



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

Number 130 – December 2019

Print Post PP 100007326



Grammar News is changing – more news, more often

We've heard from Old Melburnians, parents and others – you want more news about the School and its community, and you want it more often.

In response, Grammar News will move from three editions per year, to four editions, in 2020. There will be one per term. As is currently the case, the magazine stories will be available on the School website, and this aspect will be improved next year as well.

In order to limit the environmental impact of this change, from 2020 two of the four editions will be available in both hard copy form and digital form, and two as digital only.

So, if you currently receive Grammar News via an email, nothing will change except you'll get four emails each year instead of three.

If you currently receive Grammar News in hard copy form, like this magazine, you'll be sent a magazine at the end of Terms II and IV. If we have your email address, we'll send you the other two editions through that communication channel at the end of Terms I and III.

If you don't have an email address, you won't miss out. The hard copy magazines will include a summary of articles contained in the digital only versions.

If you are reading this, it possibly means we don't have your email on record. Please contact us to provide it. You can also advise if you wish to receive all four editions via email.

We hope you enjoy receiving more news, more often.

To update your details, including providing an email address, contact:

Reception, Melbourne Grammar School

+61 3 9865 7555

mgs@mgs.vic.edu.au

or visit mgs.vic.edu.au/update-details

2021 Scholarships

Applications for 2021 Entrance Scholarships are now open and will close on 31 January 2020. These scholarships are available to boys who will enter Year 7 or Year 9 in 2021.

These scholarships celebrate excellence and are awarded on the basis of merit. They are available to students who are already attending or enrolled at the School, and to new students.

The School offers:

- Academic scholarships
- Music scholarships
- Boarding scholarships

The examination for 2021 Entrance Scholarships will be held on 8 February 2020.

For further information about our Scholarships programme, please contact:

Admissions Office

+61 3 9865 7570

enrol@mgs.vic.edu.au

or visit mgs.vic.edu.au/scholarships

Front cover: *A portrait of each of the 13 former Headmasters of Melbourne Grammar School hangs in the Old Melburnians War Memorial Hall. The cover image shows the official portrait of Mr Roy Kelley, the School's 14th Headmaster, which will join them at the end of the year, upon his retirement. The artwork was painted by Evert Ploeg in 2019.*

Evert Ploeg, Roy Kelley, 2019 – oil on linen, 92 x 122 cm

Opposite: *Year 7 student, Charlie Wake, performing in the Wadhurst production The Rise and Fall of Humphrey Dunphrey. The wonderful play was created by playwright Justine Campbell for Melbourne Grammar School.*

Grammar News is published for the Melbourne Grammar School community

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Melbourne Grammar School respects the privacy of its community members and is bound by the National Privacy Principles under the Commonwealth Privacy Act. For a copy of the School's Privacy Policy please visit the School's website at mgs.vic.edu.au or contact the School on +61 3 9865 7555.

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ABOUT THIS ISSUE

Welcome to the 130th edition of *Grammar News*.

This magazine celebrates the contribution Mr Roy Kelley has made during his tenure as the 14th Headmaster of Melbourne Grammar School. He retires at the end of this year after eleven years of exemplary service.

There are stories of student and Old Melburnian achievement, leadership and success across a wide range of disciplines.

This will be the final edition of *Grammar News* in this format. As you may have read on the opposite page, *Grammar News* is changing in line with community feedback. The magazine will continue but it will be refreshed in appearance and, in some sections, content.

If you have views about how the magazine might be improved, I'd like to hear them. Please contact me at newsletter@mgs.vic.edu.au

I hope you enjoy reading this edition of *Grammar News*.

Wendy Lawler Editor



FROM THE SCHOOL COUNCIL

'To lead is to serve'

Over the last eleven years, Mr Roy Kelley, the 14th Headmaster of Melbourne Grammar School, and his wife, Ann, have served our School and School community unstintingly. Roy has led the School with great vision and energy through a decade of unprecedented technological change. His legacy will be justly recognised as profound and impacting upon every area of Melbourne Grammar's educational programme, across the Senior School, Wadhurst and Grimwade House.

Very early in his Headmastership, Roy initiated three independent reviews of our LOTE, IT and Boarding operations. Upon receipt of the findings, valuable recommendations were made and implemented. In 2017, Roy initiated a similar, external review of Sport across the School.

Roy also oversaw the renewal of the School's Strategic Plan and its Mission, Vision, Values and Principles Statement. His written introduction to this most important document is a powerful statement of his, and the School's, philosophy of education: *'Whilst the School has always highly valued a strong academic culture, we can never overlook the importance of human relationships – between students, their families and their teachers – as an essential underpinning of our learning community.'* He has successfully argued for a 'sense of community' to be placed at the centre of Melbourne Grammar's Values and he has worked tirelessly to enhance and enrich the benefits of engagement, participation and support across the School. Roy Kelley's operating mantra has always been: *'The best gauge of the health of any institution is the quality of human relationships within it.'*

He has prioritised the development of qualities such as empathy, respect, resilience and collaboration, which Roy believes are the cornerstones of personal growth, wellbeing and community. The Indigenous flag flies proudly next to the Australian and School flags outside the Handbury Student Centre. And, during the School's annual Pride Week, the Rainbow Flag is unfurled as well. Under the Headmastership of Roy Kelley, the Melbourne Grammar student body has become more aware of, and empathetic towards, the daily lives and challenges of minority groups in our society.

Academically, Roy has constantly emphasised the importance of nurturing 'the whole person' – intellectually, physically, emotionally, psychologically, socially and spiritually; and, to this end, he has promoted excellence and a life-long love of learning.



Mr Michael Bartlett

Roy has always been a great champion of co-curricular activities. Every weekend of the School Calendar, for eleven years, he could be seen on the sideline encouraging yet another School team. He has been equally passionate in his support of the School's excellent and varied Art, Drama and Music programmes.

Roy was the instigator of our unique 'Beyond the Gates' (BTG) outdoor experience, now in its eighth year. At the beginning of his Headmastership, Roy felt that the School's Outdoor Education needed improvement. Initially, he dispatched staff members to various parts of the nation seeking an appropriate piece of bushland which included the potential for exposure to Indigenous culture and learnings. When the ideal single site did not present itself, further enquiries and strategy modifications resulted in the unique Melbourne Grammar School BTG experience.

Several parents have told me that their respective sons regard their BTG experience as their most important and memorable of all at MGS. Another commented that half of the photos on his son's bedroom walls are still those of BTG. And, over the years in our School Council meetings, Roy has reported several times on appreciative emails and letters from extremely grateful parents reporting on the profound increase in both self awareness and self confidence that BTG has effected in their sons.

He has been a tireless champion of our Indigenous Programme. In 2020, for the first time, the demand for places will exceed availability. Currently we offer 11 supported positions at MGS, with an aim to increase that number to 15 and then 20.

Because of Roy's passionate vision and drive, MGS is certainly a leader in the provision of Indigenous education. Roy had always wished to hire an Indigenous member of staff to serve in the role of Indigenous Programme Manager, and he was able to make a very successful staff appointment in 2018.

It is an uplifting experience at any School event whenever our Indigenous students affirm their identity with a 'welcome to country' or by one of their dance performances. Roy Kelley's Headmastership has also witnessed a growing non-Indigenous interest in, and participation on, the Reconciliation Committee.

Roy oversaw the design and establishment of our world-class Geoff Handbury Science and Technology Hub, as well as initiating major developments in the School's educational research capability. The Headmaster has always felt strongly about the pedagogic importance of Science and Technology to complement a strong Humanities offering. With the help of many, Roy gathered the design specifications for an ideal Science and Technology teaching and learning environment.

The capital campaign, conducted in just over three years, benefitted from the generosity of over 1000 donors, most notably Geoff Handbury and his family; and, raised money across all four of the MGS Foundation Pillars – Scholarships and Bursaries, Indigenous Bursaries, Buildings and Grounds, and the Foundation Endowment Fund – and increased the number of Witherby Tower Society bequests. Of the \$20.1m raised, \$15.3m was raised specifically for the Hub. It was the most successful capital campaign in the School's history. The Headmaster, along with the Chairman of the Foundation at the time, Lloyd Thomas, were instrumental in this extraordinary fundraising success.

Roy is a powerful and effective communicator. As recently as this year's Valedictory Dinner at the MCG, a Year 12 student mentioned to me that "When the Headmaster speaks, we all listen. We all hold him in the highest regard" – quite an accolade from a young man who is about to leave secondary school forever! And, Roy's final sermon at this year's Year 12 Valedictory Eucharist was particularly moving. The counsel he offered to all the Year 12s, and all attendees, was humble, wise, based on a wealth of experience, and inspiring.

Roy has also exerted subtle influences on the physical fabric of the School. The courtyard at the entrance to the Memorial Hall has become more conducive to social activity with the central positioning of our Lone Pine Tree descendant, the installation of seating, and the planting of shrubs and trees. The Sculpture Walk around the School, with seven planned sites for prospective sculptures, with one by Callum Morton (OM 1982) already in situ, is another example.

And Roy has been lovingly, supported, challenged and counselled every step of the way by Ann, a former teacher herself. I would like to emphasise the vitally important role that Ann has played. Her constant presence at school events and her obvious warm connection with parents, staff and students amplifies the outstanding leadership both Kelleys have demonstrated to the MGS School community over the last eleven years. We have been most fortunate to be the recipients of their strength of character, strong leadership, vision, wisdom, kindness, humility and grace.

As you may be aware, one of the outcomes of the Royal Commission into Institutional Responses to Child Sexual Abuse was the announcement of a National Redress Scheme for survivors, a government-administered compensation scheme to which institutions have been invited to subscribe by 30 June 2020. The School Council, under the skilful guidance of the Headmaster, has very carefully considered the additional opportunity afforded to survivors by the Scheme. At its October 2019 meeting, School Council unanimously decided the School should join the Scheme. The processes for that to occur have now commenced. Importantly, this does not limit any survivors in their choice of options for redress, but instead offers an additional pathway for consideration.

My 12 years on Council conclude at the School Association Annual General Meeting in May 2020. May I take this early opportunity to welcome my successor as Chair, Mr Andrew Michelmore AO (OM 1970), who was the unanimous selection of the School Council. I thank all members of Council for their generous contributions of time, intellect and governance over the year.

Michael Bartlett Chairman





Mr Roy Kelley and Mrs Ann Kelley in costume at the Grimwade House Centenary Celebration in 2018

FROM THE HEADMASTER

The end of a long innings

As I approach my final few weeks as a Headmaster, I have reflected on more than 17 years in the role and remain ever grateful for the fantastic opportunities I have been given in my career. Working in several fine schools across three different countries, I have especially enjoyed my time at Melbourne Grammar School, which will always have a special place in my heart.

