GRAMMAR NEWS

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Above: A busy week-long schedule of hiking, camping, cooking, abseiling & mountain biking awaited Year 7 students as they arrived at Robert Knox Camp in Woodend last term for Year 7 camps

Front cover: For the first time since 1965, Melbourne Grammar School’s talented footballers secured the Cordner–Eggleston Cup for three consecutive years. See page 24 for more photos

Opposite: PE classes at Grimwade House are the perfect opportunity to get moving. Students practised their rope climbing skills, controlled jumps on the trampoline & mastery of the balance beam
About this issue

Childhood and adolescence play an important role in shaping the person you’re destined to be. It stands to reason, then, that schools have a critical role to play in helping children and young people on this journey – as educators, mentors and guides. In this issue of Grammar News, we explore identity.

Our national identity is one area that has been discussed in recent months. The Anzac Centenary was a powerful illustration of how events of the past shape contemporary identity (page 6), while a broad programme of activities during Reconciliation Week explored another aspect of what it means to be Australian (page 9). A special visit from Paul Keating, former Prime Minister of Australia, presented yet another perspective, looking to the future that faces the next generation (page 12).

Other recent events at the School have delved into students’ emotional development. Student workshops about confronting homophobia (page 12) and a Parent Forum on adolescent mental health and wellbeing (page 11) are just two examples. For many, faith is an important part of identity – on page 23, we report on the recent Confirmation Service.

Elsewhere in this issue, we celebrate excellent examples of student success on the stage (page 17), in Geography (page 18) and on the sports field (page 24), and we talk to Old Melburnian Ant Morell about entrepreneurship (page 29).

I hope you enjoy this issue of Grammar News.

Peter Davies
Editor
Life lessons

On behalf of the whole School community, I would like to thank Emeritus Professor Richard Larkins AO for his exemplary leadership over the last five years as Chairman of the School Council. We have all certainly benefited from his wisdom, incisive analysis and wealth of experience derived from a very distinguished Australian and international career in medicine, research and tertiary teaching, as well as health and university administration. I am delighted to report that Richard has generously agreed to become a Patron of the Melbourne Grammar School Foundation and also to become involved with our new Science, Innovation and Technology Centre, when that very exciting project gets underway.

With regard to the central theme of this edition of Grammar News, an individual’s identity formation is, I believe, a lifelong process. Self-knowledge and individual identity are inextricably entwined. With very good reason, the great exhortation before you entered the Temple of Apollo at Delphi, to consult the most famous oracle in antiquity, was γνῶθι σεαυτόν (gnothi seauton – “know thyself”).

At certain stages of life, the formation of identity is more rapid than at other times. An individual is born into a certain family, nationality, culture and religion – the basic DNA of individuality – or a wonderful mixture of all those ingredients. From birth, the process of identity formation has begun. From one’s family, initial social communication skills and values are instilled. The education in skills and values continues at school, in tandem with the family. As an individual matures, he or she becomes more responsible for and adept at personal decision making and therefore exerts more control on personal identity formation. A quotation I came across recently neatly illustrates this particular phase of maturation: “You have three names: the one you inherit, the one your parents give you, and the one you make for yourself.” The School, through its very rich academic, cultural, sporting and social responsibility curricula, provides numerous daily opportunities to develop that third name, “the one you make for yourself”. And by embracing those opportunities, all students are continuing a life-long process of identity formation and reputation development.

Throughout the first decade or so of life after School, and particularly in a complex and rapidly changing technological world, the challenges of staying true to your own identity, cultural heritage and values increase. But with such challenges come invaluable opportunities to grow in self-knowledge and to develop as an individual. For many, and I was certainly one, leaving the structured life of School and entering the young adult’s world of having to organise, motivate and make decisions for oneself, often for the very first time, was a very confusing time.

Learning how to assert appropriately one’s independence takes time and involves a number of inevitable false starts and setbacks. Learning anything worthwhile, at any time, involves the same process and requires a great deal of effort. The early twenties, and not just for the more sensitive and idealistic individuals, can also be a period of philosophic angst trying for the first time to work out one’s place and purpose in the world. And then comes the inevitable challenge of having to earn a living for the first time. An individual’s own unique history forges his or her identity, and every personal experience has educational merit – none are wasted – it’s just that some have far more educational merit than others. Life lessons, in fact the most important ones, are to be learned from the inevitable failures and really tough challenges in one’s life!

In conclusion, the following is a list, from a discussion paper at this year’s World Economic Forum at Davos,¹ of the most important skills (and I would say, other, identity building blocks) needed in the twenty-first century.

**Foundational literacies** – core skills for everyday tasks

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<th>Literacy</th>
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<td>Scientific literacy</td>
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<td>Financial literacy</td>
<td>Cultural &amp; civic literacy</td>
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**Competencies** – how to approach complex challenges

| Critical thinking/problem solving | Creativity |
| Communication | Collaboration |

**Character qualities** – required for a changing environment

| Curiosity | Initiative |
| Persistence/grit | Adaptability |
| Leadership | Social & cultural awareness |

*Information and Communications Technology


Michael Bartlett Chair
From the Headmaster

Greater than the sum of the parts …

The Melbourne Grammar School Vision statement declares that the School “aims to develop fully within its students the whole person – intellectually, physically, emotionally, psychologically, socially and spiritually”. This aligns completely with the opening statement in the 2008 Melbourne Declaration on Educational Goals for Young Australians; one of the first formal documents in Australia to acknowledge that schools have a role that must go beyond the aim of achieving academic outcomes.

One may ask the question, why is it so important to develop the “whole person” as an educational goal? There is no doubt our financial costs and need for land would be substantially less if we didn’t require sporting fields, gymnasiums, theatres and musical rehearsal spaces! I believe that education pursuits aimed only at academic goals, standardised testing or school accountability are too narrow. The end result is often a constriction of the curriculum and the adoption of limited, rigid pedagogy. However, I am aware that there are schools which operate as academic “hothouses” and are successful in so doing.

Educating for the whole child is not a new concept by any means, with links as far back as Socrates. It has, as its basis, acknowledgement of the need for balance in life and the challenge to define what success might look like in a graduating MGS student. Education should be a “game-changer” for every student, as schools provide the pathways to future opportunity and success. A quality school education which leads to further qualifications invariably results in higher incomes, better health, active citizenship and general life satisfaction.

It is important to state that schooling must never underestimate the value of academic pursuits and outcomes. Whilst the development of physical and mental wellbeing, social connectedness and a sense of self are all important educational goals, the ability to think critically and creatively, to reason and analyse, to solve complex problems, to work collaboratively and to be able to communicate effectively are essential twenty-first-century skills. The educational challenge is to ensure that all of these learning elements combine effectively, rather than exist in isolation.

There have been times in my career, when I have witnessed a teenage student who has become disengaged with the process of schooling, especially in an academic sense. Struggling through such times can be difficult for all concerned, namely the student, his teachers and parents. However, if that school can make a connection with that student in another way, through sport, music, the Chapel, outdoor education or community service, all may not be lost. I once suggested to a student who was bemoaning his lack of sporting skills and his perception that he didn’t “fit in” at school that he should try something different, such as debating. Academically very able, he started by representing his House, then his school and, eventually, he made a national team which travelled to Brazil for the world school debating championships! By offering a broad range of curricular and co-curricular offerings to students, MGS allows students the opportunity to find their niche and develops a sense of belonging and a clear sense of identity; key goals in developing successful lives.

Old Melburnians who attended MGS in the 1950s often describe the narrow choices of sport and the arts that existed in their days at School. To be fair, this was commonplace throughout the Australian education system at that time. Teenagers today could easily become consumed by the constant intrusions from information technology and social media. The frenetic nature of their changing cyber world means that finding time to enjoy the beauty and complexity of deep, real-world learning is not easy. Nevertheless, schools have a mandate to educate in a holistic way which results in outcomes far beyond academic success. As author Maria Montessori once stated, “The things that a child sees are not just remembered, they form part of his or her soul.”

Roy Kelley
Headmaster
A century of Anzac spirit

Pause for a moment in the Sanctuary that welcomes you to the Old Melburnians War Memorial Hall, and it becomes clear that the history of this School is intimately intertwined with the Anzac story. The rows of names etched in this space tell a compelling story about young lives lost for the love of their nation one hundred years ago.

In this centenary of the landing at Gallipoli in 1915, Melbourne Grammar School commemorated this important connection to the School’s history. At Senior School, the traditional Anzac Memorial Service saw guest speaker Ted Baillieu (OM 1970), former Premier of Victoria and Chair of the Victorian Anzac Centenary Committee, encourage students to remember and find links to the people and events of our past. Wreaths were laid in the Sanctuary to honour the Old Melburnians and one staff member who served and lost their lives.

