



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

Number 129 – August 2019



2019 Queen's Birthday Honours

Congratulations to the 2019 Queen's Birthday Honour recipients from the Melbourne Grammar School community:

Professor Ruth Bishop AC (Past parent)
For eminent service to global child health through the development of improved vaccines for paediatric gastroenteritis, and to medical research.

Ms Elizabeth Alexander AO
(Past parent)

For distinguished service to higher education administration, to accounting and corporate governance, and as a role model.

Mr Cunxin Li AO (Past parent)
For distinguished service to the performing arts, particularly to ballet, as a dancer and artistic director.

Mr Matthew Allen AM (OM 1979)
For significant service to sailing, particularly through executive roles.

Mr Clive Blazey AM (Past parent)
For significant service to horticulture, to conservation, and to the community.

Associate Professor Anthony (Tony) Buzzard AM (OM 1959)
For significant service to the international education sector, and to medical science.

Mr Robert (Bob) Dalziel AM
(Past parent)
For significant service to the community, to rugby union, and to business.

Dr David McCredie AM (OM 1943)
For significant service to medicine in the field of paediatric nephrology.

Ms Helen Morris AM (Past parent)
For significant service to the philanthropic sector, and to community health.

Dr Joseph Reich AM (Past parent)
For significant service to ophthalmology.

Mr Michael Shand QC AM (OM 1970)
For significant service to the Anglican Church of Australia, and to the legal profession.

Associate Professor Richard Stark AM
(OM 1967)
For significant service to neurological medicine, and to professional associations.

Dr Mark Toner AM (Past parent)
For significant service to engineering and the technological sciences.

Mr Stephen (Steve) Higgs OAM
(OM 1968)
For service to education.

Mr Clement (Clem) Newton-Brown OAM (Current parent)
For service to the Parliament of Victoria, and to the community of Melbourne.

Dr Patricia Phair OAM (Past parent)
For service to women, to medical research, and to the community.

Ms Rhonda Renwick OAM (Past parent)
For service to the community through charitable organisations.

2019 Australia Day Honours update

The April 2019 edition of Grammar News included a list of members of the Melbourne Grammar School community who had received 2019 Australia Day honours. Since publication, we have learnt that the following individuals also received a 2019 Australia Day Honour:

Mr Samuel John Burston OAM
(OM 1962)
For service to parliament and politics.

Mr Brian Hopkins OAM (OM 1961)
For service to print media and the community.

In addition, in that list the name of Dr Michael Borten OAM (OM 1955) was misspelt. We apologise for this error.

Front cover: *Eight Indigenous students performed traditional Indigenous dances at each campus during Reconciliation Week this year. Pictured here are Year 10 students Preston Cockatoo-Collins (left) and Ariki Lowe.*

For further information about 2019 Reconciliation Week at Melbourne Grammar School, please visit pages 14-15.

Opposite: *A group of Year 8 students studying Japanese visited the historic village of Shirakawa-go during their trip to Japan earlier this year. Together with Ms Julia Thiele, the boys are standing in front of a rare Gassho-style house within the village.*

Grammar News is published for the Melbourne Grammar School community

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ABOUT THIS ISSUE

Welcome to the 129th edition of *Grammar News*.

The theme of this issue is business and entrepreneurship. We highlight the important elements of a contemporary Business Studies curriculum and how Grimwade House students are taking their first entrepreneurial steps. We also consider the impact some Old Melburnians are having on the business world.

Overleaf, the Chairman of the School Council introduces Mr Philip Grutzner BForSci DipEd MBA FACE who, in January 2020, will become the 15th Headmaster of Melbourne Grammar School. An auspicious moment in the School's history for many reasons, Mr Grutzner will be the first Old Melburnian in this role.

Former Headmaster, Mr Paul Sheahan AM, recently returned to the School to be honoured for his leadership in the establishment of Edwin Flack Park, with the main oval at the complex being named the Sheahan Oval. You can read more about this event on page 7.

I hope you enjoy reading this edition of Grammar News.

Wendy Lawler Editor



FROM THE SCHOOL COUNCIL

Appointment of Headmaster, Mr Philip Grutzner

The appointment of the Headmaster is a most important event in the history of any School. Arguably, it is the most important responsibility of any School Council. As a result, in case you missed the announcement of Wednesday 29 May, which is on the School website, I would like to repeat parts of it here.

It is with great pleasure that I announce the unanimous decision of Council to appoint Mr Philip Grutzner BForSci DipEd MBA FACE as the 15th Headmaster of Melbourne Grammar School.

We reviewed an impressive field of candidates from both Australia and overseas. Philip Grutzner was selected because of his unique combination of skills, values and ethos:

- his exemplary experience as a progressive educator and leader of three diverse Australian independent schools;
- his capacity to lead, inspire and significantly develop the school communities he has overseen;
- his outstanding education sector leadership experience, both in Australia and internationally; and
- his personal commitment to, and passion for, Melbourne Grammar School.

Philip is an Old Melburnian. He attended Grimwade and Senior School from 1976 to 1981. In his final year he was Captain of Deakin House and the First XVIII football team. He will be the first Melbourne Grammar alumnus in the School's 161-year history to return as Headmaster.

His career in education began in 1987 at Camberwell Grammar School. Following a year at Manchester Grammar in the UK, in 1997 he was appointed as Headmaster of Braemar College, Woodend, Victoria. He served as Headmaster of St Peter's College in Adelaide, from 2005 to 2010. He is currently Principal of Carey Baptist Grammar School, where he will conclude at the end of 2019, having overseen a significant programme of innovation and development.

Philip has an outstanding reputation as both a leader and progressive educator. He is widely and respectfully regarded in the Australian education sector as a person of substance, intelligence and humanity. He is ideally suited to our School community and will build on the significant legacy that will be left by Mr Roy Kelley.

Philip is fully committed to Melbourne Grammar's approach to educating the whole person, its diverse co-curricular programme, its Anglican values and traditions, its co-educational junior and single-sex secondary campus structure, and its emphases on academic excellence, together with opportunity, diversity and inclusion.

Philip is married to Dr Yasmine Layher, a consultant anaesthetist. They have two daughters aged in their early 20s.



From left: Mr Michael Bartlett and Mr Philip Grutzner

With his permission, I would also like to share with you parts of a humble and most impressive letter Philip sent to me on Friday 31 May, thanking the School Council for his appointment:

...My parents made tremendous sacrifices to send my older brother Richard and me to MGS and my sister to Merton Hall. We never went without, but we did not have access to fancy cars, restaurants or holidays. My brother Richard appreciates his MGS education as it has contributed to a thriving personal life and a professional career as a consultant anaesthetist. Anna enjoyed her time at Merton Hall, especially her acting in the combined MGS and Merton Hall Shakespeare plays and Senior School plays. Like her brothers, Anna has had a successful personal life and has enjoyed careers in journalism and public relations. I too am grateful for my MGS education which has been a major contributor to the person I am today. There is no doubt it will be a privilege to serve the School that gave me so much.

My parents' sacrifices for Richard, Anna and me, remind me of the same sacrifices so many independent school parents are making to provide their children high quality education. This continues to keep me grounded, engaged and accountable.

Yasmine and I are looking forward to living with the Melbourne Grammar community in South Yarra. As we walk past the St Peter's Chapel we will be reminded of our wonderful wedding there in 1993 ...

...It will be an honor and privilege to serve the MGS community as the 15th Headmaster and I am excited to take up that position next January.

I very much look forward to welcoming the Grutzner family to our School community.

Michael Bartlett Chairman

Community chest or business monopoly?

A school, on any level of analysis, is a business and needs to act as one, but it is also much more than just that. With an annual turnover of over \$77 million and over 350 ongoing employees (over 600 when peripatetic music staff and sports coaches are included), Melbourne Grammar School is a medium sized business organisation.

Of course, schools are different in that they operate on a 'not for profit' basis. A not for profit organisation provides services to the community and does not operate to make a profit for its members (or shareholders, if applicable). Money earned by or donated to a not for profit organisation must be used in pursuing the organisation's objectives and to keep it operating.

Melbourne Grammar has a core purpose of teaching and learning for over 1,800 students, more than 4,000 parents and 18,000 former students and, therefore, it is important to recognise that the School operates as a very large and, hopefully, engaged community.

In the MGS Strategic Plan, the central value is expressed as 'a sense of community'. This is described as 'valuing community, both within and outside the School, and the need for all citizens to be positive and productive members of society. When our values are actively engaged, the result is a supportive environment where everyone feels that they belong.' It is in this way that a school is a different kind of business.

In Term 2 this year, I attended an enjoyable Old Melburnian business breakfast in which the guest speaker was James Shipton (OM 1987), Chair of ASIC, who was interviewed by Terry McCrann (OM 1966), award winning journalist. A detailed account of James' background and excellent speech is covered on page 27 of this edition of Grammar News.

During his address, James talked about his desire as Chair of ASIC to see greater professionalism in the financial industry in Australia. He referred to specific examples which emerged from the recent Royal Commission into Financial Institutions to back up his view. He described professionalism as including the need for greater competence and conscientiousness.

There is no doubt that these two aspects are vitally important, but I would argue that there were many financiers who appeared at the Royal Commission who had been both competent and conscientious in their workplace activities. I would add that, to be truly professional, there is a need for an agreed ethical framework of behaviour in all financial organisations. Schools are businesses in which professionalism, based on clear ethical principles, is intrinsic to their *raison d'être*.



Mr Roy Kelley

Educational writer, Michael Fullen, once stated that *"thirty years ago a school leader would be placed in a straight jacket if they admitted to having visions, whereas today no aspiring school leader can get a job without having a clearly articulated vision."* Business principles have positively influenced schools in many ways and the MGS governance structure is completely cognisant of this need.

