joint committee is now organising a major community event for 2017 with a Gala Ball on Saturday 14 October at the Pier in Geelong. This is open to all in our community so please save the date.

We also hope you enjoy the stories of the different activities and achievements of our Old Collegians, from the fulfilment of dreams in the AFL (page 51), induction into the OGCA Notables Gallery (pages 44, 45 and 50) and representing Australia in the Rio Olympics (pages 52-55), to the recipients of Queen’s Birthday honours (page 49) and an incredible year for the Old Geelong Sporting Club (page 56-57).

We wish everyone in our community a safe, healthy and wonderful holiday season and we greatly look forward to 2017 and all the opportunities that it brings.

Mike Howell
Director of Community Relations

Vision

The Geelong College is an innovative and caring community of learners committed to making a positive difference to an ever changing world.



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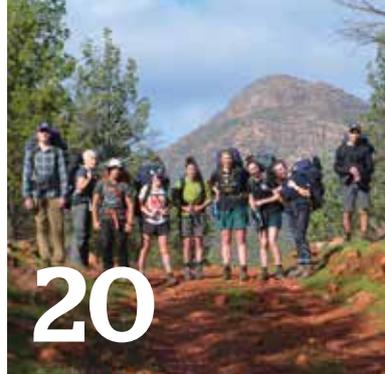
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The Cover

A Loud Fence at The Geelong College's Senior School campus was a student-led initiative to show support to survivors of abuse. Turn to page 6 to read more about the Loud Fence.



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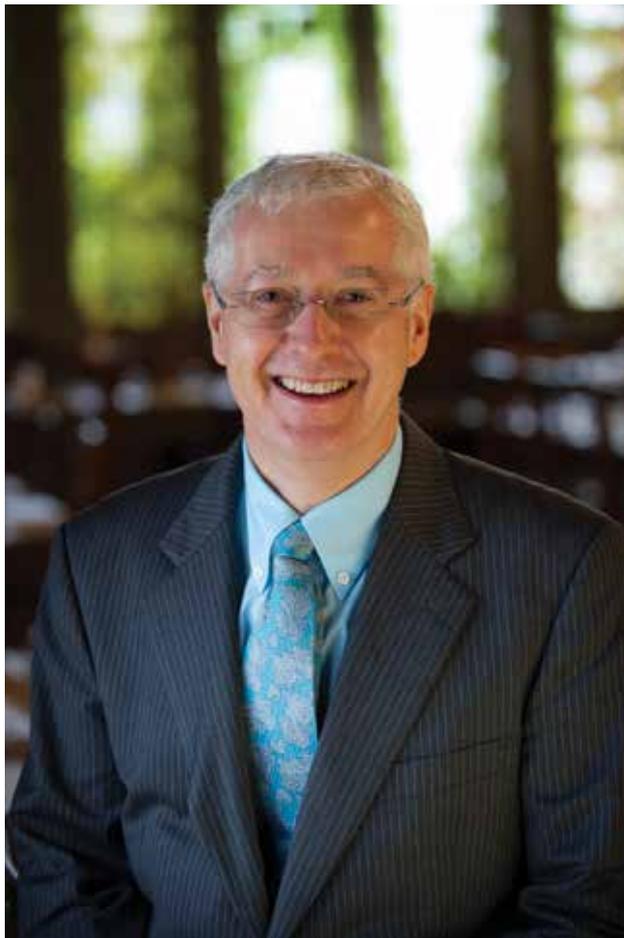
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From the Chair of Council

By Dr Hugh Seward (OGC 1966)



In the past the school environment was not always a safe and happy place for a few of our students.

I recently spoke to Old Collegians at a gathering for former students who attended the school 50 or more years ago. These men, as it was before our coeducation days, were students in the 1950s and 1960s, and the world was a very different place at that time. They have many fond memories of their school years, when over half of the boys were boarders, predominantly from farming families. But we are now aware of a darker side to the experience of some of those boys who became victims of predatory teachers who were sex abusers. When I raised the topic in my speech, many felt uncomfortable to “spoil a happy occasion” with such a difficult topic. But this matter had been ignored,

overlooked or hidden for too long and as we are all so aware from the extensive media attention, it needs to be confronted. Unfortunately the episodes of abuse were not just isolated to that forgone era but occurred again in subsequent decades.

Some of the most vulnerable students were targeted by abusers who we have subsequently identified amongst the past staff. Some of these men are deceased and two have been jailed. At the time they were able to escape detection. This behaviour was unknown to the authorities, or if there was some awareness, these actions were underestimated for the effects they had on those vulnerable students, effects that for some were devastating, damaging self-esteem and mental health, and also limiting their ability to reach their full potential.

We have read in the press of accusations by past students against several past teachers. Some of these offenders shared common characteristics: they were engaging, developed great student rapport, and were regarded by many of their pupils with considerable affection. But unrecognised or overlooked at the time, they had a dark side, sometimes using this connectedness for what can only be described as despicable self-gratification inflicted on the vulnerable.

We have watched other institutions tackle these matters, and watch the daily revelations of the Royal Commission into Institutional Responses to Child Sexual Abuse. We have seen the troubling consequences of attempts to deny, efforts to ignore, or legal blockades that demonstrate little care for the victims. It is of no comfort that the scale of abuse at our school has not been as great as in other organisations.

With some insight from observing those other institutional responses, when we have addressed the issue of historic sex abuse at The Geelong College, we have tried to develop our own approach which reflects our values. These values put care and compassion for the victims at the forefront of our efforts.



Chair of Council Dr Hugh Seward was among the members of the College Council to add ribbons to a "Loud Fence" in support of survivors of any form of abuse at our school. Turn to page 6 to read more about the Loud Fence.

We have developed our Outreach approach based on the following beliefs:

1. We must offer care, understanding, empathy and support for the survivors of this abuse in our community.
2. We must express our respect and work towards redress for the harm they have suffered.
3. We must provide authorities with our combined knowledge so the abusers who are still alive can be called to justice and provide their victims with some solace.
4. While mindful of the reputation of The Geelong College for all that its members have contributed to education and the community, we believe that to be caring now, we must be open and honest.

All these things, I believe, we are trying to do, but not without some criticism from both people who believe we are being too sensitive and some who say that we are not sufficiently proactive.

We have been in touch with all contactable members of our community about our Outreach program. This program provides a contact point through an independent counsellor for confidential reporting, but with the options if the reporter wishes to pass on their details to the school. We have developed a register of offenders, or people of suspicion, which has been provided to authorities. But most importantly, we have been able to personally engage with some of the survivors who have invited contact. The

engagement by the school takes many forms, from a phone call, a personal meeting, an apology, brief counselling support, to long-term counselling. The notifiers are also advised of their options to report directly to police and pursue further legal options.

I encourage you to persuade anyone you know who is concerned or struggling with these events in their past to contact our counsellor or the school directly. Details for our counsellor are on our website - see the community letters under the "community" tab.

Since we established our Outreach program, we have also had past students wanting to talk about student-on-student bullying or heckling which was also for a time an unfortunate part of school life and caused some of my contemporaries to suffer greatly. We would welcome reports about this and offer our counselling support.

Although these matters do not reflect the general experience of most past students, it is nonetheless essential to point out that this school has become a much safer place for students. This College has a genuine and sophisticated approach involving staff and student training to eliminate all these behaviours which may damage students, cause them harm, or may limit their ability to reach their full potential.

The Geelong College must be seen as much for the way we celebrate wonderful achievements as for the way we deal with the distressing or tragic aspects of our past.

From the Principal

By Dr Peter Miller, Principal



The Chairman's article in this edition of *Ad Astra* addresses the important issue of incidents of student abuse at The Geelong College. He outlines the approach by the College to reports of abuse by former students. Listening, believing and supporting those who have been abused are central to this approach.

The Outreach program is an important part of this, as is the openness of the conversations within our community – not with speculation and gossip but with productive and often challenging conversations about the wellbeing of members of our community. These conversations have not been limited to members of the College Council or other “adults” in our community. The students of The Geelong College

have wanted to engage positively in this conversation and support former students who were harmed at our school.

In June of this year, a number of senior students came to see me with a proposal to undertake the initiative of a “Loud Fence”. The students were seeking ways to offer something from the school of today to the survivors of any form of abuse in our school. The Loud Fence was seen by them as an appropriate course of action because it was highly visible and expressive of their desire to support others in our community. It is not a statement within our community alone but a statement worn on our front fence for the world to see. For the students, the Loud Fence became a way of saying what happened to some students is not all right. It must be made visible and dealt with.



A brief gathering took place in July to mark the commencement of the Loud Fence at the College.

The Loud Fence initiative is one means the College community can demonstrate support for survivors. A gathering and tying of ribbons on Thursday 21 July provided a defined moment to quietly recognise the survivors of the mistreatment of the past and the harm caused, with a symbol of our intent to create a much stronger culture in our school community from this point forward. The gathering took place at 2pm at the fence in front of the Chapel on Aphrasia Street. It was not a showy event but it was a significant and very dignified event for our school.

All members of the College community were welcome to add to the collection of ribbons tied to the fence. The ribbons remained in place until Friday 7 October when a group respectfully removed the ribbons from the fence. The ribbons are now to be combined in a long-term monument of support. The students are leading the project with the plan to have the small monument permanently located in the College Chapel as a mark of respect and support. It is anticipated an accompanying phrase may be: "From the school of 2016 to those who have been harmed here".

The students of our school are full of aspiration and ambition. They look to their time at The Geelong College as one which will fuel a successful life beyond school. "Success" means different things to different people but the thought of harm occurring while at school is abhorrent to me and the current school community, especially the students. It is very moving to have current students approach me, wishing to demonstrate their support for all students who have been harmed here in any way in the past.

Ours is a strong community with a strong sense of purpose. I am grateful to the students for their initiative and willingness to make a public statement of support for others in our community. This is a significant step in advancing the

conversations, making it easier for those who have been harmed to come forward and for them to feel confident they will be believed, valued and listened to.

The Geelong College must be a humane place. For this to be the case, we have to confront our flaws, engage in difficult conversations from time to time, and always support those who require it. At the same time, we can celebrate success and fuel the aspirations of our students. The Loud Fence has been an inspirational initiative by our students for which I am grateful.



Senior students assemble the Loud Fence ribbons into a long-term monument of support.

From the College Co-Captains

By Lilli Balaam, College Co-Captain

With the VCE exams finally completed, now I have the opportunity to reflect on this amazing year, and the many occasions that have made 2016 such an enjoyable and memorable time. SACs, Head of the River, Saturday afternoons supporting cricket and football matches, music evenings, interschool debating, folios, *Guys and Dolls* performances, snowsports, equestrian events, athletics finals and many more events have kept us all busy and engaged this year.

Our Valedictory Service on Thursday 20 October honored our high-achieving Year 12 students with awards in the names of significant Old Collegians. However a passionate and courageous speech from proudly indigenous student, Sherry Watson, will be remembered by all who were at Costa Hall that evening. She emphasised the enormous difficulties and obstacles that stand in the way for indigenous students to progress to tertiary education in Australia.

The broad talents across our cohort are amazing with many personal achievements obtained during the VCE year, and I'd like to acknowledge: Mollie Fernandez, who has maintained her world ranking in snowboard cross; Gus Boyd, a Victorian Under-19 cricketer; Laura Cayzer, a Victorian Netball League player; Alex Witherden, a top AFL draft pick; Mardi Stapleton, a Victorian Canoe Polo representative; William Carr, an Australian Choir member; and Amy You, whose musical talent has consistently "wowed" everyone at local, regional and state events.

In my Valedictory speech, I also spoke of the importance of acknowledging our quiet achievers who gained solid marks and contributed to house and school activities, boosting the overall strength of our cohort.

So many highlights were enjoyed this year, and I know all Year 12 girls loved playing in the TGC versus GGS girls' football match. Even though the icy, drizzly conditions robbed the spectators of our skills, we proudly wore pink socks and ribbons to raise funds for the Breast Cancer Foundation.

As all parents will testify, we have a jam-packed calendar at The Geelong College. At times it feels completely exhausting, but the benefits are enormous with achieving that next level of excellence. I sincerely thank our teachers and parents for their extraordinary dedication to our learning and welfare.

The opportunity to serve The Geelong College as Co-Captain, alongside Alex West, has been an absolute honour and privilege that I will always treasure. I am very grateful to Alex for his strength and commitment, along with his humble, generous and caring nature, and I have really enjoyed and appreciated our great friendship.

Along with Alex and our Prefect group, we enjoyed showing families around our school on Open Days. I felt proud to be talking about our school's rich 155 years of education, while walking upon the much-worn stone that crosses the Cloisters, pointing to our honour board of 440 Collegians who have fought for Australia, and being surrounded by our majestic grounds.

We are all so fortunate to be part of this great school community, and now as Old Collegians, we look forward to maintaining close links and watching our school grow and prosper under the steady guidance of Dr Miller and the School Council.



The Year 12 girls after a competitive game of football against Geelong Grammar School in August which raised more than \$600 for the Breast Cancer Foundation.

By Alex West, College Co-Captain

When I was privileged enough to be offered the role of School Co-Captain late last year I envisaged a year full of unique opportunities and many special moments. As this year draws to an end, I can safely say it has greatly exceeded all my expectations.

Although at times it has been hectic and busy, it has also been incredibly fun as both Lilli and I learnt how to balance sporting and school commitments with our studies. 2016 held great significance to me as my last at the College after 14 years, and it has also been especially significant for the College as Dr Miller's inaugural year. Under his leadership, the atmosphere has been warm, friendly and productive. With support and guidance from Mr Jessup, Mr Smith, Ms Van Cleef and Rev Tim Edwards, transitioning into the leadership role was made far easier, and I would like to thank them all for their guidance, wisdom and support.

A strong sense of community is one of our school's greatest strengths, and I have enjoyed with Lilli, my amazing co-captain, attending many activities within the school, ranging from Junior and Middle School assemblies and sporting days, school Open Days, Old Collegian tours, and hearing and presenting to our School Council. We have also represented our school at APS meetings, promoting the APS system as not merely that of a sporting competition, but also as a community of inter-connected schools. This has made me very strongly aware of the vast and supportive Geelong College network that exists, and I look forward to being an "Old Collegian".

This year as always, we have seen many brilliant individual and team sporting achievements, and I have especially enjoyed being part of the College rowing and football programs and have learnt various and unique skills from my experiences. The team spirit and friendships forged on the playing fields, often against fierce opponents, will always be remembered and treasured, as will the amazing support of family and friends often on the sidelines cheering us on, and even more importantly, feeding us afterwards. While there were many ups and downs during our football season, one thing we could always rely on was our renowned and often acknowledged "ripper spreads" provided by the football parents support group.

In the performing arts, music, and the Austin Gray Centre, there have been many exceptional performances and amazing creations, due to the outstanding teaching of our College staff.



Co-Captains Alex West and Lilli Balaam lead the Year 12 cohort through a guard of honour on their final day of school.

In the final weeks of Year 12, 26 students from the Year 12 cohort who had begun their schooling in Campbell House returned for a special assembly in which we all shared memories from our time spent there. The overwhelming message was that of friendship and how the relationships we formed so long ago have endured through our whole schooling career. Regardless of where you come from, or the year level you begin at College, there is a strong sense of community spirit and belonging. This school quickly becomes your school, and from my point of view this is without a doubt the best part of being involved with The Geelong College.

I would like to acknowledge the support I have received from our Vice-Captains Gus Boyd and Claudia Cheatley, the Prefect group, house leaders, teaching staff, and our entire Year 12 cohort this year – and I thank you all. I also wish to acknowledge my extraordinary Co-Captain Lilli – thank you, your friendship and work this year has been amazing.

Rev's Reflection

By Rev Tim Edwards, College Chaplain



Life at The Geelong College, as we all know, is always busy. The diaries and calendars here are full, and the pace can be relentless. But amid the rush to complete each item on the to-do list, students have scheduled time to stop and think; to pause, reflect and consider.

Through year level chapel services across the College, I suggested that we could all benefit from spending more time on developing a particular aspect of life: our character.

We are all regularly exposed to stories about community leaders, politicians, sporting figures and celebrities making poor choices and setting ordinary examples for us. Every time I see or hear a story of this nature, the word "character" springs to mind. I truly believe character plays a huge role not only in our world as a whole, but also in our personal lives on a daily basis.

There is a beautiful passage in the New Testament in 1 Timothy 4:11 – 16 which encourages us to "keep a firm grasp on your character", to live great lives by setting great

examples through our speech, actions and attitudes. It is a simple but stirring thought which suggests we "cultivate" such values and behaviours, and "immerse" ourselves in them – even the choice of words in this passage creates wonderful images and analogies from which we can learn and grow. In order to truly cultivate the positive growth of our character and properly immerse ourselves in the development of our character, we need to spend a moment or two thinking about what character really is, what it means, and the role it plays in our lives.

Dwight L Moody was once quoted as saying, "character is what a person is in the dark". Therefore one of the greatest tests of character is to ask yourself, "how do I behave when I think no-one else is watching"?

Character begins with our thinking and is then demonstrated all day, every day, to everyone around us. As soon as we speak or act, our character is revealed.

"If I take care of my character, my reputation will take care of itself", Moody also famously said – a further reminder of the impact that true development of strong and clear character can have on our lives.

The word originates from the Greek word "kharakter", meaning "to write, print, engrave, or inscribe". In other words, when something has been embedded or imprinted on you, you have received its character! The development of character is directly linked to the decisions and actions we exhibit, the things we believe in and value, the behaviours we adopt – these become our character traits.

If character therefore shapes the way you live and the way others see you, and if it is grown when certain qualities are added, embedded or imprinted upon you, then it seems clear that we would want to be extremely aware of who and what we allow to have that sort of impact on our lives.

So I propose that we must regularly ask ourselves: Who or what is shaping my character? Who am I listening to? Who do I like to follow and imitate? What influences do I allow into my thinking and actions?

I hope and pray that each of us continues to seek to understand the importance of developing and maintaining our character, as we journey towards being people of depth and meaning, interested in the welfare of others, and concerned about values such as truth, honesty, compassion, justice, mercy, kindness, courtesy and respect.

Student Support

By Rev Tim Edwards, College Chaplain

In addition to the wonderful teaching and encouragement our students receive for their academic, musical, artistic and sporting pursuits, we also try to ensure that every young person at The Geelong College is supported medically, socially, emotionally and spiritually. We strongly believe in providing holistic care as a vital component of the overall education experienced by each student during their time at the school, and as such, we choose to invest time, resources and energy into this aspect of school life.

Each member of our nursing, boarding house, learning support, pastoral care and counselling staff no doubt has a unique story, so I thought it would be interesting to ask a selection of our team to answer this simple question:

“What do you do here at the College and why do you do what you do?”

“As the School Counsellor at The Geelong College, my role is to provide confidential counselling, support and education to our students and their families. Looking after the psychosocial and emotional wellbeing of our students across the school is a job I feel privileged to do as we all need a little support at times along this journey.”

Kate Sculley, School Counsellor

“My role as Director of Student Wellbeing is to develop programs designed to focus on the social and emotional health of our students at all ages and stages. It is incredibly rewarding because it allows me to contribute to their wellbeing.”