When recently asked to make a presentation on the things that I have learnt in my time as Headmaster, I noted these ten things which are described below:

1. The rise of anxiety in schools is real and pervasive. I believe that anxious parents create anxious children and can even lead to anxious staff. Parents and teachers need to prepare children to be more resilient and accept disappointments, rather than pursue a futile search for perennial happiness.
2. The rise of compliance in schools is becoming problematic. The role of both Federal and State Governments and their respective regulation authorities has emphasised school efficiency over school effectiveness, which is dangerous on several levels. The reality is that compliance must ensure its actions lead to better schools, rather than merely increased workloads.
3. The memorisation of information remains a crucial skill, but its domination of school assessment needs to be challenged by critical and creative thinking, problem solving and collaboration skills, which are highly valued in all tertiary environments and workplaces.
4. There is no moral high ground with respect to type of school. Despite this, we often find various proponents who describe single-sex schools (of either gender) or co-educational schools as 'the best'. The reality is that all schools have their strengths and weaknesses and there are fine and poor examples of each type. The important thing is that choice exists which allows parents to select the type of school that best suits their child.
5. Schools must be wary of creating the 'building arms race'. The cost of schooling cannot continue to far outpace CPI. Educational rationale and purpose must always be the most powerful driver for building needs.
6. Our system of university entrance needs urgent attention. It makes no difference whether a school offers the VCE, IB or CIE qualifications, the reality is that they are outdated and require substantial change. The crucial question to ask is whether the purpose of schooling is to rank student potential (as many universities have always viewed it) or to develop student potential to the highest level.
7. Schools are still relevant, despite the prevalence of online learning programmes and apps. The function of schools as social and interactive learning environments is crucial, with the idea of establishing a sense of community being the best antidote to creating a 'me' generation of young people. This will require greater flexibility in future school form and function.
8. Information technology and social media is ubiquitous and needs to be embraced, rather than demonised. The recent notion of banning mobile phones in schools will, in my opinion, be as effective as Prohibition was in the 1920s and 1930s in the USA. However, implementing a proactive education programme and good role modelling by teachers and parents will enable schools to 'fight the good fight' whilst embracing what is inevitable change.
9. Teachers remain a school's greatest resource, but they also can be its greatest weakness. I wonder how long we will maintain the educational fallacy that all teachers do the same job and therefore deserve the same pay. Performance based salaries only offer part of the solution. Changing the teaching-learning model will be crucial, especially as retiring baby-boomers move out of the workforce leaving substantial gaps in many learning areas.
10. School leaders do matter. Leadership must always be based on trust, authenticity and integrity, as well as large doses of wisdom, courage, compassion, collaboration and a willingness to serve. Leaders have a major influence on school cultures and need to create judicious, meaningful and sustainable change when relevant.



Mr Roy Kelley

Finally, I wish to thank all of the students, staff, parents and Old Melburnians with whom I (and my wife, Ann) have had the great pleasure to work or know. I have been a most fortunate man to be a part of such a supportive environment and I am sure that the 15th Headmaster, Mr Philip Grutzner, will have a very similar experience. I wish him well.

Ora et Labora

Roy Kelley Headmaster

FAREWELL TO THE HEADMASTER

The Headmaster I know

There are many qualities I admire about Roy Kelley but none more so than his compassion, strength and humility.

From offering personal support to a family in crisis, to leading by example in relation to creating an inclusive School community, or simply phoning an Old Melburnian to wish them luck on a significant occasion, Roy has always found the time to bring a humanness and kindness to his role.

Holding extremely high standards, Roy asked for only the best from every staff member at the School. He set clear expectations and took the time to recognise individuals and groups when these were met. He was prepared to make tough decisions when necessary and always had logical, well thought through reasoning underpinning each one.

Yet, if a staff member was experiencing a personal crisis, then caring for that person became the priority. While the staff member may not necessarily have known it, Roy was vigilant about their welfare, and provided direct instruction to other staff members to ensure appropriate support was in place.

Roy very much enjoyed meeting Old Melburnians and hearing stories from the School's past. He particularly relished catching up with Old Melburnians who had attended school under his Headmastership, always interested in their journey beyond the gates.

However, in the end, when all is said and done, what has always been most important to Roy are the students. From their first day at Melbourne Grammar, he wanted students to feel welcome and safe at the School, to feel appropriately challenged academically and, importantly, to feel a strong sense of moral purpose.

Roy has a genuine fondness for young people, and it shows. He wants them to do well and he wants them to feel comfortable with who they are while, at the same time, he wants them to 'reach for the stars'. His immense respect and regard for each individual student has been evident in every interaction he has had with them, even in more challenging moments.

Roy Kelley is an exemplary educator and organisational leader, but it may be his most human qualities that we will remember most.

On behalf of all the staff of the School, I wish Roy the very best in his retirement.

Andrew Boyd Director of Advancement and Admissions,
Former Head of Grimwade House

What I have learnt from the Headmaster

This year I have faced many challenges and been presented with many 'learning opportunities', and I owe much of my development in dealing with these to the work of those around me, particularly Mr Kelley.

Working alongside Mr Kelley in his final year has been an absolute pleasure. He has taught me that it is better to lead from within a cohort, or within an institution, rather than above it.

Leadership is not all 'lead from the front' nor 'lead from the back,' as I've been fortunate enough to realise this year. Leadership is very much a balance and combination of the two – a lesson that I will indeed hope to take into my life outside the Bluestone.

Among many other things, Mr Kelley has given me particular insight into the world of effective management. No matter how skilled or how organised one may be, it's impossible to do it all, on top of the academic expectations at Melbourne Grammar. The role of a Captain of School, in my own mind, has changed for the better. I now fully appreciate what it takes to lead, work and pray.

I am sure I speak for all Melbourne Grammar students when I thank Mr Kelley for his leadership during our time at the School. We have all been lucky to have him at the helm and I wish him well as he moves into retirement.

Harry Chester 2019 Captain of School



VALE GEOFF HANDBURY AO

It is with great sorrow that Melbourne Grammar School acknowledges the passing of Mr Geoff Handbury AO (OM 1942) on 26 November 2019 at his home in Hamilton, surrounded by family members.

"I am sure I speak on behalf of the entire Melbourne Grammar community when I say that I am deeply saddened by the loss of Geoff Handbury," says Mr Roy Kelley, Headmaster. "He was one of the most generous and genuine men I have ever met."

"I enjoyed every moment I spent with Geoff," says Mr Kelley. "A truly unique person, he gained success across a variety of areas of life but remained a warm, friendly and sincere human being in its fullest context."

Commencing at Melbourne Grammar School in 1937, Mr Handbury often described himself as a modest, yet responsible student. Awarded House Colours and Rowing Colours during his final years, he was also a senior officer in the Cadet Corps.

Mr Handbury graduated from Melbourne Grammar School with what he described as "a great sense of the value of fellowship". A successful businessman and a fierce advocate for regional development, Mr Handbury extended his fellowship through philanthropic support in fields including health, the arts and the environment.

His relationship with the Melbourne Grammar remained strong over the years, with his sons, Matthew, Paul and Paddy, also attending the School.

An extraordinarily generous benefactor, Mr Handbury has enhanced the educational experience of countless students at Melbourne Grammar through his many contributions to the School.

His substantial gift to the School's Scholarship Fund has supported numerous students from rural Victoria, enabling them to board at Melbourne Grammar.

Mr Handbury and his family were significant donors to the development of a new Student Centre which opened in 2000, which included the Handbury Family Cafeteria.

Most recently, Mr Handbury's generosity led to an exceptional gift in support of the creation of the world class Geoff Handbury Science and Technology Hub. Through the Geoff and Helen Handbury Foundation, Mr Handbury and his family gave the largest single cash gift during a lifetime ever made to the School.

Geoff Handbury embodied true humanness and community mindedness. He will be greatly missed.

We offer our sincere condolences to his family.



The flag flies at half mast in honour of the late Geoff Handbury AO

STUDENT ACHIEVEMENTS

National champions in Community Problem Solving



Eight outstanding Year 5 students have claimed the Australian title in the Community Problem Solving section of the 2019 Future Problem-Solving competition (Junior Division).

Lexi Chan, Nicholas Dreher, Miles Forster, Freddie Hunt, Av Loke, Hamish McDonald, Eve Plummer and Laika Smith worked collaboratively under the name 'Australian Indigenous Messengers'.

"We needed to find a problem in the community, then devise a number of solutions to solve it," explains Eve. "The problem we focused on is that not enough people in our School community know enough about the Boon Wurrung culture and language. We wanted them to know more. We thought it would be a good year to start this because this year is the United Nation's International Year of Indigenous Languages."

The first step in the competition was to submit a written report. The Grimwade House team was one of four entries invited to compete in the national finals on the basis of that material.

At the final, the team staged a booth. Dressed in their clothing bearing their self-designed logo, the students were judged on their overall display, their audio-visual presentation and their performance in an hour long interview.

The booth display included posters, a scrapbook documenting the problem-solving process, and a resource kit. The resource kit was expansive, containing elements such as card decks with translations of numbers into the Boon Wurrung language, ideas for games to play with the cards, songs for learning language, stories and language learning games.

The kits are still being created and, once complete, resource kits will be placed in each Grimwade House classroom.

The students were fortunate to work closely with Aunty Fay Stewart-Muir, an Elder and Traditional Owner of the Boon Wurrung Country, as well as a senior linguist at the Victorian Aboriginal Corporation for Languages in Melbourne. She generously gave the group permission to use Boon Wurrung words in their materials. "Aunty Fay was really informative and gave us loads of information," says Eve. "She was a big help and I liked working with her. She was cool."

Some of the questions in the judging interview were quite challenging, according to Miles. "We were asked 'What legacy will you leave at your school?'," he says. "Our response was that we hoped our resource kits would be used in classes in future years."

"It was totally out of this world when we were announced as the winners," exclaims Eve. "All of our hard work during the year paid off. We put in a lot of time after school, on weekends and during the holidays."

"I feel very proud that our goal has been achieved," says Miles. "All the members of the group contributed different parts of the project."

"The standard of the students' work, combined with their efforts both inside and outside of school time, has been phenomenal," according to Ms Adrienne English, Enrichment Coordinator at Grimwade House. "They've demonstrated a level of maturity that is beyond their years. Each individual was highly motivated from the start and they have largely driven this project themselves. I am so impressed with each one of them."

The team will now compete in the Future Problem Solving International Conference in the United States next year.

A year of extraordinary debating success

It has been another historic year of debating success at Melbourne Grammar School in 2019.

For the second year in a row, the School claimed the A Grade (Year 12) championship at the DAV Schools Competition. Prior to 2018, the School last won the title in 1968. Two hundred and twenty-nine teams competed at A Grade level in 2019.

The A Grade team, comprising James Cheung, Peumike Dissanayake, Jasper Harrington, and Ben Solomon, had previously won the D Grade competition in 2016 when they were in Year 9. "It was a nice symmetry to win again in Year 12," says Ben Solomon, Captain of Debating.

In addition, this year the C Grade (Year 10) Debating team comprising Kelvin Cao, Angus Cha, Albert Du, Will Flintoft, and Peter Frangos also won their championship besting a pool of 369 teams.

"I'd like to note the role that former teacher, Mr Sam Greenland, played in building the Debating programme at Melbourne Grammar School," says Ben. "I don't think we'd have had the chance to grow in the same way without his guidance. I'd also like to thank Ms Sharon Mulready for her leadership and support during this year."

The win was just one of many debating related highlights during the year for Ben, who represented Australia at the 2019 World Schools Debating Championships. Ultimately the Australian team reached the quarter finals – an impressive result in a field of more than 60 countries.

Ben has been a Victorian Debating representative since 2017. Year 11 student, Luc Cazenave, was also selected in the Victorian team this year. The team were runners up in the 2019 Australian National Schools Debating Championships and Ben was awarded the Chris Erskine Medal for Best Speaker in the Final.