However, as always, the real issue is one of balance and I am convinced that when schools become dominated by such thinking they can lose their commitment to having a community focus. This was reflected by esteemed Australian, David Gonski, in a paper he delivered to Australian Heads on School Governance in 2018 in which he wrote, *"I am not against KPIs, but a school is a community on its own right and that means that KPIs cannot be used where care, heart and soul is more important."*

Successful schools are those which reflect the attitudes, beliefs and health of the communities they serve and build upon them to create students who look beyond the ordinary, to achieve the extraordinary, and to make a difference to the world in which they live.

Roy Kelley Headmaster



From left: Antony Tragas, Lachlan King, Austin Haynes, Max Fisher, Thomas Sutherland, Hugh Dunlop

Absent: Marcus Jones, Matthew Olney-Fraser

When excellence meets diversity

Eight 2018 Year 12 students are among an elite group of Victorian students recognised through the Premier's VCE Awards this year.

Study Awards recognise the highest achieving students in each VCE subject. Study Award recipients from Melbourne Grammar School were:

- **Hugh Dunlop** - Environmental Science
- **Max Fisher** - Philosophy
- **Austin Haynes** – English, Classical Studies
- **Marcus Jones** - Environmental Science
- **Lachlan King** - Philosophy
- **Matthew Olney-Fraser** - Art
- **Thomas Sutherland** - Latin
- **Antony Tragas** - Business Management

Of special note, Thomas Sutherland is also one of only 21 Victorian students presented with a prestigious Top All-Round VCE High Achiever Award. This award recognises students who have achieved study scores of 46 or higher in at least five VCE studies. "I felt honoured to receive this award and am truly grateful for all the support that my teachers have provided," says Thomas.

Thomas, who was Proxime Accessit at the School last year, was also a Vice-Captain of Creese House, Captain of Debating (and part of the championship A Grade Division team), and a member of the Symphony Orchestra.

"I am always pleased when Melbourne Grammar students perform well in their VCE studies," says Mr Roy Kelley, Headmaster. "It is a reflection of their talent and hard work, combined with the skill and commitment of their teachers."

"In 2018, the School achieved high levels of success in a diverse array of subjects and, in my view, achievement in many disciplines is a distinguishing characteristic of this School," says Mr Kelley. "We try to ensure that each student has the opportunity to be the very best they can be, wherever their interest may lie."

While Max Fisher recognises the support of his teacher, he also pays tribute to his classmates. "It was a great thrill to receive this award but studying Philosophy was truly a collaborative experience," he says. "I owe a debt of gratitude to my teacher, Mr Glenn, and my Philosophy cohort, who spurred me on and made it a team-like experience." Max Fisher was also a successful debater, involved in the Values in Action programme, and played in the Symphony Orchestra, in addition to being Vice-Captain of Deakin House and a member of the First VIII Tennis team.

For Antony Tragas, diversity and excellence also combined in his co-curricular activities. In addition to serving as Vice-Captain of Bruce House, Antony was a member of the First VIII Rowing crew and played in numerous musical bands and ensembles. "To solely focus on academia would be an unfortunate waste of individual talent and passion, as well as the opportunities that the School provides," says Antony.



From left: Mr Roy Kelley, Headmaster; Mr Michael Bartlett, Chairman of School Council; Mr Paul Sheahan AM, former Headmaster

Paul Sheahan honoured at Edwin Flack Park

Three generations of the Sheahan family gathered together with members of the Melbourne Grammar School community to honour former Headmaster, Mr Paul Sheahan AM, at a recent event.

The main oval at Edwin Flack Park was formally named the Sheahan Oval at a ceremony held on 19 July 2019. Mr Sheahan was Melbourne Grammar's 13th Headmaster. He served with distinction from 1995 – 2009.

Speaking at the occasion, Mr Michael Bartlett, Chairman of School Council said: "Today we celebrate the naming of the Sheahan Oval in Paul Sheahan's honour. It was Paul's incredible vision to establish Edwin Flack Park and, over a six-year period, it was his drive which led to the development of the facility enjoyed by so many today."

"On behalf of the entire School, I offer my sincere thanks for Paul Sheahan's magnificent contribution to Melbourne Grammar School as Headmaster and the magnificent legacy he has left us here at Flack Park," added Mr Bartlett.

In response, Mr Sheahan acknowledged the contribution that many people made to the project. "When you saw this site prior to its development, you would have gasped," said Mr Sheahan. "If you were really generous you would have called it unprepossessing. When you look out on the grounds today, you realise what phenomenal skill, imagination and creativity these people commanded."

Mr Sheahan also spoke about the value of sport saying: "Many of the best lessons in life are learned through engagement in sport, especially team sport. My hope is that generations of Melbourne Grammar students are inspired to greater deeds by what they see and experience here at Flack Park. I am enormously proud to have my name associated with such a wonderful educational facility."

In summing up, Mr Roy Kelley, Headmaster said: "I'd like to think that Paul's grandchildren, who are here today, might one day in the future bring their grandchildren to Edwin Flack Park to see the Sheahan Oval and talk about a man who had a vision for education, as well as for sport, and whose name is associated with this facility for all the very best reasons."



From left: Major General Tony Rawlins and Captain Peter McAuley

An ANZAC Day visit by the Deputy Chief of Army

Major General Anthony Rawlins, DSC, AM, was the guest speaker at the annual ANZAC Service of Commemoration this year. Major General Rawlins is the Deputy Chief of Army whose roles, over the past 33 years, have included Commander of the 7th Brigade, and Director General, Military Strategic Commitments as well as placements in Lebanon, Iraq and Israel.

His powerful address to Senior School students reflected on, not only on the meaning of ANZAC Day, but also on the importance of service more generally. "ANZAC Day is not about celebrating the victory of war, it never has been and never will be," he said. "It's about our uncovering and celebrating the human spirit, and recognising, in our small measures, that there is meaning and value in human endeavour."

Major General Rawlins reminded students of the importance of striving to contribute to their community. "The spirit, the courage, the resolve, the dedication, and the selflessness that individuals use to further strengthen our society and improve the quality of life that you and your loved ones enjoy is not an immediate resident in military uniform," he said. "It is perhaps more powerfully resident in the uniform you are all wearing today."

"Melbourne Grammar School has a rich and proud history of generating young men who have served this nation extraordinarily well," Major General Rawlins stated. "Not just in military service but across all fields of endeavour that strengthen the fabric and fibre of our community."

"The fortune and success of a great nation like ours is built on the individual deeds and attributes of students like you," he said.

A proud return for Captain Peter McAuley

With a strong interest in the Cadet Corps during his time as a student at Melbourne Grammar School, it was perhaps destined that Captain Peter McAuley (OM 2005) would have a career in the military.

Influenced by his schooling about leadership and the importance of service to others, he left the School wanting to make a difference in our society, which led him to join the Australian Army.

Over the past 11 years, Peter's roles have included serving as the Mentor/Advisor to the Afghan National Army, Australian Defence Force Liaison Officer to the Fijian Military, a Company Commander and a Logistics Operations Officer. He is currently Aide-de-Camp to the Deputy Chief of Army, Major General Anthony Rawlins.

It is, perhaps, fair to say that over his career there have been countless moments of mixed emotions and standing up on stage in The Old Melburnians War Memorial Hall Memorial for the 2019 ANZAC Service of Commemoration was no exception.

"It was odd being in the procession after years of sitting in the stands, but I was incredibly proud to be standing up on stage in full military uniform," he said. "I was delighted to be there with Major General Rawlins and remind students of the reason why individuals serve their country and give back to their community."

"I think nowadays it's easy to lose sight of our values as individuals and as a nation. The values that the ANZACs lived under all those years ago are still very relevant today and we need people to give back to society in whatever capacity they can," Peter said.

"In the Deputy Chief's address, he discussed the importance of our actions and adding value to society through our endeavours and how the ANZAC legend is built on this. But this doesn't happen without building a well-rounded individual who is willing to contribute," he added.

"Melbourne Grammar School is fantastic at instilling a sense of duty to something bigger than yourself. For me, I certainly have my schooling years to thank for providing me with a solid grounding to build upon," he said.

"I think that's why we've seen so many young men and women walk through the School gates at the end of their time at Melbourne Grammar whether it be Senior School or Grimwade and go on to do great things for our nation in many different ways".

Profit, people and planet underpin Business Studies

As Head of Business Studies, Ms Lisa Ritchie knows she is teaching her students to do more than memorise information.

"We're not teaching just to regurgitate facts and figures," she says. "We're teaching to expand students' minds and to prompt them to think deeply about their world and why the people within it do the things they do."

"Businesses have an impact on society and the environment, and this is increasingly reflected in the study of all Business Studies subjects which have, in one way or another, incorporated concepts such as corporate social responsibility, ethical considerations and intertemporal considerations/ externalities into course requirements," explains Ms Ritchie.

"While our students expect to learn about profitability, marketing and business strategy, an insight into issues around sustainability and ethics, as part of the broader realm of Business Studies, should also be expected," she says.

One of the ways we express this learning culture at Melbourne Grammar School is through an early introduction into concepts required for understanding business and investment in our world via the Triple Bottom Line – profit, people and planet.

"By teaching business through this concept, students can take account of the full cost involved in doing business, including the impact on people and the environment," says Ms Ritchie. "They learn that the balance sheet is but one measure of success in the business world."

In addition to other Business Studies units offered across Melbourne Grammar, from 2020, the School will be offering a revised 'Money Matters' elective to Years 9 and 10. Developed by Ms Ritchie, in collaboration with her Business Studies colleagues, it will look at what money is and its place in society. "We'll cover everything from the historical role of money to the functioning of cryptocurrencies," she explains.

"If we can teach students about ideas such as why we invest, the value of ethical investment, and managing risk and return, these skills will serve them throughout their lives."