Joan Gill, Director of Student Welfare

“I am a volunteer tutor in the girls’ boarding house. Having worked with young people over the past few years I have learnt that for young girls to succeed, it is so important for them to be supported, encouraged and believed in. It’s a privilege for me to come in and be a support to the girls at Mossgiel.”

Aimee Smith, Mossgiel Boarding House Volunteer Tutor

“My role at the College is to work with parents and teachers to support our students in their learning and general development. I provide psycho-educational assessment, counselling and develop group workshops. I love seeing students develop and gain confidence in who they are.”

Cathie Thornton, School Psychologist

“As the School Nurse in Middle and Junior School, I care for the physical, psychological and emotional health of each student and staff member. As well as providing primary health care to the entire school community, I can act as an advocate for their health concerns. The nurse often needs to provide specialised health care for children with particular needs and assist staff with their care of these students. Staff and student welfare is an important role, and the nurse can act as a liaison person to deal with sensitive issues and events. I feel privileged each day to be able to be in this position where I can enjoy my daily interaction with students, staff and parents, past and present.”

Claire Seward RN, School Nurse (Junior and Middle Schools)



Aimee Smith, pictured centre, is a volunteer tutor at Mossgiel, offering support and advice to the girls in the boarding house.

The STEM Imperative

By Adrian Camm, Director of Teaching and Learning

Many reports indicate that Australia has a shortage of professionals in the science, technology, engineering and mathematics (STEM) disciplines. STEM completions at universities are stagnant, the number of students in Year 12 completing STEM subjects is declining and businesses are seeing a shortage of locally qualified people.

Digital disruption creates both challenge and opportunity. Freelancing has seen exponential growth as technology enables and drives the outsourcing of both skilled and unskilled jobs to the lowest bidder, irrespective of geographic location or time zone. Reports cite statistics of jobs that will no longer exist in the next 20 years, while the exponential march of progress gives us glimpses of the jobs that haven't been invented yet. No one would deny, at least I hope not, that automation is a part of our immediate and long-term future.

For Australia to continue to prosper economically, we hear on a daily basis that we will need an appropriately skilled workforce; one that is skilled in STEM. Places of formal education dictate to a certain extent then, the interests and expertise that students develop. But what do schools mean when we start talking about STEM?

A traditional view has us thinking about the discreet subjects that the acronym entails – Science, Technology, Engineering and Mathematics. An in-depth knowledge, skillset and expertise of a particular specialisation is absolutely important, but increasingly major discoveries are happening at the interstices between disciplines and this requires depth in a specific field but also an ability to see and make connections more broadly.

The term STEM is problematic, however, as it conjures many different definitions depending on context. Simply put, STEM as a concept is a vehicle for teachers to think about curriculum design that includes interdisciplinary topics, contemporary disciplines, global perspectives, real applications, choice and flexibility.

For students, it is a learning process that mimics the natural engagement with the world that they exhibit from a very early age. Students don't naturally categorise the world around them into discreet subjects isolated from one another. They relate what they are learning to their specific context and the connections that each part they are experiencing has to the whole.



The Senior School Arts Week centred on the theme of “murmuration” – the term for a flock of starlings – and was a celebration of the power of combining the arts and sciences to create a better future.



The Year 6 students learnt about the science of flight and the art of filmmaking, using both handheld and drone cameras, to produce tourism videos about the Geelong area.

Our Junior School students this year have been learning about computer science, programming concepts, digital literacy and robotics through a recently introduced program called DigiKnow. This program incorporates problem-solving, science, literacy and numeracy. Not only are students learning sophisticated thinking routines, they are also positioning themselves as designers and builders who can bring ideas to life by having agency over the machines in their possession.

In our Middle School, we have our Year 5 Designing the Future program where students use everything from craft materials to 3D printers to solve real-world problems. In Year 6, students are learning the art of flying drones and the science of flight through a new program called "Flight School" and using on-board cameras to capture footage of Greater Geelong. This footage has then been used to produce commercial-quality video promoting the region for Tourism Greater Geelong and the Bellarine.

In Year 7, we have the boat-building immersion unit, an annual event which gives students two days to work in teams, with limited resources, to build a boat that will transport them across a body of water. Our Art, English and Music departments have also been collaborating on an incredibly rich and progressive project asking students to re-interpret HG Wells' *War of the Worlds*.

In Year 8 we see jewellery-making, video game production, coding, sport science, food technology and F1 in Schools. In F1 in Schools, students form teams to design and manufacture a miniature F1 car to travel down a 20m track in the shortest possible time using a specified amount of energy. They use Computational Fluid Dynamics (CFD) software and wind tunnels to help perfect the aerodynamics of the design; Finite Element Analysis (FEA) software to increase the design's sustainability and reliability; and rapid prototyping strategies to help construct the car.

The students then develop a 20-page portfolio which highlights the design iterations undertaken, the innovation included in the design and the interaction they had with industry through the design process. They also give a formal presentation on their project to a panel of judges.

At Senior School, we have incredible work being done in our Design and Technology Department as they take an interdisciplinary approach to the arts. Our Science Department has been exploring project-based learning and our Heads of Department are also hard at work looking at new exciting offerings across our elective program in Years 9 and 10 for the 2018 academic year.

The broad skills that STEM fosters include systems-level thinking, problem-finding and solving, imagination and agency. Engineering and art have always been interrelated but perhaps even more so now; computer programming in university is mandatory for most biologists, musicians and historians. Mathematicians', statisticians' and scientists' primary intellectual tool is now that of the computer. Robotics and automation will transform and revolutionise the way many disciplines and businesses operate. 3D printers are now a mainstream tool for dentists, prosthetists and many other medical professionals.

This is why our Vision for Learning is so exciting. It describes a continuous improvement approach to teaching and learning, and gives us permission to explore our own practice and to continue to ensure our curriculum offerings are contemporary, rigorous and meeting the needs of today's learners.



The DigiKnow program at Junior School aims to introduce students to computer literacy, programming concepts and robotics.

People who teach are Constantly Learning

By Christine Shannon, Director of Professional Learning and Research

People who teach are constantly learning. We have no choice – we are at the forefront of preparing young people to enter society and contribute to its progress. In partnership with parents, we are engaged in guiding students through experiences which enable them to build skills and capacities and navigate their way through the world.

At The Geelong College, adult learning is guided by the same principles as student learning. Interest, choice, collaboration and accountability are key elements of our professional learning program.

This year Junior School staff have had the privilege of learning with three research mentors from Deakin University's School of Education. Associate Professor Louise Paatsch, Professor Andrea Nolan and Dr Anna Kildery generously shared their expertise, building on and extending our understanding of teacher research, and helping us scaffold a framework for our Learning Projects.



Louise Paatsch, Andrea Nolan and Anna Kildery from Deakin University's School of Education have been mentoring the College's Junior School staff with their research.

The annual sharing and celebration of this learning is an affirming and energising experience. This is just one example of the learning that was shared this year:

Learning Project 2016: Using iPads to enhance learning within an Early Years Reggio Emilia-inspired classroom.

Charmaine Saraci, Emma Watters

What is the research project about?

We plan to explore the iPad as a tool and experiment with evidence-based strategies that improve literacy and numeracy learning. We seek to discover how technology can make a teacher's work smarter, not harder, and discuss the possibility that moving away from paper-only planning can enhance and enrich student learning.

What is the research question?

What can iPads offer as a tool for making children's learning visible?

Sub-questions:

- a) How does the iPad change our pedagogy when advancing children's knowledge in shape?*
- b) How does the iPad change our pedagogy when scaffolding children's knowledge in writing?*

Why is this research project important?

Because it is real and 21st century learners need to see ICT (information and communications technology) as a second or third limb. We need to equip children for jobs that have not yet been created. They need to develop skills that equip them to create, analyse, think critically and problem-find.

What data is to be collected and how?

Work samples showing children's knowledge – extended by app smashing with "Explain Everything" and "Book Creator".

From whom will the data be collected?

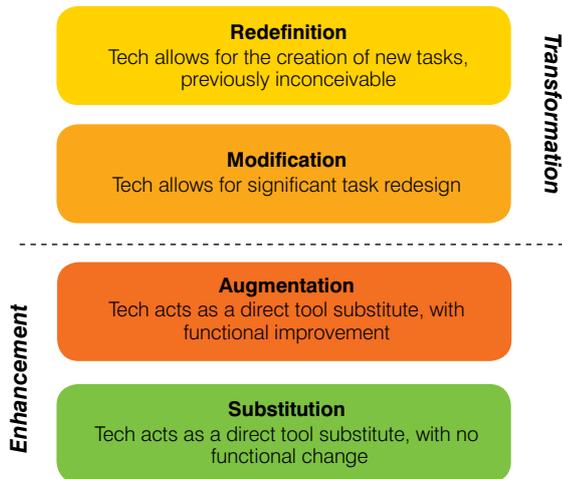
Prep and Year 1 students in our homerooms.

What will need to be considered in the data collection?

We discussed that our research is trying to show that the iPad can be a valuable tool for making learning visible. But how do we assess this? How do we collect data that will answer these questions? Maybe keeping a selection of children's work to analyse the different ways they are showing their learning and the types of learning they are exhibiting? But are work samples speaking to what the children are putting out, not what we are putting in? How do we answer the "pedagogy" side of the question? Do we need to refine the question more? Are providing open-ended learning tasks and thinking about apps that make the SAMR (Substitution, Augmentation, Modification and Redefinition) model possible enough of an answer to the pedagogy part of this question?

How will the data be analysed?

We need help with this please. How do we analyse it? How do we know which children have transformed the learning task and which children have replaced it? Do we use the SAMR model? We want to think about how to successfully use the iPads in a Reggio-inspired classroom. We want to show that iPads can be used to go deep and delve into rich tasks which transform the other learning available to teachers and children in the classroom.



Through their investigation, Emma and Charmaine modelled what we believe about learning: that it is a life-long process, that it involves self-assessment, peer review and collaboration, and that it leads to improved student outcomes.

The diversity of presentations this year reflects the interests, passions and learning needs of each team across the College, from Early Learning to VCE. Examples include:

- Developing a Collaborative Learning Culture (Year 4/5/6 team)
- War of the Worlds – Interdisciplinary Learning in the Secondary Years (Integrated team)
- Cultural Diversity – Multiculturalism or Transculturalism? (Senior School Learning Support team)
- Bringing Reggio Emilia into the Music Classroom (Junior School Music team)
- Cultures of Thinking in the Primary Years (Junior School team)
- Introverts and Learning (Senior School Business Studies team)
- Team Teaching in Year 7-8 Science (Middle School Science team)



- Investigating the Design Process (Senior School Design and Creative Arts team)
- The MOOC (Massive Open Online Course) as a vehicle for Professional Learning (Senior and Middle School Maths team)

Our teachers are demonstrating a deep commitment to personal and professional learning, providing authentic modelling for students. The Centre for Learning, Research and Innovation is committed to advancing this learning, especially our very active engagement with teacher research that informs what, how and why we teach.



Junior School students have been using iPads to enhance their learning.



Resilience - I can.
Relationships - I care.
Reflection - Now I see.

Reflections of a Valedictorian

By Joan Gill, Director of Student Wellbeing

Our recent Valedictory ceremony was a fitting finale for our graduating Year 12s. The occasion gave us the opportunity to recognise their academic achievements as well as their significant contributions to the broader life of the school. It is rich in tradition and a time to look back, as well as to look forward, as they come to terms with the ending of an era and prepare for the rapidly approaching future.

Times of transition are by definition “disruptive” and challenging. It is likely that this generation will encounter many more times of transition than previous generations, and as Director of Student Wellbeing, I hope that the three Rs of the TripleR program – Resilience, Relationships and Reflection – will have equipped them with the skills, attitudes and knowledge to set forth into the wider world to work through the challenges of transitions and thrive as emerging young adults.

Valedictorians are traditionally chosen to offer reflections on their personal journey through College and share how their experiences have shaped their outlook on the future. Valedictorian Sherry Watson shared her story which to me encapsulated everything that TripleR aspires to impart. It is a story that is worthy of sharing with the broader College community.

Below is the transcript of her speech and I commend her for her courage, determination and honesty in sharing it.

Dr Seward, Dr Miller, Council members, invited guests, members of the College Executive, staff, parents and my fellow students....

I am very privileged to be speaking tonight, in front of my friends and peers, most of whom I have only known for three years, but have created bonds to last many more.

I would first like to start off by thanking everyone, most especially my teachers and Mrs Treadwell for inspiring me to stay at College even in my times of utmost despair thus

enabling me to be on this stage tonight. Your efforts will never go unrecognised.

I would also like to mention someone else. A dear friend of mine who worked tirelessly to help me in my times of need, and pushed me to apply to this school, by the name of Shelly Bestman. She was a mentor, a role model and a dear friend, who devastatingly lost her battle to cancer at the start of Term 1. She is one of the only reasons I chose to continue Year 12, and I would like everyone to know her name.

What a bittersweet occasion this is, to commemorate our hard work over the last decade, but to also say our farewells to that which we have become so comfortably familiar with.

I'm sure a lot of us are feeling like this isn't actually the end, that we aren't finished yet, and that we are just on a break.

But we have reached an endpoint, a milestone, a new door. Call it what you want. And we should be eternally grateful, to now have the privilege of calling ourselves Geelong College graduates.

So let me begin with this.



Year 12 students Jessica Campbell, Caitlyn Grace-Long, Sherry Watson and Jamira Hunter at the Smith Family Indigenous Youth Leadership Program graduation ceremony in Darwin on Saturday 3 December.



Sherry Watson speaking at the College's Year 12 Valedictory Ceremony in October.

I can assure you that when you use the gifts this school has given you, the skills and connections, that many of us take for granted, your lives can and will be extraordinary, filled with opportunity and adventure.

But I can also promise you this. Because of the education you have received, some will mock you, they will think you entitled and undeserving of what you get out of life, and will make it their mission to convince you that your hard work is worth nothing. Don't let them.

Because I have seen it. I have seen you guys in tears over this work. Tears of exhaustion after working yourselves day and night behind a desk. Tears of gut-wrenching disappointment when you left a SAC, convinced that you didn't pass. Then tears of relief upon receiving your mark back and realising that you were overreacting. Tears that will have been shed in vain the moment you let someone take this away from you. So don't allow them to; prove them wrong.

As I did when people told me not to bother, when they told me that I have more of a chance of going to jail than I do going to uni, simply because of the blood that runs through my veins. When they told me that my life expectancy is 15 years younger than my peers, my friends, simply because of my ancestry.

When they tried to tell me that an Aboriginal girl from the middle of nowhere wouldn't keep up with a school like The Geelong College, and my chances of graduating from here were lower than my classmates by 98%. Ahh the satisfaction of exceeding society's expectations.

If you let someone deprive you of what you deserve because they disregard your hard work and stereotype you, then that time you will have spent doing it, will have been wasted. Stand behind what you have worked for. Stand behind this education with pride, because not everyone can.

For those of you who know me well, you would be familiar with my stubbornly annoying urge to aggressively oppose anyone who tells me I can't do something. So to everyone I may have irritated over the years, I can assure my rebelliousness is justified.

I have spent my whole life with people telling me I can't do things, because I'm a woman, because I'm Aboriginal, because of my financial status, because society says so. But I could never accept this.

I believe that this tendency to prove things wrong, comes from my mother and I couldn't possibly stand in front of my fellow graduates without sharing with them her strength which I have been blessed to witness. Her resilience is beyond words and her determination is something that I can only wish to live up to. You see, she was born with the entire right of her body paralysed and wasn't expected to make it to her first birthday. Then, after turning one, the doctors said she was never going to walk, let alone have children. She, now with several gold medals to her name in basketball, never lets her children forget the fact that she can dribble circles around us.

Being born paralysed wasn't the only setback, Mum was five months' pregnant with my brother when she lost her husband to suicide, leaving Mum to have and raise a son without him, who has grown up to be the most supportive and encouraging older brother that I could ever wish for and has more than once convinced me to stay at this school in my times of gut-wrenching homesickness.

At moments like these most would've given up, but Mum persevered only to be left behind again by my father five years later. A single black mother, living on minimum wage, raising her children and caring for her own mother in a tiny house in the middle of the desert with every odd against her. And yet her smile can convince the wisest that she has lived a life of luxury.

She beat the odds and that is something that I intend to follow. And this school has gifted me with the opportunity to do so. As cheesy as this sounds, we have been given something that others don't know they want on a silver platter.

So to my fellow students, I leave you with the message, take a break, collect yourselves, and then prepare for the next wave. Prepare to work hard as you did this year, because now you know what kind of results accompany effort and that "luck" is just a last resort for people who believe that success can happen by accident. Make mistakes, learn from them, and most importantly, prove people wrong.

The Case for Debating

By Athol-Mary Mahoney, Head of Debating

"Debating has been a part of my life at the College since Year 7, and every year I am challenged to improve my critical thinking, writing, and speaking skills. Whilst the season is short, every year offers new opportunities to develop these valuable skills, and to build more friendships between peers." – William Carr (Year 12)

These words from a current debater sum up the many reasons why debating is such a popular co-curricula activity at College. This year, 50 students participated in the Debaters Association of Victoria competition, debating against 21 schools from the Geelong region with outstanding success. Teams from Years 10 and 11 were undefeated in the Geelong region and won through to the State Octo-Finals. The Year 9 team was on top of the ladder in Geelong and went on to the first round of the State Finals. Year 11 student Molly McLaughlin (B Grade) won the Swannie as best speaker in the region.

From April to September, teams meet weekly to prepare for the next debate. Anyone walking past G4 while debaters planned the next debate would attest to the fact that debating is not a quiet activity! It is important that all ideas

and perspectives are voiced and heard. All of the research needs to be absorbed and understood. This requires talk, talk, more talk. Topics may be as diverse as internet gambling, welfare cards, genetic testing and gender-specific toys. Students need to understand the events, issues and philosophies of today's world. This leads to passionate and rigorous debate even before the speeches are written!

"It has taught me to approach every new idea with an open mind." – Laura Turnbull (Year 11)

"It is an opportunity to learn about topics that otherwise we may not have considered. Therefore we further develop an understanding of social, economic, community and political issues." – Georgia White (Year 10)

"I enjoy debating because it encourages me to consider issues from different perspectives and it has motivated me to take more interest in the news as you never know what the secret topic may be!" – Izzy Greer (Year 11)

Throughout their years of debating, students learn to speak confidently and to be engaging, as well as persuasive. They develop their own style of powerful and interesting delivery.



Year 11 debaters, from left, Declan Skuza, Izzy Greer, Laura Turnbull, Michaela Ryan, Devmy Panagodage and Molly McLaughlin, meet regularly to discuss a diverse range of debating topics.



Year 9 debating team Oliver Soo, Iona Bulford, Luke McCoy, Jacqui Greer and Antonia Bowlen.

"Debating has been a really great experience for me in terms of improving my confidence and public speaking skills. The quick turn-around of topics forced us to think quickly about ideas we knew little about, and explore angles we didn't necessarily support personally. The development of these skills, as well as the ability to work in a cohesive group and to think on our feet has greatly helped me and I will be able to apply these skills in other areas." – Antonia Bowlen (Year 9)

"Debating has definitely improved my public speaking skills and speech structure since I began debating in Year 7." – Carly Perkins (Year 9)

Students enjoy the challenge of debating and the broadening of their horizons. They also value the development of useful skills.