"I really enjoy the competitive element of debating," says Ben. "In some ways it combines the intellectual rigour of classroom learning but then it's also a game of sorts where you are trying to fit all the parts into place. I like the strategy side of it."

"People often forget that debating is a team sport, and they underestimate how essential it is to play a role which benefits the team, whether it's giving up ideas you'd otherwise hold for yourself, or passing down material to someone else. It's all about making the team perform better," adds Ben.

Ben has been awarded a prestigious Hone Medal by the School in recognition of his outstanding achievements in debating. He plans to study overseas upon the completion of Year 12.



The A Grade (Year 12) Debating team, from left: Jasper Harrington, Peumike Dissanayake, Ben Solomon, James Cheung



The C Grade (Year 10) Debating team, from left: Kelvin Cao, Will Flintoft, Peter Frangos, Albert Du, Angus Cha

Results round-up

The final competition standings for Melbourne Grammar's First teams in 2019 were:

Athletics	2nd	Rugby	4th
Badminton	8th	Snowsports	2nd
Basketball	2nd	Soccer	4th
Cricket	2nd	Swimming + Diving	4th
Cross Country	6th	Table Tennis	5th
Football	4th	Tennis	5th
Futsal	5th	Touch	5th
Hockey	8th	Volleyball	7th
Rowing	3rd	Water Polo	6th

Highlights included:

- The First V Basketball team has had its most successful year for some time placing 2nd in the Winter competition.
- Four Schools were in contention for the Cricket premiership heading into the final round this year. The result was determined in the final hour of the last round, involving the results from three games. Ultimately Scotch College were the eventual premiers by one point ahead of Melbourne Grammar.
A special mention must be made of the First XI Captain, Max Stevenson, who made 633 runs at an average of 90.4 which was the highest in the APS competition. When all games are included for the season, Max made 1121 runs at an average of 74.7 which is an outstanding effort.
- Although the Snow sports team placed 2nd in the Victorian Interschools Snowsports Championships, the final points tally of 190 was more than 100 ahead of their nearest rival, and only 10 points behind the championship team. The School was the champion Cross Country school. The Melbourne Grammar team placed third in the Australian Interschools Snowsports Championships.

Spotlight on Athletics

There were many outstanding individual and group performances at the APS Athletics carnival this year:

- All-rounder, Charlie Froomes, placed first in the U17 High Jump, U16 Triple Jump and U16 Shot Put.
- Together with Matthew Friar, Sam Savas, and Ryan Tarrant, Charlie Froomes was also a member of the Under 16 4x100m relay team which set a new APS record.
- Ross Hyne won the Open 400m and placed 2nd in the Open 100m and 200m events - a very challenging programme given his participation in relay teams as well.
- Jack Peris continues to excel on the running track with first places in both the U17 100m and U16 200m events.
- Outstanding hurdler Fraser Symons placed first in the Open 110m Hurdles to win the event for the third year in a row.

The Melbourne Grammar team also won the Open 4x100m, Open 4x400m and Open 4x800m events, the first time a school has won all three since the Open 4x400m was introduced in 2013. This impressive achievement highlights the exceptional depth across both sprint and middle-distance events within the Athletics team.

Despite Melbourne Grammar qualifying for the most number of A finals (21 out of 24) and winning the most number of events (15), the School fell agonisingly short of winning the competition, just 6 points behind St Kevin's College's 520 points.

This year, for the first time, all Grimwade House Upper Primary (Years 3 to 6) students participated in all events at their Athletics Carnival, in a rotation format.

Students gained points according to their placement in most running events, with pre-trialling meaning that students tended to compete against others with similar abilities. For field events, points were allocated based on the standard (normally distance) reached.

"We wanted every student to feel that they could contribute to their House, regardless of their ability," explains Mr Mitch Le Fevre, Head of Health and PE at Grimwade House.

"In the past students might have competed in only three events across the Carnival," says Mr Le Fevre. "Our new approach means that students weren't spending time sitting down throughout the day."

And consultation with students indicates that it was a success. "We've spoken with students and identified areas where we can have even more student involvement next year," says Mr Le Fevre.

NURTURING THE STUDENT VOICE



The idea of agency is an important one in schools. All of us like to know that we have a voice in a place, and more importantly, that it is valued. The students at Melbourne Grammar School have a number of different ways in which their individual voices are not only heard but nurtured, including through our Pastoral Care programme.

Pastoral Care is a part of everything we do at this School, but is formally delivered through the classroom, the Tutor Group and the House with slightly different approaches across the School.

Whilst there are Houses at Grimwade House, Pastoral Care is structurally delivered through the classroom and by each student's classroom teacher. And this makes sense because of the extraordinary amount of time that the teacher in charge of each class spends with their students.

As students move into Wadhurst, the Pastoral Care focus begins to shift from the classroom teacher to the student's Head of House and House Tutor. This is a natural shift, as more classes are taught by specialist subject teachers, so that the time students spend with one teacher diminishes.

In the Senior School, the role of the House is even more pronounced. Student agency in terms of subject choice increases again, and so each class a student attends has a significantly different mix of students. The Houses possess a unique flavour that is shaped, not only by the Head of that House, but also by tradition and history. The role of the Head of House in the Senior School, mirrors that of the classroom teacher at Grimwade House and the House Tutor in Wadhurst in that their job is to get to know each student and their family well. Each House is divided into smaller Tutor Groups that allow for students' individual strengths to be noticed immediately. The intimacy of these smaller groups means that there is emotional and intellectual 'space' for each boy to express themselves as well.

Whether at Grimwade House, Wadhurst or in the Senior School, being part of a House gives our students a connection point to the School that cannot be underestimated. This connection begins as soon as a student enters the School and is important as a means for allowing students to establish and express their own identity within the School. House activities also foster the development of friendships outside the classroom, team spirit and a sense of community.

As a vehicle for the meaningful and authentic celebration of School, and certainly as a way to ensure that each student's unique voice is heard and nurtured, the Pastoral Care programme plays a significant role in the life of every student who comes to Melbourne Grammar School. Our job is to protect this feature of the School to ensure that the 'human' part of teaching and learning remains a priority in all that we do.

Ben Hanisch Deputy Headmaster and Head of Senior School

Note: This is an abridged version of a longer article. You can read the full article at mgs.vic.edu.au

About Mr Ben Hanisch

Mr Ben Hanisch BA (Adel), DipEastAsiaStud (ANU), DipEd (Adel), MEd (Melb) commenced in the position of Deputy Headmaster and Head of Senior School at Melbourne Grammar School in Term III 2019.

Immediately prior to this, he held the position of Deputy Headmaster and Head of Senior School at St Peter's College in Adelaide for more than three years.

Prior to his move to Adelaide, Mr Hanisch held several senior positions at Melbourne Grammar School including Director of Senior School Curriculum, Head of Japanese and Head of Hone House for over eight years.

SENIOR SCHOOL COMMITTEES

A contemporary approach to leadership

Like many aspects of the School's programme, the leadership model employed at Melbourne Grammar School has evolved in line with societal norms and expectations.

The notion of gratitude and 'giving back' continues to be an important dimension of our current understanding of leadership. However, over the past five years or so, it has become more nuanced with 'followership' – where individuals collectively contribute to the achievement of a shared goal – and 'leading by demonstration' (or role modelling) complementing this approach.

We now appreciate that all students are well placed to demonstrate leadership qualities and contribute to the culture within the School.

Senior School Student Committees are a good demonstration of this approach in action, where students with common interests work together towards mutual goals. The Committees comprise a Chair (or two Co-Chairs), a Secretary and (self-nominated) Committee members who, together with a staff mentor, normally collaboratively manage aspects of their affairs, including setting their annual priorities.

Here are two examples of Student Committees making a difference. You'll find another outstanding example of student leadership in LGR on page 25.

2019 Student Committees

- The Arts Committee
- Bluestone Committee
- Chapel Committee
- GSA (Gay Straight Alliance)
- House Activities Committee
- LGR (Leslie Gladstone Robertson Society)
- Politics Committee
- Science and Technology Committee
- SLIC (Sustainable Living Improvement Committee)
- Reconciliation Committee
- Values in Action Committee

Bluestone Committee

The Bluestone Committee was established in 2018. While it is fair to say its academic agenda is still evolving, the Committee has already made an impact through a student led initiative.

The Student to Student Tutoring Programme operates twice a week in the Nigel Peck Centre for Learning and Leadership (CLL) after classes have ended for the day. Introduced in 2019, the programme is organised by Bluestone Committee members, with designated Year 11 students providing academic support to mostly younger students on an 'as needs' basis.

"The tutoring usually involved a boy coming up to a tutor and saying, for example, they can't solve a mathematics problem which had been set for homework. The tutor might help them work through the problem. It's not about doing the problem for them," explains Year 11 student and Committee Chair, Tom Bartlett. "However, we know some boys may not have the confidence to approach an older student, so sometimes tutors initiate the contact. We don't want it be intimidating."

"I think the programme has been successful in terms of future trajectory," says Year 11 student and Committee Secretary, Bo Sargeant. "This year we wanted to begin to integrate the programme into the culture of the School. Over time we want it to become a more accepted thing that people do."

The benefits of the programme extended beyond homework help. "I remember speaking to a boy new to the School. He hadn't studied French before and wasn't doing all that well in it. Probably the most help I could give him was not just helping him with his learning but also reassuring him about the benefits you get from studying a language, including the life skills it brings," explains Tom. "Also, some boys won't have an older brother to talk to, and this gives them an opportunity to interact with an older boy in a meaningful way."

There were also benefits for the tutors themselves. "I really found it fulfilling and enjoyable to be able to carry on the assistance I had informally received from older students in previous years," says Bo.

"Our current focus is on supporting the academic culture of the School through the Student to Student Tutoring Programme," says Tom. "Next year we are considering introducing Year 10 exam revision lectures and Old Melburnian speaker panels across specific career areas."

1- Tom Bartlett (foreground, left) and Bo Sargeant (rear, centre) with students in the Student to Student Tutoring Programme

2- From left: Dr Martin Ball, Ben Bonnici, Archie Skinner

3- The First XVIII at the annual Pride match against Brighton Grammar School



Gay Straight Alliance

The purpose of the Gay Straight Alliance (GSA) is to promote a culture where all Senior School boys feel safe, supported and included, according to Year 11 student and GSA Chair, Ben Bonnici. "Lots of boys around our age are grappling with aspects of identity. It's important that they feel accepted, no matter where they feel that they are in that self-discovery, whether it's to do with sexuality or not," he explains.

Established in 2016, with 40+ members drawn from Years 9 to 12 this year, the GSA is one of the largest student-led Committees in the Senior School.

"Leadership is about taking responsibility," says Year 11 student and GSA Secretary, Archie Skinner. "Here, there's a big mix of boys working together to achieve their unified goal, through events and other activities, but also by acting as strong role models."

GSA staff mentor and Head of Enrichment Studies, Dr Martin Ball expands on this notion. "There are leadership opportunities for every Melbourne Grammar School student to play in relation to having an inclusive community."

"It doesn't matter if you are gay, straight or don't quite know what you are, you can still do the right thing and set the right example," he says. "That's what we expect of every single student."

Held annually since 2017, and organised by the GSA, Pride Week at Melbourne Grammar School aims to shine a light on the mental health issues that occur within the LGBTI community and the importance of acceptance and support.