In the weeks preceding Anzac Day, Grimwade House students had been busily crafting small paper boats, to symbolise the longboats used to carry the troops ashore at Gallipoli. At the conclusion of a special memorial service, conducted by Reverend Bill Peacock, students and staff gathered on the oval in the form of the Anzac crest with the collected boats forming its centrepiece. It was a moving sight.
Coinciding with these commemorations was the Centenary of Anzac Rugby Carnival. Students from Melbourne Grammar School, St Kevin’s College, Scotch College and Trinity Grammar welcomed visiting players from Christ’s College (New Zealand), Wangnanui Collegiate School (New Zealand) and Hale School (Perth). The five-day event began with a solemn ceremony outside the Memorial Hall in which the students recognised the significant contributions their alumni had made to Australia’s war efforts a century ago. The carnival comprised a full schedule of games, a formal dinner in the Luxton Dining Hall with guest speaker Dr Martin Ball, Head of Bromby House, discussing the sporting dimensions of the Anzac tradition, and a clinic with the Melbourne Rebels at Visy Park. The boys also attended a commemorative service with addresses by Ted Baillieu and Lt Col Allan Hamley (OM 1994).

For one student, boarder Lachlan McGrath (Year 11), a very rare opportunity arose – to visit Gallipoli to attend the Dawn Service commemorating the Australian landing. Under the auspices of the Premier of Victoria, he travelled with eighty students from across the state. “My great grandfather on my dad’s side fought in the war, and I’ve always been interested in that part of history,” Lachlan explains.

For eight days, Lachlan and the other students travelled through Turkey, visiting Istanbul, exploring Hagia Sophia and wandering the Grand Bazaar. They spent a day at a Turkish school, visiting pen pals they had been corresponding with in the months leading up to the event.

An early 4 am start took the group to the Dawn Service at Gallipoli. “It was truly amazing,” Lachlan says. “Definitely one of the best experiences of my life. Off the coast, the navy ships from all different countries were following each other. It was breathtaking.” Next, the group climbed the hill to attend the special Lone Pine Service for visiting Australians.

Prior to the event, Lachlan visited Government House to collect his certificate and meet with the Governor of Victoria. “It made me feel so privileged to represent my country and my state. Not many people will be able to say that they were there for the Centenary. It was an honour,” he says.
Celebrating VCE achievement

Five students from Melbourne Grammar School took their place on stage at the presentation of the Premier’s VCE Awards in June. Alongside 274 students from 117 schools across the state, these deserving young men were recognised for their outstanding VCE results achieved in 2014.

The MGS students from the Class of 2014 who were recognised at the ceremony demonstrated exceptional results across the breadth of the curriculum. Matthew Bowes and Henry Storey achieved awards for their outstanding work in Philosophy. Michael Zeng received an award for English, and Lewis Parsons was acknowledged for his results in Media. William Chiang received an award for his Chemistry results.

William was also acknowledged as a Top All-Round VCE High Achiever, as was Mel Shu. Both boys achieved the highest possible ATAR score of 99.95 in their VCE results. Only nineteen of these awards were presented, to students who achieved study scores of 46 or higher in at least five VCE studies – a very fitting reward for their commitment and hard work.

Hosted at the Melbourne Exhibition and Convention Centre, the event was attended by Premier of Victoria Daniel Andrews and Minister for Education James Merlino, along with the former Governor of Victoria, the Honourable Alex Chernov. “These young men and women have an opportunity to shape and change our society for the better,” said Mr Andrews. “Let’s thank our teachers – they make us all the very best we can be.”

Congratulations to all the recipients on these impressive achievements.

Memories and conversation

Urban landscapes and structures, at once foreign and familiar, populate the beguiling artworks of Robert Lee Davis, Wadhurst’s second artist-in-residence for 2015. Throughout the first half of the year, Robert worked closely with students in Years 7 and 8 in their Art classes.

Wadhurst students learned about Robert’s work and then set about producing their own panoramic life stories on plywood, under his watchful eye. He encouraged students to take inspiration from the stories they encounter in their travels and to reflect on their personal journeys in their work.

Born in Virginia, United States, and now based in Melbourne, Robert has worked as an artist and arts educator in China, Egypt, the United States and Australia. His practice explores ideas of memory and conversation, combining painting with intricate collage, using old journals and postcards.

“The final result is an immersive recreation of global landscapes and structures that addresses themes of memory and conversation,” explains Mr Adam Cawood, Head of Art at Wadhurst. “Each of the boys benefited from hearing about Robert’s life experiences and from witnessing his artistic knowledge and skill. We are truly grateful.”

Following his time at Wadhurst, Robert has travelled to London to complete a residency at The American School for the remainder of 2015. He has also been invited to present a TED talk later this year.
Sharing our Indigenous story

As we do each year, Melbourne Grammar School celebrated National Reconciliation Week with a variety of activities aimed at sharing the School’s Indigenous story.

This year was different, however, in that a new Reconciliation Committee had been established, meaning activities throughout the week were organised mainly by students, with the help of many wonderful teachers. The week developed into another successful celebration of Indigenous culture and a shared future.

To start the week, Jacob Cubis (Year 12), Chair of the Reconciliation Committee, delivered a brilliant reflection at a special Reconciliation-themed assembly on his experience as a proud Indigenous Australian. He also acknowledged the School’s Indigenous story and reminded us that this is now integral to the School’s identity. We also had the honour of hosting a guest speaker, Aunty Zeta Thomson, who talked about race relations, her story and her hope for the future of Indigenous Australians.

A select group of talented footballers, both Indigenous and non-Indigenous, participated in the Worowa Reconciliation Carnival held in Healesville. The Melbourne Grammar boys came away with an amazing win over a strong opposition team to retain the Reconciliation trophy.

On Wednesday, a variety of delicious cakes were sold in the Quad thanks to Rich Bartlett (Year 10), sourced from Charcoal Lane, a social enterprise restaurant run by Mission Australia which provides Aboriginal and disengaged youth with meaningful work and hospitality training.

Later, we invited Tobias Titz, a German photographer who has worked in Indigenous communities, to present a unique perspective through his lens at the Motor Works. Elsewhere, the Junior House Debating argued the topic that “We should reserve seats in the State and Federal Parliament for Indigenous Australians”, which proved to be a very interesting debate.

For the weekend’s APS round, the Committee decided to host our very first APS Reconciliation Round for the First XVIII footballers, who would wear a beautifully designed Indigenous jumper for the first time in the School’s history.

Some of the most powerful Reconciliation conversations occurred during the daily Chapel services, with Wednesday’s service being co-hosted by our special guest, Aunty Joy Murphy Wandin, a Senior Wurundjeri Elder.

The week was a great success, and it was our hope that the students learned a little more about Indigenous culture. On behalf of the Committee, I would like to thank Mr Phil O’Connor, Indigenous Programme Manager, who guided us through the planning of this event. A special thank you also to Mr Sam Greenland, Mrs Phillipa Angus, and Ms Kate Hendry who assisted – their efforts were greatly appreciated.

Henry Stephens (Year 11)
On behalf of the Reconciliation Committee
**Hillary Challenge**

*Last term, the School’s inaugural Hillary Challenge team beat twenty-one other teams to become the Victorian champions.*

The competition, a two-day event comprising a series of physically demanding challenges and a multi-sport race, draws students from around the state and aims to develop young people’s leadership, environmental stewardship, resilience, creativity and the ability to work together.

Under the guidance of Mr Danny McCoppin, Head of Environmental Science and the LGR Bushwalking Society, the Melbourne Grammar School team set off early for Marysville. The daring participants were LGR regulars Campbell Edmonds (Year 12), Cameron Lucas (Year 11), Wally Galloway (Year 10) and Captain Huw Gatford (Year 12).

The first challenge was a rogaine, a long distance cross-country navigation challenge. “After a shaky start, we began to gain some momentum, mainly due to some good navigation work from Cameron Lucas,” says Huw. “A desire to pick up some last-minute points resulted in our team needing to jump a fence to make it back to camp, arriving with only twenty-four seconds to spare.”

Teams spent the afternoon on a range of shorter challenges, including bike building and riding, flat-water rafting races in a variety of vessels and competitive trangia usage. Following dinner, teams embarked on an after-dark rogaine. “The thought of hot drinks and a warm bed seemed to motivate our team, and we flew around the course to pick up all the available points and be the first team back,” Huw says.

The focus of the second day was the multi-sport race. Commencing at 8 am, the team completed a seven-kilometre ride, followed by a thirteen-kilometre run to the top of Stephenson’s Falls. Despite a strong start, the Melbourne Grammar School team lost their lead on the running leg, finishing second to St Leonards. The remaining points had already been allocated in advance – teams had completed an environmental project in the lead-up to the Challenge. The School team planned and completed a clean-up of the water treatment wetlands at Flack Park. With the points tallied, the MGS team were named the victors, qualifying for the National Championship in October.

Congratulations to the team and good luck in the Nationals!

**From paddock to plate**

*Year 2 students at Grimwade House have been honing their green thumbs this year, learning all about sustainability, food production and the future of the planet.*

Working with Mrs Amanda Masters, Head of Science at Grimwade House, students undertook an inquiry unit about food production, to complement their other classwork on sustainability. Using the garden area outside the Science classroom, students investigated how to grow their own food. A patient wait rewarded them with a bounty of potatoes, tomatoes, zucchinis and capsicums, as well as apples and citrus fruits.

Sustainable food production is a subject close to Amanda’s heart: she sits on the steering committee of the Victorian Farmers Market Association, a not-for-profit group who promote authentic farmers markets around Victoria.