Meet Ms Ritchie

Ms Lisa Ritchie comes to her new role at Melbourne Grammar with more than 20 years' teaching experience. "At one stage I took a break from teaching to work as an accountant, but I realised I liked dealing with people more than paper," Ms Ritchie explains. "I missed the classroom. I think it's a privilege to work with young people."

Ms Ritchie remembers the advice given to her by Headmaster, Mr Roy Kelley, as she took up her role at Melbourne Grammar. "Roy emphasised that my classroom practice and the strength of my relationships with the students were both equally important," Ms Ritchie says, adding that she has felt genuine warmth from students since taking up her role. "Kindness in young men is something we don't often hear about, but I see it every day at this School. The boys will often thank me as they leave a lesson and those acts of appreciation mean a great deal to me."

After completing a Level 1 AFL coaching qualification, Ms Ritchie has coached AFL football at her previous school and is now enjoying coaching the 9C Football team. "Being involved with a sports team gives me a different connection to students," Ms Ritchie explains. "I have a different, but equally valuable, rapport with them on the field and it helps to develop strong relationships with students you do not know from the classroom."



Marrying entrepreneurial thinking with sustainability

Year 5 and 6 students are taking their first entrepreneurial steps through two unique programmes – Market Day and \$20 Boss.

Market Day is one of the highlights of the Year 5 calendar at Grimwade House. Working in small groups, students create and market a product or a service which can be 'sold' at an event staged at the School. Parents and students are invited to exchange gold coins for tokens, and they use these to purchase items on the day.

"We had to create a sustainable business," explains Year 5 student, Alexandra. "That meant we needed to make enough money to keep it running but we also needed to think about how to do this in an environmentally responsible way." Alexandra's group sold bath bombs and soaps which they made using materials available within their own homes.

For Year 5 student, Freddie, there were a lot of learnings along the way. "Having people with different strengths in our team was a good thing. Teams work best when every person is good at something different," he says. "I also learnt that it is important to treat your customers well. Lots of people came to our stall through word of mouth." Freddie's group printed bespoke artwork on canvases and notebook covers, again using existing materials.

"Parents came in and spoke to students about running their own businesses as part of the Unit of Inquiry," says Ms Steph Freeman, Year 5 teacher. "Interestingly, the students heard similar messages from all of them – businesses are most successful when you are doing what you love, but you still have to work hard at it, you have to listen to your consumers, and you have to be willing to change and adapt to meet their needs. It was an invaluable contribution to student learning."

In Year 6, students become a '\$20 Boss'. Starting with just \$20, students are again challenged to develop a sustainable business, but in a much more detailed, longer term way.

Underpinned by a design thinking approach, the Unit focuses on building both financial literacy and 21st century entrepreneurial skills. "Even if our students do not go on to become entrepreneurs themselves, we know that enterprising behaviours and capabilities are important in business and industry today," explains Mr Simon Cowell, Year 6 Level Coordinator.

"One of the most rewarding elements of the programme relates to the behavioural changes it can foster," says Mr Cowell. "Students of this age don't always cope well with negative feedback but, in this case, the students are pitching their ideas to each other, taking on feedback and then proactively redesigning their idea to better meet need. They begin to learn that criticism, when constructive, can be helpful."

For Year 6 student, Roman, this was just the case. "My original idea was to develop a wax for surfboards, but the ingredients I would have needed to use were not all sustainably produced so I needed to change," says Roman. Eventually developing a special lip balm, Roman credits the feedback he received with improving the final outcome. "I'd overlooked some obvious faults," he says. "The feedback made my product better."

Similarly, feedback helped shape Year 6 student, Josephine's thinking. "Feedback made me change to make something people actually wanted to buy," she says. "I created a product called Solar Cola. It is a compact, portable solar panel charger held in a recycled soft drink bottle."





A career built on an entrepreneurial approach

Self-awareness and curiosity are the two qualities Rohan Workman (OM 2004) sees as essential for any entrepreneur. "It's important to know your weaknesses as well as your strengths," he says. "There's no possible way anyone can establish a business and know everything that's needed to run it."

Mr Workman speaks from experience, having built a career through a succession of self-confessed steep learning curves. After graduating from the University of Melbourne, he began at McGrathNicol, working on some of the biggest corporate collapses occurring in Australia during the global financial crisis.

Then, in 2011, he founded HR management software start-up RosterCloud with fellow Old Melburnians, Dan Fine (OM 2004) and Tom Corrigan (OM 2004). The company was acquired in 2016 by an ASX-listed organisation.

"As I think most entrepreneurs will say, the start-up process, is incredibly challenging but also extremely rewarding," Mr Workman says. "I still remember how satisfying it was when we signed our first big customer."

While working on RosterCloud, Mr Workman became involved in the Melbourne Accelerator Program (MAP) at the University of Melbourne and later become its founding Director. "MAP was the first university-based accelerator in the country, so establishing it required us to learn how to run this kind of programme. It would not have been possible without the support of a number of incredibly generous people," Mr Workman says. Under his leadership, the programme was ranked 8th globally among programmes of its kind, supporting 10 Australian start-ups each year and running many other programmes and events.

In 2018, Mr Workman took on his next challenge, joining forces with a group of leading businesspeople, to form Skalata Ventures, a seed investment programme designed to help companies become significant and sustainable. "Our objective is to help companies with the capital, know-how and networks required to help progress through the angel investment stage which is where we see a pretty big gap in the market," Mr Workman explains. "The work we're doing is all being done for the first time, so there's plenty to learn."

Skalata Ventures has invested in 10 companies in 2019, with plans to invest in 50 more over the next two years. Initial investments include Smart Paddock, which helps farmers keep track of the location and health of their herds, and Vollie which is an online platform connecting white-collar workers with charities that need professional volunteers for specific projects. "What I enjoy most about this role is working with great people on great projects – people who are chasing their dreams," Mr Workman says.

"We look for three things in the companies we support: their innovation, their team and the progress they've made," Mr Workman adds. "To support them we provide capital, coaching to develop a growth engine and a sustainable business model, along with access to networks to build their company further."

"What I've taken from my time at Melbourne Grammar is an understanding of how important relationships are in any business venture," Mr Workman says. "Humility and generosity build enduring relationships. Along with shared values, this makes all the difference."

PERFORMANCE OPPORTUNITIES

Challenging and changing young performers

Tours to Europe, Japan and the US don't appear on every performer's calendar, but for members of the Melbourne Grammar School Symphony Orchestra, these kinds of opportunities are a normal part of their experience. As retiring Symphony Orchestra Director Mark Drummond explains, performance plays a central role in the development of these young musicians.

"There are things you learn in performance that you can't learn any other way," Mr Drummond says. "Performance hones our ability to respond to what happens in live concerts – moments of creativity and inspiration – in a different way to what happens in rehearsal."

Our Symphony Orchestra works towards regular performances at the School, with overseas tours every two years. "In the normal course of events we'll do a concert every term at the School," Mr Drummond explains. "What's wonderful about our Orchestra Tour is we'll do a minimum of four concerts within two weeks. The standard of performance rises enormously due to the intensive experience the boys are going through."

Mr Drummond also highlights the breadth of performance opportunities available to Melbourne Grammar musicians more generally, including participation in Chapel choir, various bands and ensembles, and jazz groups.

Additionally, one of the more unusual opportunities offered is the chance for students to conduct the 70-piece Symphony Orchestra – an option that is very popular for Year 12 students.

"Conducting is a huge, new challenge for a young musician," Mr Drummond says. "Our concerts at School are put together over five or six weeks, with only two to three opportunities for the conductors to rehearse, so it's somewhat like a sink or swim scenario. The best student conductors will spend time meeting with soloists, studying the score and attending all rehearsals. They soon realise conducting isn't as easy as it looks!"

Alongside this broad range of performance opportunities, our Friday lunchtime concerts are another important platform for soloists and small groups working towards performance goals. "These are 20-minute concerts open to all staff and students," Mr Drummond explains. "Often boys will be performing just before an external music exam or meeting their requirements for VCE music performance."

"All these opportunities are vital to young musicians," Mr Drummond adds. "You can't replicate performance in any other way."



1- The Melbourne Grammar School Symphony Orchestra performing at the 38th Annual Concerto Concert, June 2019

2- Year 12 student Jeremy Bolton conducting the Symphony Orchestra at the Concerto Concert. Ten student conductors vied for the Geordie Zhang Cup – awarded to the best student conductor on the night. Jeremy was awarded the prestigious trophy.

3- The Melbourne Grammar School Symphony Orchestra performing in Prague, December 2016

4- Mark Drummond conducts the Melbourne Grammar School Symphony Orchestra at his final Concerto Concert.





Farewell Mr Drummond

Mr Mark Drummond will retire at end Term 3, 2019. Here, Mr Philip Carmody, Director of Music, reflects on Mark's career and, in particular, his contribution to the School.

Mark's early professional career included roles such as Principal First Violin of the ensemble now known as Orchestra Victoria, membership of Netherlands Ballet Orchestra, and Associate Concertmaster of Orchestra Victoria. He also found time to begin long term gigs as an AMEB and VCE examiner and a sometime guest lecturer at the VCA.

Mark's first school appointment was Head of Strings at Camberwell Grammar School. Arriving at Melbourne Grammar as Director of the Symphony Orchestra on his birthday in 2009, Mark has overseen at least one concert each term and organised five orchestra tours: 2010 Japan; 2012 France & Belgium; 2014 Boston, New York & Washington; 2016 Berlin, Prague & Vienna; and 2018 London & Scotland.

Additional MGSSO highlights include concerts with James Morrison, Bernadette Robinson, Slava Grigoryan and Stefan Cassomenos (OM 2002).

It has been a pleasure working with Mark. We have all shared in the depths of skills he has brought to the position from his professional playing career. He is the consummate professional whose combination of musicianship, musicality, skill, organisation and attention to detail see him held in the highest esteem by boys and staff alike.