In addition to the annual Pride Round football match with Brighton Grammar School, numerous activities were organised at the School this year. Speakers included Ms Rochelle Pattison and Mr Brooke Thorn, co-founder of the Equality Campaign, a broad coalition of Australians working to make sure LGBTI people are equal under the law.

The GSA is also keen for students to be aware of the support structures that exist at the School. "We have a great Counselling service at the School and I'd encourage boys to make use of it," says Archie. "And while it might be daunting in some ways, talking to your closest friends can be really helpful."

ARTIST IN RESIDENCE PROGRAMME



The Artist in Residence programme brings a different dimension to Visual Arts classes at Melbourne Grammar School. While all Visual Arts teachers are also practicing artists in their own right, the injection of new ideas increases the likelihood that students will discover a visual language that particularly resonates with them.

Each campus invites artists to work with their students each year and pass on their expertise and wisdom, as well as provide a first-hand demonstration of artistic professional practice. Visits normally include the production of a major art installation or exhibition.

In addition to students benefitting by directly engaging with an artist 'at work', the artists have the opportunity to learn themselves, through the energy, bounce and questions of the students. It is a very powerful learning model. This year, three Artist in Residence projects have produced three outstanding artworks.

An apparently unprepossessing external wall at Grimwade House has been transformed into an inspirational landmark through a collaboration between community artist, Brett Ashby, and Year 6 students. Facing the Year 5 and 6 classroom area, the artwork was designed by Brett based on the colours, shape, font and words nominated by students during a structured workshop, then painted by Brett and the students.

"At Wadhurst we wanted to create an exhibition which had an overwhelming sense about it, so we decided to build a whole city," says Callum Preston, Artist in Residence at Wadhurst during 2019. And build a whole city they did.

Titled 'The new Wadhurst city', Year 7 and 8 students have created a landscape which is not bound by conventional town planning rules, or by time, place or culture, and the result is magnificent. It includes a dam with flowing water, six sporting stadiums of varying size, amusement parks with moving rides, public art, construction 'in progress' and a town hall. There are many fantasy pieces as well.

The Metro Tunnel construction taking place near the South Yarra campus has led to an exciting project for Senior School Visual Communication and Art students.

Working alongside artists Tom Gerrard and Michael Fikaris students were tasked by the Metro Tunnel project to create vibrant and dynamic artwork that considered the past, present and future of the School's local surroundings. The resultant artworks will be in place on hoardings along Domain Road and Dallas Brookes Drive over the coming months.

Note: This is an abridged version of a longer article. You can read the full article at mgs.vic.edu.au

Artwork by:

- 1- Year 10 Visual Communication students
- 2- Year 6 Grimwade House students
- 3- Year 11 Art students
- 4- Year 7 and 8 Wadhurst students



Spotlight shines on care and wellbeing



This year, at Grimwade House, staff and students took the time to pause and reflect on the importance of caring for themselves and each other during iCARE Week.

"A week like this is no different to Book Week or Science Week," says Grimwade Deputy Head, Nathan Boller. "It focuses our minds on our personal wellbeing and the health of our community, shining a light on this aspect of our school lives."

For Junior Primary students, the week's activities included writing letters of thanks to Grimwade House neighbours, and to staff and children at nearby hospice, Very Special Kids.

"Year 3 made nice notes to put in books at the Glen Eira Library," explains Mara, Year 3. "The Class Captains placed these notes into books so that when people borrowed them there would be a heart-warming message as a surprise."

Two Year 4 classes hosted younger students from neighbouring Yavneh College, while the other two classes visited the School. "I think Yavneh was a great experience and loads of fun," says Imogen. "We learnt a bit of Hebrew and shared our picture story book. It was so much fun going there and I can't wait to see if we can go there again."

Older students took part in specialised sessions for their age group, including workshops on body confidence and respectful relationships.

Staff were offered a morning tea hosted by Friends of Grammar, and a before-school meditation session, while parents and staff who owned Keep Cups took advantage of a free coffee cart. Students, staff and parents were also invited to take part in Grimwade Club's morning running group hosted by former Olympian, Craig Mottram.

"Of course, iCARE Week isn't the only time we think about these issues as a School," says Grimwade's Pastoral Care Coordinator, Emma Finster. "As time goes on, these kinds of activities will be increasingly embedded in our everyday curriculum. More and more, we're recognising how important wellbeing is for success in life."

The impact of iCARE Week has gone beyond the timetable. "We've heard stories of students going to elderly neighbours to help them cook dinner, and of parents and children starting discussions about the role of organisations like Very Special Kids," says Mr Boller. "By engaging in activities like these, we're saying that emotional intelligence is just as valued as academic success by the Grimwade House community."

"Along with recognising the importance of care in our School, iCARE Week was also a celebration of the hard work of our staff, of Friends of Grammar, and our students," Mr Boller adds.

Discovering hidden strengths

As part of iCARE Week, Year 5 and 6 girls had the opportunity to take part in a 'Strong Girls' workshop, dedicated to discovering inner strengths and improving self-esteem. The workshop built on a broader programme for older girls at Grimwade House which focuses on confidence, motivation and preparedness for the future.

One of the key activities within the workshop included students responding to the question: What is it that you do that makes you feel strong inside? Responses were captured and a book with statements from each of the participants was subsequently created.[†]

Students also considered how posture can impact on confidence and practiced 'warrior' poses which they might use when preparing to enter difficult situations.

"When we talk about strength with girls, we often discuss how we might have strengths that are less commonly celebrated," says Ms Emma Finster, Pastoral Care Coordinator and 'Strong Girls' workshop facilitator. "It's surprising how many children benefit from these types of discussions. Taking a moment out of their busy schedules to consider what they're already good at, and where they could take steps to improve, is so important."

And this approach seems to resonate with students, who indicate that the programme is having a positive impact.

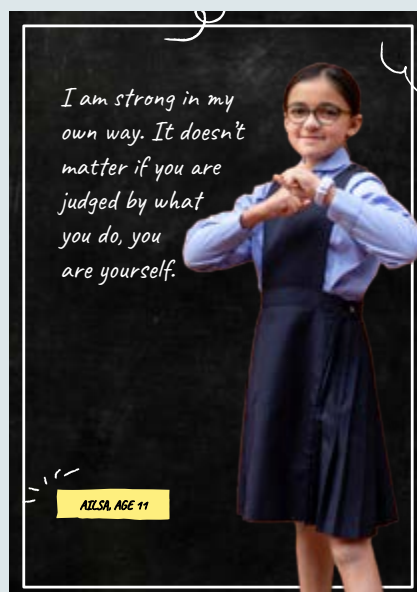
"Being strong is being confident and trusting yourself. The more you believe in yourself, the more you'll be able to conquer what you are doing," says Ava, Year 5. "I feel like all the work we have been doing has made me stronger. When I was preparing for my violin exam, I thought about what we had learnt. I knew that I had worked pretty hard, and that I would try my hardest, so that gave me confidence."

Year 5 student, Eve explains: "I used to be shy when going to a new place or meeting new people. I've learnt that you have to act confidently. Being strong doesn't have to be physical. It can be deep inside."

For Ailsa, Year 5, her increased confidence has expanded her friendship group. "Practising being strong has really helped me be ready to try new things. I have learnt how to make my voice be heard and not to doubt myself in tricky situations."

In her role at Grimwade House, Ms Finster explains that she modifies the emphasis of Pastoral Care activities to meet the needs of each Year group. "In Years 3 and 4 it's about identifying our strengths and looking at social dynamics, while in Years 5 and 6 we look at issues such as managing stress, mindfulness, and how to make successful transitions into the next stage of life," she explains. "In many cases, it's not so much about direct instruction as it is about simply creating space to consider these issues."

[†] The book was inspired by *Strong is the New Pretty* by Kate T Parker





Holy pop culture references Batman. It's a superhero mural!

Wadhurst staff and students have united to create a unique piece of artwork on the wall of a classroom.

"It's important that students have some ownership over their learning spaces," says Mr Paul Stewart, Head of English at Wadhurst and project instigator. "We want them to be proud of their classrooms and enjoy being in them. When they come into a space like this, it should feel special."

In seeking to transform a classroom into a more dynamic place, Mr Stewart and students from Year 7 and 8 devised a plan to create a large and colourful mural focusing on comic book style superheroes.

"In Year 7 English we'd been looking at Greek heroes and the hero's journey," explains Mr Stewart. "At the same time, superheroes were high in students' consciousness. They present the idea that we can all be better than we are, that we can overcome adversity, and that we are at our strongest when we work as a team. Collectively, we decided to head in that direction."

Every character in the mural was selected by student vote. Students and staff who had elected to be involved in the project – almost fifty in total – then spent lunchtimes together creating the piece of art. Mr Stewart crafted the main elements, and individual students and staff members each painted a smaller item.

For Year 8 student Elio Ongarato, there were multiple benefits to participating in the endeavour. "I painted Nebula who is an anti-hero. Even though she initially was portrayed as a villain in Marvel movies, she eventually become a hero. This made her interesting to me," he says. "It was really fun being part of the project. There were some of my friends in there, so I got to talk with them, and I also got to meet some other boys and make new friends out of it."

Aside from decorating the wall, the project offered students an opportunity to participate in a longer term project. "In the course of a School Term, students were able to see the project through from start to finish," says Mr Stewart. "They were involved in the planning and the execution, they saw the mistakes made along the way, they helped solve problems as they arose, and they gave direct feedback about design and colour. In fact, two superheroes were completely painted over because the boys didn't like how I painted them!"

The students came up with some novel ideas during the process and these have been incorporated into the design. Thor is seen 'powering' the air conditioning of the room. Groot 'holds' the air-conditioning console, replicating the bomb he held in an amusing Marvel movie scene. A power switch has been transformed into a 'cosmic cube'.

"The thing that struck me throughout the project was the total absence of cynicism," explains Mr Stewart. "During their lunchtimes and after school, students came together with a common aim and supported each other. There was no sense of self consciousness in the group, and no ridicule. There was only an atmosphere of collegiality and co-construction. It was wonderful to see."

And the impact of the mural on students? "The mural is so eye catching; it's brilliant," says Gus Wahlqvist, Year 8, who was responsible for painting Harley Quinn. "It raises morale and lifts your spirits when you're feeling a bit low. You see people walking past the classroom, going "Whaaah!" and looking at every detail. It's great."



1- Mr Paul Stewart together with some of the students responsible for painting the mural.

2- Groot holding the air-conditioning console

3- Mural close-up

4- From left: Mr Greg Caldwell, Head of Wadhurst; Ms Adrienne Richardson, French Coordinator at Wadhurst; Ms Carole Raynal, Rector of College Sainte Marie; Archbishop Ian Ernest, Bishop of Mauritius; Mr Dan Newton, Deputy Head of Wadhurst

A propitious trip to Mauritius

Year 8 students participated in an immersion in French language and Mauritian culture programme during the Term III break for the seventh time this year.

Their 12-day itinerary included beach related activities, a cooking class and sight-seeing tours, as well as a visit to a local school, the College Sainte Marie in Palma, Quatre-Bornes. Here, students attended classes for the day, finding time to also play both soccer and AFL football with the Mauritian students.