“In this role with the Victorian Farmers Market Association, I learn a lot about the process from paddock to plate. In turn, I pass this understanding on to the students I teach!” Amanda says. “This inquiry unit is a great way for our students to gain a thorough understanding of how food is grown, and any processes the food may undergo before they eat it.”
On mental health and wellbeing

“It all comes back to trust and openness, to real conversations between parent and child” – these wise words, from youth advocate Dawn O’Neil, set the tone for a special Parent Forum at Melbourne Grammar School focused on adolescent mental health and wellbeing.

The Higgins Theatrette was at full capacity, as an enthusiastic audience gathered to hear from an experienced panel who brought diverse views and experiences on youth in the twenty-first century. Chaired by Ms Paula Ransom, Head of Personal Development at Melbourne Grammar School, the wide-ranging discussion traversed the importance of family meal times as a forum for genuine engagement, the dangers of digital “distractability” and the role families can play in helping their young people stay happy, healthy and connected.

What emerged strongly from the discussion was the breadth of factors that can influence mental health. The panel was united in its view that there is significant benefit in eschewing the deficit model when considering mental health and, instead, looking at the proactive steps that young people can take to positively shape their wellbeing.

Dr Craig Hassed, a GP and Senior Lecturer at Monash University, shared a useful acronym – ESSENCES – that he uses to educate medical students. It stands for Education, Stress management, Spirituality, Exercise, Nutrition, Connectedness, Environment and Sleep, a concise reminder of the multipartite nature of wellbeing.

The importance of good relationships – between young people and their peers, as well as with their parents, was central to the approach of Dr Simon Rice, a Clinical Psychologist and Research Fellow at Orygen, the National Centre of Excellence in Youth Mental Health. This was a view shared by Dawn O’Neil, Founder of Collective Impact Australia and former CEO of beyondblue and Lifeline, who spoke about the importance of parents demonstrating a healthy spectrum of emotions and showing young people that it’s okay to feel what they feel. “The best thing you can do is model that balance, to show the full range of emotions. Critical thinking is important – helping them to think about what they’re seeing and feeling,” she added.

Craig expanded on this point: “Learning to feel comfortable with being sad, with being anxious, with having those normal ups and downs; it’s a very important part of emotional development.”

The final member of the panel was Nick Fabbri (OM 2010), who is completing a Bachelor of Arts (Hons) at the University of Melbourne as a Melbourne National Scholar, alongside completing an Advanced Diploma of Theology at the University of Divinity while in residence at Trinity College. He provided incisive views on the experience of young people and the value of engaging with your community and making time to enjoy mindfulness and connectedness.

For some families, one of the main challenges for parents is finding a way to talk to their teenagers and build an authentic connection. The panel discussed the importance for parents of letting go of their own agenda and approaching conversations without judgement, but with honesty and openness.

It was a thought-provoking session and no doubt provided much useful advice for families seeking to provide a positive environment for their children.
Words of wisdom

“People often talk about leadership, but there are only ever two ingredients: imagination and courage,” said Paul Keating, former Prime Minister of Australia, to a packed crowd in The Old Melburnians War Memorial Hall. “Imagination to see something better, to paint something bigger and to see the opportunity for what it is. And the courage to push changes through.”

It was a rare opportunity to hear one of the giants of Australian politics share his perspective on life in the twenty-first century, Australia’s future in the Asia-Pacific, and the challenges facing young people as they try to find their place in the world.

He implored the assembled crowd of six hundred students and staff to make a positive contribution to society, not just focused on wealth or income. “The twentieth-century saw a shift where the self became privatised while the public realm – the realm of political action – was largely left vacant. In the last thirty to forty years, the quest for the self has become central, and that quest is both unrewarding and ultimately hollow.”

He spoke with optimism about the opportunities facing the next generation. “You will have a chance to be a player in an altogether new universe … The world is going to be a more diverse place in terms of power.” He emphasised the changing nature of power, with the growing influence of “non-state actors” such as Google, Facebook and Apple, and the need for Australia to focus upon its role in the Asia-Pacific and its relationships with its immediate neighbours.

Following his formal presentation, Mr Keating joined a group of students and Mrs Heather Lacey, Head of Political Studies, for lunch in the Morrow Room at The Lodge. Here, students had a unique opportunity to exchange ideas on the role of leadership in Australia’s future. “I don’t believe it’s beyond the galvanising power of political leadership around big and important ideas. In the new world, we have to find a new point, a new guiding light, which has its foundation and energy in truth and justice,” he said.

It was an enlightening experience for all who heard him speak.

Tackling homophobia

School isn’t always an easy place to be for young people struggling with their sexuality. Research from La Trobe University reported that over 60% of young people who were attracted to the same sex had experienced some form of verbal abuse, while 18% had experienced physical violence.

The sessions encouraged discussion and invited the boys to ask any questions they might have, providing valuable insights into how their behaviour can influence the experiences of their classmates and friends.
Lessons from Madiba

The legend of Nelson Mandela, affectionately known as “Madiba”, loomed large over proceedings at the International Boys’ School Coalition 22nd Annual Conference in Cape Town, South Africa, last month. Four teachers from Melbourne Grammar School attended the conference, joining an engaging discussion about the challenges and possibilities of educating young men.

From Senior School, Ms Natalie Charles, Director of Staff Development, Head of the Indigenous Programme and Teacher of English, travelled with Miss Emma Mathias-Williams, Head of Geography. From Wadhurst, Mr Tim Bratton, Teacher of Maths, Science and PE, joined Mr Matt Houniet, Coordinator of Leadership, Service Learning and Personal Development.

Matt was also making an appearance at the conference as a speaker. He was awarded a bursary from Friends of Grammar to present a session on a Father and Son Camp, which saw Wadhurst boys and their fathers spend four days in the bush together, talking, walking, developing stronger relationships and a shared understanding.

Hosted by Bishops Diocesan College, the conference was structured around three themes – Learning from the Past, Celebrating the Present, and Creating the Future. Alongside a programme of indabas (workshops), the plenary sessions brought together a diverse panel offering perspectives on contemporary South Africa.

A session titled “Overcoming Self-Imposed Limitations” was presented by Professor Khalil Osiris, an author, educator and expert in restorative justice who spent twenty years in prison. Judge Erwin Cameron spoke about the perils and prospects in South Africa’s future and his experience of being a jurist during South Africa’s darkest hour.

A highlight for Matt Houniet was the captivating keynote speaker, Archbishop Desmond Tutu, a Nobel Peace Laureate and one of the key figures in the fight for a united South Africa. “He warmly and humorously shared with us his great sense of compassion, empathy and love of humanity. He reminded us of our responsibilities to nurture youth through education so that they may be ready to be good citizens.”

“Communicating with educators who had different levels of experience, outlooks and actions opened my eyes to the range of excellent practice that is occurring in boys’ schools across the world. It also made me feel confident that we, at MGS, are at the forefront of the education of young men,” says Emma Mathias-Williams.

For Natalie Charles, one of the most powerful sessions was titled “Building Better Schools for Boys – Ensuring Relational Success”, which delved into the transformative effects of education. “Their global research provided empirical evidence to support what we all know to be true at Melbourne Grammar School – that ‘trained eyes, confident hands, and open hearts’ form the cornerstones of student engagement and success.”
“There is one universal truth, applicable to all countries, cultures and communities: violence against women and children is never acceptable, never excusable, and never tolerable.” These words, quoted from UN Secretary-General Ban Ki-moon, set the tone for the Safe Steps candle light vigil which sought to raise awareness about the pervasive and destructive nature of family violence.

A group of Melbourne Grammar School students assisted at the Safe Steps event, handing out brochures and collecting funds from the hundreds of participants who gathered at Federation Square. The event drew together a fascinating programme of speakers, including Fiona Richardson, the newly appointed Minister for the Prevention of Family Violence, Acting Police Commissioner Tim Cartwright and Australian of the Year Rosie Batty.

Safe Steps is a state-wide family violence response centre which provides a range of twenty-four-hour services to vulnerable women and children.

After the event, the students in attendance reflected on the shocking statistics shared by the speakers. Last year, the Victoria Police attended some 68,000 family violence incidents. Through their investigations they discovered that violence had been present for at least two years before the police had become involved. On any given day, Safe Steps receives over 150 calls for support. A third of these calls are from women who are at high risk of serious injury or death. It was also made abundantly clear that family violence crosses all cultures, demographics and socioeconomic circumstances.

Each of the speakers voiced their opinion on what needs to be done to better protect women and children. One of the overwhelming messages was the importance of education, not only within schools but also in family homes. Minister Richardson stated that one of the precursors of domestic violence is distorted attitudes and gender stereotypes that can be formed at a young age. Young men have a crucial role to play in challenging these attitudes and role modelling behaviours that make it clear that violence against women and children is completely unacceptable.

This hour-long event had a significant impact on the young men who represented Melbourne Grammar School, demonstrating that meaningful, open and sometimes confronting dialogue about family violence is an important step to addressing this issue.
Balancing act

Comming to Melbourne Grammar School was a few years in the making for Tyrone Hayes, a boarder from Lakes Entrance. “I had wanted to come to Melbourne, to an independent school, since I was in Year 6. I knew there would be plenty of opportunities to do more than I could at home,” he says.

Since joining Perry House last year, he has made himself at home and built plenty of strong friendships. “Generally, all the boys get along well,” Tyrone says. “We’re all pretty good mates, really.”