Best wishes, Mark, for life beyond the bluestone.



RECONCILIATION WEEK



A celebration of cultural change

“We all come from different nations, we all come from different mobs but, at the end of the day, we are one people, aren’t we?” So said, Mr Robbie Ahmat, Indigenous Programme Manager, at the Grimwade House Reconciliation Week Assembly. This philosophy was expressed time and time again during Reconciliation Week this year.

Reconciliation Week is an important part of the Melbourne Grammar School calendar because it shines a light on the support for Indigenous students and Reconciliation occurring across the School every day. It forms a key component of the School’s Indigenous Strategy which aims to ensure that our Indigenous students experience a sense of belonging at the School, and that all students value and respect Indigenous culture.

Without question, the highlight of the Week were the traditional dances performed by Indigenous students at each campus assembly. Choreographed by Year 10 student, Preston Cockatoo-Collins, the dances were representations of ceremonial dances of his tribe in South East Queensland. Dancers also wore ceremonial ochre and the colours of the clans of Western Arnhem Land regions tribe, to which a number of the boys belong.

Garnering deep respect from other students, this courageous act was a clear indication of the cultural shift that has been occurring at the School over the past few years.

“Eight boys stood in traditional garb and subjected themselves to the whole School staring at them,” says Rev’d Hans Christiansen, Senior Chaplain. “The fact that they felt safe enough to do this, to express themselves through dances they are just learning themselves, is nothing less than extraordinary.”

“Rather than being apologetic about who they were, as might have happened in the past, they stood up and said we are thriving and proud, and we are part of the School alongside all of you,” says Rev’d Christiansen. “This gives great hope for the future of this country because it shows we are now moving forward towards healing. And if they feel culturally safe here, they’ll start to feel safe in the Board Room, in Parliament, on the High Bench and in other places of leadership.”

Campus Assemblies also included a smoking ceremony as part of the Welcome to Country. The School is grateful to Graham Briggs, a Boon Wurrung and Wurundjeri man, who carried out these undertakings.

The solemnity of each assembly was balanced with moments of lightness. At Grimwade House, students and staff were invited to learn some of the dance steps; at Wadhurst, they learnt to play the didgeridoo.

“Reconciliation Week is just one aspect of Melbourne Grammar’s Indigenous Programme and, while it provides an overt demonstration of the School’s firm commitment to Reconciliation, the milestone event also has broader implications,” says Headmaster, Mr Roy Kelley.

“The evolution of Reconciliation Week shows students how social reform can be enacted within a microcosm of a school – not always by grand gestures or loud voices, but sometimes through patient and long-term attention to cultural change,” says Mr Kelley. “This is an important learning for all students and one which I hope they will remember and consider long after they have left the School.”



- 1- Ronnie Allen *Tjapaltjarri, Honey Ant and Witchety Grub Dreaming* c.1997 - Acrylic on canvas
- 2- Mr Greg Caldwell, Head of Wadhurst, learns that playing the didgeridoo is not as easy as it seems.
- 3- Year 10 student, Preston Cockatoo-Collins, teaches Grimwade House students some simple steps from traditional dances.
- 4- Indigenous students prepare for their ceremonial dancing.
- 5- Smoking ceremonies formed an important part of Reconciliation Week activities at each campus.
- 6- From left: Front, from left: Jacquin Mifsud (Year 12), Ariki Lowe (Year 10), Preston Cockatoo-Collins (Year 10), Edward Cubillo (Year 7), TJ Bin Hitam-Keeffe (Year 10), Caleb Paterson (Year 9), Mr Roy Kelley, Headmaster, Dawayn Simpson (Year 9), Jack Brown (Year 11), Mr Robbie Ahmat, Indigenous Programme Manager, Jack Peris (Year 10), Kyle Collins (Year 12)

A collaborative approach to cultural learning

Students and staff are working together to promote Indigenous education at Grimwade House.

"Our students are likely to be empowered and empowering people of the future, so we want them to have a balanced perspective about diversity, and be advocates for our First Nation People," says Year 3 teacher and driving force behind the current groundswell of change, Ms Shelley Faulds. "We are encouraging them to be proud of our Traditional owners and the culture they bring to us all."

A new Student Service team was formed this year – the Reconciliation Action Team. For Year 6 members, Harley and Connor, a sense of justice and fairness permeates their thinking. "We need to recognise that the First Nation People were here before white settlers, and we need to respect that and share the land with them," says Connor.

The Team plays a key role in presenting a student voice across the School. "We make Grimwade House aware of what is happening in the Indigenous community in Melbourne and around Australia, and we tell stories about their heritage," says Harley. Creating a bespoke Acknowledgement of Country relating to Grimwade House land has also formed part of their work. (see right)

The complementary staff Reconciliation Action Team is focused on embedding learnings about Indigenous culture and issues within the curriculum. Working with external Indigenous groups, the Team is developing new course materials, as well as defining protocols and boundaries.

In addition, the Community Problem Solving Group – a Year 5 enrichment initiative – is developing resources focusing on Indigenous language for others across the School to use, with the support of members of Indigenous communities within and external to the School.

"While we are working hard to discover all we can, our own lack of deep knowledge brings a fear we might be disrespectful, so it is important that we reach out to those who have the knowledge and ask them to share it with us," says Ms Faulds. "If you think about the Indigenous connection to country and to their families, their appreciation of sustainability and how they have used art for thousands of years, there is a lot we can learn."

There is a clear and strong philosophy behind this endeavour at Grimwade House. "I teach because I want a greater Australia, a sustainable Australia, and a harmonious and peaceful Australia for my students and for my own children," says Ms Faulds. "I like think that our actions will go some way to achieving that goal."



Grimwade House Acknowledgement of Country

We are gathered here today as Melbourne Grammar School and would like to acknowledge the Boon Wurrung people; the traditional owners and preservers of the land on which we come to learn and grow.

We also acknowledge the Boon Wurrung totems; Bunjil the creator and Waang the protector spirit. In particular, we honour the bubup and biik; the two pillars of Bundjil's lore and give our gratitude for the opportunity to continue our educational journey on this place.

We pay our respects to all other Aboriginal and Torres Strait Islander people and their elders past, present and emerging.

We recognise with respect First Nation People custodianship; that this is their land as it will go on to be in the future. We acknowledge their physical and spiritual connection to country so many years before us.

Authors: Year 6 students Charlie, Connor and Harley

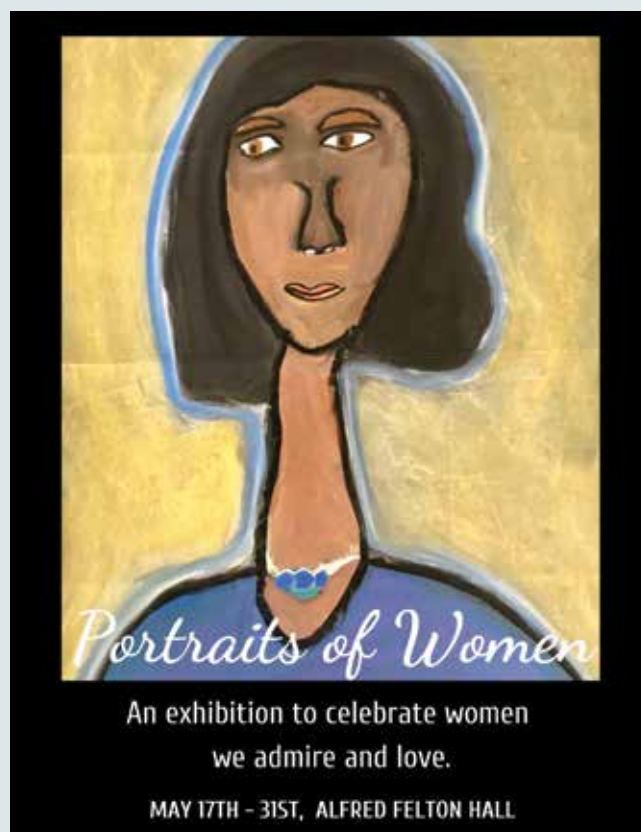
Students honour significant women in their lives

The Grimwade House exhibition – *Portraits of Women* – celebrated women the children love and admire. Using different artists and art forms as their inspiration, each child created a portrait of a woman who is important in their lives and who cares for them in some way.

“Most commonly students chose to honour their mother, but some chose other people, for example, an aunt or grandmother,” says Ms Lee-Anne D’Paul, Head of Visual Art at Grimwade House. “In talking about why they chose a particular person, students often made comments like “because she loves me” or “because she is always there for me”. This gratefulness was a common thread.”

Every Year level referenced an acclaimed artist through their artwork, except Year 1, who focused on sustainable practices. Artists included Brian Selznick, Roy Lichtenstein, Amadeo Modigliani and Sandra Silberzweig.

“It was wonderful to see how students viewed the person and how they portrayed them through the mediums that were used,” added Ms D’Paul. “It was also fun to watch some of the women take a selfie next to their portrait.”





Wadhurst rallies behind a drought-stricken community

Living in a city like Melbourne, it's easy to forget the devastating effects of drought currently being faced by those in other parts of Australia. Earlier this year, Wadhurst students came together to make a difference to a drought-affected community through a concert staged during Term 2 this year.

"The small town of Menindee in regional New South Wales has attracted nationwide attention after millions of Murray cod were found dead on its riverbanks," explained Jaden Taveira, 2019 Captain of Music at Wadhurst, speaking at the concert. "This has caused the town's water supply and quality to rapidly dwindle. Now, residents are unable to use the water that comes out of their taps."

Ms Melinda Sawers, Head of Music at Wadhurst, was impressed with the way the Wadhurst community rallied behind her idea of raising money for Menindee through the water-themed concert called 'Music for the Murray'.