"Although there are many fun-based activities within the programme, they are all intended to underpin language development," according to Ms Adrienne Richardson, French Coordinator at Wadhurst. "We also want students to gain an appreciation and understanding of a culture which a lot of people are not aware, so we make sure our guide talks about an aspect of the country each day; it might be cultural, or perhaps biological related."

"I love French," says Hugh Beggs, Year 8. "My pronunciation improved enormously during the trip and, when I came back and revised my learnings, I improved further. I like travelling because you get to see the contrast between your life and those of others."

With clear, turquoise waters, and a beautiful vista, there is no question that kayaking, swimming with dolphins and catamaraning were popular activities with students. However, they also appreciated the broader learning experience.

For Year 8 student, Konrad Dowse, it was the history of the country that was most fascinating. "Mauritius has had many different rulers over time," he explains. "Their history is not all sunshine and rainbows, but it is still incredibly interesting as it explains why it is such a diverse and multicultural nation."

"I mostly enjoyed learning about the Mauritian culture," says Caspian Furman, Year 8. "For example, their houses are built in layers because children often simply build another storey on top of their parents' house, as does the next generation and so on, rather than move elsewhere."

And, of course, there were other trip highlights. "As with all school trips, the time you spend with friends outside of the school environment learning things together is great," says Konrad.





Pursuing ideas outside the traditional model

Melbourne Grammar School is a place where ideas are valued, individuality is admired, and deep thinking is encouraged, so it is no surprise that the Andrew Prentice Seminar Series has been so successful.

Established in 2017, the seminars provide an academic forum in which students and staff are able to impart their passion and knowledge about a chosen theme outside a typical classroom setting. Each term, a staff member and a student unite to present their insights about a topic within a shared area of personal interest. In most instances, the teacher also provides academic mentoring to their student partner.

For Year 10 student, Will Flintoft, and Mr Andrew Baylis, Director of Learning and Research, their common enthusiasm for physics made them natural co-presenters. Mr Baylis spoke about fields and force. Will spoke about his experience re-staging the Cavendish experiment.

"I've always been interested in physics, even from a young age," explains Will. "Physics describes the world around me. As I move through my day, I'm always thinking about the physics behind what is happening around me. I love that it is so ubiquitous."

"I'm intrigued by the idea of the gravitational constant, known as G . It pops up everywhere and I wanted to use the opportunity presented by the seminar to find out more," says Will. "I started by reading about the history of G and the very early estimations of it through Sir Isaac Newton's *Philosophiæ Naturalis Principia Mathematica*, first published in 1687, in which he proposes the Laws of Motion and the concept of G ."

Performed over 1797–1798, the Cavendish experiment measured the force of gravitational attraction between two masses, and this measurement enabled the calculation of the actual value of the gravitational constant, G . The second part of Will's investigation involved reproducing this seminal work over a seven-week period.

"For a Year 10 student to have read deeply in this field, to be able to understand the content and then to extrapolate from that base to form cognitive links is very impressive," says Mr Baylis. "Will then went on to translate that theoretical understanding into a practical activity and, by doing so, performed really 'good' science. Will is to be commended for his work."

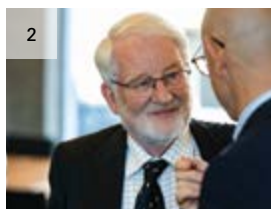
"The Andrew Prentice Seminar Series is an important component of the School's learning programme," adds Mr Baylis. "Not only do the Seminars provide validation for having interests and pursuing ideas outside of the traditional learning model, it also creates micro-teams of students and teachers in which the age and status differences fall away. This form of dialogue is of benefit to all participants."

To date, seminars have been drawn from a wide variety of fields with presentations including:

- *The poetics of Hip Hop* by Jack Fergus + *On the Beat* by Stephen Dessants, Head of English
- *Geo-political lessons from the Fourth Crusade* by Danny Feng + *The continuing legacy of the Great War* by Tim Morris

Behind the name

Dr Andrew Prentice (OM 1961) is an acclaimed mathematician recognised as one of the world's foremost experts on the formation of the solar system.



Throughout his career Andrew Prentice has been renowned for making, what seemed to be at the time, outlandish claims within his area of expertise. He continues to do so. Yet, over time, many of his assertions have proved to be true.

"We chose to name the Seminar Series after Andrew Prentice because of his boundless enthusiasm for research and love of testing new ideas and theories. It is this approach, together with the collaborative model of an academic seminar, that aims to inspire current students and staff to follow Dr Prentice's example," says Seminar coordinator and Head of Academic Extension, Dr Martin Ball.

"It is a great honour that this seminar series has my name attached to it," says Dr Prentice. "Having attended the first few talks, I am hugely impressed by the students' enthusiasm and desire to step outside the comfort zone of accepted ideas and dogma, and to explore with open minds the world beyond for the advancement of human knowledge."

Dr Prentice has maintained strong links with Melbourne Grammar School throughout his lifetime as an active Old Melburnian, and as a donor.

1- From left: Will Flintoft, Mr Andrew Baylis

2- Dr Andrew Prentice

3- Team Tachyon, from left: Year 9 students, Ayra Nayak, Alex Wise, Ethan Ng, Roddy Dong, Oliver Chen

4- Team Quasar, from left: Year 9 students, Jack Risbey, Tayton McCreddie, Ryan Evans, James Di Nicolantonio, Theodore Herbst

National finalists in STEM

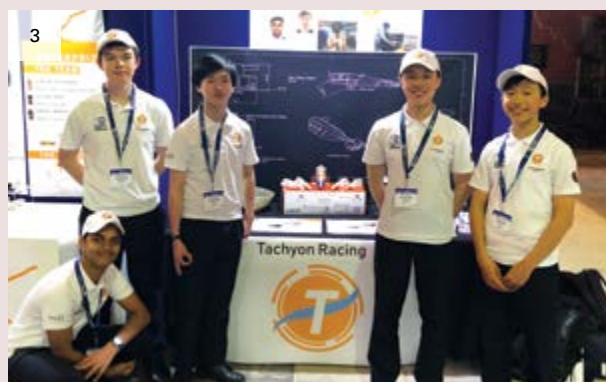
The F1 in Schools STEM Challenge is one of the world's foremost student competition for Science, Technology, Engineering and Mathematics.

"The goal is to create a small, model F1 car using CAD software and race the car at the end of the year against other schools throughout Victoria, Australia and the world," explains 2019 competitor, Alex Wise. "As simple as this premise may seem, there are many more aspects to this competition, with the marketing and media fields also heavily influencing the team's design and decision making."

This year, Melbourne Grammar joined more than 17,000 schools across 44 nations in the competition, with great success. Competing in the middle tier of the competition, the development class, Team Tachyon won a place in the National Finals which will be held in March 2020. The team also won the best Industry Collaboration award for their efforts in gaining sponsorship at the State Championships.

The other Grammar team, Team Quasar, won the Chair of Judges Recognition of Achievement at the event.

"These students have achieved and learned so much from this experience," says Ms Claire Garnham, Head of Design and Technology. "They have conducted themselves with aplomb, holding their nerve through the challenging trials, and I am very proud of both their effort and achievement."





Comedic, chaotic and completely charming

This year's Senior School August Production was Richard Bean's hilarious *One Man, Two Guvners*, a comedic "tour de farce" which takes Goldoni's original 1743 play *A Servant of Two Masters* and relocates it to Brighton, England, in the 1960s.

It is difficult to explain the deliberately convoluted plot, except to acknowledge that the central character, Francis Henshall, is working for two bosses – 'guvnors' in current British slang – and he doesn't want either of them to find out. Add some stock characters from Italian *commedia dell'arte*, stir in a little transvestism, cue a terrific live band, and the show is cooking with gas.

As the hapless Henshall, Jasper Harrington showed off all his skills in language and physical expression, with great comic timing to boot. This was a vastly different role to Harrington's studied portrayal of Richard III in the Quad Play, and confirmed his great range of dramatic tone and characterisation.

Markus Christiansen brought just the right amount of self-deprecating irony to the role of upper-class snob Stanley Stubbers – one of the guvnors – while Fedele De Campo reprised his character from last year's *Drowsy Chaperone* as the ever-so passionate lover Alan Dangle (with Dickensian overtones on the surname...).

Dylan Glatz provided appropriate gangster muscle to the cast as Charlie 'The Duck' Clench, and Anson Kearney managed not only to play the lawyer, Harry Dangle, but also created the show's deft choreography.

Special mention must go to Angus Webb Ware for his wonderful performance as the waiter Alfie, sent tumbling down the stairs time after time, and to Harry Coote, bandleader extraordinaire of *The Craze*, who pumped out tune after tune and kept the show buzzing.

The female roles were well-played by the talented girls from MGGS who kept the boys on their toes.

It goes without saying that Director Mark Brady conjured wonderful energy and focus from all the cast, with excellent pace and focus to all the scenes. Alison Brunton (Assistant Director) and Leah Kelly (Production) provided tireless behind-the-scenes support.

Although the Old Melburnians War Memorial Hall provides some challenges, in terms of sound and lighting, it is a testament to all involved that the show was so successful, and so damned funny!

Dr Martin Ball

Winter walk a new legacy for LGR Society

This year is the first year the Leslie Gladstone Robertson (LGR) Society has run activities all year-round, thanks in no small part to the work of Year 12 student and long term LGR Committee member, Harry King.

As the LGR Secretary last year and the Chair this year, Harry spearheaded the move to establish a winter walk along the Larapinta Trail, a 223 km track running through Central Australia's West MacDonnell National Park. "I thought if I could come back in 20 years and there was still an LGR camp going on in winter, that would be a visible legacy of my work on the Committee," Harry explains.

A third-generation Melbourne Grammar student, Harry has always had a special connection to the outdoors, with his father Andrew (OM 1988) also a member of the LGR Society. "When I'm out on a walk, it's a kind of detox," Harry explains. "Being in Year 12, I've had plenty on my plate, but I'm always happy and at home in the bush. I always need it in my life."

To create this year's hike, Harry first had to submit a feasible itinerary and budget to the Outdoor Education department and the Trips, Camps, Tours Committee, then gain enough interest to make the expedition viable. In the end, this LGR trip attracted a solid group of 12 participants spanning across Years 9 to 12.

The walk itself took in around 74 km of the 223 km trail. While a Melbourne Grammar staff member was always nearby in a "tailing" role, students had no direct interaction with them after the first few nights, relying on their own motivation and skill to complete the walk successfully. "It was a phenomenal walk," says Harry. "One day we'd be at the top of the highest peak, then we'd be down in a chasm."

Guiding the group strengthened Harry's leadership skills as he adjusted his approach to the needs of a diverse group. "It's a balance of managing group dynamics, as well as working on skills within the group so everyone moves towards the same level," he says. "By the end of this camp, we were a pretty efficient machine."

"Harry has a real passion for what he does," says Director of Outdoor Education, Mr Simon Finnigan. "He has an ability to quietly get things done. At the same time, he has the maturity and self-awareness necessary to be an effective leader. He knows that, while he's very capable, an aspect of leadership in this context is about empowering others to do things for themselves."



Everybody needs good neighbours

A unique incursion supported Year 3 student investigations into the geography, climate, customs and traditional stories of four neighbouring countries – New Zealand, Papua New Guinea, Indonesia and Japan – during their Term III Inquiry.

Operating in House groups, students moved through a variety of activities throughout the day. It culminated in a mini-showcase in which students outlined their learnings through presentation and discussion. Activities included learning a Haka and a traditional Indonesian dance, and creating Japanese head dresses and other artefacts.