Studying at the School as part of the Indigenous Programme, Tyrone says he overcame some initial homesickness with the help of his peers and the strong pastoral care provided by the boarding house staff, Mr Tim Morris, Head of Perry House, and Mr Phil O’Connor, Indigenous Programme Manager. “It was difficult at the beginning because it is so different from home, but it got easier once I’d started to settle in. The staff have been really supportive; they’ve helped me a lot. They’re always checking in to make sure everything is alright,” he explains.

Year 10 is proving to be something of a balancing act for Tyrone. Around a busy schedule of classwork, he’s a member of the First XVIII football team and plays for his home team, Lakes Entrance Seagulls, whenever he’s at home. “It’s great being in the Firsts. We’ve had a good season so far,” he says. “School football takes priority, so I always play for MGS during term time, but when I can get home, I love to play footy with my old club.”

In the classroom, Tyrone is looking forward to choosing electives and enjoying studying the History of Espionage. “I’m enjoying History at the moment. We’re looking at the events surrounding 9/11 at the moment, so it’s pretty interesting stuff,” he says.

New faces at Creswick

This semester, Creswick welcomed two new Gap Assistants from the UK, Mr Harry Scarlett and Mr Toby Warner, who are making themselves at home in the boarding house.

Toby (pictured, at left) joins Melbourne Grammar School from Oundle, a boarding school near Peterborough. He’s helping out with PE classes at Wadhurst. “In England, it’s quite a cultural thing to do a gap year. I didn’t feel ready to go straight back to study after finishing school. I thought a gap year would be a good chance to become a year older, maybe wiser, and to gain some real-life experience,” he says.

A keen water polo player, Harry (pictured, at right) is assisting in the PE Department at Senior School. Before travelling to Australia, he spent five years as a boarder at Sherborne School near Dorset. “I’ve always wanted to go on a gap year. I came to Australia ten years ago, and I swore to myself that I’d come back,” he says.

Before and after school, Harry and Toby look after the boarders at Creswick. This involves ensuring the boys are out of bed and off to the Dining Hall in time for breakfast, supervising homework during the evening, or arranging recreational activities on the weekend. “I took the boys to Melbourne Central recently,” Harry says. “They show me a lot of cool places around town, too, places that I wouldn’t find otherwise. They showed me the amazing street art in Hosier Lane, next to the Forum Theatre. It’s a great city to explore.”
Inner workings

What makes a Grimwade House student tick? Last term, our intrepid Year 11 Psychology students decided to find out, putting into practice some of their recent work on Jean Piaget’s theory of Cognitive Development.

During Term II, Prep and Year 4 students partnered with their Year 11 buddies to take part in a range of cognitive tasks. The aim of the assignment was for the Year 11 students to see if they obtained the same results observed by Piaget, a pioneering developmental psychologist.

The excursion allowed Year 11 students to explore children’s ability to view the world from another person’s perspective and to see if they understood that, when an object changes in appearance, it still remains the same in terms of mass or volume. They were also able to see whether the children were able to engage in abstract thinking.

To begin, Prep students responded to a series of questions using flash cards and other props. In the second part of the assignment, Year 4 students completed the same tasks, and the Year 11 students compared the results and any differences in cognitive development.

This practical approach to learning and cross-campus collaboration has been in place for about five years, with Mrs Phillipa Angus, Head of Psychology, and Miss Liz North, Teacher of Psychology, relishing the opportunity for their students to apply their knowledge in the real world.

“It’s great to see the Year 11 students interact so effortlessly with the younger students and it also gave them a sense of responsibility,” says Phillipa.

In the lead up to the excursion, the boys studied Piaget’s theory before preparing materials for the day. This included creating picture cards, sourcing playdough and planning for water activities. The students also had to follow ethical guidelines for conducting psychological research, which included writing consent forms for the Grimwade House children’s parents.

“It’s so good for the students to engage in practical exploration of theories,” says Phillipa. “It helps them to better understand how psychologists reach conclusions and the steps involved in conducting scientific research. It also nurtures their ability to think critically about theories that explain human phenomena.”

The serious side of the excursion wrapped up with a free-play session in the yard, with the Grimwade House children challenging their Year 11 buddies in handball and football.
A very important date

The fanciful imaginings of Lewis Carroll were the perfect starting point for this year’s Year 6 production – a high-energy retelling of Alice in Wonderland.

In this special version tailored for a junior cast, there were three Alices, three Cheshire Cats (who narrate the story), one cool caterpillar, a very uptight White Rabbit, one Mad Hatter and his side kick, the March Hare, as well as the perpetually muddled Tweedle Dee and Tweedle Dum. Keeping them all in check was the tyrannical Queen of Hearts and her henpecked husband.

Rehearsals started early, with the cast commencing their roles late in 2014. A team of parents and staff were soon on board to assist with direction, choreography, costumes, sets, props and other important behind-the-scenes considerations.

“These musical productions are a community event and we are incredibly appreciative of all the staff volunteers and teacher and parent assistance. It is one of the only events which really involves effort from every area of the School to make these productions happen,” says Ms Catherine Baillie, Director of Music, who worked closed with director and choreographer Anna Joyce to bring the story to life.

Students have been helping to produce the props and backdrops for the musical in Art class with Mrs Jan Rizzo, Head of Visual Arts. The rehearsal process was demanding and students took responsibility for the smooth running of the show.

They explored and mastered elements of the musical theatre genre and general theatrical performance by using technical language, adhering to theatrical conventions and rehearsing to lift the energy of their performance.

“It is such a sense of achievement for a year group to come together and work in such an intense way and learn the value of teamwork. The Year 6 Musical is one of the highlights in primary years and something that all past students remember fondly,” Catherine says.
Global knowledge

A daily news habit and a keen knowledge of what is happening in the world has seen Peumike Dissanayake (Year 8) secure the top prize in the 2015 Australian Geography Competition. Peumike was awarded first place in Victoria and equal first place in Australia in the junior division of the competition – an outstanding achievement.

The competition tested students’ knowledge of various aspects of Geography. “We had to answer thirty multiple choice questions which related to political geography and more conventional geography, including physical aspects such as rocks, as well as social studies covering people, demographics and trade between other countries,” Peumike explains. As well as his classwork in Geography, Peumike is committed to developing a global perspective. “I really like to watch the news. You get to know the world. My philosophy is that if you sit and watch television for a year, you could be more knowledgeable than Einstein!” he says.

While he’s not yet sure of what subjects he’ll pursue in Senior School, Peumike thinks Geography is a valuable foundation. “I think Geography is a great entry point for lots of other things, such as Science. They’re really closely related.”

Mr Iain Meyer, Head of Geography at Wadhurst, is very proud of Peumike’s achievement at a national level. He explains that the way Geography is taught at Wadhurst has changed in recent years, thanks to a curriculum review that was spurred by the School’s work with Ron Ritchhart, from Project Zero at Harvard University.

“By focusing on the ‘how’ as opposed to the ‘what’, we identified key understandings for the study of Geography and appropriate thinking routines that we thought would help our students to gain a greater insight.” Fieldwork continues to be a popular – and essential – part of the Geography course for students like Peumike. “Class activities need to be carefully structured to ensure students practise a range of skills, apart from just observation,” Iain says. “We now focus more on testing understanding of real-life problems.”

Archaeological insights

A love of history runs through the veins of Jeremy Smith (OM 1985). As Senior Archaeologist at Heritage Victoria, he has pursued a similar passion to his father, Geoffrey Raymond Smith, who was the Head of History at Melbourne Grammar School from 1970 until 1981 and Head of Witherby House.

Last month, Jeremy returned to School to share his experiences in archaeology with an enthusiastic audience of Wadhurst boys. He spoke about his participation in a University of Melbourne expedition to Syria in the early 90s, where he honed his skills in the field. The boys were particularly fascinated by his description of discovering a tomb that had been robbed of its body and a stash of gold, leaving behind a three-thousand-year-old cuneiform tablet.

Closer to home, Jeremy explained his role in approving permits for excavations at significant archaeological sites in Victoria. “You can only dig a site once,” he said, highlighting the need for careful planning and meticulous record-keeping.

He was involved in a dig at the old Pentridge Prison in Coburg, uncovering a long-forgotten panopticon and exercise yards.

He shared photos of work he had undertaken at Glenrowan and the Brighton sea wall to eventually discover the remains of Ned Kelly. This led to the realisation that the displayed skull stolen in the 1970s wasn’t that of Ned Kelly but of another hanged prisoner. As a result of this discovery, Ned Kelly was reburied by his family in 2013.
Love’s Magic

“Love’s pretty weird, eh?” asks one of the actors in Love’s Magic, an exploration of the nature of love in Shakespeare’s A Midsummer Night’s Dream and Romeo and Juliet. It was the subject of this year’s Year 8 production, in collaboration with Melbourne Girls Grammar School.

Under the direction of Mr Ned Manning, Teacher of Drama at Senior School (who originally wrote the script for the Bell Shakespeare Company), twenty-one actors investigated Shakespeare’s world, language and theatricality. The script demystifies Shakespeare’s language through the use of contemporary analogies, exploring the Bard’s world and belief systems and looking at how love can change the course of lives.