"I enjoy debating because it is a great activity which encourages us to use many skills such as critical thinking and time management. It is highly challenging, exciting and unpredictable. I also like how it requires thorough preparation and good teamwork skills." – Oliver Soo (Year 9)

"Each debater can walk away knowing that they have not only gained invaluable experience, but skills that will help us grow in the real world." – Molly McLaughlin (Year 11)

"Although speechwriting and speech delivery are important parts of it, debating is so much more than writing and delivering a speech. I have found that it has given me valuable experience with thinking on my feet (sometimes quite literally), in particular when rebutting. Also, debating has allowed me to work with people that I had barely worked with before and, perhaps most importantly, it has broadened my knowledge of many local and global issues." – Andrew Duan (Year 10)

Above all, it is important to remember that debating is a very social activity. All debates involve other people – the team and the opposition. Debaters are also competitive and enjoy pitting their intellects against those of a wide variety of other school debaters.

"A highlight for everyone is working as a close team – discussing issues, planning a debate and competing. Making finals for our team was a great achievement and challenge that we always endeavoured to enjoy and give our best." – Georgia White (Year 10)

"The highlight was getting into the finals and debating against schools from all around Victoria, it was rewarding to debate at a high level and to be exposed to schools outside the Geelong region." – Laura Turnbull (Year 11)

"I have loved being a part of my team, which has been integral in creating some formidable debates." – Izzy Greer (Year 11)

Debating is thus an enjoyable and valuable activity. Students learn to critically consider the issues affecting their world and explore real dilemmas. They need to explain and justify their positions – very quickly realising the loudest argument is not the best. Debaters learn to respect the opinions of others, as they have to argue the merits of one side while realising there is also a very strong case for the opposition.

Perhaps this tolerance for the views of others is the most valuable skill of all. I am certainly proud to say that this is a quality which characterises the debaters of The Geelong College.



Year 10 debaters Behlana Robinson, Georgia White, Charlotte Midgley and Andrew Duan.

Into the Wilderness

By Roger Smith, Expedition Leader

The resilient spirit of The Geelong College Exploration Society remains intact despite some very challenging winter weather in two very different remote areas in Australia.

Our original plan to walk the Wilderness Coast in East Gippsland's Croajingolong National Park and New South Wales' pristine Nadgee Wilderness precinct was thwarted by a series of adverse weather events that flooded waterways and rendered the area unsafe for remote walking. Hence, we rapidly changed direction and travelled to South Australia's magnificent Flinders Ranges instead.

We also encountered unseasonably wet weather in SA, having to contend with some demanding days of walking in persistent rain, and camping in very exposed conditions. This did little to dampen the enthusiasm of the eight students and four staff, who enjoyed the rare treat of crossing normally dry creek beds which ran freely, and the subsequent increase in flora and fauna across this usually arid national park.

During this extended walk from Parachilna Gorge through to Black Gap, we learnt about some of the pastoral history of the area, marvelled at sheer cliff faces along the ABC and Heysen Ranges, and experienced the beauty of this iconic Australian landscape.

Climbing to the summit of St Mary Peak enabled us to look back on our journey, the variety of landscapes, and the spectacular views from the edge of Wilpena Pound. The abundance of water allowed us to bush camp next to a flowing Cooina Creek and provided a unique opportunity to view a small section of the impressive Edeowie Gorge in minor flood.

We congratulate the new members of the Exploration Society – Ellie Barr, Thomas Bunker, Claire Goldsack, Charlotte Midgley, Dominique Russell, Jack Thornton and Georgia White – and repeat expeditioner William Carr, and thank staff Phil Taylor, Heather Smith and Rob Kayler-Thomson for their considerable contribution to this most successful expedition.



Visual Literacy seeing with meaning

By Coral Turner, Deputy Head (Welfare) Middle School

The importance of images and visual media in contemporary culture is changing what it means to be literate in the 21st Century. Today's society is highly visual, and visual imagery asks that we interpret, analyse and interrogate these representations to make sense of the content. New digital technologies have made it possible for almost anyone to create and share visual media, yet the pervasiveness of images and visual media does not necessarily mean that individuals can critically view, use and produce visual content. Our students must develop these essential skills in order to engage meaningfully in a visually oriented society.

Children today live in an audiovisual world, as well as a print world, and as the boundaries of multi-media continue to change and offer new possibilities and challenges, so too will our thinking and teaching need to change. Viewing will sit alongside the traditional communication modes of writing, reading and speaking.

Viewing means communicating, reading, writing, creating and reflecting on the process of making audiovisual meaning through a range of production contexts, from a very simple illustration to full scale multi-media productions.

The viewer must make sense of the image.

Visual literacy traditionally was primarily confined to our arts classrooms, where students became aware of concepts such as lighting, composition, colour and context. Today, the need for visual literacy has spread to other disciplines. In order to "read" or analyse an image, our students must be able to understand the purpose and recognise the techniques. Images can be used to persuade and influence, to create messages and to powerfully tell a story.

Visual literacy is the ability to find meaning in imagery; simple identification – naming what one sees – to complex interpretation of contextual, metaphoric and philosophical levels.

In exploring invisible words in picture books, many things are made visible; the potential for what Douglas Martin has called "the alchemy of the interaction between images and words".

Shaun Tan and John Marsden's picture story book, *The Rabbits*, demonstrates superbly the alchemy of interaction between images and words. The artwork in this text evolves as symbolic language and challenges perceptions, values, customs and conventions, and seeks to explore the injustices suffered by the indigenous population.



Tan's depiction of the Australian landscape captures the essence of space, colour and vibrancy. Stylised features of the landscape emphasise the wide canvas and sense of isolation, incorporating the influences of great Australian artists such as Boyd and Olsen. The landscape becomes covered with wires, poles and cogs, signs and symbols of measuring mapping, labelling and experimentation. All these signal the future direction of European settlement.



The ship that arrives is mythical in proportion and design. It is a strong, powerful image, flowing and assured. It has both angel wings and Sydney Opera House wings. It has sails and steam; it embraces adventure, discovery, invasion, invincibility and plunder. Tan's invaders are rabbits; sharp, angular and dressed in uniform; while the inhabitants of the land are gentle, retiring and powerless.

Images tell stories as powerfully as words.

Passion Projects

By Claire Bartlett, Year 4 Teacher

“Not only can voice and choice create more engagement in learning, but giving students agency can also empower them to become self-directed learners. Voice and choice can allow students to explore their passions and feel honoured for their ideas and opinions.”

This quote by Instructional Coach Andrew Miller has become evident in the 4B class over the course of 2016. In Term 1, the students were asked about their interests, with photography and design identified as the most popular in the class. The students then conducted Passion Projects on these areas in Terms 2 and 3. Through these projects, it became obvious that student choice and voice promoted ownership and engagement. It empowered the students and they were motivated to learn.

As an entry event to the projects, the students participated in Guru Sessions run by the Year 6 Photography and Sustainability Leaders. This provided an authentic leadership opportunity for the Year 6 students to develop, reflect on and improve their skills, as well as an opportunity to connect with the younger students. They enjoyed sharing their expertise with the Year 4 students and then offered to continue mentoring throughout the projects.



“For our second session we did a lot better; we were there on time, our speeches improved and when the kids went outside to take the photos, they took some great photos, because we were there to help them,” Year 6 Photography Leader Lulu Morgan said.

“I learnt a lot about presenting and how hard it is to organise yourself when presenting to other classes even with lots of planning. I learnt how to handle myself under time pressure,” fellow Photography Leader Mikayla McLachlan said.

Once the Year 4 students had participated in both Guru Sessions, they completed a reflection and chose their project.

“I love looking through the lens and capturing what I see. You need to capture special moments because you will never relive that moment again,” Millie Taylor said.

“The sustainability gurus told me about upcycling or reusing items and that is really cool. The leaders were really helpful because they showed examples of upcycled items which I thought was really good,” Jonny Malcolm said.

“After the Guru Sessions I have learnt how to take photos and now I really enjoy photography,” Tom Leszko said.



A Year 6 mentor discusses the art of photography with a Year 4 student during a Guru Session.



The projects had a number of checkpoints where students demonstrated their learning and understandings. They then completed their final task which was either a photo of a chosen subject in the Enviro or an item which could be used in the Enviro. The gurus could also mentor the students at different points.

“Amy, one of the Year 6 Photography Gurus, helped me and gave me very good constructive feedback,” Sophie Sossin said.

The design products ranged from bird feeders and nests, through to a guinea pig play centre and garden beds. During a visit to the Austin Gray Centre at Senior School, the students had the opportunity to discuss their designs with Product Design and Technology Teacher Rob Kayler-Thomson and have a look at the Senior School students’ projects.

The design students learnt how to use a variety of tools. They discovered the need to measure accurately, the ability to problem-solve and the meaning of persistence. Students recognised the importance of research and planning, how to reflect and adapt if things weren’t going to plan.

The photography students learnt what made a good photo, with elements such as the rule of thirds, perspective, framing and the role of light. They learnt how to operate a camera, download and delete photos and the importance of charging the cameras! They discovered that it pays to take a few photos so you can select the best. They had to be patient if the weather wasn’t favourable and if their subject wasn’t cooperating.

Once their project was completed, the students reflected on what they did, what they learnt and the value of Passion Projects. Every single student enjoyed the opportunity to pursue their interests and develop new skills. They all had fun and were motivated to learn.

“I think Passion Projects are so cool because you get to choose what you want to do and every project you do is really fun. I want to do it again,” Theo Howell said.



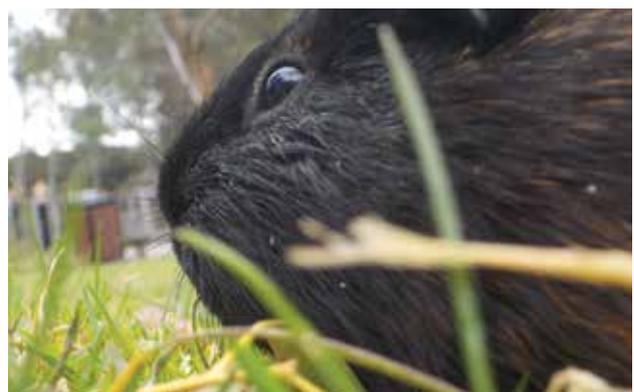
Year 4 students and Year 6 Sustainability Leaders plan “upcycling” projects for the Enviro area.

“This was definitely a fun project to work on. My project was on photography and I learnt so much about it. I am really happy because I took a risk to try something new with my learning,” Esther Lamers said.

The students were very proud to see their final projects displayed in an exhibition in the Middle School foyer. The students would like to thank the Year 6 leaders who mentored them and to acknowledge the assistance of Mr Doug Wade and Mr Rob Kayler-Thomson, as well as the parents who were able to come in and support us.



Photos by Piper Parkhill (above) and Tom Leszko (below).



Recognising Reading as a priority

By Jo Panckridge, Junior School Literacy Coordinator and Teacher/Librarian

My son has improved so much in his attitude to reading, because last year reading was such a chore. We'd beg him to do the reading but he wouldn't do it and was frustrated and stressed. But this year he's coming home and the first thing he wants to do is get his reader out, now his library book, and read to us and with us. He wants to do it ahead of everything else. Last year he would have stalled; "I'm hungry, I'm cold, I'm thirsty". Now it's, "can we read *Hey Jack?*" every night. - Parent testimonial

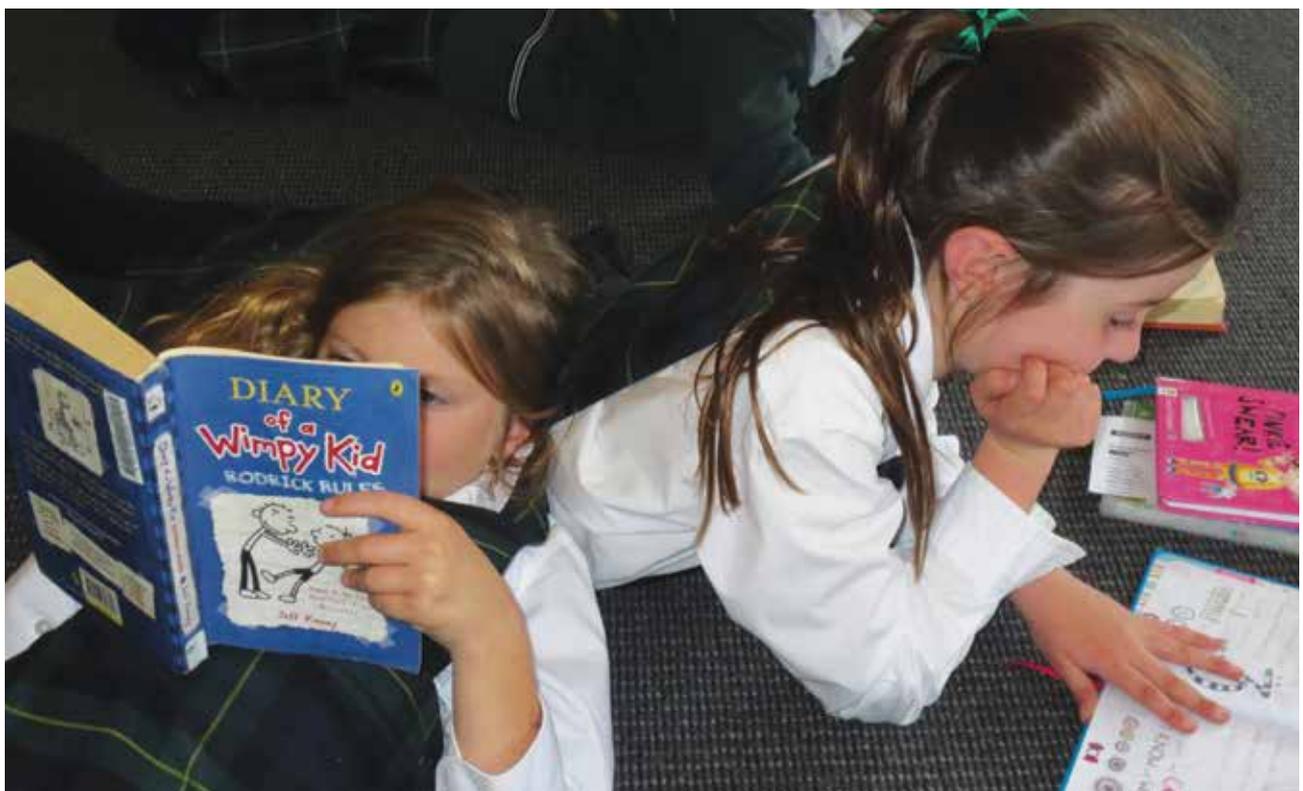
In recognising how critical reading is to children's success, the teachers at Junior School are continually looking at ways to make reading stories and information exciting, to link their reading to fun, discovery, and curiosity, and to promote the sheer joy that reading can bring.

We know that reading occupies a limited space for children, often competing with gaming and technology. Even in schools, there is less time set aside for independent reading.

Recognising how critical reading is to children's success, there is a new drive among teachers and parents to help children discover the world of possibilities reading can offer. We, at the Junior School, are firmly committed to prioritising reading by providing time each day for children to read independently from books of their own choosing.

Our approach to the teaching of reading is based on current research into children's and parents' attitudes towards reading for pleasure: the significance of reading independently for fun at school, what impacts frequent reading, the importance of reading aloud to children of all ages, and the value of allowing children to choose to read the books they enjoy most both at school and at home.

A study examining the question of "what makes children frequent readers?" has just been released in Australia to add to the increasing body of evidence on how we should approach reading instruction. The results are significant and align closely to the approach taken at the Junior School.





This report, based on the thoughts of almost 2000 Australian parents and children aged between 0 and 17, is an interesting and timely reminder of what we, as teachers and parents, can do to support our children's literacy development and, more importantly, their enthusiasm to read for pleasure.

It is not a mystery that the more children read, the better they become. And the better readers they become, the more they enjoy reading. The need to be able to read critically and deeply using a number of multi-modal sources (print, online and visual texts) has never been more crucial.

Significantly, the three dynamics that are among the most powerful predictors of reading frequency and success are:

- how often a child is read to,
- how often a child is given time to read for fun, and
- how often a child is allowed to select their own books to read.

Nine out of 10 children surveyed, across all ages, said they loved being read to and wanted more opportunities to listen to stories, while more than half wanted more time in school to read independently. Most importantly, however, was the overwhelming desire by 90% of those surveyed to be given the right to choose their own books to read.

In a powerful call to families, this research also highlighted the importance of parental reading role models as crucial for children of all ages. They make reading a pleasurable family routine, limit home screen time, and take time to read aloud to children from an early age.

In their busy, noisy, wired world, there are increasingly fewer opportunities for children to journey into the deep inner silence experienced when lost in the pages of a book. Time and silence is becoming increasingly hard to find.

And classrooms are busy places. Collaborative learning, group tasks and discussion are features of contemporary educational practice. As educators though, we recognise that opportunities to read long and deeply must be honoured.

Our Junior School reading approach has, at its heart, a belief in the importance of time each day for children to listen to books being read, to read independently and to have opportunities to select books based on interest.

Staff spend time considering and discussing children's interests to support "own-choice" selections. Predictably, these tend to be highly motivating, personally engaging and, hopefully, books of substance. These may be books the children can read themselves or books that require support in their reading by parents. And reading aloud sessions, sharing and discussing those books of great interest with them, offers both a time to connect and an essential means for the development of life-long and engaged readers.

With 90% of all children, across all ages, telling us that they love being read to, and the understanding of the critical value of developing children's love of reading, let's make reading a priority!

“See you next week, Bush!”

By Ros Molyneux, Director of Early Learning

If we want children to flourish we need to give them time to connect with/to nature and love the Earth before we ask them to save it. – David Sobel, *Beyond Ecophobia: Reclaiming the Heart in Nature Education*.

For several years now Early Learning children have been venturing into the bush to experience Bush Kinder. Bush Kinder is becoming an important offering in many Early Childhood services as they seek to connect children with nature. At Early Learning we have increased the frequency of our visits to Bush Kinder as we see the many benefits for children’s social, emotional and physical development.

“Green time” is a phrase coined by Dr Kristy Goodwin, a researcher who spoke to staff and parents recently about raising children in a digital world. Nature play time has become even more important to counteract the large amount of time young children are spending with screens. Dr Goodwin said some of the documented benefits of green time included increased creativity and cognitive function, improved attention, physical activity, better sleep habits and lower stress.

Our Early Years curriculum also places importance on environmental knowledge and awareness, and children develop an understanding of the country we live, work and play on. Connection with country has been a major influence on our learning program this year as we seek to

deepen our knowledge of Aboriginal culture in our area. Children becoming familiar with the land is the first step in this process.

While we spend time daily in the outdoor environment, the benefits of visiting the bush extend on these experiences and allow children to explore the outdoors with no toys, props or equipment. Sticks, stones, trees, flowers, rocks, hills and logs become their playthings. They challenge themselves physically and emotionally, developing resilience and stamina. All three and four-year-olds walked more than six kilometres during our most recent visit to Bush Kinder, reinforcing our belief in having high expectations of our youngest children.