"Students and staff were very enthusiastic," she explains. "A group of three Year 8 students who have their own band – Jack Whitbourn, Will Nixon and Stuart Galloway – wrote an original song. Chris Tsang, Year 8, decided to perform a piece called 'The River Flows in You' on piano, and Rev'd Malcolm Woolrich accompanied the Wadhurst Choir on piano throughout their three pieces."

In conjunction with funds raised from a sausage sizzle and Casual Clothes day, the Music for the Murray concert surpassed its initial goal and raised \$2000 for the Menindee community. With these funds, Wadhurst purchased a new water tank for Menindee's only school, replacing one that had corroded due to the effects of the drought.

"Apart from the support we were able to provide this small community, I feel the benefit of an activity like this is that students are better connected to the things that are happening around them – things they don't come across in their everyday lives," says Ms Sawers. "This is another way we can put them in contact with the world beyond their immediate experience."

"The fact that Wadhurst students came together to do this – and saw the direct positive impact they had – is so important," adds Ms Sawers.



Building abiding long-distance friendships

Building connections between students who share common interests is an important part of Wadhurst's core philosophy, and this includes building relationships with students from other schools. One way that this takes place is through interstate sports tours.

Since 2013, Wadhurst has participated in an annual tournament with St Peters College and Prince Alfred College from Adelaide, as well as Wesley College from Melbourne, in alternating cities.

This year, the Adelaide schools visited Melbourne and, as usual, it was a highly successful tournament. The participants enjoyed an elite coaching session, in addition to their round robin games. St Peters boys are always billeted with Melbourne Grammar families (and vice versa) and the two groups attended an AFL game together on the weekend.

This football tournament replicates the one enjoyed by the First XVIII over the past 110 years.

"The exchange with St Peters allows the boys to create new friendships. We find the boys will often stay in touch and will, perhaps, meet again in Year 11 or 12 during the First XVIII tournament," says Mr Scott Whyte, Head of Sport at Wadhurst.

"The team knows that it's a pretty special rivalry between Melbourne Grammar and St Peters," says Oliver Tyrer, Captain of the 8A football team. "It's always great to make a new mate."

Mr Whyte acknowledges that there are also sporting benefits at these events. "We find playing against an interstate school builds a sense of community, particularly with the St Peters students. However, we also find that the MGS group tends to play better as a team after a tournament," says Mr Whyte.

"There was a great spirit during the tournament," says Year 8 student, Hugo Hines. "To play against teams we know nothing about, and play well, was a good feeling but at the end of the match we all sang our Games song together."

To give students who are interested in other sports or play at other levels a similar opportunity, Wadhurst introduced an annual sports tour to Hobart three years ago. The 8A basketball and 8A soccer teams travel with the 8B football team to compete against St Virgil's College and The Hutchins School. In this instance, Melbourne Grammar students are billeted with Hutchins families.



Melbourne Grammar vs. Prince Alfred College

Our first match against St Peters College

Melbourne Grammar School's First XVIII first met a football team from another State in 1904 – Prince Alfred College, Adelaide. This game was played in Melbourne.

In 1909 the First XVIII undertook its first interstate trip, visiting Adelaide and playing against several local teams including, for the first time, St Peters College.

This was not the first time the two schools had competed in sporting competitions, with cricket and rowing rivalries established well before this date. Other points of contact with St Peters were also well embedded in Melbourne Grammar by 1909, including representation at School reunions.

Interestingly, the 1909 *Melburnian* records Cyril Steele (OM 1909) as the 'man of the match' for Melbourne Grammar School in that first football game against St Peters. School historians and keen observers of School plaques will know that, due to the generosity of Cyril Steele and his mother, Mrs P J Steele, what is now known as the Steele Memorial Ground was rebuilt in 1928 and named in honour of Cyril's three brothers who lost their lives in WWI.

SENIOR SCHOOL



A winning mindset leaves the competition behind

Fraser Symons still remembers the shock of winning his first race at national level. "At the time I didn't see myself as able to win," he says. "After I came first by a pretty convincing margin, I gained a new sense of appreciation for the hard work that I'd have to put in to continue to win at that level."

A Year 12 student and Vice-Captain of Perry House, Fraser is currently the top ranked U20 400m hurdler in Australia and ranked sixth in the open 400m hurdles.* This season his goals include qualifying for the IAAF World U20 Championships, to be held in Nairobi next year.

Reaching this target requires a daunting training schedule, with at least four track sessions per week along with time in the gym, physio appointments and working with a sports psychologist. "It's rigorous, but it's a sacrifice I'm willing to make to compete at a high level," Fraser says. "The end goal is to have the best personal result I can."

Even as he goes up against increasingly challenging competition, Fraser's strategy is never to think about the people next to him as he takes his place on the starting block.

"I know I've put the work in that will enable me to win," he says of his pre-race mindset. "If I'm doing the best I can, I don't go into a race to come second."

Despite this strong emphasis on athletic achievement, Fraser is still highly focused on academic success and hopes to enrol at a US college to study either business or law. "I've been fortunate enough to be brought up in a family that values education," he says. "That's my number one priority, despite my history with athletics and the success I've had in it."

A boarder at Melbourne Grammar since mid-2016, Fraser says attending and support from the School has also contributed to his achievements. "I enjoy boarding very much," he says. "The access to tutors and to my coach, Dan Martin, really helps with my schoolwork as well as with my training. I wouldn't be where I am without my coach."

Mr Martin, a former Australian representative in the 110m hurdles, believes commitment is another major factor in Fraser's success. "There is no doubt that Fraser has natural talent," Mr Martin says. "But it's his determination and work ethic that sets himself apart from his competitors."

**Correct at time of printing.*



Gaining global diplomacy experience

For Year 11 debater, Patrick Irwin, initiating and organising an inter-school Model United Nations (UN) competition was a natural fit. The competition, which brought together students from leading Melbourne schools at the end of May, encourages confidence in public speaking along with valuable negotiation and teamwork skills.

"I'm extremely pleased with how our Model UN competition went," Patrick says. "The quality of the event was all down to the students who participated. Everyone contributed extremely well."

The Model UN competition gave students insights into the workings of global-level diplomacy. Participants represent their chosen country and negotiate to pass the kinds of resolutions debated at the UN Security Council. In the May competition, topics on the table included Cameroon's Anglophone Crisis and the question of how to manage cybersecurity and global espionage.

"All five of the 'great powers' – the UK, France, Russia, China and the US – must vote 'yes' to a resolution, otherwise it automatically fails, regardless of how many other countries

vote 'yes'," Patrick explains. "This is disappointing for small states who work hard to make compromises, but it's a good model for how real diplomacy works."

Five schools participated alongside the Melbourne Grammar team: Mac Robertson Girls' High School, Melbourne High School, John Monash Science School, Scotch College, and Melbourne Girls Grammar. Each team was judged on their ability to collaborate, pass amendments and further their own interests by staff from UN Youth Australia, who adjudicated the event.

"Participating in the Model UN is a great way to develop public speaking skills because those without much experience can get up and talk for just 30 seconds if they choose to," Patrick says. "It's also a good way to develop the ability to negotiate and to present a point of view succinctly. Of course, all this is alongside the geopolitical knowledge you gain."

"I think these kinds of student-led initiatives are really valuable," Patrick adds. "They inspire other students to participate in debate, to be interested in international affairs and to build links with students from other schools."

STUDYING WORLD RELIGIONS

Respecting the beliefs of others

The study of World Religions meanders throughout the curriculum and co-curricular programmes at Melbourne Grammar School but its importance remains constant.

"We live in one of the most successful multicultural societies in the world," says Rev'd Hans Christiansen, Senior Chaplain. "Religion is a key component of many cultures so, for us to better understand the people with whom we live, it is often helpful to understand their religious beliefs, structures and traditions. Sometimes you have to walk beside someone to appreciate who they are."

Rev'd Christiansen also believes the intellectual experience of studying World Religions can be powerful. "You don't have to be religious to study religion," he explains. "Many religions are wonderful to explore because of their richness and complexity."

So how does the study of World Religion rest within an Anglican School? "Anglican schools are pluralistic in nature," explains Rev'd Malcolm Woolrich, Wadhurst Chaplain. "At Melbourne Grammar, we are open to everyone, welcoming people of many faiths (or none). Anglican culture presumes that we respect each other's beliefs and welcome constructive and considerate dialogue."

However, Rev'd Woolrich believes that, while we are pluralistic, we are not relativistic. "We do not accept that all beliefs should be given equal weight or credence," he says. "We don't spend much time on the Jedi religion when compared to Judaism, for example."

However, there is naturally an emphasis on Christianity and the Anglican religion at Melbourne Grammar. "Indeed, it can be argued that a student should be securely grounded in the teachings of one belief system so that comparisons with another belief system are more easily and productively drawn," says Rev'd Woolrich.

Exposure to World Religions begins with our youngest students through consideration of beliefs, rituals, and sacred stories, across religions, in age appropriate ways. Differences between forms of prayer, holy books and celebrations are part of this programme.

As they move into Upper Primary, there is a deeper dive into particular religions including Hinduism, Indigenous spirituality, Judaism, Buddhism and Islam, including links between these religions and Christianity. These studies provide a context for discussions about values, respect and tolerance.

"We have students from many different faiths attending the School," explains Mr John Donaldson, Year 5 teacher. "Students are often quite proud of their heritage and can talk about aspects of their religion in a way that brings it to life for the class. This adds to the depth of discussion and also adds to their appreciation of diversity."

As students move into Wadhurst, a more thematic approach occurs. For instance, when considering a topic such as 'suffering' in Philosophy and Religious Studies, students explore how various religions address this issue, enabling rich comparisons and, ultimately, helping them make greater sense of their own belief structure.