The stage came alive with humour and wit. Beyond just performing, the actors explored the medium of theatre itself. The actors consider the tension between themselves, their characters and the audience. The play also looks at the expression of love in other art forms including music, dance and multimedia.

The students delivered two excellent performances in the Coleman Room, to a most appreciative audience.
UK Cricket Tour

During the mid-year break, a group of Melbourne Grammar School’s intrepid Year 10 and 11 cricketers ventured back to the Mother Country for the biennial UK Cricket Tour.

An action-packed schedule saw them playing six games in the first seven days. Strong opponents at King’s College in Taunton and Eton College resulted in some early losses, but the two MGS teams soon hit their stride. They recorded wins against Magdalen College School in Oxford, Wellington College and Urchfont, a small village in Wiltshire.

To round out the week, the boys took a ferry to the Channel Island of Guernsey. Here, they played against the historic Elizabeth College, which had hosted Melbourne Grammar School at its 450th anniversary two years ago. The first day saw both MGS sides secure the plate and the shield finals in the T20 tournament.

“It was definitely a phenomenal experience to play at schools filled with such rich tradition, as some of the schools were up to eight hundred years old,” says Tom Shatin (Year 11). “The boys also spent nights with billets and in boarding houses, which was a new regime for many of us.”

After an intensive week of cricket, the boys were rewarded with four days exploring London, including the usual highlights – the London Eye, Buckingham Palace, the London Dungeon and a tour of Lords, the home of cricket.

A final expedition took the teams north to Scotland, via Yorkshire, to play against a Western Scotland representative team, which was followed by a pilgrimage to Cardiff to see the first Ashes test. “We took in days two and three and even managed to get a tour of the team bus, which was a great experience, albeit with a less than ideal result for Australia,” says Nick Freeman (Year 11).

Theatresports

Being in front of an audience is the stuff of nightmares for many of us. Being in front of an audience with no script sounds even worse. For students of quick wit and comedic timing, however, the chance to improvise on stage is the perfect opportunity to flex their creative muscle. On that note, welcome to Theatresports!

If you’ve not heard of it, Theatresports is a suite of improvised drama games performed in teams. Each year, a team of brave thespians from each House steps up to the challenge. In Space Jump, players progress through a series of thirty-second scenarios, with a new player added at each “jump”. In Expert Double Figures, players team up to play talk-show host and guest. In Slow-Motion Commentary, two commentators provide a sports-style run-down on a decidedly non-sporting activity (apple-picking, for example).

The victor in this year’s competition was Ross House, who edged ahead of Witherby House to secure first place. A valiant effort from the School House crew saw them secure third place. “The competition was of an incredibly high standard. The boys delivered their performances with energy and enthusiasm, and the games were played in good spirits,” says Mr Mark Brady, Head of Drama.
Looking to the future

Tinker, tailor, soldier, sailor – if only career decisions were so simple. Fortunately, the MGS/MGGS Careers Expo provides the perfect environment to explore future options.

A joint initiative between Melbourne Grammar School and Melbourne Girls Grammar School, the expo is hosted by each school in alternating years. Through the expo, students from Years 9 to 12 have access to a broad range of tertiary institutions, professional advice and a diverse selection of courses.

The Nigel Peck Centre for Learning and Leadership was abuzz with students of all ages seeking tertiary information. It brought together representatives from thirteen local and interstate tertiary institutions, who were on hand to help students navigate the range of courses on offer and to provide helpful advice on uni life.

The expo was expanded this year with a selection of Career Conversation panels running in the Higgins Theatrette. Three sessions over the course of the evening helped students gain real-world insights into careers in health sciences, design and creative industries, and humanities. The panels comprised students and professionals working and studying in a range of disciplines, sharing how they came to make their career choices, what factors shaped their career planning decisions and what helped or hindered their pathway.

On the Health and Medicine panel, Nathan Chua (OM 2012) and Sanjay Dutta (OM 2009) spoke about their study in biomedicine and medicine respectively. They were joined by Janelle San Juan, who is studying a Bachelor of Philosophy and Science (Hons) at the Australian National University in Canberra, and Dr Adrienne Forsyth, a lecturer in Dietetics and Human Nutrition and Course Coordinator of the Bachelor of Human Nutrition at La Trobe University.

Next up was the Arts and Humanities panel, with Nick Fabbri (OM 2010), former Melbourne Grammar School Captain, now studying Arts (Theology) at the University of Melbourne, and Jessica Croker and Hayley Daley who are Marketing and Recruitment Coordinators at the ANU’s College of Arts and Social Science.

The final panel, Creative Arts and Design, featured recent graduates Jack Martin (OM 2013), who is now studying Performing Arts in New York, and Joshua Lye (OM 2013), who is an Architecture student at RMIT. They were joined by Prue Berry, Director of Domestic Recruitment in the Faculty of Society and Design at Bond University.

Complementing these sessions was a keynote presentation titled “Worklife balance and career resilience: what happens when unexpected career changes are upon you?”. Chaired by Nick Evans, Deputy Headmaster and Head of Senior School, the panel comprised siblings David Hallamore (OM 2002), a former MGS School Captain, and Dr Sandra Elmer (OM 1999), a Urology Fellow at the Austin Hospital.

“The Annual Careers Expo is a focal part of each school’s career education programme. The aim is to encourage students to explore, in a familiar environment, the various options open to them and make informed decisions around VCE subject selection, work experience and post-school pathways,” says Mrs Kirsten Larn, Director of Career Development.
Leading by doing

Now in its second year, the revised Student Leadership Model is providing plenty of opportunities for students across the Senior School to become involved, to develop their leadership capabilities and to engage with their peers and the wider community. At the heart of the new model are the nine Student Committees responsible for a range of initiatives and events around the School each year.

In preparation for their roles during Year 12, the nominated Chairs and Secretaries of the Student Committees attend a tailored Leadership Retreat with the Student Leadership Council at the beginning of each year. “The retreat is held at Trinity College at the University of Melbourne, and it addresses critical capabilities of leadership and how students can effectively lead their committees to make things happen,” says Mr Phil O’Connor, Coordinator of Leadership and Service Learning.

One of the central aims of the committee structure is to provide a diversity of opportunities for hands-on involvement – from contributing to Environment Week via SLIC, the School’s sustainability committee, through to coordinating service learning activities through the Values in Action Committee. The LGR Committee runs an impressive programme of adventure weekends, while the Arts Committee works alongside the Visual and Performing Arts staff to deliver an action-packed Arts Week schedule.

Staff Mentors play a key role in helping each committee achieve its potential. “It’s an important position,” Phil says. “They collaborate with the Chair and Secretary of each committee, provide guidance and help to give the committees structure.”

One of the strengths of the new model is its inclusive nature. It was designed to recognise leadership performance rather than just leadership potential, and the committees are open to any interested students from Years 9 to 12, with a formal application and selection process in place for each committee. To recruit new members, a Student Committee Expo is held in the Nigel Peck Centre for Learning and Leadership where interested students can chat to existing members.

As the committees become more established, it is becoming clear that the model introduces students to a range of skills transferrable to their life outside School. The committees are run formally, with an agenda prepared in advance and minutes taken at each meeting. Students are involved in planning initiatives and project management, promoting events, managing budgets and critically evaluating the success of their projects.

School Vice Captain Milan Kantor (Year 12) is a member of the Values in Action Committee. “It’s been a rewarding experience, as it has opened my eyes to the larger issues that both our local, and global, community faces. The active participation that it has inspired in the School has not only allowed for boys to raise funds and awareness for important causes, but, most importantly, allowed for a hands-on difference to be made,” he says.

The Values in Action Committee meets regularly to discuss service leadership activities.
Spirituality

**Confirmation**

For many families, Confirmation is an important affirmation of faith and a step in the development of one’s identity. During Term II, nineteen students were confirmed in the Chapel of St Peter by the Assistant Bishop of Melbourne, Right Reverend Paul White, with Reverend Hans Christiansen, Senior Chaplain, and Reverend Malcolm Woolrich, Wadhurst Chaplain.

“It is a privilege for us to accompany and explore Christian faith with those who freely choose to commit themselves to God in the Sacraments of Baptism and Confirmation,” Reverend Hans says. In the six weeks preceding the service, the students prepared by meeting regularly to discuss what it means to be Christian in the twenty-first century. “My group of Senior School students each studied a Gospel in the New Testament and we had fascinating discussions about faith and life and what it means to live as a disciple of Jesus Christ,” he adds.

Friends and family accompanied the Confirmands to the service, with the Chapel Choir, led by Mr Philip Carmody, Director of Music, providing a compelling soundtrack for this important personal event. Of the students participating, four were also baptised the same evening.

“The Confirmands now belong fully to the Christian household of faith, within the Anglican Communion, and it was an absolute joy to accompany them on this journey. We hope and pray that their lives may be deeply blessed and that they may grow in wisdom and love,” Reverend Hans says.

**The power of memory**

Rapt silence filled the Chapel of St Peter as Phillip Maisel OAM, a survivor of the Holocaust, shared his compelling personal story. He spoke about a kind woman who fed him when he managed to escape from a prison camp, of a guard in the camp who saved his life, and of the hardships and horrors endured by many Jewish people during that dark period of history. He closed by imploring the next generation to strive for a world free of racism.