"We want our students to be global citizens," explains Year 3 coordinator, Ms Emma Morrison. "We want them to understand the importance and customs of communities and countries. The learning commenced at the start of the year by looking 'local'; that is, investigating our own community at Grimwade House. From there we explored St Kilda including how world events have impacted on that community and its environment over time."

"We then delved deeply into Australia, considering our First Nation culture, flora and fauna and their adaptations, as well as our emblems, symbols and customs," adds Ms Morrison. "Now we are now looking at our geographical neighbours so we can begin comparing and contrasting countries and making connections between them."

For Year 3 student, Isla, the day contributed to her understanding of inter-cultural respect. "Knowing more about a country helps you because you then know what their traditions are," she says. "If you didn't understand others' customs, you could be rude and not realise it."

Year 3 student, Kieran says: "You should always treat people the way you want to be treated because the way you treat them is probably the way they'll treat you back. It's no different whether people actually live next door or down the street, or visiting our country or we are visiting theirs."

The 'play based' approach to the day was intentional. The more senses you involve in a learning process, typically, the more you learn according to Mr Andrew Baylis, Director of Learning and Research. "For example, the students were given cognitive explanations behind the symbolism of traditional dances on the day, then performed the dances themselves. It means they developed physical, aural, and cognitive links in their brain which gives a much richer learning experience and one which is more likely to stay with them," he says.





James Legg (OM 2011) (centre) performing at the Jazz Concert with Year 11 students Angus McKean (left) and James Fisher (right)

Drumming up talent

What do you need to be a successful drummer in Australia? According to James Legg (OM 2011), it is a modicum of talent, sheer hard work and the willingness to have a wide repertoire.

At Melbourne Grammar to deliver a series of masterclasses this year, the former Captain of Jazz worked with Wadhurst and Senior School students on their drumming skills leading into the annual Jazz Concert. Of course, the 'lessons' didn't stop there.

"I feel like I know what the students might be feeling when they are on stage, given I have been there myself," says James. "Hopefully I can help guide them through any nerves."

"I also tried to give the boys some life advice while I was here. That included telling them that, in Australia, you can't just be a jazz drummer, there's not enough work for you. If you're going to be a drummer, it means playing Latin, it means playing funk, it might even mean playing marching music or disco – you have to be around all of it," he adds.

Completing a Bachelor of Music (Honours) at Monash University this year, James works as a drummer with such luminaries as Paul Grabowski and Kate Ceberano.

"I think going to a tertiary institution was a good step for me. It gave me the time to practice hard, and also the opportunity to network and make connections," says James. "It took a while to get my professional career off the ground but now I get a lot of work, mainly by word of mouth."

"I was lucky to have had really good teachers throughout my time at Melbourne Grammar, including Cindy Taylor at Grimwade House and then Rob Glaesemann and Colin Doley at Wadhurst and Senior School. Cindy found a way to really motivate me in those early years.

Rob and Colin make an extra effort to create an interesting music programme. Being able to play in different band settings with different instrumentations was a great experience," says James.

James also took to the stage during the Jazz Concert. "It wasn't a planned thing," explains Rob Glaesemann, Head of Woodwind and Conductor of the Jazz Band. "To be strong in jazz, it's important that students develop the capacity to handle spontaneity and chaos fearlessly."

"James is the real deal," according to Mr Glaesemann. "He is a world class drummer who is solid in any situation. Apart from his musical ability, James has a great natural way of just being himself and finding a way to impart his passion to the students without being embarrassed or egotistical about it. When students see that fire, I hope it might ignite something similar in them."

And what did the students think about James' contribution to their skillset? "James took some simple concepts and showed us how they are applicable to even the most complicated arrangements that we could face in the jazz world," says Year 11 student, James Fisher.

Angus McKean, Year 11, also appreciated the instruction. "James Legg is a master at his art form and for us to be able to learn from him is one the best experiences I've been given at Melbourne Grammar," he says.

Oh, and if you want to attend one of James's gigs, you'll need to be on the lookout for his pseudonym, Miles Henry (his two middle names). "A lot has changed since I've been at Melbourne Grammar," says James. "And my name is one of them!"

THE OLD MELBURNIANS COUNCIL

We aim to 'connect and grow'

The purpose of The Old Melburnians Council is to support OMs to connect and grow, and this was illustrated to me when I was living in San Francisco 15 years ago.

I attended a West Coast USA OM reunion in San Francisco, along with 12 other OMs, none of whom knew each other, ranging in age from 25 to 75. All we had in common was a chapter in our lives attending Melbourne Grammar School. However, this bond was more than sufficient to generate instant camaraderie and a wonderful event. The OM connection is genuinely meaningful. The Old Melburnian Council now has numerous initiatives in place to achieve its 'connect and grow' purpose.

Reunions remain an important element of the OM calendar, in locations across the state, around Australia and internationally, as well as year group reunions. In recent years, the OMs Council has introduced new initiatives to further encourage 'connect and grow' amongst the OM community of 18,000 people. Omlink (an online engagement platform) is an important tool to facilitate connections amongst our members and I encourage all OMs to register at omlink.org.

Mentoring is another mechanism we are using to achieve our 'connect and grow' aim, as it is increasingly relevant with modern careers likely to involve multiple career changes and lifelong learning. The OM Mentoring Programme enables younger OMs to seek advice from experienced OMs. The programme goes from strength to strength, with a successful cohort of 20 OM mentees in 2019. We will shortly be identifying mentors for the 2020 programme and welcome the participation of more OMs as mentors or mentees.

The Old Melburnians Dick Cotton Fellowship is another way in which The Old Melburnians supports younger OMs. The 2019 recipient is Indigenous man, Shaun Edwards (OM 2007), who, together with another OM, will travel to Arnhem Land and conduct workshops on health and wellbeing, while promoting a broader understanding of the culture of the region.

The Annual Dinner remains a highlight of the OM calendar and recently we were privileged to hear from Simon McKeon (OM 1973) as guest speaker (see opposite).



Simon reflected on the values of the School and how these had influenced his career in business and the charity sector.

As we prepare for 2020, it is a time of transition at the OMs Council. I am honoured to have been elected President of the Old Melburnians Council and look forward to continuing the positive agenda we have to increase the relevance of our activities to OMs of all ages.

The outgoing President, Andrew Maughan, leaves an outstanding legacy of dedicated leadership. He broadened the reach of The Old Melburnians Council, with the introduction of new events including the OM Business Breakfast and other gatherings. However, Andrew's signature achievement must be the 100 year anniversary dinner held in London in June 2019, commemorating a London dinner in 1919 for the ANZAC OMs who had participated in WWI.

Finally, on behalf of all OMs, I pay tribute to our retiring Headmaster, Mr Roy Kelley, and his wife, Ann. The Headmaster has been a constant supporter of the Old Melburnians and we have valued his wise counsel and participation in OM activities. The Headmaster has made a magnificent contribution to the development of Melbourne Grammar School over the past 11 years, and the strength of the School today is a source of pride to all OMs.

Andrew Tulloch President of The Old Melburnians



“The more you give, the more you receive.”

As keynote speaker at the 140th Old Melburnians Annual Dinner, Mr Simon McKeon AO (OM 1973), described himself as having been a “plodder” during his years at Melbourne Grammar. “I observed others in my year who were leading, doing things well beyond their years. I was not one of these students.”

Today, Simon’s impressive portfolio of work includes roles as a leader at Macquarie Group, Chancellor of Monash University, a director at Rio Tinto, Chairman of AMP and CSIRO – the list goes on. Outside his professional achievements, he is Founding Chairman of MS Research Australia and was awarded Australian of the Year in 2011. But in speaking to fellow Old Melburnians, Simon spoke not of his successes, but of the ways in which giving to others has improved his life.

His first opportunity to be of service to others was not entirely welcome. Having established himself as a successful lawyer in Sydney, Simon suddenly had to move back to Melbourne to help with the care of his sister, who has a disability. “To be honest, I returned a very bitter person,” Simon says. “We were forced to sell our home and I had to turn away from my career.”

“But life works in interesting ways,” he told those assembled at the Dinner. “Rather than go back to a law firm in Melbourne, I was encouraged to join an investment bank – Macquarie Bank – for a year. Thirty five years later, I am still doing that one year.”

“My sister has no understanding of the extraordinary role she played in my life,” Simon continued. “It has been an enormous privilege to see one of Australia’s corporate success stories unfold from the inside and I wouldn’t have been part of that if I hadn’t returned to Melbourne for my sister.”

Simon’s next challenge was also entirely unexpected. “I was crossing the road one day and just went blind,” he explains. This temporary loss of vision led to the diagnosis of multiple sclerosis. “Again, I started off being bitter and twisted about the confounding condition,” he told the crowd. “But now I am incredibly grateful for it – grateful for what I call my near-death experience 20 years ago.”

Simon’s diagnosis led to his significant and purposeful time in the not-for-profit sector, an area where he feels there is an enormous choice in what to support. “Community need is everywhere,” he said. “I think it is okay to be ‘selfish’ and choose to help in an area that means something to you.”

“For giving to be sustained, we need it to mean something to us,” Simon added. “I think it’s also reasonable for us to have a sensible expectation of getting something back. Once you get the formula right, you realise there is no sacrifice in giving. The more you give, the more you receive.”

Above: From left: Mr Simon McKeon AO (OM 1973) speaks with Professor Richard Larkins AC (OM 1960) at the Old Melburnians Annual Dinner



Breaking the poverty cycle through education

As General Manager of The Smith Family in Victoria, Anton Leschen (OM 1983) has a first-hand understanding of the way educational opportunities impact young people's lives. "The Smith Family knows there is a 20 per cent difference in VCE results between advantaged and disadvantaged Victorians," he explains. "This is just one educational factor that can set up a lifetime of difference."

In order to combat this cycle of disadvantage, The Smith Family has a national education-focused strategy delivered through a scholarship programme and other initiatives. The organisation partners with people and places across Australia, including 13 Victorian communities. In addition to overseeing engagement with families 'at risk', Anton also liaises with corporate, philanthropic, educational and government organisations, as well as individuals, who support their programmes.

Discussing the values that inform his work with The Smith Family, Anton points back to lessons learned during his time at Grimwade House. "My Chaplain at Grimwade was Father Kenneth Letts (OM 1960), who said, 'Whenever you point at somebody, there are three fingers pointing back at yourself, so don't be so quick to judge.' I think the faith-based values that were so strong at Melbourne Grammar had an impact," he says. "Father Letts also emphasised that the motto of our school is prayer, then work. It's not about making a fortune and then thinking about good values. It's about practicing those values first, then going to work."

"We often think of volunteering as an act of generosity which involves 100 per cent giving to the other party, but it's actually a privilege to have the time and capacity to find a volunteering opportunity, and to go and do it," says Anton.

"I very much encourage people to celebrate the advantages they have had that helped them prosper in life by using them to help others."

The Learning for Life programme is one element within The Smith Family's agenda, involving activities such as student-to-student reading, homework help and mentoring programmes. According to Anton, this kind of educational support impacts everything, from literacy and numeracy to the way disadvantaged students see their futures.

Around 50 Melbourne Grammar students are involved in supporting the Learning for Life programme each year, often providing homework help to children who may not be able to access that assistance at home and, incidentally, operating as informal mentors.