As EL3 student Niamh said, “see you next week, Bush!”



Future Leaders of Industry

By Adrian Blades, Careers Educator

Six Geelong College Senior School students have had a glimpse into the world of advanced manufacturing and industry this year.

The students were chosen to participate in the 2016 Alcoa Future Leaders of Industry (AFLOI) and Girls Learning about Advanced Manufacturing (GLaAM) programs, which began in April and finished with a graduation ceremony on Wednesday 26 October.

Managed by the Geelong Regional Vocational Education Council, the programs are designed to give Years 9 and 10 students who are interested in engineering, the ability to experience many different facets of the field and to also encourage the study of mathematics and science.

The students visited LyondellBasell, a multinational chemical engineering company that has supported the program for many years; Boundary Bend Olives, which distributes and manufactures olive oil; and steel fabrication business Thornton Engineering. Other highlights included a visit to the Ford Proving Ground, leadership training and a presentation by Jamie Baensch, Chair of the Geelong Manufacturing Council and a current College parent.



The AFLOI participants are introduced to Deakin University's impressive technology precinct.

The students also gained valuable insights into the area of advanced manufacturing, which is still developing as one of the larger industries in the Geelong region, and toured the new CADET (Centre for Advanced Design in Engineering Training) building at Deakin University. After the programs, Year 9 students Emily Gove and Sam Hall both had the chance to complete work experience, with Emily at the CSIRO and Sam at Thornton Engineering.



The Geelong College's AFLOI and GLaAM participants, top row from left, Sam Wood, Charlie McArthur and Lachlan Sutherland, back row, Emily Gove, Sam Hall and Nick Burke.

Year 10 student Sam Wood said the program was a "particularly unique experience". "I found it very useful as it allowed me to get a little insight into a bit about the engineering industry, especially around Geelong and Melbourne," Sam said.

"It also encouraged me to look into possible tertiary courses and universities, which has definitely influenced where I think I will head once I finish school. Overall I felt the course was very well organised and I had a great time taking part in it."



Charlie McArthur and Lachlan Sutherland (Year 10) explore a computer lab at Deakin University.

Finding the Inner Athlete in everyone

By Mark Cheatley, Director of Sport

A “win at all cost” culture can undermine the right attitude to sport. Ideally sport is inclusive of all participants, encourages a healthy search for peak performance and promotes wellbeing.

Sport is not solely about winning and losing or the well-understood scientifically proven physical benefits (strong bones and muscles, healthy heart and lungs). Sport can play a significant role in socialisation, fun and improving wellbeing.

Coaches play an important role in promoting healthy participation in sport, affording young people the opportunity for natural self-expression, improvement in self-confidence, relief of tension, achievement via peak performance, social integration and learning the spirit of teamwork and fair play.

The benefits of sport are most powerful and long-lasting when participation comes from intrinsic motivation, where participants enjoy “being in the zone”, anxiety levels are low and positive emotions flow. How do we teach young people to recognise these benefits of sport without extrinsic rewards – such as medals, ladders and kudos – dominating their (or their parents’) motivation to participate?

The Geelong College is implementing an experiential coach and student education program with consulting



psychologist Tim Murphy to address this very issue. The program focuses on an approach where the priorities are learning, effort, enjoyment and process, as opposed to an outcome-driven approach. By encouraging effort and enjoyment as motivation for improvement, we believe performance will be enhanced, and this becomes the measure of our success.

The science is conclusive. Coaches who implement this process-focused style have more success on the scoreboard because, importantly, this way of coaching contributes to sustained happiness and wellbeing. The focus is on giving students the opportunity to develop their potential without constantly being compared with their teammates and opponents or having to “win the prize”. Success is characterised by strong commitment, cooperation, self-development and learning.



This coaching approach is associated with a greater likelihood of being intrinsically motivated, the development of greater self-esteem and a belief that effort is the key to success. As such, students value their effort, acquire increased skill development and experience greater enjoyment in participation. Also, students are less likely to drop out of sport and they experience a diminished fear of failure. Those who progress into a professional sporting career are well-grounded by a process-based approach and have improved resilience in this environment.

At The Geelong College we are investing in making sure our coaches are well-versed in the “process” approach and are taught or already possess the skills to deliver this best-practice methodology. The process to peak performance of the individual and the team is the eventual outcome, which reflects appropriately and endorses the values of the school (maximum effort, positive attitude, sportsmanship, life-long

passion for healthy lifestyle, tolerance and respect, self-control and determination).

The constant media hype around medal tables, premierships, overpaid sport stars and drug cheats only propagates the notion of winning at all costs and undermines the noble and healthy intention of the earliest sporting competitions such as the Olympic Games. The Olympic Creed states: “The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle. The essential thing is not to have conquered but to have fought well.”

This creed is at the core of the “process” approach to coaching which concentrates on participation and aiming for peak performance that will ultimately lead to a sense of wellbeing.

Be Bully Free

By Michael Panckridge, Deputy Head of Middle School

College Psychologist Cathie Thornton and I got together in 2012 to discuss how a “Bully Book” might look. We decided on a few things...

- The book would be built around a number of “real” and believable bullying scenarios or stories.
- The book would be very much written for students.
- The book would be practical and hands-on, offering meaningful and purposeful advice.

And so the work began. Cathie provided the material that would form the basis of the 24 scenarios, and I turned each little scenario into a story. Cathie then responded to each scenario with advice for the person being bullied while I explored various wellbeing topics for adolescents such as anxiety, mindfulness, exercise, nutrition, self-talk, sleep and assertiveness.

The thrust of the book is about empowerment; you can't always control the behaviour of others but you can have a big say in how you live your own life. It's about building resilience and coming to an understanding that the way you are treated by people is more a statement about who they are, rather than a statement about who you are.

The theme of the advice is to urge those dealing with the effects of bullying to take charge over the one person that we can control – ourselves. There are also strong

messages for those defined as bystanders – the many people who witness the bullying and do nothing. They are not only seen to take the side of the bully but also passively approve and reinforce their behaviour.

Further sections are geared towards parents, schools and even the person displaying the bullying behaviour.

For the two of us, it's been a journey that we've really relished, and *Be Bully Free* has just been picked up by an international London-based publisher! If the book can help just one person, somewhere, break out of the bullying cycle, then we've done our job!



Boarding Life

By Jennifer Chiu, Publications Coordinator

“What will you miss most from boarding at The Geelong College?”

The Captains of Mackie and Mossgiel – Charlie Wootton, Will Morrison, Jessica Campbell and Maysie Sadler – reflected on their time at College at the Boarders’ Formal in October.

With the year quickly coming to an end, Charlie and Will spoke fondly of the bond they shared with the 17 other boys finishing Year 12 in 2016.

Charlie grew up in Hamilton with three older sisters and started boarding at the College in Year 9. He said he had enjoyed his first few months at school but he only began to feel truly at home in Mackie late in Term 2, when a nailbiting Melbourne-Essendon AFL match brought the house together.

“95% of Mackie had huddled around the TV. ‘Cheats’ (Mark Cheatley) had even postponed study by 15 minutes to let all the boys witness this remarkable feat. With less than 20 seconds to go, then 18-year-old Christian Salem marked

25 metres out from goal. As Salem went back and calmly delivered Melbourne an epic one-point victory, the common room erupted. Although Ben Robinson and I were the only Dees’ supporters in the room, everyone shared the euphoria we were feeling,” he said.

“The shared experience of that night summarises what it is to be part of Mackie. Even though every boy in Mackie comes from a different background, and it is this background which shapes our perspective of our time in boarding, we all share many of the same experiences. We may drift apart after we leave Mackie and take our different paths through life, but I highly doubt I will ever be closer to a group of people in the same way again.”

Will said he had cherished every single aspect of boarding at Mackie, from meeting people from a wide range of backgrounds, to the support and “spirit of benevolence and care that seeps out of every boy and is most evident when you’re struggling”.

“Mackie will always take you in and support you along the way, regardless of who you are,” Will said.



Boarding Captains for 2016, Will Morrison, Jessica Campbell, Maysie Sadler and Charlie Wootton.



The Year 12s celebrated their time at Mackie and Mossgiel at the Boarders' Formal in October.

"The life lessons of respect and independence are something that I hope everybody will take from their experience in boarding. In particular, one quote from Mr Smith: 'Respect for the house, respect for the staff, respect for your peers and respect for yourself will get you a lot of the way in life.' To be able to have the opportunity to be in this place is a privilege."

For the Mossgiel Co-Captains, the friendships and support network have also stood out from their years of boarding. Jessica, who started at Mossgiel when she was in Year 10, said the years had gone by in the blink of an eye. She thanked Lyn Treadwell (Learning Support) for her encouragement throughout her first year. "This was the year that I soon realised that everybody in the boarding house community was trustworthy and I could count on them if I needed anything," Jessica said.

"To all the Year 12 girls in Mossgiel, I have some memories that I will cherish forever. I would just like to thank the

amazing bunch of ladies in Mossgiel for walking through this amazing and life changing experience with me. Also a massive thank you to all the tutors and matrons that have paid a massive part in making my time in Mossgiel a safer and easier one," she said.

Maysie said 2016 had been full of highlights, including fundraisers, formals and a cultural outing to see Matilda in Melbourne; and she would look back on her time at Mossgiel with a smile. "I know that this place has changed me for the better, and saying goodbye to Geelong College after 14 years here, will be so hard. I know it has been the best years of my life and boarding has really made it so special," Maysie said.

"To the younger year levels, please, cherish the moments that you have here, and hold them close to your heart. I wish I did it more. As I know with the blink of an eye, a change of the season, a bang, they will all be a distant memory."

Guys and Dolls

The Senior School Production

Audiences at GPAC's Playhouse were transported to 1940's New York for the Senior School Production of *Guys and Dolls* in September. About 100 students were involved in the fast-paced, high-energy performance, combining singing and music, dance, stagecraft, love, gambling, and insights into the world of Broadway.

The production was as much a hit with the crowd, as it was for the cast and crew who dedicated many hours to making the musical a success.

Phillipa McQuinn, who played Sarah Brown, said being part of *Guys and Dolls* was the highlight of her year. "Just being a part of such an energetic and enthusiastic cast made the process so enjoyable. It was so nice to be able to spend this moment with so many people so close to me," she said.

William Carr, who was Sky Masterson, said the production was a great finish to his drama journey at the College. "Despite the significant time requirements, it was all definitely worth it. I have made new friends and memories every year participating in the production, and this year was no exception."

The production also gave musicians a chance to develop their skills. "Whilst juggling SACs and struggling to decipher handwritten scores, it was a good opportunity to work with professional musicians and see how a musical works from behind the scenes," double bassist Alexander Blight said.

"Love" was a common word among the Year 12 students' reflections. Crew member Alexander Gregory described the musical as "one of the most chaotic, crazy, manic and demanding activities" at school. "We love it dearly and enjoy it anyway," he said.



Millie McArthur, a lead dancer, said she loved performing with the dance group. "(I) am always amazed at the talent of my friends who perform next to me. Backstage is always so much fun and all the *Guys and Dolls* costumes were incredible. I loved it!"



The Lion King Jr

Year 8 Production

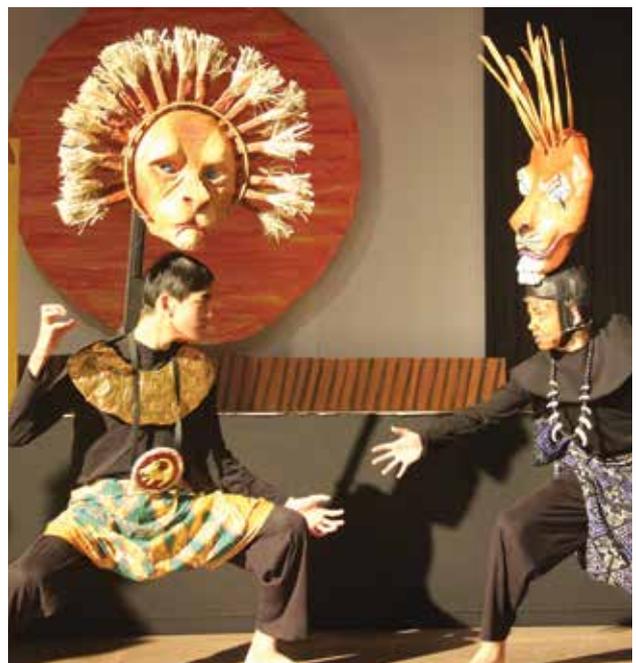
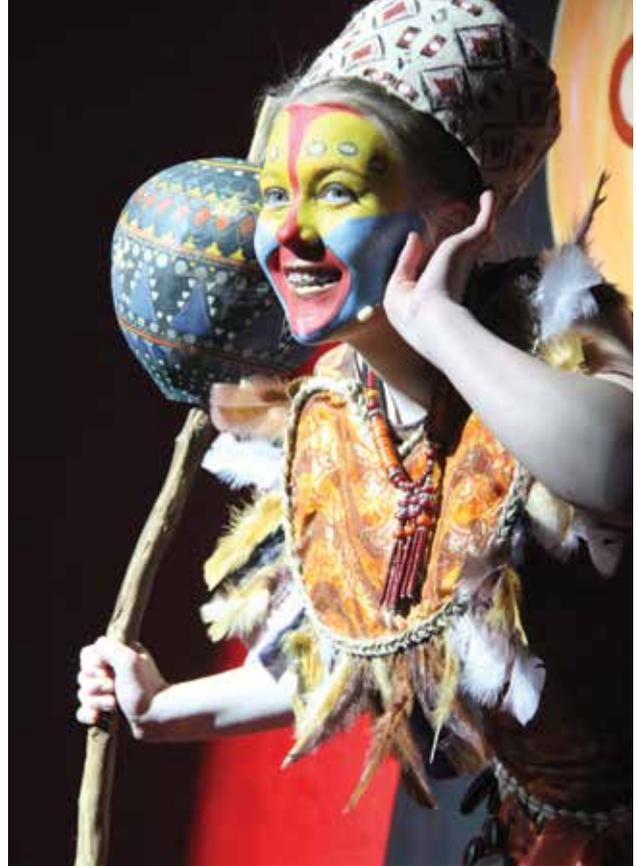
The highly acclaimed Year 8 Production of *The Lion King Jr* came to life at Middle School on 3, 4 and 5 August 2016, with nearly 80 actors, singers and dancers performing with passion and joy. Here are the reflections of Danny Yang, who played the role of Mufasa, King of the Jungle.

Being in this production I learnt that great teamwork between friends can take you on a phenomenal journey. Every time I was on the stage, I felt all the support behind me that gave me strength and lifted up my performance every single night.

I also learnt that if you try hard for something, you will always get something in return. Many of you may think my role of Mufasa in *The Lion King* was all about acting, but there was something I had never expected which I thought was the biggest highlight of this entire production for me, and that was to sing. I was never given the talent of singing, but with all the support given by Mr Tigani and Mr Galluccio, I set a goal to myself to sing over my song every day and night until it reached perfection.

There were a lot of hard times I went through on the journey but that didn't made me feel upset in any way. It only gave me the confidence to work harder in regards to achieving my goal because I knew what I needed to do. Acting in the production and speaking dialogue to me was like telling a story. Acting as my character I'd always felt a sense of pride every time I entered the stage. It almost felt like I didn't have to be in character when I acted because the character became a part of me. The character lived inside me and told me to always do my best no matter what happened.

For me, the production wasn't just a highlight of Middle School. It was a highlight of my life.



School Activities

Principal Dr Peter Miller and Claudia Cheatley chatted over ice cream as the Year 12s approached their final day of school.



Our mini-athletes participated in the Junior School Mini-Olympics in August.

Ella Van Nooten (Year 11) celebrated NAIDOC Day with Shalom Christian College students in Townsville on 9 September.



2017 College Captains and Vice-Captains Izzy Greer, Thomas Page, Liam Chalmers and Aleisha Mauderer, with Wilkie, Science Technician Dale Carroll's guide dog pup.



Ross George (OGC 1977) hosted the Year 4s on his property during a field trip exploring the Inquiry Unit, "How has my place changed over time?"

The Year 11 PE group learnt how to play wheelchair basketball from Parallel Sport's Kaye Colman, Paralympian Melanie Domaschenz and Graham Dalton.



The Junior School Book Week Parade was a celebration of the students' favourite Australian characters.



This year's Year 8 Camp took place on the College's recently purchased Otways property.



Storyteller and educator Tanya Batt spent a day at Junior School, delighting children from Early Learning to Year 3 with her stories.



Students spent their mid-term break studying the impact of two hurricanes and a global bleaching event on the Great Barrier Reef, as part of the Lizard Island marine biology trip.

College Community Planting Day

Green thumbs from across The Geelong College community joined forces to plant more than 1300 trees across two days in July.

National Tree Day on Sunday 31 July saw more than 80 people converge on the College Foundation property at Merrawarp Road, Fyansford, to undertake revegetation work. This followed a school planting day on Friday 29 July, when John King and Kerri Bremner from the Geelong Indigenous Nursery and the Year 4 Enviro students kick-started the planting efforts.

We aimed to plant 1325 trees on the property – one for each student at the College. Thanks to the work of all the College students, staff, parents and families across the weekend, we reached that target with time to spare.

What a great way to celebrate our community! The College looks forward to returning to Fyansford for many more National Tree Days in the years to come.



Staff Departures

Sally Denahy



Sally started teaching at Middle School in 2002, before shifting to Campbell House in 2004. As well as being a staff member, Sally was a College parent and Old Collegian. Sally will be remembered for her warm, vivacious personality, her ability to deal positively with every student, parent and colleague with

whom she came in touch, and her generosity of spirit and pride in everything she did at the College. She worked tirelessly to ensure all students in her care were assisted to become “better than their best” in a warm, dynamic learning environment. Sally is delighted as she and Chris move from teaching into a most exciting chapter in their life as business owners of Circa 1902 in Queenscliff. We thank Sally sincerely for her excellent service to the College. Her longstanding friendships across the College will hold strong and we extend to her and her family our very best wishes for the future.

Chris Dinneen



Chris Dinneen (more commonly known as “Mr D”) joined Campbell House in 2005. He was appointed Director of Campbell House in 2009, later becoming Head of Junior School in 2014. Chris was genuinely excited by young children’s learning, possessing an intelligent understanding of pedagogy and

an enquiring mind. He was committed to ongoing learning and research, constantly reading widely and challenging others to do likewise. When Reggio Emilia was introduced at Junior School, Chris immersed himself in the philosophy, immediately joining the committee of the peak Reggio organisation in Australia. In this role, he helped to organise the National Conference in 2015 and created a regional network group. His professional Learning Project in 2015 focused on nature pedagogy, creative outdoor learning and risky play. The cubby area at Junior School evolved from this. Chris will be remembered as a passionate educator and mentor, an ethical leader, an incredibly hard worker, a kind and loving teacher and a genuine good friend to many at The Geelong College. We wish him all the best as he embarks on a new career in hospitality.