Mr Maisel’s extraordinary story was part of the annual Shoah Memorial Service, a special event that commemorates Yom Ha’Shoah, the annual Jewish Day of Remembrance. The ecumenical service was led by the Senior Chaplain, Reverend Hans Christiansen, with students in the Chapel Committee at Melbourne Grammar School and students from Our Lady of Sion Catholic College.

Presenting alongside Mr Maisel was Vered Dahan, a Year 12 leader at Bialik College. She delivered a poignant speech on the importance of memory. She drew the audience’s attention to the fact that we are the last generation who will hear the testimonies of living Holocaust survivors – and what an important part of history these personal stories are to human understanding.

As Elie Wiesel, a Nobel Peace Laureate and Holocaust survivor, wrote, “Without memory there is no culture, without memory there would be no civilisation, no society, no future.”
There is a rich tradition that underpins the Cordner–Eggleston Cup, that seminal game of football between Melbourne Grammar School and Scotch College, commemorating the first game of Australian Rules Football in 1858. In 2015, in a very special occurrence, Melbourne Grammar School secured the cup for the third consecutive year – for the first time since 1965.

In front of 384 of their peers, family members and other enthusiastic supporters, the MGS First XVIII showed tremendous spirit, scoring 12.9.81 against Scotch 10.5.65. Congratulations to the team on a fine victory!
Supporting the School

Parents and friends of the School have been keeping busy during Terms II and III with a full schedule of activities. Here is a brief update on recent FOG activities from across the campuses.

Grimwade House

Refreshing oranges and a handful of snakes were welcome rewards for participants in the Grimwade House Cross-Country. FOG Grimwade was on site to cheer on the competitors from Years 3 to 6 and help them revitalise after the race. As the weather cooled down, the annual Hot Chocolate Day later in the term also drew an enthusiastic crowd.

The annual Mother’s Day Stall was another highlight of Term II. The FOG Committee assembled an impressive selection of gifts and assisted students with their gift selections. “The children, particularly the younger ones, love this event and they take the selection of gifts very seriously!” says Gillian Stewart, FOG Grimwade President 2015.

In June, Carousel in Albert Park played host to almost two hundred guests at the annual FOG Grimwade House Lunch. The guest speaker was Libbi Gorr, host of ABC 774’s Sundays with Libbi Gorr and the talent behind 1990s television personality Elle McFeast. Guests took part in a mystery auction and lucky envelope draw. “We are very lucky to have so much support from parents and the wider community in donating so many prizes for the event,” Gillian says. “It was a great day for friends to catch up and a wonderful opportunity to make new ones.”

Wadhurst

Once again, Mother’s Day activities were a focus for FOG Wadhurst activities during the last few months. The Mother’s Day Stall provided a valuable opportunity for boys to find a perfect gift for their mother, with helpful advice from FOG Committee members. The Mother’s Day Lunch was held at Ripponlea’s historic Quat Quatta, with entertainment from the Wadhurst String Quartet. A French theme set the scene for the keynote address by current parent Myriam Boisbouvier-Wylie, French Honorary Consul-General, who gave the audience an insight into her important role as the official representative for France in Australia.

To finish off Term II, the much-anticipated Wadhurst Family Breakfast gathered boys, their siblings and parents for an informal catch-up in the Wadhurst Hall. FOG prepared a delicious array of breakfast items, both sweet and savoury.

“This term’s events would not have been as successful without the great help of our class representatives and the participation of the Wadhurst community at each event. I would like to thank everyone who came and supported our events this term,” says Jenny Gaudry, FOG Wadhurst President 2015.

Senior School

Blustery mornings at Flack Park have been remedied by the hot drinks, tasty snacks and friendly smiles of FOG representatives who have managed the canteen during the winter sports season. “Our wonderful volunteers have been working hard to keep parents and boys warm, well fed and energised,” says Rachel Gourlay, FOG Senior School President 2015.

The volunteer spirit has also been in evidence in the Values in Action programme. Generous participation from parents has supported a range of activities with community organisations including St Mary’s House of Welcome and the Eastern Hills Breakfast Programme.

Looking ahead, the Boys Big Breakfast is coming up on Monday 31 August, with special guest Dave Hughes. The Springtime Lunch will also be a highlight of Term III – the event will be hosted at Zinc in Federation Square and supported by Myer.
Supporting the next generation has always been high on the agenda for philanthropist Geoff Handbury (OM 1942). “They’re our future citizens. We’ve got to get them up and running so they can start leading this country,” he says. This commitment to building a positive future for Australia’s young people has underpinned much of the philanthropy undertaken by Geoff and his late wife, Helen. Together, they have made an inestimable contribution to education, health and supporting development in regional Victoria.

His interest in advancing rural communities grew from personal experience – in the early 1970s, with their children all grown up, Geoff and Helen said goodbye to the city and purchased a farming property in Balmoral, in Victoria’s Western District. What Geoff didn’t anticipate was the warmth of the reception they would receive. “When we bought our farm, the assistance we received from our neighbours was extraordinary. They really wanted me to be a successful farmer. They are hardworking people, and the help they gave was completely unselfish,” he recalls. “They were great community people. I hadn’t witnessed true community spirit until I got to the bush. It makes you want to be a part of it.”

This community spirit inspired in Geoff a life-long passion for developing regional and rural communities. “The politicians provide a lot of support for our major cities, but regional areas are often forgotten.” During the last four decades, Geoff and Helen have made significant contributions to the Western District and, in particular, the town of Hamilton.

Through the Geoff and Helen Handbury Foundation, they have helped to build new aged care facilities and the Western Region Alcohol and Drug Centre; to establish the National Centre for Farmer Health in partnership with Deakin University; to expand the rural ACE Radio network; and to create scholarships for rural students at RMIT and Deakin. He has also had an enduring connection with Hamilton and Alexandra College and has enjoyed seeing the school go from strength to strength.

On the cusp of his ninetieth birthday, Geoff doesn’t appear to have lost any of the vigour or good humour that have carried him through the years. He speaks with enthusiasm of recent projects that have continued to inspire him. “I’m very interested in adolescent health,” Geoff explains. “About six months ago, we set up a Chair of Adolescent Health with the University of Melbourne and the Children’s Hospital. I’m very proud to have been involved in it.”

Geoff’s years at Melbourne Grammar School left him with an enduring belief in the value of strong personal relationships. “I took away from School a great sense of the value of fellowship, mainly from teamwork and sport participation,” he says. “I made many wonderful, lasting friendships. I’ve found that, whenever I started a new enterprise, I’ve always run into someone I knew from my time at Grammar!” He has been a generous supporter of the School, contributing to a number of important projects, including the Handbury Family Cafeteria in the Student Centre and scholarships and bursaries.

To celebrate his milestone birthday this month, Geoff will be celebrating with forty-four members of his family (including nineteen great grandchildren!) on Magnetic Island. “We’ll meet for breakfast each day, but I’m happy for them to spend the day doing whatever makes them happy,” he says. “It’s a tremendous reward to have all my family wanting to be together, to have these wonderful loving relationships.”

We thank Geoff for his generous contribution to the School over so many years and wish him a wonderful birthday.
The next generation

As he left the Bluestone for the last time after completing his VCE, John Brookes (OM 2009) knew that he wanted to stay connected to his old School. Over the six years since, he’s found ways to do just that – he has been involved as a cricket coach, he has stayed in touch with a close circle of his old classmates and, this year, he has decided to take part in the School’s Annual Giving campaign.

While established Old Melburnians and parents, past and present, have always been generous benefactors to the School, the Melbourne Grammar School Foundation is pleased to welcome John as its youngest donor.

“It’s important to give back to causes that matter to you,” John says. “I really enjoyed my time at the School, and if I could give back and benefit the boys who are here now, that’s a great thing.” Having helped out with cricket coaching since he finished in 2009, John has kindly donated the payment for his coaching services to help the School to keep providing inspiring spaces for the students following in his footsteps, as part of this year’s Annual Giving campaign.

“I realise that it’s only a small gift, but I hope that it can be a part of the greater giving of the School community. I hope that, collectively, it can achieve good things – new buildings, new opportunities, scholarships, overseas tours, whatever it might be,” John says.

In part, John’s support was motivated by his own positive experiences at the School and the strong friendships he developed. “I still catch up with a lot of the boys from School. There’s a group of boys who I went on orchestra tours with, and I still see them for dinner every month or two. There’s about a dozen of us – I remember visiting Japan, Europe, Dubai, Malaysia,” John recalls. “It was a lot of fun; those tours were a great opportunity.”

Since graduating, John is on track to forge a successful career in medicine. While completing an undergraduate degree in Medicine at Monash University, John worked at the Alfred Hospital and he has since undertaken training at the Monash Medical Centre. To further develop his skills, John recently completed several months of training in cardiothoracic surgery in the United Kingdom. He’s now looking at the next step. “Throughout my degree, I had always thought that I’d pursue a more surgical pathway. Having now done several surgical rotations already this year, it has really reinforced that that’s the right path for me.”