In Senior School, together with elements within the curriculum, there are two major programmes addressing our understanding of World Religions. In Year 10, students can choose to participate in a whole day multifaith excursion, where they visit different places of worship and interact with elders and other worshippers within that place. The Building Bridges programme (see opposite) is another core activity within the Senior School.

Year 5 student Hugh perhaps summed up the impact of these studies best when he says: "We are all different and believe different things but it's amazing that we can all live together so well. I think it's really good that we can do that."



Year 5 students visited a nearby Synagogue during their study of Judaism.



Building Bridges

Building Bridges is a voluntary activity for students in Years 10 – 12. The programme brings students from Jewish, Muslim and Christian schools together over five evenings during the year, where they are involved in a facilitated dialogue and other activities. Year 11 student and 2018 participant, Guillaume Delvaen, reflected on his experience at a Senior School Assembly in May. Here is his presentation.

I would like everyone to take a moment and think about your friends. Think about how much fun you've had with them. Think about some of the friendships that slowly died away and the new ones that formed.

But how much do you actually know about these friends? Do you know what their favourite colour is, their favourite food; how about their religion, their perspective on life and their daily struggles? And of those friends, how many think differently to you, believe in a different God perhaps or even just challenge your thoughts?

Many of us here surround ourselves with like-minded people. You can relate to them, make jokes that they'll understand and never have your opinion overly challenged. Yet it seems that whilst the world is becoming increasingly multicultural and accepting, people still tend to isolate themselves in restrictive groups when it comes to friendship.

Within the Building Bridges programme, I realised how restricted my friendships were, and how little I actually knew about my friends who were of a different religion. Some of these friends I had known for years, and still didn't know much about them.

Yet, over five nights, I learnt about the struggles of young Muslims and how they feel victimised in their own country. I learnt about the devastating effect the holocaust still has over the Jewish community and how many Christian denominations relate to God in different ways.

This programme allowed me to make friends with people regardless of what school they attend, what ethnicity they are and what God they believe in. We disregarded our differences and formed friendships that I still have today.

The opportunity to take part in this event is truly unique, and I urge other students to allow themselves the opportunity to be part of something great. Friendship shouldn't be restricted to similarities, rather be enhanced by differences.

YEAR 6 PRODUCTION

A supercalifragilisticexpialidocious show

From the moment practically perfect Mary Poppins entered the Banks' household, you just knew that Mr Bank's love of precision and order was going to be tested. And it was - but it was all calmly and capably managed by the ever-patient Mrs Banks and the household staff.

The Year 6 production was full of fun. Even a simple walk to the park became a magical adventure when Mary Poppins was involved. Jane and Michael's disgruntlement with the excursion turned to amazement when the statues came to life!

The vivacious Mrs Corry, purveyor of sweets and conversation, livened up the stage, as did Bert and his fellow chimney sweeps with their captivating dancing on the rooftops. A haunting tune on the Cathedral steps, lots of kite flying and Mr Banks' eventual success in his employment added to the enjoyment, which even an appearance by the horrible Mrs Andrew ("the holy terror" according to Mr Banks) couldn't spoil.

The point that 'anything can happen if you let it' was made by Mary Poppins over and over again throughout the show, and the sensational production was evidence of this in itself.

Ably directed by Mrs Annette Curran, and with stellar performances by the cast – including Samantha (Mary Poppins), Nathan (Bert), Henry (George Banks), Tabitha (Winifred Banks), Pippi (Jane) and Thomas (Michael), lively renditions of beloved songs and a simple but highly effective set *Mary Poppins Jnr* was a charming experience for all members of the audience. Congratulations to everyone involved.

(Oh, and if anyone can advise how Mary Poppins was able to withdraw a full-length hat stand from a standard size carpet bag, the editor would be keen to hear from you!)





THE OLD MELBURNIANS COUNCIL

The magic of moments

Preparing for my 40-year reunion this year, I reached out to an interstate friend I had not spoken to in 20 years.

We reconnected instantly. We talked about the journey of our children, the death of his parents and reminisced about the day we climbed Diamantina Spur...the challenges of our heavy packs up that steep incline, the way the mountain teased us with its many false peaks until we finally summited, and the joy of the cup of tea and chocolate we shared as we marveled at the view from Mt Feathertop. Life is made up of many of these small experiences and Melbourne Grammar provides a broad range of opportunities to create and share such moments. This was the spirit that made the recent LGR Reunion such a success. Many of our OM events also provide this opportunity.

As President of the Old Melburnians I am often asked why I do what I do. The answer lies largely in my belief that the Council can have a positive impact on our community, the School and the lives of many OMs, young and old. Mostly that involves creating environments for OMs to reconnect with old friends, or connect with new ones, or to relive special moments, or engage in something bigger than themselves. Forums that generate laughter and fun. Forums that provide opportunities for reminiscence and, when needed, provide support. Forums that recognise and celebrate past and also, more recent, achievements. Forums that allow for learning and growth. I believe this is meaningful and motivating. In a globalized world where interactions can be fleeting and superficial, our relationship with the School and the deep sense of community that flows from our relationship with fellow OMs is increasingly important.

In my two years as President, I have had the opportunity to engage with OMs at many reunions, annual dinners, ANZAC services, regional and offshore dinners, business breakfasts, cocktail parties, business leaders speaker events and at special celebrations such as the Grimwade Centenary and the recent London Dinner. In addition, I have coordinated or attended AGMs, mentoring meetings, valedictory events and OM sporting and cultural events. We are a diverse community, but the common theme that persists across all these events is the strength of the connection between OMs and with the School.

Each year, across our range of events, we reach about ten per cent of the OM community. We have also made progress in other areas. These include our mentoring programme which will benefit 20 to 30 young OMs this year, our business breakfast has been cemented as a key event in May each year, and we have implemented an approach to financial management that mirrors other well run perpetual organisations. We have also managed to ensure all students upon leaving School become Life Members, if they wish, and we have committed to building closer ties with the School Council.



Mr Andrew Maughan



Overall, I believe the OM Society is in good shape, but we continue to ask ourselves: "What more could we be doing?", "How can we better harness the ideas and energy of our members to benefit our community and the School?" and finally, "What role could the OM community play in an outward looking approach to social justice?" We will explore this theme further at the Annual Dinner on 6 September.

We welcome the ideas and energy of those willing to play a role.

Andrew Maughan President of The Old Melburnians

Fellowship recipients

The two successful recipients of The Old Melburnians Dick Cotton Fellowship in 2018 were Marcus Maisano (OM 2007) and Will Hannemann (OM 2009).

In line with the School's prioritisation of Indigenous engagement, in 2018 the Old Melburnians looked favourably on Australian-based projects addressing Indigenous issues during the selection process.

Marcus travelled to a remote community near Alice Springs operated by the Central Desert Regional Council and ran a four-week youth recreation programme during the January school holidays. While there, he launched creative music workshops with young Indigenous Australians, including delivering a broadcast on 102.7FM PAW community radio.

Will aims to enhance rehabilitation for Indigenous prison inmates through yoga teaching and peace education by facilitating yoga teacher training course inside prisons. He is about to begin to teach people at a prison at Port Augusta, South Australia.

Why service matters to the Chair of ASIC

James Shipton (OM 1987) may have spent 25 years outside Australia building a career in finance and regulation, but when he spoke at this year's Old Melburnian's Business Breakfast, it was clear how important his early years in Melbourne were to this path.

"Melbourne Grammar instilled a sense of public and community service in me," James Shipton told his audience. "There's a long list of Old Melburnians who came before us and gave tremendous service to Australia and other countries. This School has produced so many great public servants across the political spectrum – along with advocates, those who served in government and many others – and these people have had an enormous influence on my life. They've been role models."

"From a very early age, my teachers at Melbourne Grammar encouraged me to think about the world beyond Australia," James added. "At Wadhurst I studied the Chinese language. When I moved to the Senior School, I had the opportunity to go on one of the very first trips to China organised by any Australian school. I feel incredibly lucky that I had this opportunity."

James also remembered the importance of the international community that was part of his daily life as a boarder at the School. "We had, and I believe this tradition continues, a fantastic array of boys coming in from overseas," he told the audience. "I think that really impacted me a great deal."

As his career progressed, James began to view the role of corporations and finance through a different lens. "Post-financial crisis, I saw that finance may have been serving the economy, but it was not always serving the community," he explained. "I thought about what I could do to continue to make the finance and business sector more connected to the community. I commenced working at the Securities and Futures Commission (the Hong Kong market regulator) and, eventually, went to Harvard Law School as Executive Director for their Program on International Financial Systems."

Appointed to the role of Chair of the Australian Securities & Investment Commission (ASIC), in 2018, James now oversees corporate, markets and financial services regulation in Australia.

"Regulation is much misunderstood," James added. "Regulators aren't only a police body. Our role is about trying to make Australian corporate and finance systems better by influencing and modifying the behaviours of the people inside those systems with reference to community expectations and norms. We try to do this through law enforcement, through policy development and through productive and positive engagement."



Mr James Shipton

And, as to the philosophy and role of ASIC? "I want there to be a broad community purpose within the sector which, in my view, can sit comfortably alongside profit and increasing financial returns," he said.

When asked about the impact of the recent Financial Services Royal Commission, James discussed the Royal Commission's beneficial role in making many of the ideas he had championed for many years more prominent.

"The Royal Commission provided visual images of the importance of getting this stuff right," he said. "Through the media, we could see that our frustrations were the same as the frustrations of the people around us, and that there were fundamental flaws in how the system was working. The challenge for us all now is to harness the energy coming from the Royal Commission to make the system better, stronger and more efficient."

Weddings

The Melbourne Grammar School community is pleased to congratulate the following couples who recently celebrated their marriage in the Chapel of St Peter.

