2018 Scholarship applications are now open

We are proud to offer a wide range of scholarships which add to the diversity of our student body and contribute to a culture that celebrates achievement and aspiration across many different disciplines.

Applications for 2018 Scholarships are now open. We invite new and current Melbourne Grammar School students entering Year 7 and 9 in 2018 to apply for:

- Academic scholarships
- Music scholarships, including the Hone Music Scholarship
- Boarding scholarships (new students only)

Please note that students planning to study at Melbourne Grammar School on a student visa are ineligible for scholarships.

Key dates

Applications close
5.00 pm, Wednesday 1 February 2017

Scholarship examination
8.30 am – 12.00 pm, Saturday 11 February 2017

To apply, or to find out more, visit mgs.vic.edu.au

Year 9 entry

A reminder to the School community that Melbourne Grammar School offers a limited number of places at Year 9 each year, in addition to scholarship places.

Very talented students wishing to enter the School at this point should contact the Admissions Office on +61 3 9865 7570 or at enrol@mgs.vic.edu.au to find out more.
Welcome to this issue of Grammar News.

The diversity of the talents, interests and achievements of Melbourne Grammar School students is extraordinary. Each day staff guide students through a wide variety of learning and co-curricular experiences designed to foster a deep and abiding love of learning, facilitate personal growth and development, and create a sense of community.

In this issue we explore Diversity at Melbourne Grammar School. The diversity in our programmes, our accomplishments and our community all serve to enrich the educational experience of each and every student and, here we highlight some of these aspects. Our connections with Papua New Guinea (page 10) and the Indigenous community (page 22) are explored, as is the use of cultural references to inform Visual Art (page 12).

In addition, some upcoming changes at Wadhurst are outlined (page 20) and we include a touching story about an enduring friendship (page 27), which demonstrates the impact some fleeting human relationships can have.

I hope you enjoy reading this magazine.

Wendy Lawler Marketing and Communications Manager
From the School Council

Diversity, Individuality and Tolerance

In the School’s Vision, Mission, Values and Principles Statement, which was revised at the beginning of first term this year, and which I commend to all of you, Diversity is one of the key Values.

Diversity respects and embraces Individuality. With the miracle of DNA, we are all born as individual human beings. Dr Seuss, in his inimitable fashion, sums it up rather neatly:

“Today you are you!  
That is truer than true!  
There is no one alive who is you-er than you!”

One mark of the emotional and spiritual health of any community, or any School, is the manner in which it looks after its most needy members. As we all know well, there are a lot of needy and suffering people in the world. We witness their quite horrendous plights through the media on a daily basis. There are a lot of needy and suffering people in Australia as well.

The treatment of refugees and asylum seekers, and particularly their young children, in our offshore detention centres; the prevalence of domestic violence against women; the plight of aboriginal youth in detention centres; the increasing incidence of suicide amongst young men and the steady increase of homeless people sleeping on the streets of Melbourne’s CBD are just some glaring, domestic examples.

As a nation, I believe we could demonstrate more compassion, and the School is certainly doing its best to encourage its development.

Diversity necessitates the acceptance and fair treatment of all people regardless of their race, religion, gender, sexuality, or socio economic and political status.

While Individuality and Tolerance are essential to the existence of Diversity, Fear, and Prejudice, often based on ignorance, are its greatest enemies. Too often, phobias have dominated recent political and public social debate. Homophobia and Islamophobia are two recent examples.

More informed, constructive, and respectful discussion needs to take place all around Australia in government, in the press and social media, in local communities, amongst families and in schools, concerning the acceptance of difference. Life, with all its complexities, must be embraced, rather than feared, for positive developments to take place.

Robert Browning’s Fra Lippo Lippi is a great champion of embracing rather than fearing life:

(This world) “means intensely, and means good:  
To find its meaning is my meat and drink.”

Both the Headmaster and I have quoted in the past the Socratic mantra that ‘an unexamined life is not worth living’. What a great clarion call for the importance of education! Education by its very process of intellectual enquiry is totally incompatible with and directly opposed to any form of intolerant extremist or fundamentalist views. The latter by their very nature oppose Diversity, and are immeasurably poorer and deficient as a result.

To conclude on the subject of Diversity, I think that the Reverend Hans Christiansen’s final blessing, at this year’s recent Hone House Service, is full of excellent advice:

“Go forth into the world in peace; be of good courage; hold fast that which is good; render to no one evil for evil; strengthen the faint-hearted; support the weak; help the afflicted and give honour to all.”

Michael Bartlett Chairman of Council
Unity in Diversity

All schools have an obligation to encourage ideals such as respecting people’s rights, dignity and inclusion, with diversity being an important ingredient in ensuring that this actually happens. Diversity is built into the Melbourne Grammar School DNA, given that we operate as one School with three campuses, each one with its own student cohort, identity, programmes and culture. There is unity in our diversity.

One major way in which we ensure diversity in our community is through enrolment. Our 15 Indigenous and PNG bursary holders add to the mix of students who study at the School. The Scholarship programme also ensures that the students are from diverse socio-economic backgrounds. This programme assists students who could not afford to attend this School. In turn, it gives Melbourne Grammar students a better understanding and appreciation of different cultures, beliefs and attitudes which can only better prepare them for later life.

Our current student population is far more diverse than in the past, as revealed by the following statistics:

- 11.5% of Melbourne Grammar students (209 in total) speak 31 languages other than English at home, the majority being Mandarin and Greek.
- 12% of our students were born in countries other than Australia, covering a total of 31 nations.
- Melbourne Grammar students identify themselves as belonging to 22 different religions/dominations.
- Thirty-two of our students permanently live overseas.

This pattern at Melbourne Grammar also reflects the demographic changes occurring across Australia.

While we are an Anglican School and this is an important part of our history, the School proudly has a mixture of students from different religions. The Senior Chaplain is deeply involved in the ‘Building Bridges’ programme that explores ways in which young people from Christian, Jewish and Muslim religions find common ground within their religious beliefs. It is just one example of the strength that comes when difference is fully aligned with a deep understanding.

I have long opposed any form of bullying. When a community has a very narrow view of humanity, strong stereotypes and entrenched views become commonplace. I once spoke to a group of students and said, “I do not have a view of Melbourne Grammar graduates that implies that we have one cut-out shape of an OM through which all are expected to fit.”

Implicit in the acceptance of diversity is the need for respect for all people, regardless of race, gender, sexual orientation or socio-economic level. Respect involves far more than mere tolerance; it necessitates the full acceptance of others and having due regard for their wishes, feelings and rights.

One difficulty for schools and other educational institutions is to get students to understand that these attributes are essential in all interactions, whether direct, indirect or online. It is in online interactions that this objective can be most difficult. However, in noting this aim for diversity, we do not claim to be ‘all things to all people’, but we can aim to meet the goal stated by Mahatma Gandhi,

“Our ability to reach unity in diversity will become the beauty and the test of our civilisation.”

Roy Kelley Headmaster
Our Values

Staff and students reflected on their understanding of four of the School’s Values in the previous two editions of Grammar News. In this edition, we continue with consideration of another two Values – Leadership and Diversity.

Vision, Mission & Values

SPIRITUALITY
LEARNING
EXCELLENCE
INTEGRITY
A SENSE
OF
COMMUNITY
LEADERSHIP
DIVERSITY

MGS Values

Leadership

We value leadership and teamwork, underpinned by a strong ethical and moral dimension and put to use in serving our community. The notion of gratitude and ‘giving back’ is an essential feature of our leadership programmes.

What does leadership mean to you?

“Young people are incredibly capable. Give them the right forum, the right skills, the right opportunity, and they’ll seize the chance to help their community. There’s a percolating energy in the student leadership committees. They serve an important role in developing students’ skills.”

Mr Geoff Guggenheimer, Director of Students

“Leadership is caring for people and trying to make the best choices for the school, your class, your sport teams and our bigger school community.”

Daniel, Year 5

“Leadership is the ability to direct a path for others to follow, to build relationships and create a stronger community.”

Oliver, Year 8

“Leadership is being able to not only lead by example, but also to help carry the group with you. Leadership is being able to take criticism and use it to make things better for the people around you.”

Dudley, Year 11

Diversity

We value the acceptance and fair treatment of all people in our community. Social justice and compassion are highly regarded and actively pursued. We encourage the development of a wide range of curricular and co-curricular opportunities throughout the School to help facilitate individual talents and interests.

What does diversity mean to you?

“Schools have a rare privilege of bringing together people from all sorts of backgrounds. At the beginning of a new year, I love seeing individuals link into new friendship groups. There is an innate value in learning about from where others have come and to where they are heading.”

Mr Greg Caldwell, Head of Wadhurst

“At school, diversity is in our friendships. We understand and respect each other’s differences more every day.”