Amongst his peers, John has witnessed the range of ways the School community can contribute to the School’s future. “There are a lot of younger OMs who give back in a range of ways – giving back financially is just one of them. I know that a lot of my peers give their time too, helping out with footy or cricket coaching, or coming back to help out with activities in the boarding house.”
A past Headmaster of Melbourne Grammar School, the late Sir Brian Hone, grumbled to Dick Cotton, “Cotton, you can do better than that.” And better than that he did. A member of The Old Melburnians Council since 2009, Dick died peacefully on 14 June 2015. He is survived by his wife Libby and children Caroline, James (OM 1993) and Michael (OM 1996). Dick was so humble about his achievements that many who knew him had no idea of his contribution to human wellbeing.

Dick was destined to run the family’s commercial orange orchard in Wangaratta but, with Brian Hone’s words echoing in his ears, he headed to the University of Melbourne to complete an Agricultural Science degree. No doubt, his trademark laugh, which disarmed, charmed and helped in his influencing of so many people over so many years, rang through the corridors of Trinity College.

During his PhD studies, Dick was one of the first to recognise the potential of understanding human genetics in the prevention and treatment of human disease. He went on to study at some of the best human genetics laboratories. The research he undertook in the Molecular Biology laboratory at Cambridge University in the early 1970s led to the production of monoclonal antibodies a few years later. After Dick returned to Australia, his successors in the laboratory received the Nobel Prize for the discovery. All cancer drugs on the market today with “ab” in the name – for example, Rituximab – can be traced back to Dick’s work.

Upon his return to Australia, Dick joined the Genetics Research Unit at the Royal Children’s Hospital. He and its head, Professor David Danks, enjoyed many research successes including the identification of genes for PKU, a devastating genetic metabolic condition affecting one in ten thousand births. Together, Dick and David Danks founded the Murdoch Institute in 1986, which went on to become the Murdoch Children’s Research Institute, one of Australia’s largest and most successful medical research institutes.

Dick Cotton made a huge impact on human genetic research internationally. He founded the journal *Human Mutation* and founded the Human Variome Project in which over seventy countries are involved, many of which have agreed to the free and open sharing of all genetic variation information. This model of international cooperation was achieved through Dick’s gentle and persistent persuasion. As Susi Sobrido, Head of the Spanish node of the Human Variome Project, said in a letter to Dick’s family, “It is not enough to be smart and knowledgeable. It also takes courage, passion, open-mindedness and generosity with one’s own ideas, energy and time. Dick had enormous amounts of that.”

Dick received various awards for his research including the Selwyn Smith Research Prize at the University of Melbourne and a rarely awarded Doctorate of Science. He was also appointed as a Member of the Order of Australia. As Emeritus Professor Richard Larkins has stated, “Most medical researchers would be delighted if they made one discovery or innovation that had a lasting impact on human health. Dick has made four or five and will be remembered as a giant of human genetics research and its practical application.”

Dick knew how to appreciate every moment, love his family and friends and see the best in everything and everyone. He somehow found time to indulge his love of farming on the Wangaratta property where he was born, and he was passionate about the environment. He had served as a trustee of the Trust for Nature, he founded the Swan Bay Environment Association to preserve the globally significant wetlands and he campaigned against the overdevelopment of his beloved Point Lonsdale.

Dick brought integrity, respect and honesty, combined with much good humour, to meetings of the Old Melburnians Council. The Council will greatly miss the wisdom that Dick so gently dispensed across the table at our meetings, and we wish to honour his memory by renaming the Fellowship as the Old Melburnians Dick Cotton Fellowship. We will be looking to award this to a young OM who demonstrates Dick’s values, commitment, concern for the underdog, enthusiasm for life and desire to make a real difference.
Ant Morell (OM 1990)

“Life should be fun and that shouldn’t disappear just because you’ve reached an age where you have to build wealth or earn a living,” says entrepreneur Ant Morell (OM 1990).

A case in point: Bounce Inc, his most recent enterprise, an indoor venue equipped with over one hundred interconnected trampolines. It may sound like something from a childhood fantasy but, in just a few short years, Bounce has attracted a cult following, with over two million people through the operation’s seven venues since its establishment in 2012 and an army of Facebook fans numbering more than three hundred thousand.

It’s not surprising to hear that Bounce isn’t Ant’s first business. Graduating from Melbourne Grammar School in 1990, he set off around the globe and found himself naturally drawn to self-starters, entrepreneurs, risk-takers and creatives. “The more I rubbed shoulders with people who were starting and building businesses, the more comfortable I felt – I was excited and inspired by those conversations,” he remembers.

In the subsequent years, he became involved in a number of start-ups with varying degrees of success. But each one was a valuable experience: “My success in business, almost in anything, is around a belief that, rather than trying to be competent in a number of areas, accountable for everything, the best thing you can do is discover pretty early your unique talents, passions, skills, et cetera, and how they can be woven together into an area of focus and capability, where you can work to your strengths every day,” he says.

The natural extension of this philosophy is a collaborative approach to business, which has seen Ant develop a strong team of like-minded co-conspirators with complementary skills. “In all the things I’m involved in, you have that tension – between the creative, innovative, way-off-the-reservation thinker and the other person who can bring it back to reality,” Ant says. “My business partner is passionate about operations, commercial rigour, structure, predictability, and making an ecosystem that works. My role is to conceptualise and communicate the vision, put it into a concept that excites people to become involved, whether as a customer or as an employee.”

Several years ago, Ant and his business partner purchased a small chain of food outlets called Spudbar, specialising in gourmet baked potatoes with an array of tasty, healthy toppings. The business has grown steadily under Ant’s guidance, now totalling sixteen outlets. The healthy-living ethos that underpins Spudbar fits neatly with the philosophy at play in Bounce. “On the one hand, we’ve got another business that’s about not taking ourselves too seriously, about exercising while having fun, and using some of the amazingness of the human body.” Ambitious plans are in the works – Ant expects to open a further seven Bounce venues in the next year, in South Africa, Portugal and the Middle East.

Ant’s own school days left him with a strong group of friends and a diversity of interests. “Thinking back to my School reports, I was a ‘colourful’ student – that was probably one of the more generous terms used to describe my more enthusiastic behaviour. If I was inspired and my energy was channelled in the right direction, I was a good student but I benefited from the firm supervision of some of the stronger teachers,” he says.

Some of his most enduring lessons were learned outside the classroom. “I remember it as a great place to grow up. As much of the learning we had came from being with different people doing different sorts of things – camps, sporting activities, and so on. A lot of the really useful tools for life come out of things that are not necessarily part of the taught curriculum,” he says.
Weddings

Congratulations

The Grammar community is pleased to congratulate the following couples who recently celebrated their marriages in the Chapel of St Peter:

Saturday 28 March
Rob Galbraith (OM 2001) & Amy Brennan

Sunday 12 April
James Ristrom (OM 2004) & Zoe Moroz

Saturday 23 May
Nicholas Speer (OM 1997) & Camille Deague

Saturday 30 May
Nicholas Musgrove (OM 2002) & Luisa Salerna

Saturday 18 July
Guy Wilkinson (OM 2003) & Kate Oaten

Queen's Birthday Honours

Companion (AC) in the General Division of the Order of Australia
The Honourable Justice Christopher Murray Maxwell AC (OM 1970)
For eminent service to the law and to the judiciary, particularly administrative reform of the appeals process, through contributions to legal education and professional development, and as a leading supporter of human rights and civil liberties.

Officer (AO) in the General Division of the Order of Australia
Mr Rupert Hordern Myer AO (OM 1975)
For distinguished service to the visual and performing arts, through governance roles with leading cultural institutions, as a supporter and benefactor, to the promotion of philanthropy, and to the community.

Mr Peter Damian Scanlon AO (Past Parent)
For distinguished service to the community through philanthropic contributions to, and senior roles in, organisations and programmes that foster social cohesion and the public benefits of diversity.

Member (AM) in the General Division of the Order of Australia
Mr Andrew Michael Cannon (OM 1974)
For significant service to the community through fundraising and support roles with a range of organisations, and to Indigenous youth education.

Ms Janet Mary Whiting AM (Current Parent)
For significant service to the community through contributions to the arts, health and major events sectors, and as a legal professional.

Medal (OAM) of the Order of Australia in the General Division
Mr Stephen Anthony Damiani OAM (OM 1991)
For service to medical research through charitable organisations.

Mr R Kingsley Davis OAM (OM 1960)
For service to the community through youth and heritage organisations, and to the law.

R U OK?

On 10 September this year, Melbourne Grammar School will participate in R U OK? Day, which is part of a national programme designed to address issues of mental health and wellbeing.

The day acts as a reminder to ask family, friends and colleagues the question R U OK? in a meaningful context and to provide support and advice for anyone who needs it. R U OK? is a not-for-profit organisation which is working with schools, universities, corporate organisations and government departments to raise the profile of mental health, wellness and suicide prevention awareness.

The R U OK? organisation has research which strongly proves that getting connected and staying connected makes a major difference to people with mental health or “at risk” issues. Asking our OMs if they are okay is as important to us as it is for our current students, especially given the media coverage of historical cases of child sexual abuse occurring in community groups, churches and schools, and as highlighted in the Royal Commission into Institutional Responses to Sexual Abuse.