Saturday 13 April 2019

Sam Greenland and Lucy Norton

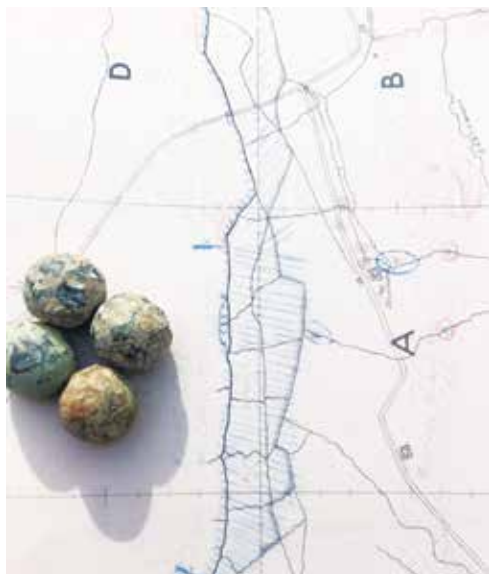
Saturday 18 May 2019

Lachlan McNaughton (OM 2004) and Anastasia McNamara

Obituaries

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

Adey, F D (OM 1950)
Armit, J E D (OM 1942)
Bowman, C A (OM 1968)
Bristow, A N (OM 1973)
Clope, T P (OM 1997)
Corless, E W S (OM 1952)
Courtney, R J (OM 1943)
Crichton, K L (OM 1944)
Franklin, J R (OM 1941)
Galbraith, R B C (OM 1946)
Gallagher, I C (OM 1949)
Greenland, S J (Teaching staff)
Grenness, I P (OM 1968)
Hensler, J H (OM 1941)
Holdsworth, J W H (OM 1964)
Holland, P A (OM 1978)
Hunt, I G (OM 1947)
Johnson, W B (OM 1945)
Jones, C T (OM 1974)
Jones, G V (Past staff)
McArthur, C S (OM 1957)
McComas, A W (OM 1962)
McNeill, P A (Current parent)
Miller, N H (OM 1992)
Oldfield, J G (OM 1942)
Relph, J A J (OM 1960)
Sharpe, L S (OM 1949)
Standish, W A (OM 1961)
Starey, J M (OM 1951)
Stoney, T B (OM 2015)
Vance OAM, J C (OM 1961)
Wenzel, D A (OM 1941)



Battlefields tour

Last month, Old Melburnians followed tour leader, Hugh Dolan (OM 1980), in the muddy footprints of our soldiers in the Great War. Their simple goal was to learn as much as they could of the flow and flavour of our major battles from 1916 to 1918 in France and Belgium.

Three of the group represented the School, laying a wreath during the Menin Gate remembrance ceremony, in the portcullis leading from Ypres to Passchendaele. One of the wreath layers wore his "fur, felt, khaki," or slouch hat; it had the Melbourne Grammar School Cadet Corps badge on it - an original, kept by an Old Melburnian who had served in Vietnam.

Old Melburnians Bowls Club

On Sunday 1 March, the Old Melburnians Bowls Club fielded 16 bowlers for the combined public schools' tournament which is an all-day event against nine other APS school alumni associations.

This year the OMs finished in 4th place. New members are welcome to our friendly club. The members meet twice a month from October to March at MCC Bowls Club.



The Old Melburnians Bowls Club team

Old Melburnians Mentoring Programme

Bill Cowan (OM 1962) hosted a mentoring information programme to kick start the 2019 Old Melburnians Mentoring Programme. Bill provided advice on how to conduct a successful discussion as a mentor, and how a mentee can prepare to maximise the value of a mentoring discussion. Twenty pairs of OM mentors and mentees will meet four times this year and wrap up their mentoring programme in November 2019.



Selection in new NBL team

Dane Pineau (OM 2012) has been selected for the new National Basketball League (NBL) team, the South East Melbourne Phoenix, for the coming season. While studying for a Business Administration degree from St Mary's College in California, Dane was also an outstanding member of the College's basketball team. He returned to Melbourne in May 2017 and soon after was signed by the NBL team, Sydney Kings.



Old Melburnians rowing overseas

Several Old Melburnians have been competing overseas in rowing. Sam Hookway (OM 2009) recently celebrated success as part of the Cambridge University crew in the annual Oxford-Cambridge Boat Race on The Thames.

At the 2019 World Rowing Cup III in Rotterdam, The Netherlands, Tim Masters (OM 2009) helped his team to a first-place finish in the Men's Four, and Jessica Morrison (OM 2010) won gold in the Women's Pair and silver in the Women's Eight.

Mitch Hooper (OM 2017) and Jack Robertson (OM 2016) represented Australia in the World Rowing Championships at Sarasota, USA, with Mitch winning gold in the U23 Men's Coxed Four race and both Old Melburnians rowing in the sixth placing U23 Men's Eight crew.

Jack Robertson (pictured above, right) also took part in the US rowing season this year together with Fergus Hamilton (OM 2017) (pictured above, left). Jack rows for University of California, Berkeley and Fergus for Yale University. They competed against each other at a recent regatta in San Diego.

Harry Fox (OM 2018) will team with Hamish Henriques (from WA) in the Double Sculls at the 2019 World Rowing Junior Championships in Tokyo, Japan in August. This is the same boat class in which Fergus Hamilton won gold in 2017.

Old Melburnians in film and television

Nick Russell (OM 2003) has enjoyed a successful year in film and television, starring in the Channel 10 sitcom *Mr Black* alongside Stephen Curry. Nick is also reprising his role in the returning Channel 10 drama *Playing for Keeps*.

Nick Musgrove (OM 2002) is returning to write his second season of Channel 10's *How to Stay Married* with Pete Helliard and recently wrote for season two of ABC's *Squinters*.

Between their writing and acting engagements, Nick and Nick run their own television production company which has produced works for Foxtel, ABC iView and the Emmy nominated Eue Sokolow in Los Angeles.

Nick and Nick first combined in the 1998 Wadhurst School production of *Treasure Island* and went on to study Law together at Monash University where they performed in the Monash Law Comedy Revues.

Australian Open High Jump title

Congratulations to Joel Baden (OM 2014) who jumped 2.3 metres to win the Australian Open High Jump title to qualify for the IAAF World Athletic Championships to be held later this year.

A man's career, his marriage, and quite a few reputations, hang in the balance...

The Old Melburnians Theatrical Group presents *Carrington VC* in The Old Melburnians War Memorial Hall at 8.00pm on Thursday 10, Friday 11 and Saturday 12 October 2019.

Bookings at mgs.vic.edu.au/events

All are welcome to find out why a much loved and decorated soldier might put everything at risk.

The Old Melburnians Dick Cotton Fellowship

Applications are now open for The Old Melburnians Dick Cotton Fellowship. This is a significant way in which the Old Melburnian community supports younger Old Melburnians. Applications are open to any Old Melburnian under the age of 30.

This grant (\$3,000 in 2018) provides an opportunity to undertake a period of travel, study and/or project work that supports self-development and discovery beyond the benefits offered by higher education.

Applications close Friday 30 August 2019. For more information visit: www.mgs.vic.edu.au/community/old-melburnians/old-melburnians-dick-cotton-fellowship

Stay connected and update your details

OMlink is the exclusive portal for Old Melburnians for networking, and re-connecting. Simply use your existing LinkedIn or Facebook account or email to sign in. Visit www.omlink.org

Updating your details enables us to keep in touch, connect you with lost friends and share important events and milestones.

Email omrsvp@mgs.vic.edu.au

Do you have news to share?

Have you moved into a significant new role, published a book, won an award or undergone any other major life success? If so, we'd like to hear from you.

Please email newsletter@mgs.vic.edu.au

COMMUNITY EVENTS





1- 1999 (20 year) Reunion attendees

2- 1989 (30 year) Reunion attendees

3- 1979 (40 year) Reunion attendees

4- 1969 (50 year) Reunion attendees

5- From left: Current and former Melbourne Grammar School Council Chairmen: Mr John Hasker AM (OM 1956), Council Chairman (1999 – 2004); Mr C (Sandy) Clark (OM 1962), Council Chairman (2005 – 2010); Mr Michael Bartlett (OM 1973), Council Chairman (2015 – present); Mr C (Ralph) Ward-Ambler AM (OM 1952), Council Chairman (1989 – 1994); Professor Richard Larkins AO (OM 1960), Council Chairman (2010 – 2015) at the Melbourne Grammar School Foundation Annual General Meeting

6- From left: Mr Benjamin Anderson (OM 1999) and Mrs Genevieve Anderson (nee Barnes) (OM 1999) at the 1999 (20 year) Reunion. Mr and Mrs Anderson are one of the first married couples, who are both Old Melburnians, to attend their reunion.

7- From left: Mr James Righetti (OM 1989) and Mr Rodney De Luca (OM 1989) travelled from USA and the UK, respectively, to attend the 1989 (30 year) Reunion

8- From left: Jeremy Goddard, Captain of the First XVIII; Mr Paul Sheahan AM, former Headmaster; Sam Goddard (OM 2009); Hugh Goddard (OM 2014); Mr Roy Kelley, Headmaster at the Sheahan Oval naming ceremony.

From the Director of Development

THANK YOU to all those members of our community who have chosen to support our current and future students to date, via this year's Annual Giving Appeal.

When calling donors to thank them, I have been struck by the goodwill and loyalty expressed towards the School. It is palpable. Some have been quietly supporting for decades, year in, year out. Others more recently. Their kindness and generous-spirit is greatly appreciated.

Members of our community will be aware of the Callum Morton (OM 1982) sculpture *Cover Up #18*, situated outside the Headmaster's office and generously supported by the Friends of Grammar. The piece is the first of a Sculpture Walk, conceived by the Headmaster, Mr Roy Kelley, with Ms Maudie Palmer AO, Founding Director of Tarrawarra Museum of Art and of the Heide Museum of Modern Art, playing a key role in mapping the sites of seven sculptures, across Wadhurst and the Senior School.