Ruby, Year 4

“Diversity is an important part of Melbourne Grammar School. We celebrate embrace everyone, no matter their cultural background or interests”

Matthew, Year 7

“Diversity involves not doing the same thing over and over but, instead, trying new things and being open to change. It means discovering new frontiers while still valuing the old ways.”

Mathias, Year 11
2016 Productions

HONK!

Admirably performed by Year 6 students, HONK! was a charming production which celebrated the ultimate benefits of being different to those around you. Based on Hans Christian Andersen’s The Ugly Duckling, HONK! suitably showcased the talents of our senior Grimwade girls and boys with every student having an onstage role. Audiences were thoroughly captivated with the antics of Ugly, a very strange looking duckling, and his farmyard friends. The effort which had gone on to put the production together was obvious and all contributors are to be commended for their wonderful work.

The Magic Pudding

Under the guidance of Ms Fiona Mackenzie, Head of Drama at Wadhurst, Norman Lindsay’s much-loved story, The Magic Pudding, was brought to life on the Wadhurst Deck. The cast did a particularly wonderful job, capturing the witty and absurd world of Albert the walking, talking, never-ending pudding and his companions. The cast and crew should be proud of their thoroughly entertaining performance.

Spamalot

Melbourne Grammar School, in association with Melbourne Girls Grammar, presented Monty Python’s Spamalot, in the outstanding Senior School August production. Lovingly reformed from the motion picture, Monty Python and the Holy Grail, the musical tells the story of King Arthur and his Knights of the Round Table as they embark on their quest for the Holy Grail. The outrageous musical-comedy spread laughter and merriment across the three evenings.

Calculated Risk

The Old Melburnians theatrical production, Calculated Risk, was performed in The Old Melburnians War Memorial Hall over three September evenings. More than 160 people enjoyed the show.

The production was directed by Richard Burman (OM 1955), whom many know through his wonderful makeup work at Melbourne Grammar productions since 1967. It was delightful to have many past parents return to the school to see their sons once again perform in The Old Melburnians War Memorial Hall, this time as Old Melburnians.
Looking forward, looking back

The Class of 2016 is recognised as an outstanding group of young men. “I will always have an abiding affection for this group of boys. They were the first year level whom I taught at Melbourne Grammar School and their startling success in sport will particularly stay with me,” says Mr Nick Evans, Deputy Headmaster and Head of Senior School.

“Moreover, they have been incredibly supportive of each other throughout their time together. It has been a pleasure to spend time with each and every student. On behalf of the School, I wish them well for the future.”

Forty-four boys in the Class of 2016 commenced in Prep at Grimwade House. Here, some of these students reflect on their journey and provide advice to those who will follow.

Will Anders
SLIC Chairman; Vice-Captain of Creese House

“Time is the most valuable commodity. It’s good to challenge yourself and try new things, but it’s essential to give yourself time to take in what you are actually doing. Spend time enjoying what you have within that moment. Try to understand the value of the experience.”

James Choi
Secretary of Science and Technology Committee

“Listen to the people around you – they have so much life experience to share with you. Specifically, at Melbourne Grammar, you have great teachers and great students as well. If you are open to what they are saying, you can choose the bits you want to take in.”

Alex Cushen
Captain of Jazz

“Be open to every opportunity that comes your way. When you try something new, don’t worry about making a mistake. This applies to all areas of school, and to life more generally. Also don’t be too quick to form impressions of other people. You’ll be surrounded by diverse people – take advantage of that.”

Sam Hannah
Captain of Bromby House

“Try to challenge yourself throughout your life because it’s through dealing with challenges and overcoming difficulties that you can become something more meaningful and develop strength and capacity within yourself. Even if an experience is difficult, it is still worth doing because you will learn from it.”

Jack Robertson
Captain of Boats

“When you get to Year 9 or 10, you will find that the stereotypes that might have been applied to you in earlier years will fall away and the whole year level will rise above those. While everyone in our year level has always got along, by Year 12, you could really be who you wanted to be, and you weren’t judged for it.”

Mark Salamy
Captain of Debating; Vice-Captain of Bromby House

“The learning process at Grammar is more significant than the score you might achieve on a test. Take the time to enjoy all the content and thinking to which you will be exposed. You will learn so much that you will be able to use later in life.”

George Zographos
Leader of the Symphony Orchestra

“Embrace every opportunity but know your limitations. Get involved in different things to find out what you like, but once you have found the things you enjoy, stick with them. Try to focus on just one or two areas, so you have time to do them justice.”

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When the former Melbourne Grammar School Chaplain, the Rev’d Canon Donald Johnston, became Headmaster at The Martyrs’ Memorial Secondary School in Oro Province PNG in 1985, no one could have predicted the legacy of this appointment.

Martyrs’ School was rudimentary at best, often with only one hour of electricity per day. Although basic accommodation was available, boarding students provided their own food and washed in the local river.

Melbourne Grammar staff remained in touch with Rev’d Johnston, with the subsequent Chaplain, Rev’d Roger Williams, organising annual school trips to visit Martyrs’ School and, in time, to walk the Kokoda trail. As a consequence of this relationship, in 1989, Melbourne Grammar began offering a fully funded boarding scholarship to one Year 10 Martyrs’ School student each year.

At that time, the Martyrs’ boys often arrived at Perry House with just a single bag which held their one set of clothes and no shoes. The boys had only a limited capacity to communicate with their families as their villages rarely had a telephone connection; letters were the norm.

In 2005, Melbourne Grammar renewed their relationship with the Holy Name Secondary School in Dogura in the Milne Bay Province, PNG. Since 2010, our PNG Scholars have largely alternated between the two Anglican co-ed boarding schools.

The PNG Scholars’ programme has been a launching pad for 25 boys to date. They have forged successful careers in science, law, aviation, eco-tourism and more, and are making significant contributions to their local communities.

PNG Scholars have always been warmly embraced by the Melbourne Grammar community. They bring a unique perspective to the School and all students and staff ultimately benefit from this programme.

Project Holy Name is a hands-on Values-in-Action project in which Year 11 students from Melbourne Grammar School and Melbourne Girls Grammar raise funds to support remote PNG communities in Milne Bay Province. They then visit the communities each September holidays, distributing items purchased with the funds, embedding themselves in the local culture and providing assistance with local programmes.

Funds raised provide medicine for local village clinics, educational supplies for schools and fishing gear for the village families. Prior to departure, our students are trained to assist at the medical clinics and in the local village elementary schools during their visit.

“Project Holy Name challenges our students to look beyond themselves and determine how they can reach out to support PNG village communities right on our doorstep,” says Mr Michael Shaw, who was responsible for establishing this venture in 2006 with colleagues. This year’s trip marked the first 10 years of the programme.

“The students live with a local family for almost a week. It can be quite confronting to be in a village with so few resources,” he adds. “However, our students gain a great deal from the experience with many citing it as having a profound impact on their lives.”
Like father, like son

Copland Raurela entered MGS at Year 10 in 1992 as our third PNG scholar and graduated in 1994. Today, Copland is a successful lawyer in Port Moresby and a respected leader in the PNG community. He recently returned to the School to visit his son, Dudley, who is currently our Year 11 PNG scholar.

As a footnote, Dudley Raurela is named after Dudley Yariyari, the School’s second PNG Scholar and the 1993 Perry House Captain and School Prefect.

Ms Carolyn Walker has taught Legal Studies at Melbourne Grammar School for more than 23 years. Here, she reflects on teaching the subject to two Raurela generations.

“I have very fond memories of my time at Melbourne Grammar,” reflects Copland. “It was quite confronting at the start, but I felt welcomed and became very comfortable here in time. There was always someone to help me if I needed support.”

Copland and Dudley are both fine sportsmen with each achieving a place in the 1st XV Rugby side and the 1st Volleyball team in their respective eras. “Participation in sporting teams helped us both settle into the School,” says Copland. “It has provided a common ‘language’ and given us an opportunity to interact and build friendships with boys who shared our interests.”

The pair has other points of overlap. They have both been taught Legal Studies by Ms Carolyn Walker and the current Director of Boarding, Mr Michael Shaw, was Copland’s volleyball coach.

“My father and I share a unique journey, one which would have been impossible without the initial support of Melbourne Grammar. The similarity of some of our experiences is a little startling, but it is also quite reassuring,” says Dudley.

His father says “Melbourne Grammar gave me so much. I am so pleased that Dudley is now able to share the same benefits.” Copland hopes that his younger son, Daniel, currently in Year 7 in a Port Moresby school, will carry on the tradition and also attend Melbourne Grammar in future.

As a teacher, I experience wonderful moments on a regular basis. However, when Dudley Raurela walked into my classroom this year, it was particularly special. Not only does Dudley strongly resemble his father at the same age, they also share the same fine mannerisms and attitudes. Both are softly spoken, gentle people. They both strive for excellence in all they do and are very considered in their opinions. This is why, in both cases, when they contribute to a class discussion, other boys stop and listen.