As a School community, we are appalled by sexual abuse of any kind, especially involving children. MGS has established policies and processes to support any student who may have suffered sexual abuse during his or her time at this School, no matter when such abuse may have occurred.

The School’s primary response is to treat any allegation of this nature with the utmost seriousness, and with respect, compassion and sensitivity. MGS will always strive, subject only to mandatory reporting requirements, to respect and protect the privacy of those with the courage to bring such matters into the open. My office is the first point of contact should members of our School community, past or present, wish to report sexual abuse they may have experienced at MGS, so that we may provide assistance and support.

The safety and wellbeing of the children and young people in our care is our highest priority. We remain vigilant and assure members of the current School community that we employ a rigorous system of checks in staff recruitment, management and pastoral care to ensure the safest possible environment for their children. The R U OK? message is an important one for our entire community.

Roy Kelley Headmaster
Obituaries

The School has learnt of the following deaths in our community. We extend our sympathy and understanding to their family and friends.

Adena, AW (OM 1946)
Andry, RG (OM 1942)
Armstrong, MS (OM 1978)
Ashe, RMC (OM 1948)
Ashton, NAW (OM 1922)
Baillieu, D McA (OM 1960)
Birrell JL (OM 1941)
Callaway, FH (OM 1964)
Chennery, RE (OM 1939)
Cotton, RGH (OM 1958)
Cuming, JM (OM 1954)
Duncan, M (FOTS)
Earle, DCL (OM 1944)
Franklin, RL (OM 1942)
Gantner, N (Past Parent)
Glover, AD (OM 1940)
Goddard, SJ (OM 1940)
Gunter, JDS (OM 1942)
Hamilton, DK (OM 1971)
Hamilton, NT (OM 1940)
Hawkins, JL (Past Parent)
Howard, DG (OM 1941)
Joyes, J (OM 1941)
Kemp, GRM (OM 1944)
Kolotosos, P (Current Parent)
Lloyd, IG (OM 1938)
McMahon, JE (OM 1947)
McNair, J (OM 1952)
Moorhouse, WE (OM 1965)
Ormiston, WF (OM 1963)
Paul, RJ (OM 1959)
Roberts, NM (OM 1940)
Streeton, RA (OM 1961)
Sweetnam, MR (OM 1944)
Toyne, P (Current Parent)
Tulloh, NJ (OM 1941)
Tyrell, MW (OM 1978)
Van Veenendaal, JC (Past Parent)
Watson, HH (OM 1934)
Watts, LH (OM 1968)
Williams, PH (OM 1955)

The New South Wales State President of the Returned Services League, Rod White AM RFD (below) visited the School recently to present to the School Archives the textbooks that belonged to his friend and former Commanding Officer, Major John Broadbent CBE, DSO, ED (OM 1930) – (above). Shortly before John Broadbent passed away in 2006, his family began cleaning up his home and had inadvertently consigned the textbooks and many other items to be collected and recycled. In a strange twist of fate, these items were collected by a passer-by who subsequently sold the items at a garage sale many years later. Rod White happened to be passing the garage sale when something caught his eye. The collection mostly related to the 2/17 Battalion but among these items were the textbooks!

Congratulations to the five Old Melburnians who were members of the Victorian VIII which recently won the King’s Cup in Sydney. The team comprised Karsten Forsterling (OM 1997), David Crawshay (OM 1997), David Webster (OM 2005), Tom Larkins (OM 2004) and Ben Coombs (OM 2009). This is the first time Victoria has won the cup since 2006 and ended New South Wales’s domination of the race.

After ten years at the helm of Oundle College in the UK, Charles Bush (OM 1969) has decided to retire from his post as Headmaster. Prior to his time at Oundle, he spent twelve years as Headmaster of Eastbourne College, following stints at Marlborough College, Abingdon School and Aylesbury Grammar School.

Athlete Sam Baines (OM 2006, above right) caused something of a stir at the IAAF World Challenge in Beijing, China, earlier this year by proudly sporting his Old Melburnians Athletics Club singlet. Competing before a crowd of 40,000 at the National Stadium, Sam lined up for the 110-metre hurdles. Athletics columnist Len Johnson was full of praise for Sam’s bold gesture: “These days nearly everyone at an international meeting runs in sponsors’ kit. Or make that sponsors’ identikit, given that it mostly comes in this season’s colour only … There he was, lined up in his OM club strip against some of the world’s best. I can’t say what Sam’s motivation was, but it did take one back to the good old days when athletes ran in either club, state or national uniform whenever they raced … Anyway, whatever the reason, whether or not he ever does it again, it was great to see Sam Baines lining up for a major international meeting in his club singlet. I hope he soon gets a national singlet so he has got a choice of uniform.”
Community Events

1955 Sixty-Year Reunion
1 Brian Llewelyn, Ross King & Leonard Levy
2 Richard Burman & Geoff Mustow
3 Colin Guest & Max Meade

London Community Dinner
4 The Headmaster, Mr Roy Kelley, with London-based OMs at the London Community Dinner, held at the East India Club in Pall Mall

Hong Kong Community Event
5 The Headmaster with guests at the Hong Kong Community Event, held at the Aberdeen Marina Club

2005 Ten-Year Reunion
6 James Smith, Chris Venus, Peter McAuley & Michael Phillips
7 Nicholas Bird, Richard Greenman, Ash Mackay & Thomas Bachet
8 Jo-Min Ding, Nathan Rooke & Conrad McDonnell
9 Jacky Wu & Nicholas Allen

2010 Five-Year Reunion
10 Samuel Peacock, Tom Phillips, Jackson Graham & Nick Fabbri
11 The Headmaster, Mr Roy Kelley, with Tom Watson, Charles Willey & Harry Macciolli
12 Has it only been five years?
A fateful day

For young Hugh Peck (OM 1903), Sunday 25 April 1915 dawned like no other. It was a day that was not only to have a significant and long-lasting effect on him, it would prove to be a defining moment for the young nation of Australia. The following is an extract from his diary from that fateful day.

Gallipoli Diary – Sunday 25 April 1915

We landed on Sunday 25 April at 10 am under shrapnel fire but were not hit, though some of the shells were very close; also some of the transports had close shaves before boats silenced their guns at that point.

Had a very steep cliff to climb and very little foothold and, with the weight that we had to carry, it was hard work. Tully and Barrett got wounded with shrapnel on the way up and a lot got hit with spent bullets.

At 10.30 we left our packs and canvas water bottles and tools under the side of a cliff where the Colonel was, and 13 and 14 Platoons got the order to reinforce the firing line as our men were falling back. As we advanced under heavy rifle and shell fire we passed a lot of dead and wounded men returning. After reaching the firing line we lay down but could not see any of the enemy as it was such rough country, thick scrub and very rough. All the time we were under the hail of bullets, after that we kept advancing and retiring and seeing a few Turks but they were very well concealed, we got mixed up not by companies, but battalions and brigades and I found myself with a lot of 9th Battalion fellows and very few of our own fellows.

About one o’clock two fellows, one each side of me, fell quickly without making a sound. There were very few officers about as most of them had been hit. We went on like this until four o’clock when eighty of us were left out the front without an officer, the firing line had retired so we started to go back and re-join them, but there was hellish fire from four guns on the side of a hill which were dropping shrapnel on us at the rate of ten shells a minute. A fellow went down with a broken leg, he said, “for goodness sake don’t leave me,” so two of us got him and were carrying him back to the firing line when I felt a bang on the side of the head and went down like a log. I remembered nothing until I came to sometime later. The other two were gone. I suppose they thought I was killed. I was one mass of blood and had to keep wiping it from my eyes. I don’t remember much about how I got up and ran for our line. I don’t know how I escaped being hit but I was past caring … I got into a huge gully and slid down through the mud and slush up to my knees. There was shrapnel bursting all the time overhead and there were lots of wounded lying about. At last two fellows stopped me and tied up my head with a field dressing before I made my way down to the beach.

Hugh Peck and over eighty fellow Old Melburnians were in the landing on that Sunday in late April 1915. Sadly, for four OMs (pictured clockwise from top left: William Laughton Strachan (OM 1901), Clive Wellington Were (OM 1906), Robert Macgregor Gillespie (OM 1905) and Harold Roy Lester (OM 1907)), it would be their last day and, during the course of the Gallipoli campaign, they would be joined by twenty-seven other Old Melburnian comrades. Over two hundred Old Melburnians saw active service on the Gallipoli peninsula during the campaign.

Hugh Peck, despite his injuries, bravely assisted the few nursing staff on the converted transport ship that carried the enormous number of Australian casualties back to Alexandria in Egypt. He later saw service on the Western Front and survived the war, returning to Australia in 1919.

As an architect, Hugh Peck was enormously proud of the fact that his design was the one accepted for the Old Melburnians War Memorial Hall. Hugh Peck’s son Nigel Peck (OM 1945) still continues the family’s outstanding tradition of support for the School.

Hugh Peck

Killed in Action 25 April 1915

Strachan

Were

Lester

Gillespie
The Old Melburnians Society presents

The Affair

A play by Ronald Millar
(based on the novel by CP Snow)

Directed by Richard Burman (OM 1955)

24, 25 & 26 September 2015
The Old Melburnians War Memorial Hall
7.30 pm

Tickets $25 per person
Book at www.mgs.vic.edu.au/events