Rev Tim Edwards



Since Tim became College Chaplain in 2014, he has had a powerful impact on students, staff, parents and the broader Geelong College community. He has led Chapel Services, Assemblies, Easter and Christmas celebrations and ANZAC commemorations; conducted funerals, weddings

and christenings; and supported the sport program as a spectator, people-mover and assistant to TICs. He has worked closely with student leaders to deepen their understanding of service to community. His legacy is our deeper understanding of the value of personal warmth, integrity, passion, encouragement, humour and faith. He leaves College to answer the latest call from God to care for and guide a new community in Geelong. His loyalty and commitment to The Geelong College and his beloved Dees will not wane and in his new role he will remain a vital part of our College community.

Julie Gainey



Julie leaves the College after 33 years’ dedicated English teaching and contribution to the school. Her younger daughter Stephanie was also a member of staff in 2016 as a teacher of English and Drama. Literature has always been Julie’s passion – reading books, discussing books and

inspiring students to love books. Her ability to provide students with prompt and perceptive feedback has been one of the hallmarks of her teaching. A talented writer herself, Julie created poems for English Department events and completed her MA in Creative Writing and Literature in 2012. As Head of Wettenhall for eight years, she showed caring support for all students and belief in their potential. Julie estimates that she has corrected more than 50,000 essays in her teaching life so far. We thank her for her commitment to our students and wish her well as she takes up new opportunities to continue her teaching.

Nathan Jessup



Nathan joined the College as Head of Senior School in Term 3, 2015. He was a visible presence in all aspects of College life and took an active interest in the students' successes, and the challenges they sometimes encountered. He combined an impressive skillset with pastoral sensitivity to guide

students through their occasional rocky circumstances. Nathan refined and improved our selection processes for and management model of a wide range of leadership positions, including school and house prefects and captains of co-curricular activities. He does not often stand still, metaphorically or physically, and he is someone who tends to make things happen. We have appreciated his diligence, thoughtfulness and willingness to make the College a better place for us all. Best wishes to Nathan and Kellie as they return to Perth with their family.

Ros Palmer



Ros commenced at the College in 1987 as a Science and Maths Teacher for Years 7 and 8, before traveling overseas three years later. She returned in 1994 as a Science and Physics Teacher, giving her a staggering 25 years of service to the school. Ros says her highlight has been heading up Calvert House

for the past seven years. She had a wonderful dedication to the College. Ros resigned from the College at the end of 2016 to pursue other interests. She will be greatly missed and we wish her all the best in her next endeavours.

Christine Shannon



Christine joined the College as Director of Professional Learning and Research in 2014.

As founding Director of our Centre for Learning, Research and Innovation, Christine's expertise in leadership, program evaluation and research methodology led to

the development of a wide variety of initiatives. Christine's passion for empowering teachers to see themselves as researchers of their own practice, has been evident in the strong partnership that was formed with Deakin University. She has been a vocal advocate for positioning the College as a community hub and has attracted many national and international guests to visit and work with our staff and

students. As a Biology Teacher, Christine invited students to engage in rigorous conversation and deep thinking about scientific concepts. Christine will oversee the development of a new Centre for Professional Learning at St Bernard's in Melbourne, which will take her closer to her family in Melbourne.

Mark Torpey



Mark's 33-year tenure at the College began in 1984 as Coordinator of Sport and Physical Education, Prep to Year 8. Mark led the Physical Education Department for 14 years, and was Coordinator of APS Sport for 16 years. Apart from PE, Mark also taught Health, History, Geography, Social Studies and

English; and as a Year 7/8 Homeroom Teacher for all 33 years, he oversaw the welfare and academic progress of more than 650 young men and women. Mark was instrumental in establishing ongoing initiatives, including the cultural and AFL exchange to Denmark and The Geelong College Challenge. The countless hours he spent in the gym and on the sporting fields, imparting his knowledge and wisdom to students (and staff!) is not so easily replaced.

Coral Turner



Coral joined the College as an Art Teacher at Campbell House in 1986. In 1989, Coral took the opportunity to undertake a year's professional development and upgrade her qualifications. After returning to full-time work, she added the challenge of teaching Years 7 and 8 English.

From 1992, Coral taught solely at Middle School, becoming the bedrock of the learning teams in the Art and English departments. Coral filled an array of positions in the next 19 years, including Coordinator of English, Middle School Curriculum Coordinator, Year 7 and Year 8 Coordinator and Deputy Head of Preparatory School. In 2004 Coral was also appointed Professional Administrator to the then Principal, Dr Pauline Turner. Coral's appreciation of the connection between the spoken word and visual imagery has been evident, and no doubt it was this aptitude that saw Coral delegated the responsibility for editing the Pegasus magazine, a labour of love she has maintained for 21 years. A passionate, principled and informed educator, her commitment to the students has been even-handed and unwavering. Her legacies will live on in the lives of thousands of students who have been the recipients of her teaching.

Foundation President's Report

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



The Foundation has had a wonderful year connecting with the College community through a series of functions.

These included our annual Foundation Members' Luncheon in March, a Cocktail Party for Past Parents and Friends, our ever-amazing Foundation Concert at Costa Hall, a special luncheon to recognise and thank our Morrison Society members and Patrons, a Cocktail Party at the Melbourne Club for our Melbourne-based alumni and past parents; and last, but certainly not least, an inaugural Golf Day and Luncheon for the College community at the beautiful Barwon Heads Golf Club.

Being part of The Geelong College Foundation confirms your commitment to excellence in education for our current and future students, and information on how to do this can be found on the College website or by contacting our Director of Development, Joyce Taylor on (03) 5226 3779.

We have also undertaken improvements at the Fyansford property which included a two-day program of tree planting in July which was greatly supported by College families, Year 4 students, parents and College staff. The Foundation

Board is delighted to see that given the favourable weather conditions, the trees are thriving. Special thanks go to Board Members Scott Chirside (OGC 1970) and Andrew Cameron (OGC 1978) for their help in coordinating this.

A significant contribution will be made by the Foundation to support the College's Master Plan. This is a very exciting time for the Foundation and it is with great anticipation that we await architect John Wardle's visual concept of what I am sure will be a wonderful learning and creative space for our youngest students.

We have been delighted to continue our support of the Centre for Learning, Research and Innovation during 2016. While it is with sadness we see the departure of Director of the CLRI, Christine Shannon, we know that she has built a very strong foundation for the Centre and we look forward to the work it will continue to do to enrich the lives of our teachers, students and the Geelong community in the years ahead.

My thanks and appreciation go to the entire Foundation Board for their expert guidance and support during the year. They have freely given up their precious time to support the activities of the College and the Foundation.

Lastly, I would like to thank College Principal Dr Peter Miller and Chairman of Council Dr Hugh Seward for their collaboration with the Foundation this year. Both have been welcome additions to our Board Meetings and their vision for the future of the College is one that we will continue to support into the future.



Sandy Hutton on the College Community Planting Day.

The 26th Annual Foundation Concert

Friday 19 August





'Gun Alley' and the Mobile Gym

By Con Lannan, College Archivist

One of the earliest panoramas of Geelong College, published in 1921, displays a very different-looking school to the one of today. Many of these buildings have been re-structured or disappeared completely. Among those that have been farewelled are the Cricket Pavilion, the Chemistry Laboratory and the original gothic George Morrison Memorial Library. Prominent to the right of the image above is a complex of long-gone timber buildings which served a variety of purposes including classrooms, woodwork and physics rooms. These timber buildings had a very curious origin.

In a photograph of Geelong College from late 1872 stands an oddity. At the right of George Morrison's grandly fabulous new building atop the Newtown Hill stands an austere, perhaps even cheap, timber building, whose purpose is indecipherable from its exterior. This is the building that formed the origin of the complex of timber buildings and its journey to that location and beyond forms an endearing odyssey.

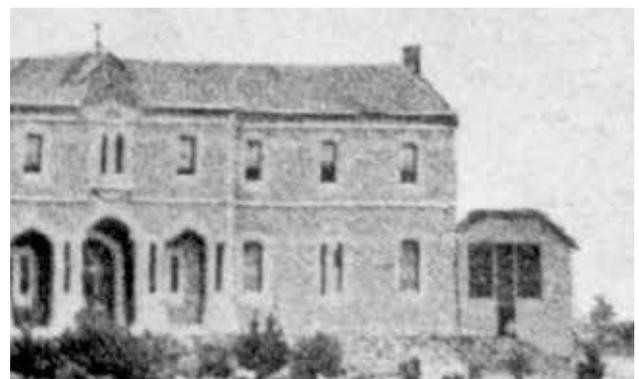
This wooden building housed the original school gymnasium, probably the preserve then of the self-styled "Professor" Herman Reichmann. Its existence at such an early stage in the development of the College hints at a very different George Morrison to the stern classics master he was known as.

The gymnasium's nomadic perambulations around the school grounds are the stuff of legend. The building had been moved within two years of that 1872 image. By 1874 after the first extension and construction of a new public entrance, the gymnasium can again be seen, though this time nestled against the northern side of the main school building. Sometime around 1900 it was moved into the quadrangle, with a new classroom and physics classroom added to it, though there is no imagery for this alteration. It was not until 1921, when the College published the panorama photograph of the College showing the complex of Norman Morrison-inspired buildings, that the gymnasium returns to focus.

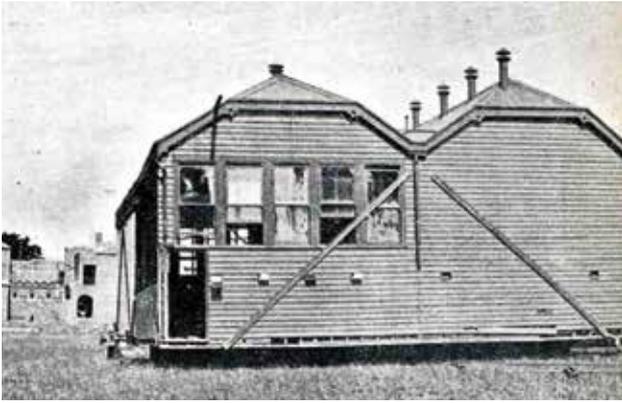
It was among this complex of buildings in the quadrangle that the gymnasium gained a new reputation.

The extensions and renovations of 1917 included a westward extension of the northern wing containing the original public entrance. This extension was built very close to the line of the then existing timber building containing the gymnasium, sited in the quadrangle. As a result, the external walls of the two buildings were about 30 centimetres apart for a distance of about six or seven metres. Pegasus reported that "this narrow space was naturally not intended as a thoroughfare and initially it was blocked off at each end. It was opened up, however, by the boys, and became known as 'Gun Alley'. It was so narrow that those using it had to proceed sideways, and passing was impossible."

It is likely that the passage was named after the notorious "Gun Alley" murder of 12-year-old Alma Tirtschke in Melbourne on 30 December 1921, which stunned the city. Alma's body was found in a small laneway off Gun Alley, originally located off Collins St and near Exhibition St. Colin Campbell Ross, who was convicted and hanged for Alma's murder in 1922, was pardoned after a judicial review in 2008.



The gym nestled against the northern side of the main school in 1874.



The gymnasium moved next to Mackie House in 1934.

Following the addition of the South Wing to the College in 1934, the gymnasium continued its nomadic existence, moving to the south-west of the campus site, finally coming to rest next to Mackie House where it became used as the Cadet Corps armoury. It was demolished in 1969, about the time of the construction of the Rolland Sports Centre's first stage.



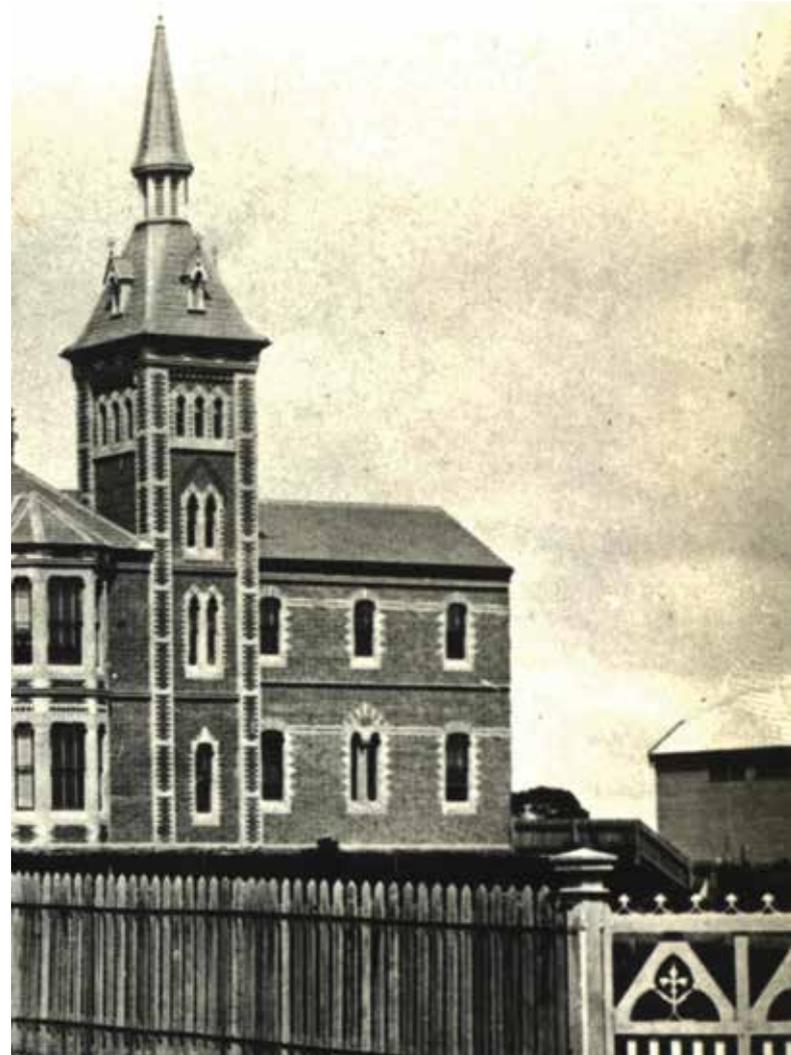
The interior of the gymnasium in the early 1900s.



A photo featuring the gymnasium building in 1929.



Pictured in 1960 were the gym to the left and the Cadet Corps armoury on the right.



A photo of the George Morrison building in 1872, featuring the gymnasium to the right.

Heritage News

By Con Lannan, College Archivist

Milestones

In 2016, the College marked:

50 years since the renovation of Morrison Hall began in 1966.

100 years since the construction of the old main public entry to the College at the Senior School campus. The entry that we now know was built in 1916/17, with the removal of the boarders' bathing pool and the opening up of the entry through the building.



100 years since Sir Frank Macfarlane Burnet, winner of the Nobel Prize for Biochemistry, was awarded dux of Geelong College in 1916.

150 years since the College topped Victorian schools with the highest number of matriculants for university entrance in 1866. A fifth of all Victorian matriculants were from Geelong College.

Heritage Guide

The Geelong College's online Heritage Guide has reached its five-year milestone. It includes more than 1800 pages and 700,000 words of text and images about the history of the College and its people. The war service of all Old Collegians who served in the First World War is included in the guide, as is the text of the Jubilee History of the College, 1911, and the Centenary History of the College, 1961, and much else.

Volunteers

College and Morongo volunteers continue to sustain the archive. The digital archive of *Pegasus* magazine from 1909 to 2013 and *Ad Astra* community magazine from 1959 to 2016 is also now accessible through the guide. Volunteers have processed the most recent donations, and the bulk of the Morongo Old Collegians' photograph collection has been sorted and transferred to an archival standard folder sequence.

Footballers

In the July 2016 edition of *Ad Astra*, we published a list of Geelong College footballers who have played at VFL/AFL level. Thank you to those who have helped extend this list. The list now comprises 234 Old Collegians who played pre-1897 VFA, VFL 1897-1995, and AFL from 1996 onwards.

The recent additions include:

OGC

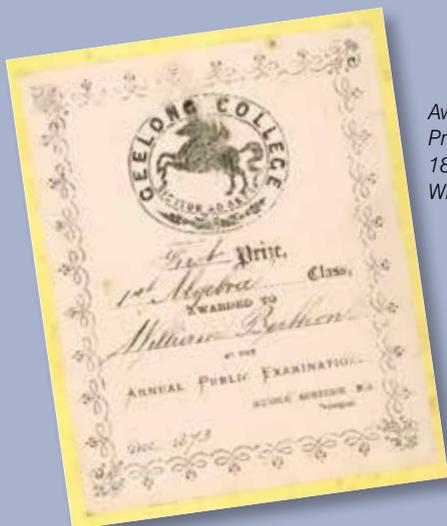
Paul Edward Clarke (1909-1969)
Barry Cogle
Andrew William Dougall/Davidson (1884-1941)
John Durnan
Garrick Charles "Garry" Fenton
Mark David Komp
John David "Jack" Nicholson (1892-1967)
Albert "Alby" Sheehan (1887-1954)
James Gordon Harvey "Jim" Sprigg (1896-1988)
Peter Whyte
Archibald William Wilson (1888-1961)
George McWilliam (1878-1968)

Staff

Neville Bruns
Paul Jeffreys
Mark Neeld

Donations to the Archives

<p>Ian Apted Alex Proudfoot</p>	<p>Collection of award prize books originally awarded to Alan S Marshall (1898-1965). Collection of Pegasus 1959-66; Speech Day program 1960-66; and Principal's Reports 1960-62, 65.</p>
<p>Andrew Moreton Peter Campbell and Brian McKenna Andrea Gray</p>	<p>Photographs of drill platoon 1951, and whole of school 1951. Silver medallion won by E A Gregory for gymnastics, 1899. Two swimming certificates and two bookends with College Crests, originally from D J Gray.</p>
<p>Everist Family Cathy Carman Alistair McArthur</p>	<p>Collection of photographs from Neil Everist. Collection of House clothing. E R Sparrow Cup won by F C D Reid (1918-45) in 1931. Presentation Rowing Oar</p>
<p>Scott Emerson</p>	<p>Four Schools Association of Victoria Athletics medallion, won by G A Melville in 1903 and 1904.</p>
<p>Anthony Swain</p>	<p>Collection of material including School Reports 1939-40; Speech Day program 1940; award book 1939; Prospectus; School on the Hill; a Speech Day newspaper cutting, 1939; and digital images.</p>
<p>MacLeod family Helene Dennis Judy Fielding</p>	<p>Three framed photos: Dining Hall; 2nd VIII, 1934; Prefects, 1934. Chez Nous newspaper, 5 Nov 1946. Collection of items from Garnet Fielding including: Framed Robert Ingpen print No 1/400 and framed Grant of Arms and Crest print; two wooden College plaques; Pegasus badge; boat christening mallet, "Sic Itur". Council Life Governorship Award.</p>
<p>Rick Plueckhahn Michael Keary Greg Hanson Duncan Tuck Sandra Oriander Stuart Baird Monty Montgomery Philip Marshall</p>	<p>Collection of Pegasus magazines, 1965-71 and 1977-81, and Prep News 1976. Mounted photograph, Geelong College Junior Gd 5 Tennis Premiers 1989-90. Rowing award mug won by M Wettenhall (1872-1954), Trial Fours 1889. Glee Club testimonial certificate signed by G Logie Smith and J H Campbell. Mounted and framed print of the Morongo Gatehouse by R Ingpen (No 73). Award book won by C S Baird as Dux prize 3rd Form, 1938. Geelong College publication entitled "What's Next", circa 1944. Collection of Pegasus magazines. Award Book won by William Berthon (1859-1944) with two bookplates - 1st Prize, 1st Algebra Class, 1873, and 3rd Prize, Arithmetic Class, 1873. Framed print of the George Morrison Building, 1983, by Robert Ingpen No.18 of 400.</p>
<p>Cliff Peel</p>	<p>Autobiography entitled "My Life in Broadcasting". Personal photograph album, circa 1948, and several loose photographs of Warrinn.</p>
<p>Peter Blackwood</p>	<p>Three award cups won by Alan Blackwood, c1928, including a Geelong College Cup. Five mounted photographs.</p>



Award bookplate 1st Prize Algebra Class, 1873 awarded to William Berthon.