“It has been a pleasure to meet Copland as an adult and learn of his success in the legal profession. I am sure Dudley will be equally successful, whatever his pursuit.”

His father says “Melbourne Grammar gave me so much. I am so pleased that Dudley is now able to share the same benefits.” Copland hopes that his younger son, Daniel, currently in Year 7 in a Port Moresby school, will carry on the tradition and also attend Melbourne Grammar in future.
Focus on Visual Art

Using cultural references to inform Visual Art

From their very first day at Melbourne Grammar School, Visual Arts students are taught how to appreciate, understand and use visual rhythms, systems and languages. Visual Art classes also foster courage and conviction, providing a safe learning environment for our emerging artists so they can question, contest and challenge norms in order to find their own unique voice.

Here, students from across the School use Visual Art as a lens to examine culture and cultural heritages – their own, and that of others.

“Exploring religion and spirituality comes through in my artworks. Shintoism, a traditional Japanese religion, led me into working with traditional Japanese woodcarving styles. What I think Shintoism’s teachings are about is simplicity, harmony and nature.”
Angus Brown

“I was brought up in a mixed race family and I decided that I wanted to portray my complicated heritage by mixing colour as a symbol of the cultural diversity that inspires my identity.”
Lachlan Farquharson

“I grew up in Canberra and spent quite a bit of my childhood in Gundaroo, where my Grandma lived. We spent weekends building flying foxes and tree forts and we had picnics in the paddocks. My artwork is a reflection of the fleeting moments that pass by so very quickly.”
Hugo Blomley

“My personal style is derivative from my childhood, and my reluctance to grow up. Buddhism (has) had a lot of influence on my asian style works; travelling all around Asia helped provide inspiration and ideas.”
Maywinda Weereawadena

Angus Brown Year 12
As part of the Year 5 unit of inquiry into water, students created their own version of Scottish-Aboriginal artist Lin Onus’s renowned work *Michael and I are just slipping down to the pub for a minute* (1992) which borrows the image of a wave from *The Great Wave of Kanagawa* (1832), by Japanese printmaker, Katsushika Hokusai. Displaying their own personal icons, students were also asked to interpret the language of a wave.

Students were asked to explore water as a life sustaining resource and reflect upon their own responsibility for its management: in the home, school and global community as part of the unit. Relevant links were made to reading and writing programmes and mathematical concepts such as measurement, gathering, presenting and interpreting data were utilised. Science classes focused on pH and the variation of content within pond and river water. Students also visited Ripponlea, where the gardens illustrate the 19th century interest in sustainable use of water through a watering system which is still in place.
Athletics Premiership Success

Congratulations to the Melbourne Grammar School Athletics team which won the 2016 APS Athletics Premiership.

It was a nail-biting affair. Melbourne Grammar had performed well in the earlier APS heats, qualifying in 22 out of 23 ‘A’ Finals, which was a School record. However, these Finals did not include field events, and it was certain that the competition would be a close one between the School and St Kevin’s College, which had won the Premiership for the past five years.

Ultimately Melbourne Grammar needed to win the final event of the day, the Open 4 x 100m, to triumph – and we did!

While winning the Cup is a wonderful accomplishment, it was only possible due to the boys’ tenacious training attitude. “The achievement is a testament to the efforts of each team member and their willingness to support each other,” says Mr Nat Coull, Teacher in Charge of Athletics.

The windy conditions on the day were difficult for all competitors. “The boys came with a positive attitude and maintained this throughout the day,” added Mr Coull. “The boys were certainly talented, but it was their competitive attitude that allowed them to secure the Premiership.”

This is the first time Melbourne Grammar has won the APS Athletics Premiership since 2010, and only the second time since 1962. The School has won the event 30 of the 111 times the event has been held, including six in a row from 1920, and again from 1929.

When combined with the Cricket premiership and the Head of the River win this year, it is the School’s best performance across the four original School Sports – cricket, rowing, football, and athletics – since 1948. Melbourne Grammar won all four in 1931, one of only two times this feat has been achieved. (Scotch College did it in 1978.)

Melbourne Grammar has won three of the four original sports in a single year on thirteen occasions since all four competitions were first held in 1905, with the next best being Scotch College who has achieved this four times. The last time we won cricket, rowing and athletics premierships in the same year was 1943.
Melbourne Grammar School has had an outstanding year in Snowsports. Grimwade House competitors won the Victorian Interschool Snowsports Championships (Primary co-ed) and went on to achieve third place in the Australian titles. Wadhurst and Senior School boys also won the Championship for their category – Secondary (male) – at State level, placing second in the Australian Interschools Snowsports Championships.

Results from the Victorian Cross Country Interschool Snowsports Championship feed into the Victorian outcome. Melbourne Grammar won the Secondary (male) title, and came second in the Primary (co-ed) event.

Special congratulations go to our individual Australian Champions – Seve de Campo, Year 12, (Cross Country), and Robbie Morrison, Year 11, (Alpine GS). “Most impressive of the Championships was the good sportsmanship displayed by all Melbourne Grammar competitors,” says Mr Rob Shields, Teacher in Charge of Snowsports.

For many of the older boys, it was their tenth successive year of competition. In contrast, some Year 3 students participated for the first time in 2016. “Before I competed I felt a bit scared but once I started racing that feeling went away,” said Willow, Year 3. “I was really happy that Grimwade House won the Co-Ed cup because I had helped it happen.”

The School has a rich history of success in this sport, winning the State Championship 18 times in the past 19 years.

About the Championships
The first Victorian Interschools SnowSports Championship was held in 1958 at Mt Buller, with Melbourne Grammar School and Scotch College competing for the title. Now, more than 170 schools participate in the annual competition.

The event receives around 6,000 entries across nine disciplines. Successful competitors are invited to participate in the Australian Interschool Snowsports Championships, which commenced in 1991.

Congratulations to our Old Melburnian sportsmen

Karsten Fosterling (OM 1997), pictured right, won a Silver Medal at the Rio Olympic Games. Karsten was a member of the men’s quadruple sculls crew. The crew was narrowly defeated by Germany which finished 1.15 seconds ahead of the Australians. Karsten was a member of the 1st VIII which won the Head of the River in 1997, the first win for Melbourne Grammar School in 15 years.

Fletcher Roberts (OM 2011), pictured right, was a member of the AFL Western Bulldogs premiership team. Debuting with the Western Bulldogs in 2012, Fletcher played 18 games at senior level during 2016, culminating in the, now historic, grand final win. Fletcher played in the 1st XVIII 2010 and 11, and was Captain of Deakin House.

Stefan Nigro (OM 2014), pictured left, recently signed a two-year senior contract with Melbourne Victory FC. Commencing with the Melbourne Victory Youth team in 2015, Stefan debuted as a midfielder in the senior squad later that year. Stefan played in the 1st XI Soccer team in 2014 and was in Perry House.
Debating Triumph

Two Melbourne Grammar School Debating teams have made history. They are the first Melbourne Grammar teams to win simultaneous grade (year) levels of the Debating Association of Victoria (DAV) Schools Competition. With more than 250 schools and 1400 teams, the DAV Schools Competition is the largest English-language debating competition in the world.

The Year 9 team, comprising James Cheung, Peumike Dissanayake, Harry Gell, Jasper Harrington and Ben Solomon, defeated 556 other teams from across the State to win their competition. The Year 11 team of Nick Bartlett, Rich Bartlett, Michael Patrick, Jack Solomon and Jack Wappett outdid 310 teams. Both teams competed in five rounds, plus the finals series, during the Competition.

The Year 9 team debated first on the night of the Grand Final event, taking the negative on the question “That media outlets should not report the details of crimes that risk fueling racist or extremist retaliation”. All boys spoke superbly, and won a convincing victory against Nossal High School. They were followed by the Year 11 team, which took the negative on the question “That Australia should disallow foreign ownership of natural resources”. After a marvellous performance, the team was awarded a unanimous victory over Scotch College.

Michael Patrick, Year 11, was awarded Best Speaker on the night in his debate. “The wins are a representation of a great team effort throughout the year,” says Michael. “It is a fantastic achievement after a year of hard work and dedication by all team members.”

Furthermore, Bo Sergeant (Year 8) and Hugo Bogdan (Year 10) were both presented with a ‘Swannie’ as part of the competition. ‘Swannies’ are awarded to the speaker in each region who has the highest average speaker score across their grade (year)-level competition.

Bo’s achievement was all the more remarkable considering he was competing at Year 9 level, the earliest entry point into the competition. “I really enjoy analysing arguments and rebutting them”, says Bo. “I would like to continue debating throughout School and at university.”

“Debating is a wonderful activity for developing logical thought, analysis and confidence,” says Mr Sam Greenland, Teacher in Charge of Debating. “All Melbourne Grammar students who participated in the DAV Schools Competition this year should be very proud of their efforts.”
Poetry Prize Winner

Congratulations to Josephine Fahey, Year 3, who has been awarded national runner-up in the Dorothea Mackellar Poetry Awards with her poem Waiting.