The Melbourne Grammar School Art Committee consists of esteemed art professionals, current and past parents, and past and present staff members. Together the Committee guides the selection of artists for the project, with the intention that all works will be created by outstanding Australian artists, commissioned on an individual basis.

We are excited to announce that planning is underway for a second sculpture, to be located next to the Geoff Handbury Science and Technology Hub. Details of the Sculpture Walk may be found on the School's website, including details of how you may help to bring the project into reality.

Sue Felton Director of Development



1- Ms Sue Felton



2- Cover Up #18

If you are interested in supporting the School's Annual Giving Appeal, the Sculpture Walk, or including a Gift to the School in your Will, please contact:

Sue Felton, Director of Development

foundation@mgs.vic.edu.au

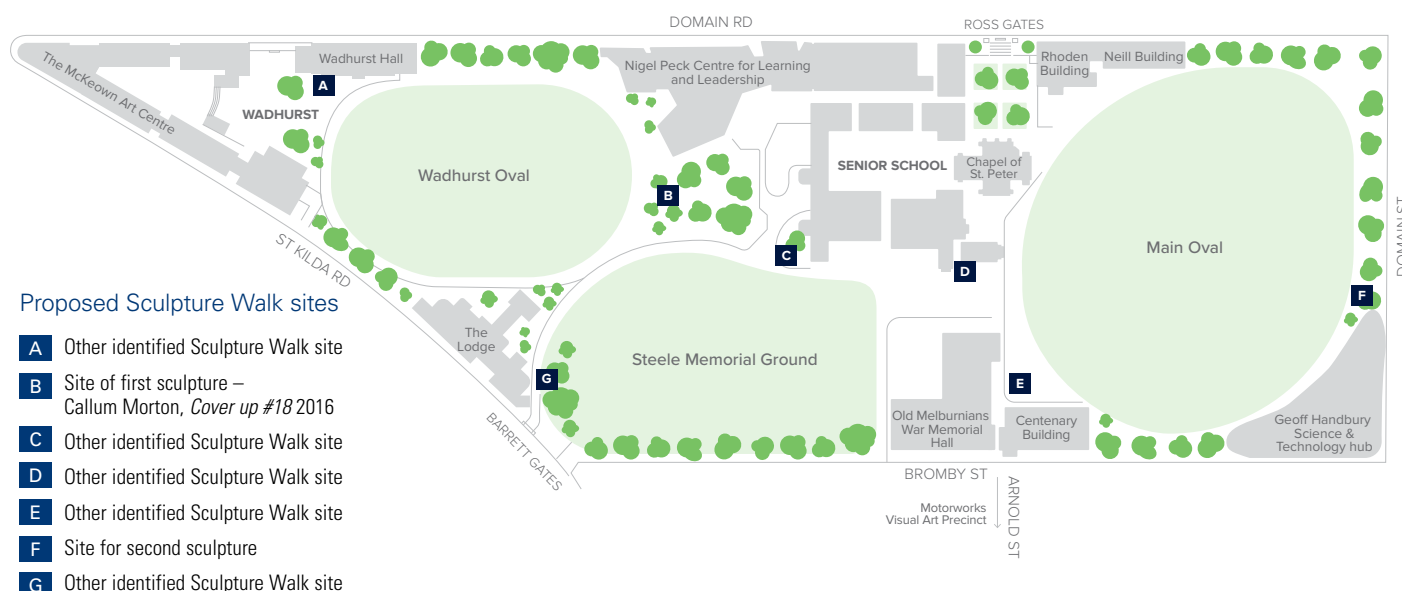
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The story behind 40 years of support

Michael Hilditch (OM 1953) concedes he was something of an outlier during his time at Melbourne Grammar. In days when sporting prowess was highly regarded, he was a student who gravitated instead towards pursuits such as music and other performing arts.

"I tried to be involved in everything I possibly could, but I wasn't a sporting hero, even though I was part of the rowing team," Mr Hilditch explains. "I would go with my classmates to youth concerts for students who were more interested in classical music than football. The School has changed tremendously since then. Things are very much different now."

A supporter of Melbourne Grammar's Annual Giving Appeal since 1979, Mr Hilditch has also contributed to the Alan Froomes Bursary since its inception. He explains that his motivation for this sustained support of the School is informed by his lifelong friendships with classmates, as well as his belief in the evolution of the School.

"I went to Oxford with Alan Froomes (OM 1953) and a number of other graduates of Melbourne Grammar," Mr Hilditch says. "My support of the Alan Froomes Bursary is a way to honour the memory of the people I went to school with and the relationships I had with them. It's that sense of a family I felt I belonged to, with people who motivated and inspired me."

Mr Hilditch adds that his ongoing contribution is also a reflection of his belief in our students' capacity to have a positive impact on the world around them. "The School is an educational force – a centre of educational excellence that's worth supporting," he says. "The things Melbourne Grammar can offer students now, particularly the opportunities they have to contribute to communities that are less fortunate than their own – that's a force for good in the world."

Mr Hilditch has seen one son and four grandsons attend Melbourne Grammar. He still spends time in the office each day, working with his son Patrick Hilditch (OM 1978) at Hilditch Group Ltd, where he has held the role of Managing Director for 29 years. "The decision to start my own business was like deciding to jump out of a plane without a parachute," he remembers. "It was seen as a very foolhardy thing to do."

"The first thing you notice when becoming an entrepreneur is you don't get paid as you're getting established," Mr Hilditch adds. "It was at that time that I worried about the school fees I might need to pay. I thought about what I'd say to my kids if we couldn't afford their education. I think that memory is also part of my motivation for supporting Melbourne Grammar students today."

Building community connections

What a busy start to the year it has been with all three campuses offering a large variety of activities connecting the Melbourne Grammar School community.

This culminated in the 'sold out' Melbourne Grammar Lunch, held in May 2019 at The Glasshouse. We saw an unprecedented level of enthusiasm and excitement for the event, with the more than 540 attendees having a fabulous day. FOG would like to extend our gratitude to the MGS community for their support and generosity in helping make the day such a success. We achieved our core goal of connecting the community, whilst also raising funds for contribution to the School and our children.

The Grimwade community enjoyed the FOGG Summer Picnic in March 2019. The oval was a sea of picnic blankets, laughter and smiles all around. The children were entertained by a roving magician and played on a jumping castle, a giant inflatable obstacle course and a super slide. The Class Representatives hosted wonderful activities for the children to enjoy, including crazy hair, old fashioned picnic games and bag drives. Some of Melbourne's best food trucks attended the picnic to ensure that no-one went hungry.

FOGG served over 2400 orange segments for our cross-country runners early in Term 2. Our Mother's Day stall was thoroughly enjoyed by both the children and class representatives who minded the tables. The Grimwade Swap Shop is booming, thanks to all the parents who volunteer their time and our new point of sale system.

Wadhurst has seen many House and other gatherings this semester. The Mission to Run on the Wadhurst Oval was held in autumn sunshine and with tireless efforts from staff, students and Committee members. The once per term Tuckerbox lunches also continue to be a highlight for all the boys, as was the Wadhurst Family breakfast held at the end of Term 2.

Senior School was excited to host a new event in August 2019 – the Senior School Lunch which connected current and past parents. Held at the Myer Mural Hall, we welcomed our past parent community back to join us for this celebration.

Another major event scheduled for the Senior School community is the Parents and Sons Trivia Night to be held on 2 September 2019. We encourage you to book early for this event as it is sure to be popular.

Wishing you all the best for the coming months.

Stephanie Wilson, Kylie Glenane and Kate Henderson
Friends of Grammar Presidents 2019



FROM THE ARCHIVES



London Dinner centenary

One of the first London-based reunions of Old Melburnians recorded in the *Melburnian* occurred on 13 March 1913.

Organised by Dr Mark Gardner, 1903 Captain of School, 21 people attended the Dinner, including Dr. Ambrose Wilson, Headmaster (1885 – 1893). The group agreed that an English branch of the Old Melburnians should be established, and, in 1919, that formally occurred.

On 25 April 1919, 91 Old Melburnians gathered for, what was termed in the *1919 Melburnian*, a Victory Dinner, although there is some evidence that participants called it a Peace Dinner. We believe the numbers were relatively high because, although the war had ended the year before, numerous Old Melburnians were still waiting for a berth on a ship to take them home.

Numerous descendants of the 1919 Dinner participants are or have been students of the School. Indeed, Sebastian and Nicholas Lincoln, currently attending Grimwade House, are direct descendants of not just one, but two, people who were at the 1919 Dinner - Victor Yule Kimpton (OM 1901) and Henry Forbes Creswick (OM 1904). Victor's son, Stephen Kimpton (OM 1931), married Henry's daughter, Sheila. Stephen and Sheila are the boy's great grandparents.

On Friday 28 June 2019, Old Melburnians, members of the Melbourne Grammar School community and special guests from around the world gathered in London to commemorate the centenary of the 1919 Dinner, and to remember Old Melburnians who served.

Further details about the 2019 London Dinner are available on the School website.

2



- 1- Eighty people attended the 2019 London Dinner. The blue irises on the table were consistent with the table decorations at the 1919 Dinner.

The tables were decorated with blue irises and yellow daffodils, which were the nearest approach to the School colour that were obtainable for decorating purposes at the chilly spring period, in which the dinner was held.

Excerpt from the 1919 Melburnian

- 2- Mr Wilfred Howitt (OM 1913) asked Old Melburnians at the 1919 London Dinner to sign his copy of the menu. This artefact was generously donated to the School Archives by Mrs Button Howitt, wife of Mr Godfrey Howitt (OM 1951), Mr Wilfred Howitt's son. His grandson, Mr Tom Howitt (OM 1981), attended the 2019 Dinner. Members of the Howitt family have been attending the School since 1868.

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