Trial Fours award mug, awarded to Milton Wettenhall in 1889. This was probably the first award made at the first known College Rowing Regatta.

OGCA President's Report

By David Waterhouse (OGC 1980), OGCA President



This year has been a rewarding year for Old Collegians with strong numbers of attendees at reunions and community events. In the past six months, the OGCA has held 20, 30 and 50+ year reunions, as well as community functions in Melbourne, Albury, the United States and at the Dunkeld Races. Turn to page 61 for photos from these events.

This year the Old Geelong Football Club enjoyed the sweet taste of glory with premierships for both the Senior and Club XVIII sides (page 56). Congratulations to all players, coaches, club officials, family and friends involved. In other news for the Old Geelong Sporting Club, they will be fielding a side in the inaugural VAFA Women's Football League in 2017, and it was great to see Nick Betts (OGC 2002) become a Life Member of the OGS at the recent AGM for his contribution to the club as a player and official over many years. The cricketers, netballers and tennis teams were also all very active and together, they make up a very important part of Old Collegian life in Melbourne.

The Albert Bell Club has achieved significant success with the development of a rowing bursary to assist some of our newest Old Collegians. See page 48 to read more about the Colin Carstairs Bell Rowing Pathway Bursary and its recipients.

A highlight for all was the induction of the following past students to the Portrait Gallery of Notable Old Collegians on Saturday 8 October.

- Neil Percy Everist OAM (dec)
- Jack Bailey Hawkes (dec)
- Jennifer Louise Hawkins (dec)
- Hugh McLean (dec)
- Ian Philip Torode (dec)
- Dr Claire Fenton-Glynn
- Sarah Hope Schofield
- Steve Horvat
- Jong-Min Lee
- Dr Sarah Elizabeth Leach
- The Hon. Justice Ross McKenzie Robson
- Professor David Runia

The induction was a fantastic afternoon shared with the inductees and their families over lunch. After the official presentations, the families then had the chance to hang the portraits beside those of the past inductees in the 1873 entrance of the College.

The OGCA welcomed Thane Joske (OGC 1990) and Tom Betts (OGC 2000) to the committee and I thank them both for their invaluable links to Albert Bell Club and OGS. Thank you to all the committee members for their efforts in making this year successful for us all.

Many Old Collegians have had the opportunity to meet with Dr Peter Miller this year as the new Principal joins many of our events. Thank you Peter for being so generous with your time.

To our newest Old Collegians; you have left the school, but your friendships will last a lifetime.

2017 has a packed schedule. We look forward to seeing you at one of our events soon.

- The OGCA is excited to launch a new Geelong College Connect website. This world-class platform will offer greater connectivity, networking and mentoring opportunities for our Old Collegians. See the advertisement on page 67 for more information.

Notables Gallery Induction

Saturday 8 October



John Hawkes and Sue Richardson were proud to be presented with the portrait for tennis champion Jack Hawkes.



Fashion designer Sarah Hope Schofield receives her portrait in the Dining Hall.



Supreme Court judge The Honourable Justice Ross Robson with his family.



Master of Queen's College Professor David Runia and his wife Gonni.



The family of renowned architect Neil Everist OAM, Liz, Jill and Robyn.



Tom, Edwina, Jane and Jack Hawkins after hanging the portrait of former College Council member and student Jennifer Hawkins.



The Torode family with the portrait of Ian Torode, internationally respected orthopaedic surgeon.



Soccer player Steve Horvat and his family.

OGCA Honours Long-Serving Staff

The OGCA hosts a celebration at the end of every year to recognise College staff who have served five or 25 years. In 2016, Ros Palmer was awarded honorary life membership of the OGCA for her 25 years of service. The OGCA also thanked the following staff for completing five years at the College: Melinda Bell, Peter Blanchfield, Brent Cook, Sharon Dong, Anita Dye, Jeff Horoch, Chelsea Matheson, Nadia Mayfield, Penny McDonald, Andrea McGucken, Marita Seaton, Fiona Stafford, Lyn Treadwell and Claire Wood.



OGC News

Share your news by contacting adastra@geelongcollege.vic.edu.au



Natalie Mol (OGC 1993) and husband Cameron Goodyear proudly share the news of last year's birth of Will Xavier on 31 May 2015. The first six months were an extremely challenging time, and were it not for the amazing support from family and close friends, it would have proved an even more difficult time. Thanks

goes to Paediatrician **Gillian Opie (OGC 1972)**, who was also there at all hours of the day and night with her care and support. Will is now a very happy, and thriving, toddler.



James Boston (OGC 1999) and Catherine Viggers are delighted to announce the arrival of their first children, identical twin boys, Charles Percival Lyons Boston and Edward William Ballintine Boston, born on 11 December 2015. James operates a number of publishing and new media

companies with his brother **Alex Boston (OGC 2005)**, based in Melbourne and Indonesia. Catherine, a criminal barrister, was a Geelong Grammar student and graduated in Law at Melbourne University and Oxford (Masters). James and Cat met in 1999 at the APS Prefects' Formal.

Megan Ross (nee Jones, OGC 1995) and husband Jeremy are living in Canberra and welcomed baby Percy George William on 21 January 2016. Doted on by siblings Archie, 6, and Gracie, 3.



Donald Parton (OGC 1989) and Suzanne welcomed twin daughters Mia Kathleen and Ivy Anne on 7 June 2016 at St Vincent's Private Hospital, Melbourne. Baby sisters for Noah William.

Sam West (OGC 2000) and **Kylie West (nee Hynes, OGC 2002)** welcomed their second child in July 2016. William Barry West joins his older sister Hettie. The family has recently relocated to Geelong and are thrilled to be among family and friends.



Alice Gwozdecky (nee Wettenhall, OGC 2001) lives in Wagga Wagga with her husband Pete and has two children, Samuel Adam (2 years) and Annie Joan, who was born on 24 July 2016.



Tom Betts (OGC 2000) and his wife Eve welcomed a beautiful baby daughter into their lives on Monday 15 August. Isabella Sophie Betts arrived at 5.06pm, weighing 7lb 5oz.

Tim Black (OGC 1999) became engaged to Nicole Vandeligt while on holiday in Croatia. The couple lives and works in the Netherlands.

Alice Elliott (nee Fraser, OGC 2008) married Sam Elliott on 21 May 2016 in Geelong. They are pictured by the Barwon River, where they met seven years ago.



Campbell Carmichael (OGC 1999) married Kellie Grigg in Gol Gol, NSW, on Friday 21 October 2016.

Nick Kaye (OGC 1992) is back in Australia to lead the new Sydney School of Entrepreneurship after 20 years abroad. He had been the Executive Director and CEO of the Stockholm School of Entrepreneurship since 2005.

Zoë Cambridge (OGC 1994) started Gloss Property Styling in February, styling homes on the Sunshine Coast, Qld. She is enjoying life and settled in Buderim with her three children, Ned, Audrey and Samuel.

After about 60 years in Launceston, **Barry Harding (OGC 1947)** has moved to Hobart. He was a long-standing member of Launceston's Lions Club, Eisteddfod, Orchestra and Band. His wife Beris passed away more than 20 years ago; he has four children and five grandchildren living in WA, NSW and Tasmania.

Davis Kontelj, Jacob Morgan and Manning Gratwick (OGC 2015) were named in Life Saving Victoria's Team of the Year at the 2016 Awards of Excellence, edging out teams from swimming, ski and board paddling, and iron man. As part of the Torquay Under-19 surf boat crew, they were undefeated in all state-wide competitions in 2016. They were also state team representatives and finalists in the Australian Surf Rowing League Open Championships. They were joined by **Pat Spinazzola (OGC 2013)** for the World Championships in the Netherlands in September, where they won the U23 men's silver medal. They represented Australia at the Infinite Ocean Biarritz in France, winning silver in the open men's. They achieved these feats all while undertaking full-time university studies.



Chantel Horvat (OGC 2016) has committed to joining UCLA to further her promising basketball career. Chantel moved to Canberra after Year 9 to train at the Australian Institute of Sport. She is touted as one of the best Australian basketball prospects, and was courted by US colleges including UConn, Duke, Florida, Stanford and Oklahoma, before deciding to become a UCLA Bruin.



Shooter Lachlan Holdsworth (OGC 2014) won gold with the Australian junior men's team at the World Universal Trench Championships in Morocco in September. Lachlan also represented Australia at the ISSF Junior World Cup in Azerbaijan, coming 15th in the trap.



Leslie Hatton (OGC 1954, staff 1962-2001) attended the Centenary Services at Fromelles on 19 July 2016 and at Pozieres on 23 July 2016, where he laid wreaths to honour the Old Collegians who died in those battles. Three Old Collegians died at Fromelles: 2nd Lt Andrew Ernest Barnfather, Lt Charles Harold Latta and

Pte Edward James Morgan. 12 Old Collegians were among the 23,000 Australian casualties of the Pozieres battle: LCpl Allan Fairbairn Campbell, Sgt James Scouter Coles, LCpl John Murray Davis, Pte Laurence Wylfred England, Cpl Stanley Willis George, 2nd Lt Thomas Henry Haughton, 2nd Lt Maurice Edward Kominsky, Pte John McWilliam, Pte George Francis Moir, LCpl Ronald Armstrong Reid, Sgt Albert Kenneth Roebuck and Pte Norman Henry Sadler.

M J Goode (OGC 1994) and others have been competing for the Old Geelong Collegians Amateur Athletics Club in the APS Old Collegians Amateur Athletic Association Inc winter cross-country season. APSOC conducts cross-country and road races in and around Melbourne from April to September. APSOC provides a vibrant, exciting competition for both elite runners and "battlers" alike. Runners of all ages and abilities are welcome with athletes aged from under 10 to over 70 years participating. The association is not limited to past students of APS schools, family and friends are welcome too. For further information, please visit www.apsoc.net.au

David Lowing (OGC 1960) has been extensively involved with volunteering and community service over the past 50+ years, covering many fields, including community service organisations, humanitarian projects, youth and developmental disabilities services, sporting organisations and service to agriculture. His mantra is "don't ask what humanity can do for you, but simply ask what you can do for humanity". He has two children, two grandchildren, three step-children and three step-grandchildren.

Albert Bell Club News



Grace Carroll, Angus Longden, James Gorell and Will Morrison are the Colin Carstairs Bell Rowing Pathway Bursary recipients for 2016.

Colin Carstairs Bell Rowing Pathway Bursary Presentation

The Albert Bell Club welcomed the Year 12 graduating rowers at a breakfast on Thursday 6 October to announce the inaugural Colin Carstairs Bell Rowing Pathway Bursary recipients for 2016. Four recipients were announced: Grace Carroll, James Gorell, Will Morrison and Angus Longden. We wish them all the best of success with their rowing careers beyond The Geelong College, and look forward to keeping in touch with their news.

Earlier in the year, a bursary was awarded to Angus Widdicombe (OGC 2012) who represented Australia and placed second in the B Final at the World Rowing Under-23 Championships in Rotterdam, Holland.

Albert Bell Club Pins

At the Year 12 breakfast, the Albert Bell Club created a new tradition with the presentation of Albert Bell Club pins to graduating rowers. Pins were also presented to Principal Dr Peter Miller; Albert Bell Club Patrons David Ramage, Scott Chirnside and Louise Monotti; and Director of Rowing Peter Blanchfield.

The Albert Bell Club, represented by David Caithness and Andrew Lawson, was delighted to formally recognise its namesake with a pin presentation to the Bell family. Albert's wife Doreen, and his daughters Jan and Rosemary, were thrilled and said they would cherish the pins.



The Bell family – Jan Brewster, Doreen Bell and Rosemary Bell – with David Caithness.

A note from the President, Duncan Ashby (OGC 1991)

2016 has been a big year for the Albert Bell Club! We are creating new traditions with the presentation of the Albert Bell Club pin (old members, these will be presented at the 2017 dinner!) and the Colin Carstairs Bell Pathway Bursary, which has been a great achievement. We are the first school in Australia to offer rowing pathway bursaries, and we hope to inspire other schools to adopt our approach.

We hope to see you at the 2017 Albert Bell Club annual dinner in March where we will celebrate the decade crews of 1957/67/77/87/97 and 2007. Get your crew tables together for a great night, followed by a morning-after row on the Sunday.

Follow us on Facebook at Albert Bell Committee or email albertbellclub.gc@gmail.com

 **Save the date!**

The Albert Bell Club would like to invite all past rowers and friends of the rowing community to the **43rd Annual Dinner** to be held on **Saturday 11 March** in The Geelong College Dining Hall.

Please email Duncan Ashby dashby@proadvice.com.au for more information.

The Albert Bell Club is partnering with Banks Road Winery as part of its wine drive fundraiser for 2017.

Wines on offer include:

- > Banks Road 2016 Shiraz \$25/bottle
- > Yarram Creek 2016 Pinot Noir \$20/bottle
- > Yarram Creek 2015 Sauv Blanc \$20/bottle

10% DISCOUNT
on purchase of 12 or more

For more information please contact David Caithness dcaithness@bigpond.com

High Distinction



Rob Logie-Smith AM

Rob Logie-Smith (OGC 1955) was awarded a Member in the General Division of the Order of Australia (AM) in the Queen's Birthday 2016 Honours List, for his service to the performing arts. He has been an active member of the opera community, through administration and financial support

roles, and he has also contributed to business and the community.

Rob chaired the Melba Conservatorium of Music from 2006 to 2008, before becoming the Founding Chair of the Melba Opera Trust. He was also a Foundation Board Member of the National Gallery of Victoria, and he financially supports organisations including the Australian Ballet, Opera Australia, Melbourne Symphony Orchestra and Geelong Gallery.

Rob attended The Geelong College until 1958, before continuing his education at Scotch College. After school, he obtained a diploma and degree in mechanical engineering and an MBA. He spent 30 years as an international management consultant, director and senior partner at PA Consulting Group, and he chaired Redrock Communications in 2003 and Brave Energy in 2007. He is the immediate past President of The Australian Club, Melbourne, and Victorian President of the Institute of Management Consultants, 1988-93.

Despite spending his final schooling years at Scotch and leading Scotch's Old Collegians' Association, Rob still considers himself an Old Geelong Collegian – he is pictured above at an "Old Cobbers" lunch in May.

"It is enormously satisfying helping talented young Australians achieve their dreams in becoming international opera singers," Rob said. "The Melba has established itself as the leader in the industry with young Australians now in principal roles internationally, a direct outcome of the unique coaching and mentoring program at The Melba."

"It is great being recognised for doing things you are passionate about and where you can make a real difference, maybe some characteristics that I inherited from my father George."

Bob Burn OAM



Bob Burn (OGC 1950) received a Medal of the Order of Australia as part of the Queen's Birthday Honours List.

Bob was recognised for his service to marine science, particularly the field of malacology – the study of molluscs including clams, mussels, snails, octopus and squid. Scouring the waters of Port Phillip Bay, Western Port Bay and Bass Strait, his passion for the subject has led him to scientifically name more than 90 species.

A builder by trade, Bob is an honorary marine naturalist, malacologist and taxonomist; an honorary associate at Museum Victoria since 1962; a member (1953-2013) and honorary member (since 2013) of the Malacological Society of Australasia and journal editor (1969-1978); and a past committee member of the Field Naturalists Club of Victoria's Marine Research Group.

He has also co-authored more than 100 papers in scientific journals over the past 60 years, contributed to numerous books, and published a "Nudibranches and related molluscs" field guide through Museum Victoria and CSIRO Publishing in 2015.

Bob said his fascination with malacology began when he was at College. He can still recall a display of shells in the House of Guilds in 1952, his final year at school. "I was already a little interested in shells and I knew they should have Latin names," he said. Bob then decided to label the shells, "and that's when it started to manifest itself".

"Obsessions are incurable," Bob said, quoting a young researcher who's also interested in the topic. The obsession has motivated him through cold, wet winter nights searching for molluscs after work, and will continue to drive him to the coast, despite recent surgery on both knees. "But once you discover something, you forget all about that."

The Notable

Dr Fenton-Glynn

Dr Claire Fenton Glynn (OGC 2002) was among 12 Old Collegians inducted into the OGCA Notables Gallery on Saturday 8 October. She's an accomplished legal academic based at the University of Cambridge, who also consults to the UN Office of the High Commissioner for Human Rights, specialising on children and youth rights. Her first book, *Children's Rights in Intercountry Adoption*, won the Inner Temple Book Prize for New Authors, presented by Princess Anne.

Claire is a fellow of the Centre for International Sustainable Development Law. She has also worked with organisations such as the European Union, Save the Children and Avocats Sans Frontieres on issues concerning child protection, human rights and rule of law.

Her portrait joined those of more than 80 fellow Old Collegians on the walls of the 1873 entrance of the College.



Dr Claire Fenton-Glynn (OGC 2002) received the 2015 Inner Temple Book Prize for New Authors from Princess Anne, for her work on children's rights in intercountry adoption.

Ad Astra: Congratulations and how do you feel about being included in the Notables Gallery?

Claire Fenton-Glynn: It feels a bit surreal to be included in the Notables Gallery, alongside so many talented and successful people. I feel very privileged to be included, because I am aware of so many incredible Old Geelong Collegians, doing a whole variety of amazing things, who aren't on those walls.

AA: What inspired you to choose your particular career path?

Claire: I always wanted to work in the field of human rights, but had never thought of academia as a possible career path. My father is a lawyer, and my mother is a teacher, so I suppose I am following in both of their footsteps.

One of the best things about my job is that I get to wake up and think, "what shall I read about today?". There is a wonderful freedom in academia to focus on the things that interest you most, and to follow your passion, and I have been very lucky to find such a career.

AA: Is there anyone from your College days who you'd like to thank?

Claire: Mr Curnow was particularly inspiring for me, especially for his work with indigenous communities. Mrs Gainey was also wonderful, providing a strong, female role model for us all – strong, intelligent, but also kind and caring.

AA: Can you describe what it meant to you to receive the Inner Temple Book Prize?

Claire: It was fantastic to receive the Inner Temple Book Prize for New Authors. The book came from my PhD thesis, and I was just happy that someone read it, let alone thought it worthy of this recognition. Intercountry adoption – the subject of my book – has the potential to be a wonderful opportunity for children, but can also be subject to corruption and exploitation. I wanted to investigate ways to protect all parties involved in the process, but particularly the rights of children, and I hope that I have contributed at least a little towards achieving this goal.