Competing in the Lower Primary section, Josephine said, “I was really, really, really happy when I heard about my award, and I am very proud of myself. I like writing because I can use my imagination and make things up (except for information reports!” Josephine plans on becoming a mechanical engineer when she leaves school.

Now in its 32nd year, the Dorothea Mackellar Poetry Awards are the largest and oldest poetry competition for children in Australia. More than 700 schools participated in 2016. Josephine’s poem was one of 2,500 in her category.

The Judge commented that Josephine’s poem was a very effective and perfectly-pitched exploration of the ‘waiting’ theme, with clever use of rhythm and line-patterning, as well as nice touches of humour and great observation.

Josephine receives national promotion of her work, prize money and a collection of books as part of her prize. Her poem will feature in the National Presentation booklet sent out to all participating schools around the country, and in the 2016 Anthology of the best poems for the year.

Waiting

Waiting…
For a leaf to fall
A flower to unfold
For a butterfly to emerge
Trees to change
Seeds to sprout
Eggs to hatch.

Waiting…
For a new tooth
My birthday to arrive
Chocolate cake to cook
Butter to melt
Kettle to whistle
To know the ending to a story.

Waiting…
For my dad to finish work
To count less sheep
To reach the highest branch
To ride the longest roller coaster
To be able to fly
To grow up.

Josephine Fahey Year 3

Miscellany

Miscellany is an annual showcase of student creative writing at Melbourne Grammar School. First published from 1871 until 1897, then from 1955, the journal is overseen by student editors. All Senior School boys are invited to submit items for the publication.

This year submissions came from a number of sources, including a general call for items within one of three themes – history, comedy or tragedy – in line with the School’s celebration of 400 years since the death of Shakespeare. A sonnet competition was also held as part of the Shakespeare400 festival, with the winning entries being included in 2016 Miscellany.

A Passing Judgement

How do I loathe thee? Let me count the ways:
Your hair, perchance, a blind seamstress has sewn
You make mock’ries as though acting in plays
Your pompous attitude I should dethrone
Your eyes are like the sea; cold, barren, grey
Your lips snag when you escape a moan
The façade your character does betray
Your wit isn’t quick, and had you have known
Such things described are not a flattery.
Your body in an awkward stance it stands
You should be beautiful naturally
But cover it up with your will’wy hands.
I observe these flaws through a looking glass
My greatest faults my judgement to pass

Andrew Udovenya Year 12
Winner, Senior Section,
Shakespeare400 Festival Sonnet Competition
Buddhist Monk visits Year 5

On Thursday 15 September the Year 5s had an Incursion from the Buddhist Monk, Michael Yeshe, who works as a translator at the Tara Institute in East Brighton. He came as part of our RAVE programme to talk to us about Buddhism. He told us all about his life as a Buddhist monk here in Australia and what it is like to live in a Buddhist Monastery in Tibet. My favourite part was when he talked about the Buddhist understanding of the Cycle of Life. Overall I enjoyed having Michael come and talk to us about Buddhism and I felt I learnt a lot from his presentation.

Hal Year 5

Welcome Back Georgia

Georgia Cook attended Grimwade House from Prep to Year 6. Now a Year 10 student at Melbourne Girls Grammar School, we were pleased to welcome Georgia back for her work experience placement.

“Work experience allows us to grasp what it will be like in the workforce and aids us in choosing our VCE subjects. As I am interested in teaching, I thought it was perfect to come back to Grimwade House as I graduated from there in 2012, and to help around the school.

Throughout the week I was delighted to be accepted into working in the Science and Library departments and was warmly welcomed by all of the staff. I really enjoyed being back at the School. Some things have stayed the same. Some things were very different. Overall, the experience of being able to work at Grimwade House was great, and I am very thankful that I was accepted to have my work experience placement here,” says Georgia.

Year 5 Camp Reflection

At the start of October, 5C set off to Robert Knox camp with Ms Clancy and Mr Calbert. We were all innocently excited to learn more about the environment and each other.

One of the many highlights I had during this adventure was canoeing at the unexplored, murky depths of Nursery Lake. I was partnered with Imogen and together, we endured the many crashing waves and spitting sprays. Thanks to Seb, I was the first person in the water! Afterward, we cooked a Cup a Soup on the Trangias. For safety reasons we weren’t allowed to walk through the cooking circle and, if we did, we’d have to endure the harsh punishment of push-ups. Unfortunately, Zoe and Oliver forgot the rule!

My biggest challenge was definitely archery. While Seb scored 1 point, and Christian scored over 100, I scored, wait for it… 0. Bouldering was easy enough. I guess my time was reasonable.

A new experience for me was sleeping outside. I loved hearing the wombats and wallabies go past while the crickets chirped as I dropped off to sleep. But the best thing was listening to the kookaburras laughing at first light. And Blue, the family dog, didn’t miss one chance to say goodnight either.

Everyone would think that camp food is terrible, but this food could be awarded five stars. The dinners were amazing, and the desserts were beyond words. My favourite had to be the warm chocolate brownie with sweetened strawberries and vanilla ice cream that we had as a goodbye treat on the last night.

Sadly, the four days were up, and our journey was over. For that week, I demand that the expression ‘time flies when you’re having fun’ to be changed to ‘time travels at the speed of light when you’re having fun’ because this was the BEST CAMP EVER.

Audrey Year 5
You’ve got (some very interesting) mail

Prep students recently received a letter from Buckingham Palace and students from across Grimwade House received one from David Attenborough. Yes, you read that correctly – letters from Buckingham Palace and David Attenborough! So, how did this come about? Let’s start at the beginning.

The Queen’s 90th Birthday formed the basis for numerous pieces of work and ‘deep learning’ during the Prep’s ‘Celebrations’ unit of study. They explored the number 90 – for example, how many people need to stand side-by-side to have 90 fingers in a row? Students talked about the Queen and her role in our world. In Art, the focus was on designing a birthday cake fit for a Queen. (Imagine the chatter about colour, shape and images this would have provoked.)

Prep students used oil pastels and coloured inks to produce beautiful ‘cake’ artworks which were bound into zig-zag books and sent to the Queen, together with an accompanying letter – and she responded through a personalised letter from a Lady-in-Waiting.

The story behind the correspondence from David Attenborough is slightly more circuitous. Oliver, Year 6, makes marvellous puppets. When showing his latest creation – a brilliant and monstrous Venus flytrap – to his class, an idea to say Happy 90th Birthday to the esteemed naturalist, David Attenborough was born. Students from all year levels were invited to become involved and, together, the group created a wonderful video, incorporating live animals and animal masks, which was sent off to him – and he wrote a thank you letter in return.
Upcoming Changes at Wadhurst

Strengthening Pastoral Care

At Wadhurst, young men consider what it means to be male in today’s society in an unpressured, inclusive and open-minded environment. They are challenged to reflect on, for example, what it means to be responsible and accountable for your actions, what are the essential elements of successful and respectful relationships and how can you best use your talents and expertise in the service of others.

“Early adolescence can be a challenging time for some boys. External influences can compel them to exhibit adult behaviour before they are ready,” says Mr Greg Caldwell, Head of Wadhurst. “The transition from primary to secondary schooling can sometimes be confronting. Students need to learn to work to their capacity in academic situations within a new setting and, in some cases, within a new set of expectations.

“Our Pastoral Care Programme has always been strong,” adds Mr Caldwell. “It will be strengthened further by the introduction of changes at Wadhurst next year including a new House, creating smaller class sizes, and revisions to our curriculum.”

The number of teachers with whom each boy interacts will also be reduced, commencing in Year 7 in 2017. The same teacher will teach the boys Mathematics and Science while another will teach English and History. One of these teachers will have the principal pastoral care role for the class. This means that teachers are better able to form meaningful relationships with each student and, importantly, each student should be able to develop stronger relationships with their teachers because they have fewer to deal with.

Introducing Wilhelm House

There will be an additional House in Wadhurst in 2017. All boys are allocated to a House and the groupings form the basis of core classes. This means that there will be two more classes across core subjects in Year 7 next year and another two in Year 8 in 2018. Enrolment numbers will remain constant, so the number of students in each class falls.

“Wadhurst teachers focus on getting to know and understand the capabilities and personalities of every student,” says Mr Caldwell. “This drop in staff : student ratios means that teachers can spend even more time with each boy and work with them to prepare them for their future, whatever that might hold.”

Wilhelm House is named in honour of a former Head of Wadhurst, Mr Paul Wilhelm. “I feel quite honoured,” said Mr Wilhelm, during an event held to celebrate the introduction of the new House. “If Wilhelm House has a role in supporting the development of Wadhurst boys, I will be happy.”