"The impact of the mentoring provided by Melbourne Grammar students is striking," Anton explains. "If you're raised in a community where few people finish school, you miss out on the benefit of social and professional networks, along with the knowledge of those who've experienced a full and complete education. As a colleague of mine says, 'If you can't see it, you can't dream it.'"

"I appreciate the purposeful action the School takes to get students out of the Bluestone, into the community, and to welcome people into the School – especially its work in the education of Indigenous students," Anton adds. "Today's Melbourne Grammar is a diverse, generous community, and that's only becoming more the case."

"I'm pleased to continue my association with the School by becoming a member of The Old Melburnians Council," he says.



Leading a transformation in the diagnosis of glaucoma

Optometry was not a well-known profession when Peter Larsen (OM 1981) made the choice to pursue this career. In fact, it was the example set by his father that inspired Peter to move into the work he does today.

"My father was an optometrist. He had a small business and there was always a story about the people he'd helped," Peter says. "That's what prompted me to move into that career." Today, Peter is the Group Eye Health Strategy Director of Specsavers, with responsibility across the multinational business. He was a founding Director of Specsavers Australia and New Zealand (ANZ) 12 years ago which now holds over 40 per cent of the local eye market.

Serving as the Specsavers ANZ Optometry Director until recently, Peter brought about changes that are saving the sight of thousands of people. Having been at the vanguard of a value disruptive retail play within the ANZ region, a natural evolution was to seek to positively disrupt the primary care role of the optometrist. "In the last year, an additional 20,000 people in Australia were diagnosed with glaucoma through the work we're doing, thereby enabling treatment and preventing irreversible loss of sight," he says. "We're able to make this impact through systematic utilisation of imaging technology, benchmarking of individual performance and formalised collaborative training with Ophthalmology."

"At Specsavers Australia, we are now positively impacting the detection of glaucoma more sensitively than any other optical group in the world," Peter adds. "Not only that, but we're sharing information about how we do this and working with the Royal College of Ophthalmology and other bodies to promulgate our work more broadly across the profession. The project I led has been a cross-functional activity involving over 2000 people, and it's something of which I'm very proud."

According to Peter, the practice of optometry hasn't always had the status it holds today. "Like many other paramedical professions, optometry has grown up over the past few decades," he explains. "I think it's important that any profession that's seeking to develop is ambitious, as well as aware of its scope. You can't move forward unless you have strong foundations."

Peter sees championing transparency as another key aspect of his role. "Companies need to deliver positive impacts in an increasingly transparent way – that's my remit," he says. "Sometimes that's uncomfortable, but we have to confront and demonstrate the value that we deliver for the people who walk into our premises, who are being promised a service."

The recently announced 'Keepsight' initiative, a national diabetic eye testing scheme, is the next big project. "Our outcome focus, scale and systematic platform has provided the opportunity to participate in a more significant social impact intervention. Specsavers' mission, over the next five years, is to eradicate blindness due to diabetes," explains Peter. "We are talking about 100,000 people that we need to help and it is going to take everyone, government and all sectors in the industry, to resolve transparently. We will be at the forefront of this change."

Reflecting on how his time at Melbourne Grammar School influences him today, Peter highlights the importance of working alongside others for a mutual goal. "I loved being on sporting teams when I was at school," he says. "Working with a team and being with people you trusted was something I really enjoyed. It's about enabling the people within the team to make their own contribution to success and that is what I like to think I'm continuing to do."

Obituaries

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

Asche, L V Past Parent

Bayly, J J (OM 1945)

Clements, J A (OM 1962)

Connell, G G (OM 1953)

de Steiger, W P (OM 1964)

Dorevitch, A P (OM 1946)

Fox, P (OM 1968)

Handbury AO, G N (OM 1942)

Heeps, G O (OM 1951)

Husband, A C T (OM 1954)

Journeaux, J R (OM 1955)

Kellett, M F (OM 2017)

Langdon, J S B (OM 1950)

Miller, N A T (OM 1997)

Moran, J J (OM 1971)

Pick, E W (OM 1947)

Rose, A T (OM 1948)

Rudd, P I (OM 1965)

Rudd, W A C (OM 1935)

Sinclair, A I (OM 1946)

Smith, D A L (OM 1964)

Smith, P G (OM 1971)

Stevens, T S (OM 1946)

Stokes, W R (OM 1961)

Stonier, J (OM 1957)

Whitton, W I (OM 1941)

Wallace, R M (OM 1951)

Wilson, H K (OM 1957)



Kennedy Tree

Landscape architect **Jim Fogarty (OM 1988)**, together with four amateur historians believe they have pinpointed the exact locations of what is called The Kennedy Tree and the police camp at Stringybark Creek where the infamous police murders by the Kelly Gang took place. The Kennedy Tree marked the spot where the body of Sergeant Michael Kennedy of Victoria Police was found in October 1878, after being shot by Ned Kelly.

Jim's expertise provided horticultural insight to report on the plant life and trees near the Kennedy Tree. Jim quickly became very interested in the other trees of interest that had been discovered.

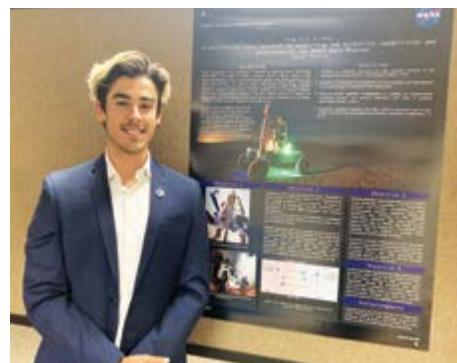
Analysing the Burman photo, he soon discovered two other trees in the background of the photo that matched their site.

"Over a period of four months we collected detailed data from over 20 significant trees along Stringybark Creek Road to document our findings," he says. "This has been a huge adventure for the four of us and a very time consuming one, but we realise the historical importance of what we have discovered. It gives us great pleasure to reveal these sites so that history can be preserved."

Above: A recreation of the 1878 Burman photo using scaled cardboard cut outs of the standing men that show in the original photo. The tree in the Burman photo has been estimated to be 229 years old now and 88 years old in 1878. Of more than 20 aged trees along Stringybark Creek Rd, the located tree (coded K1) is the closest match in age to the tree in Burman photo (within four years). As well as a blaze scar on the left (south facing) side of the tree, the lower buttress root outlines match the 1878 photo. Detailed similarities can be found in the Kennedy Tree Report. Photo credit: Younger, King, Fogarty, Lloyd 2019.

NASA internship

Due to his involvement in the NASA Nova Rover project as part of his Science studies at Monash University, **Daniel Ricardo (OM 2015)** has undertaken an internship at NASA and is now completing his final semester of study for his undergraduate degree at La Salle University in Switzerland. More information about the Nova Rover is at www.novarover.space



Old Melburnians Football Club (OFMC) News

Paul Satterley has been appointed Senior Coach at the OMFC for the 2020 and 2021 seasons. Paul has a rich history in football as a VFL premiership player and the 1995 JJ Liston Medal winner (awarded to the best and fairest player in the VFL competition). Following his playing career, Paul developed his coaching prowess through head coaching positions in the TAC and VFL competitions, before joining Melbourne FC as Development Coach, in 2012. Most recently Paul has been a prominent figure in the VAFA Competition with senior coaching roles with both De La Salle and Old Xavier.



The OMFC U19 football team won their grand final against Old Brighton Grammar by 1 point this year. The OM's came from 5th place on the ladder; Brighton had only lost 1 game all year and had double the percentage of the OMFC.

It was a very close match with the lead changing all day, and in the last quarter, the OM's were down by 5 points with 2 minutes to go. Will Dethridge (Year 12) then kicked the sealer and they hung on to win. There were six Year 12 and Year 11 players in the team: Louis Dalglish, George Derham, Will Dethridge, Tom Donnelly, Dean Kloufetos, Tom Spargo, and Nick Ward-Ambler.



Work Experience Request

We are delighted to note a growing interest in our voluntary work experience programme at the School. For many of our students, opportunities are secured via personal networks. However, we do have students who seek opportunities but may not have the resources to secure their own placement (especially in areas such as Engineering, Health/Medicine and Finance).

We would like to hear from any Old Melburnians who might be willing to host one of our students during the school holidays (traditionally 3 – 5 days). Screening is available and insurance is provided.

Please contact the Careers Centre if you would like to get involved. Visit [omlink.org](#) or phone +61 3 9865 7555

Architecture Recognition

Peter Wilson (OM 1968) was admitted to the degree Doctor of Architecture honoris causa in the University of Melbourne in July.

Peter was a student at Melbourne Grammar from 1963 to 1968 in Perry House. His love at the School was the Lodge where he studied art with John Brack, Ron Millar and Des Norman. Peter won the Art Prize in 1968. Art at Melbourne Grammar no doubt had a significant influence on his future architectural work.

After studying Architecture at Melbourne University, Peter travelled to London for his experience year before completing his degree at the Architectural Association in London, the leading architectural school in Europe at the time.

The Australian Institute of Architects awarded Peter Wilson the Presidents Prize in 2009 and the Gold Medal in 2013, the highest accolade of the Australian architectural profession.

Do you have news to share?

Have you moved into a significant new role, 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

Weddings

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

7 September 2019

Marc Cuming (OM 1983) and Amanda Kohler

26 October 2019

Jaen Simpson (OM 2000) and Amy Hodgson

16 November 2019

Samuel Catchlove (OM 2002) and Elizabeth Woodruff

23 November 2019

Michael Wyles (OM 2008) and Ariani Anwar

Old Melburnian 2020 Events

Reunions

70 Year Reunion – Friday 20 March

60 Year Reunion – Friday 28 February

50 Year Reunion – Friday 1 May

40 Year Reunion – Friday 15 May

30 Year Reunion – Friday 22 May

20 Year Reunion – Friday 31 July

10 Year Reunion – Friday 12 June

5 Year Reunion – Friday 28 August

Bluestone Luncheon – Thursday 10 September

Other Events

The Old Melburnians Business Breakfast – Friday 24 April

The Old Melburnians Annual Dinner – Friday 7 August

Cordner-Eggleston Eve Cocktail Party – Thursday 18 June

The Old Melburnians Business Leaders Speaker Series –

- Tuesday 25 February
- Wednesday 13 May
- Tuesday 15 September

COMMUNITY EVENTS





- 1- Speakers at the Indigenous Programme Forum, from left: The Hon David Harper AM QC (OM 1961), member of the Indigenous Steering Committee; Ms Seri Renkin, member of the Melbourne Grammar School Indigenous Steering Committee; Ms Jill Gallagher AO, Victorian Treaty Advancement Commissioner; Mr Jason Mifsud, Chair of the Indigenous Steering Committee; Mr Roy Kelley, Headmaster
- 2- From left: Mr Jeremy Harper (OM 1968), Year 10 student, Preston Cockatoo-Collins and Mr Philip Moss AM (OM 1968) at the Indigenous Programme Forum
- 3- Guests at an event to farewell the retiring Headmaster, Mr Roy Kelley, and his wife, Ann. The event was held in the Charles and Susan Lin Rooftop Terrace of the Geoff Handbury Science and Technology Hub
- 4- Mr Paul Handbury (OM 1970) at an event to farewell the retiring Headmaster, Mr Roy Kelley, and his wife, Ann
- 5- Dr Shirley Hsieh, Member of the Melbourne Grammar School Foundation Board, and, husband, Mr John Lin (OM 1995) at an event to farewell the retiring Headmaster, Mr Roy Kelley, and his wife, Ann
- 6- From left: Mrs Ann Kelley, Mr Angus Mackay (OM 1962) and Witherby Tower Society member, Mr Roy Kelley, Headmaster
- 7- From left: Witherby Tower Society members Mrs Barbara Ward-Ambler and Mrs Wendy Dowd with Mrs Louise Gourlay OAM, former Member of the Melbourne Grammar School Foundation Board at an event to farewell the retiring Headmaster, Mr Roy Kelley, and his wife, Ann
- 8- A group of Old Melburnian former rowers with their coach, Mr Tony Smith (OM 1949), pictured back row, second left, at the 140th Old Melburnians Annual Dinner
- 9- Mr Jamie Bunn (OM 1993), left, and Mr Lachie Bunn (OM 1994), right, with their former Grimwade House teacher, Mrs Marion Church (staff member 1984 - 2000, centre)
- 10- Three generations of the Richardson family at the 140th Old Melburnians Annual Dinner, from left, Professor Gary Richardson OAM (OM 1975), Mr Lex Richardson (OM 1946), Mr Sam Lingard (OM 2012), Mr Thomas Richardson (OM 2008)
- 11- From left: Dr Wai-Ting Choi (OM 1987) and Dr Ross Carne (OM 1987) at the 140th Old Melburnians Annual Dinner
- 12- From left: Mr David Leahey (OM 2015) and Mr Geoff Webb (OM 1955) at the 140th Old Melburnians Annual Dinner