The Year of the Underdog

By Nicole Roache, Marketing Manager and Jennifer Chiu, Publications Coordinator

On Saturday 1 October, Zaine Cordy (OGC 2014) joined a very select club. Along with his 21 Western Bulldogs teammates, he played his part in a fairy-tale win for the underdogs as they secured their first premiership since 1954.

Zaine ran on to the MCG in front of almost 100,000 people for his 11th senior game and took his place alongside his mate Tom Boyd in the forward line, when just three months ago he was playing at half-back in the VFL side. After an interrupted preseason and an ankle injury, the 19-year-old was left pinching himself after the historic win. "It's an unbelievable feeling, Bevo (coach Luke Beveridge) gave me the opportunity to play up forward, and I've just been playing my role ever since," he said.

Zaine slotted the Dogs' first goal, scoring the ball after a strong tackle on rising star Callum Mills. After some nervous errors in that passage of play, his ability to make the most of his opportunity and not drop his head showed the character we at College know so well.

Before being drafted to the Bulldogs as a father-son pick, Zaine played in The Geelong College 1st XVIII in 2013-14 and with the Geelong Falcons. He had a stellar 2014 with The Geelong College as Deputy Vice-Captain, playing in the APS representative team, and was awarded the College's Carji Greeves Medal for the Fairest and Best.

Zaine is the fifth Cordy to line up for the Bulldogs, behind Ayce (OGC 2008), father Brian and uncles Graeme and Neil, who between them amassed hundreds of games.

While the College celebrated one Old Collegian's AFL success, it also looked ahead to Friday 25 November – AFL Draft Day. Alex Witherden, who had just become an Old Collegian after completing Year 12, was the College's top draft prospect.

Despite breaking his leg early in the APS winter sport season, Alex's reputation as a fine kicker, poise under pressure, and obvious determination and resilience was enough to see him drafted to the Brisbane Lions at pick 23. "Having hurt my leg earlier in the year, I wasn't sure it was going to happen, and now that it has I am super excited and it is a dream come true," he said.



Zaine Cordy (OGC 2014) celebrates during the Western Bulldogs' drought-breaking premiership win. Photo: AFL Media.

Meanwhile, the College could soon have a player in the AFL Women's league, after current student Eliza Shannon was named in the Geelong Cats VFL Women's preseason squad. Eliza is a member of the Geelong Falcons Youth Girls Academy, as well as the Under-16 and Under-18 All Australian football teams in 2015. She's definitely one to watch as the Cats push for a team in the national competition.



2016 College Football Captain Alex Witherden will join the Brisbane Lions after being selected in the AFL National Draft.

OGCs at the Olympics

Four Old Collegians were chosen to represent Australia in the 2016 Rio Olympic and Paralympic Games – Jennifer Cleary, Richard Colman, Joshua Dunkley-Smith and James Paterson-Robinson. Publications Coordinator Jennifer Chiu caught up with three of the athletes to chat about their experiences.



Alex Hill, William Lockwood, Joshua Dunkley-Smith and Joshua Booth won silver in the Men's Four at the 2016 Rio Olympics. Photo: Rowing Australia

Josh Dunkley-Smith

Joshua Dunkley-Smith's (OGC 2007) road to Rio was a long and winding one that started in London four years ago. Since winning silver at the 2012 London Olympics, Josh and the Men's Four had been looking to go one better at the 2016 Olympics.

The intensive preparations for Rio saw the rowers training for months on end in Melbourne, Canberra and Italy, before arriving in Rio a week before competition. The variable conditions at Lagoa Stadium presented a challenge, but it was one that the team was well prepared to face.

The Australians progressed to the final with an emphatic victory in the semi-final, leading from start to finish. But they faced a tough challenge in the dominant Great Britain, which has won the Men's Four at every Olympics since 2000.

"We identified weeks and weeks before we got to Rio what our race plan would be, roughly. Especially with the rough water, we knew we wanted a really fast start and stay on our game through the middle part of the race and make sure we were staying really relaxed and consciously driving through the rough water. And then we had a structured sprint to the finish line," Josh said.

The British held off a resurgent Australia to win the final by less than two seconds. "I think we did a really good job of executing our plan – we had a really good start and put in a good effort through the middle of the race and came home, I think, as fast as we have all season. So we were really proud of the race and we were really happy with how we went," Josh said.

"They're really, really good athletes and really nice guys... That's all you can really ask for – to do everything you can, have a really good race and respect your opposition, and have the respect of your opposition," he said.

After returning to Australia, Josh took the chance to speak with some of The Geelong College's Middle School rowers about rowing life, race plans and technique, which he rarely has time for when he's training. "It's really about taking the opportunity now to go and share the experience with as many people as possible, go and talk to some people looking to do rowing and tell them what it's all about and try to help them out."

Josh said he would love to compete at the next Olympics in Tokyo, but for now he's focused on finishing his engineering degree. "I'm really happy with where I am in life, I'm really excited to study and get a job, and spend some time here in Melbourne. I think I've been in Europe most winters for the last eight years. I almost miss Melbourne weather, the rain and the cold!" he said.



Joshua Dunkley-Smith, right, and his teammates prepare to race at the beautiful Lagoa Stadium. Photo: Rowing Australia

Jennifer Cleary

Going into her first Olympics, Jennifer Cleary (OGC 2011) could barely wait to show the world what her Women's Quad Sculls team had been working on for the past four years.

"I was nervous, like most people, but I was more excited than anything. We had done so much preparation and trained so long and hard for this event," Jennifer said.

"The sacrifices, compromises and dedication that goes into an Olympic preparation is so immense, and I was just so excited to make it all worth it."

Jennifer's crew came into the Games with the focus and determination that you would expect from elite athletes, not letting nerves dominate their emotions. They came second in their heat but missed out on the finals at the repechage.

"Being able to perform at your best at the highest level in your sport on the world stage is something that not many people get to achieve and so I feel so humbled and privileged to have been able to do this. Although we did not get the outcome we would have liked, I was so happy with the entire 4 year campaign," she said.

"Our crew got along so well, and we improved out of sight, learnt a lot about each other and ourselves and in the end we made it to the Olympics! Although we did not execute the physical performance, I think I have learnt far more from our result as it was, than if we had won. I have come away from these Olympics Games with a new perspective of what success really is. Success is what you want it to be, and I feel successful to have made it to this level, but more importantly to have been able to use this amazing experience to grow as a person."



The Cleary family – Tim (OGC 2009), Jennifer (OGC 2011), Deb and Andrew.

While the Rio Games were Jennifer's first Olympics, her teammate Kerry Hore was competing in her fourth Olympics. Jennifer describes Kerry as an amazing influence on the crew, with her strength, passion and wisdom.

"Not only is she an amazing rower, but, as well as the other two girls, she was one of my closest friends which is something amazing that I have been able to take away from this campaign also. The bond you form with your crew mates is something so special, and this is something that I will have for life, so I feel extremely fortunate," she said.

Post-Olympics, Jennifer has been coaching rowing full-time, doing charity work and public speaking, and preparing for her honours year at university in 2017 to try to get into Medicine the following year. "I haven't thought about Tokyo, just taking one step at a time and enjoying living a normal life for now."



*The Women's Quad Sculls in action during the heats at Rio.
Photo: Rowing Australia*



Coach Tom Westgarth with Jennifer Cleary, Maddie Edmunds, Kerry Hore and Jess Hall.

Richard Colman



Richard Colman at the Beijing Olympics in 2008. Photo: Australian Paralympic Committee

With seven medals to his name from the previous three Paralympic Games, Richard Colman AM (OGC 2003) headed into the Rio Games with confidence.

Four years after winning gold in the T53 800m in London, Richard's preparations for the 2016 Paralympic Games included time racing in Europe and training in his regular pre-championship camp location of Townsville. "This year my health was not fantastic so training was limited compared to previous years but I felt confident enough going into Rio due to experience racing at this level," he said.

Richard arrived in Rio and the athletes' village a day before the opening ceremony on 7 September – a "huge highlight" enjoyed with some rookies of the Australian team. "The village life is one huge bubble with always something happening, my apartment contained numerous world and Paralympic world champions so it was more of a senior/experienced place, which provided the perfect environment to prepare for races," he said.

Richard was soon into the action with his first race, the 400m, on 11 September and his second event, the 800m, four days later. After all of the build-up to the games, he was raring to go. "It is always something you are excited about as time draws closer, as you have been training for this meet for years. I was more relaxed going into Rio as I knew and am great friends with all my rivals as we spend most of the year travelling together," he said. "I was excited to get racing underway."

He finished fifth in the 400m heat and sixth in the 800m, missing out on both finals. Richard said he was "extremely disappointed" with his results at the time, but could now look back on his Rio experience in a positive light.

"Now I am content with my performances... I performed the best I could considering the situation. Unfortunately in both the 400m and 800m I faced very, very tough competition, facing the No.1 athlete in the world in both events, so it was a tough meet," he said.

Post-competition, Richard took the opportunity to explore the city of Rio and see the sights, including the famous Christ the Redeemer statue. "The village was far better than expected and the crowds at the stadium made tremendous noise which was a highlight of the games."

Richard said the opening and closing ceremonies and competing in the awe-inspiring Olympic Stadium were also highlights, but one moment that ranked just as highly was a chance meeting on the training track.



With seven medals to his name from the previous three Cambodian athlete Van Vun spotted Richard on the training track at Rio and rushed up to greet him “with a huge smile on his face”, eager to catch up after meeting him at a development camp in Geelong in 2010. “We helped get a chair suitable for him and helped provide assistance in his training (in Geelong). It was fantastic to see him make the Paralympic Games,” he said.

Every Paralympic Games – Athens, Beijing, London and now Rio – has been a different experience for the Old Collegian, with highlights from each that he will always remember. In particular, London brings back many happy memories, from winning gold in front of 80,000 people including family and friends, to winning relay bronze with teammates who hadn’t competed in a final before, helping them achieve their dream of winning a Paralympic medal.

That enthusiasm to help fellow para-athletes has seen Richard mentor and coach groups every day, assisting the next generation of sportspeople in Geelong, Ballarat and Melbourne to reach their dreams in sport and life. He also gives motivational talks on topics such as goalsetting, focusing on success and the future, peak performance, overcoming adversity, and breaking down barriers.

He speaks from a wealth of experience. Born with spina bifida, he took up sport at a young age and grew to love

competing on the track. The sport has allowed him to travel extensively and achieve success at Paralympic, Commonwealth Games and World Championship level, and he has been awarded with Order of Australia and Member of the Order of Australia medals. Away from the track, he completed a Bachelor of Commerce, made history by umpiring a Geelong Football League match, and travelled down Bolivia’s terrifying Death Road in a wheelchair.

“But I would never have achieved what I have in sport without the incredible support from so many including The Geelong College staff who introduced me to sport and were so supportive in sport during my years at the school. I look forward to working with everyone in the future,” he said.

So what’s next for a man who has done so much in just 32 years? Richard isn’t so sure about Tokyo 2020, but a home Commonwealth Games in 2018 on the Gold Coast is “very appealing”. In the meantime, his coaching and speaking commitments keep him busy, as well as some other projects. He also regularly updates his blog, the DreamRoll, at colman.com.au.

We look forward to keeping pace with Richard as he continues to show us that any dream is possible.



Old Geelong Sport

2016 has been a truly incredible year for the Old Geelong Sporting Club, punctuated by the club's first Senior VAFA premiership since 2005, a Club XVIII premiership, a new women's football team, and the burgeoning tennis club.

Football

After breaking a Preliminary Final hoodoo and securing a promotion to VAFA Premier C with a convincing victory over PEGS, the Seniors faced Old Mentonians for the fourth time for the season in the Grand Final.

As expected, the two best teams in the competition delivered a thrilling contest and treated the big crowd at Coburg City Oval to a great spectacle of amateur football. The Panthers hopped to an early lead as they adapted to the conditions quicker than the OGs. The Seniors then began to excel in the second, as Callum Wood (OGC 2008) and Jock Grimshaw imposed themselves on the game to get the OGs back on even terms.

The momentum swung again in the third quarter as the Old Mentonians jumped out of the blocks, but only managed three goals from 10 shots. With a slender three-point margin at three-quarter time, a massive effort was required if the OGs were to hang on, and a mammoth effort was delivered. Despite a number of inside-50 entries to the Panthers, our half-backs generated play for the OGs, resulting in goals to ex-Geelong Cat George Burbury and Rupert de Crespigny.

When the final siren sounded, scenes of jubilation erupted at Coburg as the massive OGs contingent rushed onto the ground to celebrate the sixth senior premiership in the club's 63 years.



This history-making victory followed in the footsteps of the Club XVIII, who came from behind to win the VAFA Club XVIII premiership in a classic encounter against West Brunswick at Sportscover Arena.

Although West Brunswick led the contest early, the Club XVIII (including OGC 2008 players John Graham and Don Sahlstrom) displayed some of the most desperate and skilful football when it was needed, kicking four goals to none in the last quarter to register a fantastic come-back premiership win.

For more information on OGFC, visit our website www.oldgeelong.com.au or our Facebook page www.facebook.com/oldgeelong. Make sure you also watch both victorious Grand Finals at www.bit.do/ogspremiership

Joshua Hoevenaars (OGC 2008), OGS Seniors

Women's Football

Old Geelong will compete in the inaugural VAFA Women's Football League in 2017. The launch of the VAFA women's league comes off the back of the AFL's announcement of their national women's league involving eight AFL clubs that will begin next year. To join the OGs women's team, register your interest at www.bit.do/ogswomensfooty

Photos: VAFA Media



Cricket

The 2016/17 season started in sad circumstances as the OGS Cricket Club dealt with the loss of much-loved 2nds player David Hooper who passed away in September. David had given a lot to the club over the past two years and was always the first to offer to help with anything that was needed. He spent many hours umpiring at square leg while quietly encouraging his teammates, and from time to time produced freaky catches and entertaining innings, as he had only one gear, which was to try to smash every ball for six.

The 2nds' round 1 game was against Old Carey, which kindly agreed to a minute's silence before the match. David had played against Old Carey five times and was known to them as a kind and fair opponent. We bowled first and did our best to contain their batsmen but with a player down, they made 269. Our openers did well in response, with Darren Edmunds making his first 50 for the club, but we were bowled out for 209. Peter Babiolakis (OGC 2011) was impressive on debut for the club and followed up the next day with the 1sts, joining Will Simson (OGC 2014) who also debuted against Old Mentone.

The 1sts were also short on numbers and did well to avoid a loss, with Cam Russell (24 runs, OGC 2006) and Charlie Dahlenburg (32 not out) digging in to chase 231 before the weather saved them at 7-93.

This season Henry Weddell (OGC 2005) has taken over as 1sts Captain from James Ratcliffe (OGC 2006) and they had a good hit-out against The Geelong College's 1st XI in October.

The more people we can get playing for Old Geelong, the stronger we will be. If you are interested in playing this season, please contact Roly Imhoff at cricket@oldgeelong.com.au

Roly Imhoff



The 2nds share a minute's silence for teammate David Hooper.



OGS Green.

Netball

The OGS Netball Club has had quite a successful season with six teams, including a mixed team, competing at different clubs and in various divisions around Melbourne.

The players are enjoying the community feeling and the memories of playing in teams with and against each other. The club gives players the chance to enjoy weekly catch-ups and stay in contact with one another over a competitive game of netball.

A few teams have had highly successful seasons and are hoping to make finals. The mixed team, captained by Erica Robinson (OGC 2012), finished sixth and is aiming to make finals in next year's season. Emily Jackson (OGC 2015) has contributed significantly to the club in organising new netball singlets, captaining her own team and encouraging many of her friends to get involved at the club.

We hope to see many fresh faces next year and establish more teams, including mixed sides. Please visit the OGS website for weekly match reports, team lists and more information on the competitions.

Ally Kirkwood

Tennis

The Old Geelong Tennis Club has begun its second season and will host several events over the summer at Royal South Yarra Lawn Tennis Club. All are welcome at these fantastic social events, where both single and doubles tennis are played in a relaxed environment, with food and drinks enjoyed in the wonderful surrounds of Royal South Yarra. For more information, visit www.facebook.com/ogstennis

Farewells

CALVERT, Keith Lewis (1937-2014), OGC 1951, grazier, was a boarder at Geelong College from September 1945 to December 1954. Born on 23 September 1937, he lived at Terrinallum South, Darlington, Victoria, when he commenced at College. He was a member of the Cadet Corps Drill Platoon in 1953 and Clowes Cup Rifle Team in 1954. His sons, Ben (OGC 1986), Tom (OGC 1988) and Keith (OGC 1991) also attended College. He died on 26 July 2014.

Sources: *T Calvert, OGC 1951.*



CUMMING, Roger Douglas (1947-2016), OGC 1960. The son of Hector Dowling Cumming (OGC 1924), Roger was a boarder from 1959 to 1965. Roger played tennis in the 2nd VIII, captaining it in 1964-65; and football with the 1963 3rd XVIII and the 1964-65 2nd XVIII. In 1965, he became Warrinn House Captain and

School Prefect and won the Pegasus, Music and Stanley Calvert Memorial Debating prizes. He worked on the family property "Jellalabad" and was a breeder of Polwarth sheep, poultry, squabs and waterfowl. He continued his interest in music after school, playing seven different instruments. He was a member of Camperdown's fire brigade and band, and chaired the Darlington Cemetery Trust. He died on 17 July 2016.

Sources: *The Age (Melb) 30 July 2016.*



DUNOON, Donald George (1932-2016), OGC 1946, took part in some of Australia's most iconic car-racing events. "Don" Dunoon boarded at College from 1947 to 1950, where he was a member of the House of Guilds Council, Secretary of the Council in 1949 representing the Radio Group, and in 1950 represented

the Model Aeroplaners' Group. He played in the U16 Football team and captained the 2nd Football XVIII in

1948; rowed in the 1949 3rd VIII; and went on the Kiewa Valley Exploration Society trip. Don worked for the Rootes Group, Ford and Nissan during his career as an engineer and senior executive. He started racing in the 1950s and volunteered at all Australian Grands Prix from 1995-2015. The Confederation of Australian Motor Sport honoured Don in 2016 with a Certificate of Appreciation. Don married Norma Barradell on 11 November 1961 at Sandringham Presbyterian Church. Their two children both attended Geelong College. He died on 13 June 2016.

Sources: *Chez Nous 19 November 1948 p3; Chez Nous 26 August 1948 p3; Pegasus June 1951 p5; Pegasus December 1957 p58; Pegasus December 1958 p60, p61; Pegasus December 1961 p75; Ad Astra June 1990 p9; <http://www.cams.com.au/media/news/latest-news/official-spotlight-don-dunoon> (nd); Geelong Advertiser 15 June 2016.*

ELVINS, Rev James Weston (1927-2016), OGC 1940, attended Geelong College from 1933 to 1944. After leaving College, he first apprenticed as an accountant but, at the age of 23, entered Ormond College to study theology. He graduated in 1958 and was ordained as a Methodist Minister in the Myrtleford-Bright Parish, later working at Stawell and Koonung Heights and with the Wesley Central Mission. In 1989 he was employed by Equity Trustees and, from 1998-2001, with International Social Services. He continued to provide part-time ministry in congregations including Cranbourne, Dandenong North, Balwyn and Box Hill. His community activities were extensive with involvements at Lifeline; Victorian Foundation for Survivors of Torture; and Religions for Peace and Oxfam. He completed a leg of the 2006 Commonwealth Games baton relay when Mont Albert Probus Club nominated him for his community service. Rev Weston died at Kew on 16 May 2016.