Mr Tim Bratton (pictured above, right with Mr Greg Caldwell Head of Wadhurst and Mr Paul Wilhelm, centre) has been appointed to the role of Head of Wilhelm House. Mr Bratton has taught Mathematics and Science at Wadhurst for three years. He is also a Boarding House Assistant and a sports coach at Wadhurst.

Paul Wilhelm

Mr Paul Wilhelm was Head of Wadhurst for 17 years, from 1990, until his retirement in 2006. He played a significant role in shaping the identity of Wadhurst, and his impact remains to this day. A respected and admired leader, who was responsible for introducing significant changes in Wadhurst curriculum, infrastructure and philosophy, Paul was renowned for the care, compassion and quiet strength he displayed in all interactions with Melbourne Grammar School community members.
Argo sets sail

Just as the ship Argo carried the mythical Jason on his heroic exploration, a new Integrated Studies unit named Argo will take Wadhurst boys on a journey into each individual’s personal unknown. To be introduced in 2017, Argo will challenge boys to think about concepts such as ‘Who am I as a person and as a learner?’, ‘How does my environment affect me?’, ‘How is change best created?’, and ‘What does it mean to be a member of a community?’.

The intent is for the boys to develop individual awareness, resilience, respect for themselves and others and a strong value set so as to become emotionally, academically and spiritually aware. It also offers the opportunity for deep learning, to think about ideas, rather than pure content.

“Argo will be confronting for some students. They will need to explore ideas and concepts from a variety of perspectives,” says Mr Mark Coleman, Head of Learning and Teaching at Wadhurst. “But boys are receptive to discussing challenging ideas as long as the classroom is a safe place in which to do it.”

Argo complements the existing Year 8 multi-disciplinary unit, Atlantis, which draws on elements of Geography, History and Science to explore the idea of ‘truth’.

Maximising opportunity

At Wadhurst, the aim is to expose students to as many subjects as possible. This approach fosters the discovery of a new passion or interest and enables students to make informed subject selection choices in future years.

In addition to Argo, a new Information Technology subject – ‘My Digital World’ – will also be introduced next year. It aims to ensure students have the essential IT skills to assist their learning and future career prospects, while operating safely when online. The subject will cover a wide range of areas including coding, cybersafety and robotics, as well as file management and communication and organisation skills.

Drama will also form part of the core curriculum in Year 7 from 2017. Students will continue to study Design Technology, English, Geography, Health and Physical Education, History, Languages, Mathematics, Music,

Bats4Life

A group of Year 8 students is using their expertise to make a difference to those in need. Hamish Bogdan, Harry Carter, Ned Dixon, Sam Macaw, Patrick Proper and Lachlan Templeton have capitalised on their shared interest in cricket to establish Bats4Life, an organisation which collects and refurbishes used cricket bats, giving them to disadvantaged community groups.

“I like doing things that make an actual difference,” says Hamish. “I was running a YouTube channel reviewing cricket bats, and it seemed to be a natural progression to turn this passion into something that would help others in the community. Our aim is to make this a long-term proposition.”

Working from Hamish’s house, the boys meet on weekends to repair the bats, as necessary. The entrepreneurial group is also using their networks to establish ambassadors at other schools and cricket clubs who will spread the word and collect bats on behalf of Bats4Life. The ambassadors are invited to weekend workshops to learn more about the aims of the organisation and how others can make a contribution to it.

“We have received more than 60 bats thus far,” says Patrick. “We have already given some to some community organisations and are in the process of refurbishing the others. Some have come from family and friends. Others have just appeared in our collection boxes. I’m really proud to be part of a group that, ultimately, is making people happy.”

Bats4Life welcomes donations of new or used cricket bats. Bats can be left in the collection box in the Nigel Peck Centre for Learning and Leadership and at Grimwade House reception, or contact Bats4Life to arrange for alternative collection.

Further information about Bats4Life is available at bats4life.org
Senior School

Garma promotes Indigenous understanding

Garma was simply not just a school camp, but rather an experience. I speak for all the boys who attended this year; that it was an eye-opening trip which all of us will not only remember, but take from a lot.

Throughout the trip we embraced the different aspects of the Yolngu People’s lives: This included Kinship, traditional customs, dancing and even some Yolngu maths, opening our eyes to how the people in such isolated communities still live to this present day and are able to keep in touch with their culture.

However, the core of our trip lay within the experiences we had just wandering around the site and meeting the people – from playing around with the local children, to listening to stories, and creating friendships that will be long-lasting.

Upon returning, it was vital we came together and reflected as a group on our experiences. When asked what we would ‘take away’ from Garma; two general themes were raised:

- the importance of acknowledging our own individual cultures in any form, whether being an Indigenous or non-Indigenous person.
- being grateful for the things we possess in life. We were lucky enough to see first-hand how some people (most notably the children), have so little, but not require much, to live a life full of happiness.

I strongly recommend Garma to any boy in Year 10 or 11 next year. It was by far a highlight of my time at Grammar, along with many others. You are sure to have both an enjoyable and educating experience.
A logical approach

Year 11 student Jack Solomon likes logic. He enjoys using it to solve complex problems, structure ideas and create new thinking. And he is particularly good at it.

Jack recently won the Crimson App Pitch Competition which invited Australian students in Years 8 to 12 to submit a proposal for the development of a new app. As a result, Jack secured seed funding to help turn his idea into reality. He was also awarded funding for an entrepreneurial initiative of his choice at Melbourne Grammar School.

"I’ve been developing apps for about six years," says Jack. "I like to take technology and make it do things that I find useful." In this instance, Jack’s proposal involved creating a news aggregation app which collects relevant items from across an individual’s social media feeds and presents them in a simple, universal format, without ‘guessing’ your interests or requiring RSS feeds. “I’m aiming to have the prototype finalised by end January 2017,” says Jack. “The app should launch some time next year.”

Other apps Jack has developed include Latin, a language learning support app used by Wadhurst students since 2013 until a recent textbook change. He also worked with Peter McIntosh (OM 2014) to create Prime for Instagram which calculates the best time to post on Instagram and other social media platforms. “Prime for Instagram is getting a lot of downloads,” says Jack. "We are currently working on a similar web-based application for businesses which will have additional features.”

Jack decided to donate the entrepreneurial initiative component of his prize to the future Geoff Handbury Science and Technology Hub, through the New World of Teaching and Learning Campaign. Although he will have left the School by the time the building is opened, he recognises the philanthropic benefit of giving to those that will follow, just as other people in the School community gave before him.

[You might also recognise Jack on page 16, as part of the School’s championship debating team.]

Staff and students saving lives together

Melbourne Grammar School students & staff have been saving lives for over 20 years through the School’s long association with the Red Cross Blood Service.

Each term, 25 to 30 Senior School boys and staff are driven in shuttle buses to the Red Cross Blood Donor Centre in the CBD to donate blood or plasma. Donations can be used for over 20 different medical treatments and, ultimately, help people who are suffering from an illness or trauma.

Mr Michael Shaw coordinates the programme. “In my opinion, this is one of the best forms of community service boys can commit to because they are genuinely saving lives,” says Mr Shaw.

A call for volunteers is put out each term, and the response is always good. “Boys under 18 years of age can donate only once per year, so it is not the same cohort each time,” says Mr Shaw. “Often a group of mates will come together on the same shuttle bus.”

Boys consistently report that they feel very positive about this activity. Although disappointed to miss one or two classes, they always enjoy the party pies and milkshakes provided after the donation!

From left: Hamish Stewart, Mr David Coales, Samuel Johannsen and Vincent Wang after their blood donations.
School Update

Child safety and protection

The Victorian Betrayal of Trust Parliamentary Inquiry highlighted the need for the whole of the Victorian community to do more to keep children safe. Ministerial Order No. 870 came into effect on 1 August 2016 and specifies how every Victorian school must:

- embed a culture of ‘no tolerance’ for child abuse
- comply with the prescribed seven minimum child safe standards

Melbourne Grammar School fully endorses these steps. Protection of children and child safety are fundamental to our remit and we have taken this opportunity to review our existing policies and practices to respond more overtly to this need. Our commitment to the safety, participation and empowerment of all of our students when they are in our care continues to be of the utmost importance.


Metro Rail Tunnel project

The Victorian Government’s Metro Rail Tunnel project includes the installation of a new underground train station – Domain – on St Kilda Road outside Melbourne Grammar School. The station will have a tram ‘super stop’ above it.

Ultimately, this development is likely to have numerous benefits for Melbourne Grammar School students and staff. However, there will be significant challenges during the construction phase of the project.

As always, the health, welfare and education of our students are of paramount consideration. The School is proactively undertaking steps to identify and mitigate risks and issues arising from the project as a top priority.

Regular updates about the project and the School’s plans for dealing with any issues arising are available on the School’s website mgs.vic.edu.au.

Information about the Metro Tunnel project is available at metrotunnel.vic.gov.au.

Staff changes

Ray Armstrong

Mr Ray Armstrong was appointed to the Maths staff of Melbourne Grammar School in 1982. He arrived to a vibrant, dedicated Department in which all classes were taught using material developed by the Mathematics staff, a far cry from today’s reliance on the text and online resources. It soon became obvious that Ray was both an outstanding teacher and an outstanding mathematician. His gentle, caring approach has consistently been appreciated by his students and colleagues alike.

Ray became Head of Mathematics in 1990, and he oversaw the complex transition to the new VCE courses as part of that role. Throughout, Ray displayed his characteristic quiet, strong leadership. In 1995 Ray made the decision to stand down as the Head of Mathematics but continued in an administration role as Teacher in Charge of VCE Mathematics, a role he has maintained to this day.

From the very beginning, Ray has been a major contributor to Melbourne Grammar School. He was actively involved in the co-curricular programme as the Teacher in Charge of Badminton and Squash. He coached a number of different sports over the years including; tennis, football, soccer, and hockey – in fact, the only sports he seems not to have coached over the years were of the aquatic variety! No matter what the sport, Ray was always able to generate enthusiasm among his students and to draw them into the process of leadership and running of teams.

Ray was also heavily involved in camps, canoe trips and the Goulburn Venturer Scout Troop. More recently Ray also took on the role of the Teacher in Charge of Scholarships.

All of the staff who have had the good fortune to engage with Ray and to appreciate his professionalism and compassion would join me in thanking him for what he has contributed to the School over a long and exceptional career.

Bruce Ruthven Head of Mathematics
I find it appropriate that Nat began her career in 1998 as a History teacher because she actually made history at Melbourne Grammar School. In her 18-year career here, she would be the first woman to join the Senior School Executive team as Director of Staff Development, and the prime mover in instituting an Indigenous Programme. She was also Head of Deakin House for six years and a VCE English and Literature teacher from 1999 to the present.

As a teacher, Nat’s touched the nerves of inspiration. In a Nat Charles class, students are taught to consider and yet be considerate, to disagree without being disagreeable, and to invest every bit as much as to investigate.

To Deakin House, Nat brought a spirit of pure delight, nurture, care and mutual respect. The true measure of any boy leaving Deakin House under her tutelage was not indexed on service to society but to the self, the very person he has become. With Nat Charles as tiller, each boy had the distinct advantages of great soil (aka grounding) and climate (warmth aplenty) in which to grow.

Nat moves on to become Head of the Senior School at Carey Baptist Grammar. Carey and Melbourne Grammar are thus conjoined journeys in Nat Charles’s life. The former is an inevitable career advancement, and the latter an exceptional career advanced. But those of us left behind know that a good Nat Charles chair is hard to find and even more difficult to replace.

Meteorologists love to talk about the once-in-a-lifetime storm. We had ours in Nat Charles. It shook our walls, rattled complacency, flustered simple contentment, and blew open our doors to a wider world view.

In the wake of her departure here, our perfect storm is now moving east to Kew. I am not sure if they know what is registering on their radar.

Staff Farewells

The following teachers are departing at end 2016 after many distinguished years of service at Melbourne Grammar School. We thank them for their exceptional contributions.

Heather Lacey Senior School – a teacher of Politics and History since 2009, Heather was an outstanding Head of Miller House.

Fiona Mackenzie Wadhurst – an esteemed former Head of Caffin House, Fiona taught numerous Humanities subjects and directed many drama productions over a 20-year period.

Catherine Samuel Grimwade House – commencing in 2007, Catherine has been an impressive Head of Middle Primary and Deputy Head (Curriculum).

Leonie Tamblyn Grimwade House – a talented educator, Leonie was a superb Head of Junior Primary for 11 years overseeing the transition to the School of many families.

Ms Penny Richards Fowler recently commenced as the Alumni and Community Relations Manager at Melbourne Grammar School. She has an impressive professional history of working with education related communities for the benefit of the members.

“I feel honoured to have the opportunity to be a shared custodian of the Old Melburnians and wider School community,” says Ms Richards Fowler. “I am so impressed by the sheer amount of time and effort that volunteer members of the School community contribute to the life of the School.

“I look forward to learning more about the multi-faceted OM and wider School community and working with them to determine how we can best facilitate meaningful connections between the School and community members.”

Stephen Dessants Head of English
Supporting career advancement

Futurists tell us that many of today’s jobs won’t exist tomorrow and many of the jobs of tomorrow don’t exist today. Added to this, the diversity of roles in the contemporary workplace offers young graduates both opportunity and confusion. Understanding the nature of work can be difficult for those new to it, and the breadth of positions in many organisations can add to the complexity. Our young Old Melburnians need to make career decisions within this complex environment. Melbourne Grammar School understands this and has many educational and support programmes in place that enable our students to be nimble and adaptable in the workplace.

One of the Objects of the Old Melburnians, as set out in the Constitution, is “to provide guidance and support to Old Melburnians in order to assist them to maximise their potential”.

More experienced Old Melburnians are well placed to guide younger OMs, or even current students, into suitable and successful careers.

The Old Melburnians is keen to offer support to those at School who are starting to consider future careers. Early in 2017, a careers breakfast will be held for the Year 12 class where students can meet with Old Melburnians who have enjoyed careers in fields of interest to the boys.

They will be able to chat about aspects of various careers with those who are currently involved in them. In addition, it is clear that work experience provides young people with the chance to explore an occupation or an industry before fully committing to it. This experience often exposes students to careers they may not have fully considered or confirms that a preferred career option may or, may not, be for them. Old Melburnians can assist current students by providing a week’s work experience during the Term III holidays.

Similarly, mentors can assist early career professionals to enhance their chosen careers or to assist them through career transition. The Old Melburnians is trialing a mentoring programme for those in the 25 to 28 year age group who have been matched with experienced mentors for regular meetings and coaching. The programme is expanding, and we are calling for additional mentors to assist those in our community who are seeking to enhance their careers.

The Old Melburnians community is filled with individuals who have much to offer both our younger members, as well as those still at school who may be considering their future careers.

Andrew Brookes  President

Mentoring Programme

The Old Melburnian’s new mentoring programme was launched on Wednesday 17 August. Thirty Old Melburnians, aged 25 to 28, have been matched with qualified mentors from within the Old Melburnians community.

At the launch of the programme, Mr Peter Wilson AM, a mentoring expert and chair of the Australian Human Resources Institute, took participants through the programme and suggested the best ways for the mentor and mentee to gain the most out of the system.

Over the coming year, the progress of those participating will be monitored, with quarterly calls to the participants to gauge the success of the programme.

Call for work experience placements

Work experience is a voluntary programme for Senior School students aimed at providing opportunities for them to gain an insight into the world of work. Placements are normally during the term holidays and of a week’s duration. There is some flexibility around the timing and duration of placements.

If you are interested in hosting a student at your organisation, please contact Ms Kirsten Larn, Director of Career Development. Email: careers@mgs.vic.edu.au or telephone +61 3 9865 7546.
The 1958 Oar

An enduring friendship

How do you measure a friendship? Is it in its spirit of generosity? Or in its longevity, even if this is just in memory? Or could it be in the respect each friend shows for the other? Mr Arthur Atkins, aged 99, appears to have found a way.

David Browne (OM 1941) was a Melbourne Grammar School Captain and a high achieving student who also excelled on the sporting field. Arthur Atkins attended Scotch College and was also an outstanding student.

Arthur and David met as young men in 1942 when they were training with the RAAF to be pilots for deployment in WWII. They struck up a firm friendship and, as they travelled together from the training facility in South Australia to Melbourne, then to Sydney, to San Francisco, to Taunton, Massachusetts, across the Atlantic to Scotland and, finally, to England, this friendship deepened.

“We enjoyed travelling together,” says Mr Atkins. “We often had time to explore the places we travelled to while waiting to be moved on. It was a real adventure for two young men from Melbourne.”

Ultimately, both Arthur and David became RAF Captains and each led their own bombing squad. It was at this point that their stories diverge. Arthur was one of the few people to survive 32 missions in a Lancaster aircraft and he was later awarded a Distinguished Flying Cross. David was killed in action while on a bombing raid over Stuttgart in 1944.

“Dave and I were good friends,” says Mr Atkins. “I have always remembered him and, when I was donating a boat to the Mercantile Rowing Club, I thought it would be a fitting memorial to him. It would mean that his name would go on.”

So, on 15 October 2016, some of David Browne’s relatives, Melbourne Grammar School representatives, and members of the Rowing community, witnessed the launching of the David D Browne racing eight at the Mercantile Rowing Club.

They also witnessed an act of respect, generosity and, indeed, friendship.
Wedding

Congratulations

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

15 October 2016
Nicolas Walter (OM 2002) and Lisian Teh

Australian Honours

It has come to our attention that the following Old Melburnians have been awarded Australian Honours this year. These are in addition to the names of individuals who have been included in previous editions of Grammar News.