Sources: *The Age (Melb) 20 May 2016; Obituary - foundation house.org.au*

FORSYTH, Keith Lomond (1930-2016), OGC 1945, boarded at College from 1945 to August 1946. The son of T B Forsyth, he lived at "Springwood Park", Cavendish, Victoria. He had previously attended Cavendish State School. Keith died on 19 March 2016 and was interred at Hamilton on 24 March 2016.

GALASKA, Benjamin David (1973-2016), OGC 1991, died at his home in Saigon, Vietnam, on 25 February 2016. He attended Chilwell State School before enrolling at College from 1985 to 1989, playing with the Under-16 B Cricket Team in 1989. He was born on 5 December 1973. His sister Alex (OGC 1996) also attended College.

GORDON, Gilbert Ross (1946-2016), OGC 1960, motoring enthusiast, was well known in Geelong not only for his work but also for his irrepressible humour. "Gil" held Alfa Romeo and BMW dealerships and had worked for Smiths Holden and the Blood Group. In his early career he raced Alfa Romeo cars. Gil attended College from 1952 to October 1961. In 1961, he became a member of the College Swimming Team. He died on 12 September 2016.

Sources: *Geelong Advertiser* 14 September 2016.

JULIEN, Rupert William (1938-2016), OGC 1950, attended Bostock House (Geelong Grammar School) before enrolling at Geelong College from 17 September 1947 to December 1952. His address at enrolment was the corner of Elgin and Logan streets, Geelong West.

LANCE, George Basil (1920-2015), OGC 1933, Ballarat electrical retailer, died on 26 July 2015. Born at Donald, Victoria, to Stephen Arthur Lance and Louise Ruth, nee Pollington, he lived in Warrnambool when he began boarding at College in 1935. He left at Form VA in 1936. He won the novelty egg and spoon race at the 1936 College Sports. In World War II, he enlisted to serve as a Lieutenant with 18th Australian Lines of Communication (Signals). He served in New Guinea from December 1942 to April 1943 and the Torres Strait area from April to August 1944. He was discharged on 29 July 1946. He married Joan Olive Rich of Ballarat in 1943 and had five children. As a member of the Ballarat Radio Group, he was widely known by his call sign "VK3DS". *Ad Astra* noted in June 1986 that George, Tom Dowling (OGC 1935) and Jamie Ferrier (OGC 1936) "still keep in touch by amateur radio".

Sources: *Ad Astra* June 1986 p4; *The Age (Melb)* 1 August 2015; *D Lance*.



LEGGATT, Dr Robert Andrews (1930-2016),

OGC 1943, doctor and surgeon, was notable at College for his all-round academic and sporting abilities. "Bob" attended Mornington State School before boarding at Geelong College from 1941 to 1948. He was a member of the 1943 U14 Football Team, Captain of the 1946

U16A Football Team, and a member of the 1st Football and Cricket teams, 1947-48. He was Athletics Captain in 1948 and a member of the 1st Tennis VIII of 1946. He was also

a member of the music, PFA, cricket, football and tennis committees. In 1948, he was House Vice-Captain, a School Prefect and awardee of the Dr Gus Kearney Memorial Prize. Bob died on 17 June 2016. His father, Sir William Watt Leggatt, MC DSO (1894-1968); brother Thomas Henry Leggatt (1931-1995); and sons Tom (OGC 1984), Will (OGC 1985), Duncan (OGC 1986) and Stu (OGC 1987) all attended College.

Sources: *Geelong Advertiser* 18 June 2016.

LITTLE, William Garth (1929-2016), OGC 1942, attended College from September 1937 to 1946 and had previously been a pupil at Neossia in Newtown. He rowed with the 4th VIII in 1946. He graduated from the Melbourne College of Pharmacy in 1952 and for many years was the pharmacist at Bull & Owen in Geelong.

Sources: *Geelong Advertiser* 1 September 2016.

MARSHALLSEA, Andrew Graeme (1962-2016), OGC 1980, attended South Geelong State School before attending College from 1975 to 1979. He died on 26 October 2016. His brother Roger (OGC 1971) and sister Susan (OGC 1973) were also educated at the College.

Sources: *Geelong Advertiser* 26 October 2016.

MEAKIN, William Darrell (1935-2016), OGC 1949, attended Geelong College from 1941 to 1952. He was living at 190 Noble St, Bareena (Newtown), when he was enrolled. His father, Allen Ingram Meakin (1895-1973), was also educated at College.

Sources: *Geelong Advertiser* 14 September 2016.

PHAYRE, Mark John (1978-2016), OGC 1996, was enrolled in Morrison House at Geelong College from 1991 to 1993. He had previously attended St Bernard's Primary School. Mark died on 19 October 2016.

Sources: *Geelong Advertiser* 22 October 2016.

SCOTT, Alistair Malcolm (1934-2016), OGC 1948, boarded at College from 1948 to 1950. He came to the College from Seymour Higher Elementary School. He died at Bairnsdale on 26 July 2016.

Sources: *The Age (Melb)* 28 July 2016.

SIMMONS, Lindsay Neil (1933-2016), OGC 1947, attended Warrnambool High School before enrolling as a boarder at Geelong College from 1949 to 1950. Lindsay, of Swan Reach, Gippsland, died on 18 October 2016, aged 83.

Sources: *Herald Sun* 21 October 2016.

TAYLOR, John Douglas (1931-2016), OGC 1945, was born in Tasmania on 31 March 1931 and came to the College as a boarder after attending Scotch College, Launceston. Enrolled from 1945 to August 1948, John stayed in touch with the College throughout his life. He participated in the first recorded landing on Rodondo Island with the Ramblers Guild in 1947. A keen movie cameraman, John donated several rare College videos from 1946 and 1947 to the College Archive. John died on 16 October 2016.

Sources: *The Examiner (Launceston)* 19 October 2016; *The Age (Melb)* 19 October 2016.

THOMSON, Douglas Bruce (1926-2016), OGC 1939, attended College from 1937 to 1943. "Bruce" studied the piano with George Logie-Smith, which formed the foundation of a life-long interest in church music. He won the Middle School Division of the Robert Gillespie Prize in 1941. On leaving school, Bruce joined the Victorian Education Department, trained at Melbourne Teachers' College and taught in rural schools. In 1949, he returned to College as a staff member. He assisted with music teaching from time to time and was editor of *Pegasus*. Bruce departed in 1954 to further his musical studies in London. Around 1960, he became Music Master and Director of Music at Boarzell Preparatory School in East Sussex. He was also the organist and chapel choir conductor. Bruce returned to Australia in 1968. After retiring in 1986, he was organist and choir master of St Peter's Church, Box Hill; Canterbury Presbyterian Church; St Andrew's Uniting Church, Geelong; and St George's Presbyterian Church, Geelong. He married Mona Ainslie in 1986. Bruce died in Geelong on 2 July 2016.

Sources: *Pegasus* January 1941 p16; *Pegasus* June 1944 p7, 70; *Pegasus* December 1953 p4; *M Thomson*.

TILLEY, Alan Victor (1927-2015), OGC 1942, attended Geelong College from 1942 to August 1944 and rowed with the 3rd VIII in 1944. His twin brothers, Edward Roy Tilley (1923-1993) and John David Tilley (1923-2009) also boarded at College. Alan died on 27 May 2015.

Sources: *Herald Sun (Melb)* 29 May 2015.



TURNBULL, Phipps Thomas Robert (1950-2009), OGC 1966. The son of Tallangatta grazier Alexander Robert Turnbull (OGC 1938), Phipps attended Geelong College from 1964 to 1968. He was a member of the 2nd Rowing VIII and 2nd Football XVIII in 1967, and the 1st Rowing VIII and 1st Football XVIII in 1968. He was

also a member of the College Cadet Corps and Warrinn House. He died on 10 January 2009.

Sources: *Border Mail (Albury)* 12 January 2009.



WILLIAMS, Dr William Morgan (1958-2016), OGC 1972. Tributes to Dr Bill Williams have come from across the world after he died on 12 September 2016 at the age of 57. He was known at the Surf Coast Medical Centre as an understanding and sensitive doctor with a passion for gardening and surfing. In national

and international circles, he was known as a dedicated activist for abolishing nuclear weapons. Above all, it was his support of indigenous communities that marked "Bill" as an unusual man of character and spirit. Bill attended College from 1963 to 1975. He was in the 1st Cricket and Football teams, Calvert House Captain and School Vice-Captain, and winner of the Dr Gus Kearney Memorial Prize. He studied medicine at Melbourne University and Royal Melbourne Hospital, then worked in hospitals in Australia and the UK, before moving into general practice. Bill spent much of his career providing medical services to indigenous communities. Bill was President of the Medical Association for the Prevention of War, co-founder of the International Campaign to Abolish Nuclear Weapons and International Councillor with the Nobel Peace Prize-winning International Physicians for the Prevention of War. All four of Bill's brothers, Tim (OGC 1968), Mark (OGC 1970), Nick (OGC 1977), and Tony (OGC 1981) attended College.

Sources: *Geelong Advertiser* 21 September 2016; *The Sydney Morning Herald* 21 September 2016; *The Age (Melb)* 24 September 2016 p35; *Geelong Advertiser* 29 September 2016 p33; <http://greens.org.au/news/wa/remembering-dr-bill-williams> accessed 13 September 2016.

WISHART, Robert Henry Scott (1927-2016), OGC 1942, grazier of Inverleigh, died on 26 April 2016. For many years he was in partnership in the family farming business "R H S & A R Wishart" at "Burnbrae". "Rob" attended Geelong College from 1940 to 1944. After leaving College, he studied wool classing at the Gordon Technical College. He married Betty Longmore at St George's Church, Geelong, in 1954. He was well-known in Inverleigh as Hall Committee Member of 50 years, Hall Secretary for 35 years and the organiser of dances and balls across the district. He was a stalwart of the Inverleigh sporting community for four decades and was a foundation member of the Inverleigh Bowls Club. He was also Secretary and Treasurer of the Inverleigh Sporting Complex (Victoria Park). His brother, Douglas Ardill Costain Wishart (1928-2012), and son, Alan Wishart (OGC 1973), also attended College.

Sources: *Geelong Advertiser* 28 April 2016; *Leigh News* June 2016 p6.

***Full obituaries are available on The Geelong College Heritage Guide website.**

OGCA Events

USA Reunion

Wednesday 20 July

1. Jen Logan and Evan Branosky
2. Jim Bales, Noel Kelson, Sarah Roache and Jen Logan
3. Back row: Jim Bales, Marketing Manager Nicole Roache, Noel Kelson, Jen Logan and Evan Branosky.
Front row: Kate Seward, Lindsay Smith and Sarah Roache



Sic Itur Luncheon

Saturday 30 July

1. Year 12 student James Gorell chats with the guests
2. Old Collegians from the peer years of 1966 and earlier tour the Senior School grounds before lunch
3. Professor David Runia addresses the gathering
4. Dr Peter Miller with Colin and Ellen King
5. Scott Fletcher and Ewen McLarty, with Gill and Liz Fryatt



30-Year Reunion

Friday 12 August

1. Naomi Manuell and Kevin Gerraty
2. Annabel Hay, Emily McKenzie, Donna Newman and Justin Cashman
3. Meghan Field and Sadie Jenkyn
4. Duncan Leggatt and Richard Tarr





Melbourne Reunion

Thursday 25 August

1. Dr Peter Miller welcomes Old Collegians to the reunion
2. Roger, Deb, James and Katherine Holding
3. Nick Waters, John Bailey, Nick Betts and Paul Mishura
4. George Ritchie, Colin King, Will Lancaster and Rich Dawson

20-Year Reunion

Friday 4 November

1. Virginia Walker, Lachie Urquhart and Claire Charleston
2. Georgie Jones, Libby McLean and Annabel Magarey
3. Ben Broad, Giles Craig, King Jin Seah, Ben Mitchell and Michael Henderson
4. Katherine Napier, Tim Naylor, Georgina Ovin and Rhys Hunt
5. Michael and Sarah Kromoloff with Jacinta and Nathan Dinsdale



Albury Reunion

Sunday 6 November

1. Anne Knox, Julie Richardson, Tinks Urquhart and Pat Paton
2. Bert Eastoe and David Morrison
3. Director of Community Relations Mike Howell, John Sloane and OGCA President David Waterhouse





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OGCA at the Dunkeld Races

Saturday 12 November

1. Will Stewart, Jack Nelson, Hugh Stewart and Bill Alston
2. Kevin Jess, Will May and Dale Hinkley
3. Casey and Tegan Tomkins

Parent Events

Year 10 Parent Dinner Friday 22 July

1. Wei Duan and Minnie Cai
2. Nathan Jessup with Mandy and Jon O'Connor
3. Mick and Naomi Vagg, with Ann and David Osborne
4. Jackie McDonald and Virginia Hodgkinson



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PSPA Trivia Night Thursday 4 August

The PSPA Trivia Night at Morrison Hall was the parent association's largest ever function, with 250 people attending. The night was enjoyed by all and was a great chance for the Junior and Middle School communities to connect.

Year 8 Parent Cocktail Party

Friday 2 September

1. Dana Daly and Melissa Dallinger
2. Serrin Vernon and Karen D'Souza
3. Niki Nurnaitis, Simone and Nigel Allan, Tony Nurnaitis, Donna Lever and Chris Bily
4. Shelley Gross, Head of Senior School Nathan Jessup and James Gross



Early Learning Father's Day Breakfast

Saturday 3 September

1. Amelie Rowe gets artistic with her dad Mark
2. Madi Crewther and dad Mark flick through some EL memories
3. Jensen Van Elst hands a present to his dad Dave



Community Events

Warrnambool Community Function Thursday 2 June

1. Registrar Deb Fanning, Samantha Doery and Jacque McGuire
2. Pip Norton, Marketing Manager Nicole Roache and Marcus Norton
3. Andrea Bell, Tim O'Sullivan and Principal Dr Peter Miller



Past Parents and Friends Cocktail Party Thursday 14 July

1. Peter and Vicky Murrhy with Sally and Andrew Bishop
2. Simon Guthrie, Foundation President Sandy Hutton and Simon Bennison
3. Sally Smith, Geraldine Niven and Janice Bennison



Hamilton Community Function Monday 1 August

1. College staff including Dr Peter Miller and Nathan Jessup met College community members at the Hamilton Club
2. Scott Macdonald, Andrew Cameron and Leigh Heard
3. Robyn Linke and Ian Smith



Morrison Society and Patrons Lunch

Thursday 6 October

1. Neil Kearney, Scott Chirnside and George Tippett
2. Naomi Miller with Angie and Robert Ingpen
3. Scott Chirnside spoke at the lunch



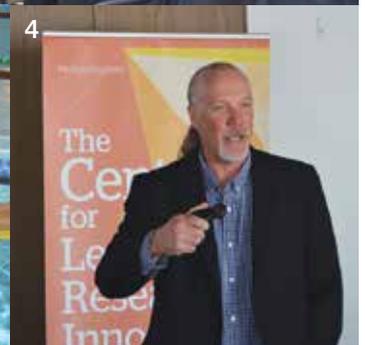
Inaugural Foundation Golf Day for College Community and Friends

Friday 18 November

1. Simon Cole, Peter and Naomi Miller and Julie Cole
2. Jason Thiele and Suzanne Mockridge
3. Geoff Slade and Anita Ziemer

Centre for Learning, Research and Innovation events

1. Kristy Goodwin shared her expertise on raising children in a digital age at Junior School in October
2. Will Johnston spoke about his approach to teaching writing at a workshop for Geelong region teachers in August
3. The Recreation Centre Learn-to-Swim and Duty Manager lifeguards refreshed their skills during an annual training day on 28 September
4. Will Richardson, a leading educational thinker, spoke about transitioning from "old school" to "bold school" on 18 August



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Find and reminisce with fellow graduates, see what they have been up to and stay in touch



Give Back

Introduce, employ and offer to act as a mentor to our graduating students



Expand

Leverage your professional network to get introduced to people you should know



Advance

Advance your career through inside connections working in top companies

<http://geelongcollegeconnect.com>

GEELONG COLLEGE CONNECT

Connect to fellow Old Collegians in a matter of seconds, with easy registration via LinkedIn, Facebook or email.

This world-class community network allows OGCs to:

-  Re-connect with fellow OGCs, see what they've been up to, and stay in touch
-  Give back by offering to act as a mentor and help graduating students
-  Expand your professional network to get introduced to people you should know
-  Advance your career through connections in the College community

Connect now at geelongcollegeconnect.com

Save the date!

THE GEELONG COLLEGE GALA BALL

The next major College community event is coming in 2017!

Saturday 14 October 2017

Stay tuned to the College and OGCA Facebook pages, the next Ad Astra and website for further details in the new year.

School & Community Events



February

Senior School Parent

Welcome Evening

Thursday 2 February

Middle School Parent Welcome Evening

Tuesday 7 February

Junior School Welcome BBQ

Friday 10 February

OGCA 2016 Leavers' Function

Thursday 16 February

Year 9 Parent Dinner

Friday 17 February

Boarders' Family Day

Sunday 19 February

Year 7 Parent Dinner

Friday 24 February

Morongong Cocktail Party

Monday 27 February

March

OGCA Hong Kong Reunion

Monday 6 March

Open Day

Wednesday 8 March

OGC v OGG Annual Golf Day

Friday 10 March

Albert Bell Club Dinner

Saturday 11 March

Boat Club Row Past

Tuesday 14 March

Foundation Members' Lunch

Wednesday 15 March

OGCA 10-Year Reunion

Friday 24 March

APS Head of the River

Saturday 25 March

Summer Sport Dinner

Thursday 30 March

Whole School Easter Service

Friday 31 March

June

Carji Greeves and Newman Clubs

Derby Eve Celebration

Friday 2 June

Boarders' Mid-Year Formal

Wednesday 21 June

July

Founders' Day

Saturday 8 July

Senior School Founders' Day Assembly

Wednesday 19 July

Middle School Founders' Day Assembly

Wednesday 19 July

Junior School Founders' Day Assembly

Friday 21 July

OGCA Sic Itur Lunch (50+ Year Reunion)

Saturday 29 July

April

ANZAC Day Services

Monday 24 April

May

Open Day

Wednesday 3 May

Years 10, 11 & 12 Parent Cocktail Party

Friday 5 May

Boarders' Weekend

Saturday 6 and Sunday 7 May

Early Learning Mother's Day Breakfast

Friday 12 May

EL-Year 6 Parent Cocktail Party

Friday 12 May

Past Parents' and Friends' Cocktail Party

Tuesday 16 May

OGCA Sydney Reunion

Thursday 25 May



Find the Old Geelong Collegians on LinkedIn



Join the Old Geelong Collegians' Association on Facebook