Member of the Order of Australia

Mr Anthony (Tony) Charles Smibert (OM 1966)
For significant service to aikido through a range of roles, and to the visual arts as a painter and water colourist.

Medal of the Order of Australia

Mr Peter William Lee (OM 1946)
For service to the community of South Gippsland.

Henley ‘reunion’

A chance meeting at the Henley Royal Regatta held earlier this year enabled three Old Melburnians to hold their own mini-reunion. They have taken diverse, but equally interesting, international journeys since leaving the School.

OMs 2011, from left:

Charles Vaughan
I graduated with a law degree from the University of Oxford this year. While there, I was President of the Oxford Union. I am currently a summer associate at a venture capital firm in San Francisco. Afterwards, I would like to work in an early-stage technology company.

Edward Northrop
I’ve just graduated from Princeton University in the States with a Bachelor of Arts, majoring in History. My senior dissertation focused on Australia’s reaction to the failure of the Singapore defence strategy in World War II. Naturally, I am soon to start work at a tech consulting firm in Dallas, Texas.

Nicholas Langford
I took a gap year in 2012 and taught Latin at a choral boarding school in mid-town Manhattan. I then studied Arts at the University of Melbourne, majoring in History, with breadth in oenology at Trinity College. I am now reading Classics at Cambridge University. I hope to move into banking.

Triple treat for OMs Hockey Club

The 2016 winter season saw the Old Melburnians Hockey Club make history with the best-on-field season results since the club began in 1930.

All of the club’s three teams won their grand finals; Metro 3-0 over TEM Blue, VL3 Reserves 2-1 over Melton and VL3 2-1 over Melton. Not only was this an excellent achievement by each team to win a flag, but never in the club’s 86-year history, has it won three Premierships in the one season.

2016 Vic League 3 Premiers – Team captain Rob Cumrae-Stewart (OM 2005) (2nd row, 3rd from right with trophy) and Club coach Jim Lekkas.
Obituaries

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

Ball, M J (OM 1952)
Barter, J N (OM 1946)
Bodman, H McD (OM 1955)
Burston, J M (OM 1951)
Caffin, J M (OM 1964)
Casson, A D (OM 1954)
Champ, A F (OM 1940)
Chapman, B A (OM 1947)
Clough, L J B (OM 1947)
Cockburn OAM, D M (OM 1941)
Crawford, G R (OM 1956)
Crawford, P M (OM 1965)
Crisp, S G (Past Staff)
Dilena, C O (OM 1944)
Dunlop, T D (OM 1967)
Gillespie, T J (OM 1941)
Hallebone, T (OM 1982)
Johnston, D W (Past Staff)
Jones, N (Past Staff)
Jowett, H A C (OM 1940)
Lee, D H (OM 1942)
Loosli, G R (OM 1940)
Marshall, N J (OM 1950)
McDermott, A J (OM 1950)
Merralls, J D (OM 1953)
Mitchell, J B (OM 1949)
Mohr, W E (OM 1958)
Morris, D J (OM 1955)
Parker, T W (OM 1953)
Phillips, V G (OM 1978)
Port, M G (OM 1967)
Pringle, T R (OM 1960)
Sargood, D G (OM 1943)
Scott-Mackenzie, E J A (OM 1937)
Sedgley, J G (Past Staff)
Wilkins, S G (OM 1935)

Father Ken Letts

Former Grimwade House chaplain from 1973-80, Father Ken Letts (OM 1960) has been honoured with the title Chevalier (Knight) of the French Legion of Honour by the French Government. He received the honour from the French Ambassador to Australia, Mr Christophe Lecourtier, at St Peter’s Eastern Hill on 4 May 2016.

Fr Letts was Rector of Nice and Venice from 1993-2013. He also served as a member of the European Synod, Co-President of the Anglican-Roman Catholic Commission for France, ecumenical officer for France and official Anglican observer at the French Roman Catholic Bishops Conference.

He received the honour for his ecumenical work, his service to the English-speaking community and his work among the poor.

Hughey on the Move

When AFL St Kilda player Hugh Goddard (OM 2014) ruptured his Achilles tendon during a match against Adelaide Crows in June 2016, he was inspired to use his recovery time in the service of others.

“There are two causes which are particularly close to my heart – Beyond Blue and Maddie Riewoldt’s Vision,” says Hugh. “It was important that I used my downtime in a productive way, so I decided to raise both awareness and funds for these groups through a charity event.”

Hughey on the Move saw Hugh complete a 38km duathlon from the Saints current training ground at Seaford to their historic (and future) home in Moorabbin in November 2016. Training for the ambitious bike ride and swim aided Hugh’s recuperation and kept him focused on “the things that really matter.”

Hugh is asking all members of the Melbourne Grammar community to support Hughey On The Move. “Contributions are still welcome, and 100 per cent of the funds raised will be split equally between the two causes,” adds Hugh.

There is no doubt that, at 196cm and 94kg, Hugh’s strength and size assist him as an AFL player. We think his generosity, spirit and courage might also play a big role in his success.

Hugh is hoping to return to AFL early next year.

To make a contribution to Hughey on the Move visit facebook.com/hugheyonthemove or contact Hugh at hugheyonthemove@gmail.com
Community Events

2016 Events

1976 Reunion
Fifty leavers from 1976 attended their 40-year reunion on Friday 26 August 2016. The event commenced with a Chapel service and a tour of the School, followed by dinner at the Royce Hotel. It was a most enjoyable evening with many Old Melburnians catching up with people they had not seen in many years.

1986 Reunion
Seventy leavers from 1986 attended their 30-year reunion on Friday 14 October 2016. We were delighted to welcome back Old Melburnians who had travelled from as far afield as Thailand, USA and UK to attend the evening. The event was held at The Lodge on School grounds.

Tasmanian events
Two community functions were held in Tasmania in July 2016. A small gathering of Old Melburnians and their partners attended a dinner at the Launceston Club on Friday 15 July. The following evening, members of the Grammar Community attended a dinner at the Tasmanian Club in Hobart where Old Melburnians President, Mr Andrew Brookes, and the Headmaster, Mr Roy Kelley, addressed the community.

Sydney Community Function
Sydney-based Old Melburnians and their partners attended the Sydney Community Cocktail Function on Friday 4 November, held at the picturesque harbourside residence of Mr Ted Blamey (OM 1963). The Headmaster, Mr Roy Kelley, and President of The Old Melburnians, Mr Andrew Brookes (OM 1974) attended and OMs were pleased to hear a school update from the Headmaster and the President, as the last Sydney function was in 2014.

Bluestone Luncheon
Seventy Old Melburnians and their partners attended The Bluestone Luncheon at Royal South Yarra Tennis Club on Thursday 27 October 2016, an event for those Old Melburnians who graduated 50 or more years ago.

Guest speaker Knowles Kerry (OM 1956) shared memories of his adventures as part of the Antarctic Scientific Team aboard the *Nella Dan*. He is one of the dominant figures of the Australian Antarctic Biology programme and was instrumental in the establishment of the Marine Biology programme in the region.
Save the Dates: 2017

Old Melburnian functions

The Old Melburnians Annual Dinner
at the Melbourne Club Thursday 30 March

Bluestone Luncheon
Royal South Yarra Tennis Club Thursday 12 October

Reunions
1947 70 Year Luncheon Friday 17 March
1957 60 Year Luncheon Friday 3 March
1967 50 Year Dinner Tuesday 9 May
1977 40 Year Dinner Friday 19 May
1987 30 Year Dinner Friday 2 June
1997 20 Year Dinner Friday 25 August
2007 10 Year Drinks Friday 16 June
2012 5 Year Drinks Friday 4 August

Branch Events
Riverina Luncheon Sunday 19 March
Brisbane Luncheon Sunday 20 August
Perth Luncheon Sunday 30 July
Bellarine Luncheon Sunday 21 May
Mornington Luncheon Sunday 7 May

If you would like to be involved with planning these events, or would like more information please contact Ms Judith Mein, Alumni and Community Coordinator on email: jmmein@mgs.vic.edu.au or telephone: +61 3 9865 7682

150th Head of the River

The 2017 APS Head of the River (HOR) will be the 150th Head of the River in Victoria, which started with a race between Melbourne Grammar School and Scotch College. The 150th HOR Committee, made up of Melbourne Grammar and Scotch representatives, have several events planned to commemorate this milestone including a number of challenge races at the 2017 Henley Regatta on the Yarra River, Saturday 25 February and a combined dinner at the MCG on Friday 16 June 2017.

If you wish to be involved in the celebrations, or be kept up to date on events, please contact Ms Judith Mein, Alumni and Community Coordinator via email: jmmein@mgs.vic.edu.au.

Community Speaker Series

All community members are invited to the 2017 Community Speaker Series held at 7.00 pm in the Higgins Theatrette, Nigel Peck Centre for Learning and Leadership. Speakers will be announced early next year.

Term I Wednesday 15 March
Term II Monday 29 May
Term III Wednesday 23 August
Term IV Tuesday 14 November

For more information visit the School website mgs.vic.edu.au

Grammar News No. 121 – December 2016
The sky is the limit

*Students lead the way into the future of Science and Technology by funding an integrated solar glass skylight through the New World of Teaching and Learning Campaign.*

The Sustainable Living Improvement Committee (SLIC), a group of students dedicated to energy-saving and environmental responsibility, have generously pledged $25,000 to fund Building Integrated Photovoltaic (BIPV) solar panels for the skylight in the Geoff Handbury Science and Technology Hub.

In October 2016, fifteen SLIC members attended a special presentation to acknowledge their support and to learn about the sustainable features of the Hub. Guest speaker, Mr Andy Denton from Environmental Technology Solutions, provided technical information and shared samples of the solar panels.

“This product is just normal glass that is combined with a solar cell during the manufacturing process,” says Mr Denton. “It incorporates a solar cell that would normally sit on a roof on top of an existing structure into a product that we use daily such as a window, skylight or piece of cladding.”

Importantly, the solar panels contain both passive and active properties. With 20 per cent transparency, the passive benefits are natural light transparency, acoustic and thermal insulation, UV and infrared filters, and CO₂ emission reduction. The active benefit is energy generation which – unlike more traditional products – can occur in cloudy, shady, or diffused lighting conditions, such as the typical Melbourne winter.

Ms Anne Clisby from internationally renowned Denton Corker Marshall – the project architects – explained some key sustainable features of the Hub. These include rainwater harvesting, active chill beams, water-efficient fixtures and fittings, high-performance facades with integrated sun shading. Additionally, advanced LED lighting systems will contribute to the 50 per cent water savings and 40 per cent energy reduction expected in the Hub in comparison with typical educational facilities.

“The amount of power generated and the environmental performance will be monitored and displayed on screens in the Atrium so that students and visitors will be able to see the difference that environmental initiatives are making, and use it as a teaching and learning tool,” says Ms Clisby.

Since 2007, SLIC has regularly advocated for and contributed funds to projects which improve sustainability at the School, including implementation of rainwater tanks, water-efficient toilets and drinking fountains, bicycle racks, and motion sensor lights. To date, SLIC has raised $50,000 through a variety of fundraising initiatives, including four ‘MSG live’ talent concerts and numerous casual clothes days.

“We need more people like you to be pushing sustainable technologies into the architectural world and to make them become more mainstream,” says Mr Denton. Ms Josée Pinsonneault, Director of Development at Melbourne Grammar School furthered this by saying, “You should be really proud – not just of the impact you are having at the School – but also because of what you are signalling to the next generation of students.”

SLIC will be recognised in the Geoff Handbury Science and Technology Hub alongside other generous supporters of the *New World of Teaching and Learning* Campaign.
The impact of philanthropy: it takes a school community

A NEW WORLD OF
TEACHING AND
LEARNING

By supporting the New World of Teaching and Learning Campaign, Old Melburnians, parents, and friends demonstrate the collective giving power of our School community. From our visionary donors Geoff Handbury, Nigel Peck and Alan Archibald, to hundreds of other supporters, every gift to the future Geoff Handbury Science and Technology Hub is taking us closer to creating a place that inspires creativity, innovation and collaboration in future generations of Old Melburnians.

“I think having a world-class facility that can inspire and expose students to everything that Science has to offer is really important.”
Mr Charlie Day (OM 1985)
1993 Rhodes Scholar and CEO, Innovation and Science Australia

“It’s a contribution that will manifest in bricks and mortar but will translate into the intellectual development of students for decades ahead.”
Mr Christian Bennett (OM 1986)
Current parent, Vice-President, Government Affairs and Policy, GE Australia

“We must keep up with the technology revolution. Modern teaching methods and buildings are an important part of staying ahead of other schools, in order to attract students and parents.”
Mr Angus Mackay (OM 1952)
Witherby Tower Society Member

“Sir Isaac Newton said, ‘If I have been able to see farther than others, it was because I stood on the shoulders of giants.’ Graham Withers was a giant, and I stood on his shoulders... [He] was one of my best teachers and this donation is the least I could do.”
Professor Emeritus Simon Turner (OM 1976)
Colorado University, Graham Withers Initiative donor

“I think it is a sense of service to the institutions and organisations that you love and that are important to you, that have given so much to you. I give gratefully for the wonderful teaching my children have had.”
Mrs Beryl Gregory
MGS Council member, past parent and current grandparent

“My father was a donor to the School when I was there, so I suppose it has been a tradition I have wanted to continue. I have always believed it is important to bring children up to give more than they take.”
Mr Jamie Gray (OM 1976)
Current parent, Managing Director, Clarendon Property Group
Grimwade House

2016 has been a wonderful year, full of fun events, such as the recent family picnic, which have really increased the Grimwade community spirit.

The Junior years present a golden opportunity for parents to engage with the School. If you get to know other parents at a morning coffee, lunch or gala when their children are first starting school, you not only create a friendship group but a strong engagement with the School.

Eating a delicious lunch provided by FOGG on the first day back at School in Term IV, helped dispel Mondayitis for many teachers! As Committee members and staff alike swapped holiday tales, staff were very appreciative of this gesture by parents to thank them for their efforts all year.

Sue MacLennan FOG President – Grimwade House

Wadhurst

We have had a lot of fun organising FOG Wadhurst events during Semester 2, 2016. The boys continued to support our Tuckerbox lunches and have done well to raise money for their chosen charities. We also assisted Mr Matt Houniet hands-on with haircuts for the annual Crop-A-Kid day and the Art and Music Departments with the opening night of the Wadhurst Art and Music Exhibition.

Our Father and Son Trivia Night was a huge success – we had a full house in the Hall for this event, and everyone had a wonderful night enjoying pizzas on the deck before Trivia with Marty, followed by supper. A big thank you goes to all the Dads who came along with their sons and participated in this fun and energetic evening and for all the hard work put in by the FOG committee and class reps who helped make the night a huge success.

We have had unbelievable support this year from Mr Caldwell and his staff, our Class Reps, the parent community and, most importantly, the Year 7 and 8 boys. We thank you all most sincerely for making it so enjoyable for us to have been a part of FOG Wadhurst and organise the events we have throughout the year.

Andrea James FOG President – Wadhurst

Senior School

Those who attended the 2016 Whole School event – the FOG Bluestone Lunch – enjoyed a fabulous afternoon of friendship and scrumptious food. A special treat for the guests included a surprise performance by the Trinity Tiger Tones, an a cappella group from Melbourne University comprising a number of Old Melburnians. The delicious dessert bar, adorned with colourful lolly jars and take home sweets, was a popular meeting spot. However, the favourite keepsake from the event was a treasured hand-made beeswax candle and gorgeous card from the Melbourne Grammar boarding community listing the homes of all our boarders. A fun and memorable day was had by all.

This year the Boys Big Breakfast was hosted by Brian Nankervis. He delighted everyone with his amusing stories and the rock quiz between fathers and sons was a great hit.

I’d like to acknowledge the marvellous work of the Senior School FOG committee this year, we are so fortunate to have such wonderful volunteers in our School community.

Priscilla Feaver FOG President – Senior School & Executive
Made up of 448 individual photographs, the 1908 Jubilee photomontage is a unique and historically important School artefact.

The 1908 Jubilee marked the 50th anniversary of the foundation of the School. As part of the celebrations, photographs of each Senior School student and staff member were taken and then framed in an enormous, single ‘portrait gallery’. In an era which photography was not commonplace, this was a significant undertaking. More than 60 of the students pictured in the montage went on to serve their country in World War I, and the families of many current students and prominent Victorians are also represented.

Previously hung in the north hallway off the Quad, the picture deteriorated over time and, in 2016, a project was initiated to restore the portrait gallery to its former glory. The project was partly funded by a generous gift from the Old Melburnians Bowls Club.

Treated by a team of conservators at the Centre for Cultural Materials Conservation at the University of Melbourne, some photographs were re-adhered to the paper to prevent them lifting further. (The damage to faded photographs could not be reversed, only slowed down, with appropriate protection on the back of the frame.) Sailcloth with a heat-activated adhesive film was used to repair parts of a large, complex tear which ran from the top through the central part and along to the right edge of the object.

The Jubilee photomontage is now located in the Witherby Tower Hallway where members of the Melbourne Grammar community walk past it on their way to class, Chapel and the Quad. This location will reduce further damage caused by direct light.

The photomontage is available to download as a single image from the online photographic archive on the School website (photograph number 003118). A digital copy of each portrait has been individually photographed for a preservation copy and access will be available from the School's archival photographic database in due course.