From left: Mr Edwin Kennon, Mr Dick Wettenhall, Mr Kenneth (Bruce) Thomas, Dr David Barraclough, The Hon David Harper AM QC, Dr Pat Field, Mr Graeme Henshaw

Absent: Mr Bruce Crossley, Mr Clem Furphy OAM, Mr Brian Hopkins OAM, Dr Richard Oppenheim, Mr Geoffrey Park

Building collective support

Meet the members of the “Anticlockwisers Club” – a distinguished group of twelve Old Melburnians bound by a common history and a shared goal. They have elected to collectively support Melbourne Grammar’s Indigenous Bursary Programme.

The Anticlockwisers, all of whom graduated from Melbourne Grammar in 1961, are firm friends and gather together on a regular basis. The group even has its own unique necktie!

Each year various members of the group make a contribution to the Indigenous Bursary Programme through Annual Giving, citing their ‘donor name’ as an Anticlockwiser. None of the other members know who has contributed or how much each has given, but their overall generosity has made a significant difference to the programme.

Their ongoing financial support to the programme was spearheaded by 1961 Captain of School, The Hon David Harper AM QC, who has served on Melbourne Grammar’s Indigenous Steering Committee since 2016.

“I’m not particularly good at asking people to support causes, but I felt comfortable approaching the Club to provide financial support to the Indigenous Bursary Programme,” Mr Harper explains. “It wasn’t difficult for me to persuade them, given the history of relations between First Nations people and those who’ve arrived since. None of us need feel guilty, but I believe all of us should feel a sense of shared responsibility to enhance educational opportunities for Indigenous Australians. I see the contributions of the Anticlockwisers as a positive way to reflect that responsibility.”

“I was very impressed with the approach the School was taking when I joined the Indigenous Steering Committee,” Mr Harper adds. “I saw Melbourne Grammar approaching this very difficult task of making Indigenous students feel they were an integral part of the School, with the extraordinary sensitivity that requires, while also preserving their connection with their culture and their sense of themselves as proud Indigenous people.”

In early October 2019, seven Anticlockwisers attended a luncheon at the School together with eleven Indigenous students and Indigenous Programme Manager, Robbie Ahmat. This was an opportunity for supporters of the Indigenous Bursary Programme to meet those supported by it, sharing histories and experiences.

“I think all of us were slightly nervous about how the event might go, given that we’re in our seventies – we weren’t quite sure how we’d interact when meeting these students for the first time,” Mr Harper says. “But the time we spent together exceeded our expectations. The luncheon was a visible sign of the group’s connection with the School and raised our level of connectedness with the Indigenous Programme.”

Later, speaking about the luncheon, Mr Ahmat shared that the response was just as positive from the students involved. “The boys were impressed with the professions present in the room,” Mr Ahmat said. “They were saying, ‘Why can’t we be sitting in a room in fifty years’ time, having lunch together, being the heads of our own companies?’”



Continuing connections to the School

Mr Simon Derham (OM 1973) recently chose to support the School by leaving a bequest in his Will. Director of Development, Ms Sue Felton, caught up with Simon to find out more about his reasons for doing so.

Sue: You have strong connections to Melbourne Grammar. Can you tell me about your family connections?

Simon: There were Derhams at Melbourne Grammar School in the 1880s and I believe there has been a Derham at the School in just about every decade since then. My father, George, his brother, Fred, and my grandfather, Charles, all went to Melbourne Grammar and, of course, one of my own sons has attended the School from Prep to Year 12, graduating this year. Whereas I was a '12 year' man, he is proud that he is a '13 year' man and, now, a fourth generation Old Melburnian.

Charles graduated from the School in 1903 and subsequently served on both The Old Melburnian's Council and School Council. At least two of his brothers attended Melbourne Grammar, so on the Derham side of my family there are also great uncles, great cousins and their children who have also gone through the School.

I recently learnt that the Teague family, who are on my mother's maternal side, also attended the School starting in the 1860s. So it is amazing to have such long standing ties to the School on both sides of the family.

Sue: What other connections do you have to the School?

Simon: As a boy, my family would regularly holiday with family friends who had also gone to Melbourne Grammar.

Since then, my connections to the School have largely been through the Old Melburnians Football and Soccer Clubs and the Old Melburnians Lodge. I served on The Old Melburnians Council twice and was its President in 2009 and 2010.

Joining the Witherby Tower Society is a continuation of that connection.

Sue: Let me take you on a trip down memory lane for a while. What is your strongest memory of your time at the school?

Simon: There's not one, there are a multitude. Perhaps most importantly, I remember the closeness and the camaraderie. I go to the Old Melburnian Dinner with those with whom I caught the tram to School, rowed and served in the cadets.

I have great memories of the Central Australian trip in 1969, playing sport, particularly football and rowing, and the Head of the River regattas.

I also enjoyed every minute of the cadets from the parades, the camps and the shared experiences of army food, freezing nights sleeping on the ground and being exhausted.

Socially, I remember being press ganged into going to Boat Race dances in Third and Fourth Form and having a very mixed time!

Sue: You've recently chosen to leave a bequest to the School in your Will. What motivated you to do this?

Simon: I've done it because it's something I believe you should do – if the School doesn't keep on renewing itself, it cannot maintain relevance.

It was something that I was always going to do. There was never a question about it. It is just my way of making the School a better place for those who are yet to come.

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

Sue Felton, Director of Development
foundation@mgs.vic.edu.au
 +61 3 9865 7683
mgs.vic.edu.au/giving

A reflection on 2019

The Friends of Grammar Committees across Grimwade House, Wadhurst and Senior School have spent another busy year organising and supporting events to connect the Melbourne Grammar School community.

The year began with year level Cocktail Parties across the School which, for some families, marked the start of the MGS journey and the end of an exciting MGS journey for others.

An estimated 600 people attended the Grimwade Summer Picnic in March. The Grimwade Oval was a sea of picnic blankets, laughter and smiles all around. The children were entertained by a roving magician and many fun rides. FOGG and the Class Representatives also celebrated our Year 6 students and families by offering a Celebration Dinner and Graduation Breakfast at the end of the year.

FOG Wadhurst held another successful Father/Special Friend and Sons Trivia Night with over 250 guests. We also supported the Wadhurst boys for Make a Wish Foundation through Crop a Kid. Important support was also provided for our Boarding students enabling boys living away from home to have more contact with day boys and their families in a social setting.

Our annual farewell to Year 12 parents with a 'champagne and chicken sandwich' morning tea was well received with over 120 attendees.

All campuses participated in this year's Grammar Lunch which was a resounding success and a sell out at 550 guests. It was wonderful to again bring the whole community together for this event.

Many other activities have been ongoing throughout the year across the School including Father's and Mother's Day stalls, cake stalls at Athletics Carnivals, Community speakers, Tuckerbox lunches and Sausage Sizzles, coffee carts, as well as many morning teas and drinks nights. Hundreds of oranges were provided for the Grimwade House Cross Country run, plus a first aid course was run to keep parents up to date.

This year FOG Senior School introduced the Senior School and Past Parents Lunch which was held in August. Over 230 attendees (including 100 past parents) enjoyed a relaxed day with friends in the magnificent Myer Mural Hall.

Other new initiatives involved events for our International community. All year levels also had the opportunity to enjoy the various exhibitions held in the School Archives Gallery, showcasing the rich history of Melbourne Grammar School.

A team of volunteers kept our Swap Shops humming all year offering recycling of school uniforms, including a planned FOG-funded renovation to the Grimwade Swap Shop. FOG Senior School volunteers have done an amazing job of staffing the Kiosk at Edwin Flack Park offering hot drinks and a welcome smile during the many APS Saturdays. FOG Senior School also managed the weekly Values in Action roster at Sacred Heart Mission and programmes with Fred Hollows, Purple House and other programmes with great success.

FOG Senior School has provided a great service to the community of recycling of textbooks by running the Senior School Second-Hand Book Sale in early December.

A special mention and thank you must be made for all the efforts of our volunteers – we could not achieve such success without the Community's support.

We look forward to handing over to the incoming 2020 team of Madeline O'Connor (SS), Vanessa Leviny (W) and Jo Harris (G) and their respective committees, who will continue to strive for continuous improvement for our community.

On behalf of Friends of Grammar, we would like to thank the entire MGS FOG community – our parents, brilliant staff and students. We have thoroughly enjoyed working with you all, helping to strengthen our wonderful School community. Wishing you all happy and safe holidays and a terrific 2020.

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



A potted history of a medical breakthrough

A small pot, currently on display in the Geoff Handbury Science and Technology Hub, may appear to be nondescript, but its appearance belies its significance. This seemingly inconsequential piece of equipment played a key role in one of the major milestones in medical history – the discovery of penicillin.

In 1928, Scottish researcher, Sir Alexander Fleming, serendipitously found that mould growing on a culture plate was apparently repressing the growth of certain nearby bacteria. This mould contained a substance we now call penicillin – the most widely used antibiotic in the world. Having published a paper on this finding in 1929, Fleming did not pursue his work in this area.

Fortunately that article was unearthed by Ernest Chain and a team of researchers in Oxford University, led by Australian Howard (later Lord) Florey, which included Norman Heatley. In 1940, Heatley showed that penicillin cured bacterial infection in mice and afterwards began limited experimentation on humans, with success.

Extracting and purifying enough penicillin for wider experimentation on humans proved to be challenging during WWII when resources were scarce – until Heatley hit upon the idea of growing the mould in particular shaped vessels. Seven hundred specially-fired ceramic pots which he designed were made by James MacIntyre & Co. It was these vessels that ultimately led to the capacity to produce enough penicillin to confirm its untold value as a life saving medicine and, in fact, as a vital factor in altering the course of WWII.

Heatley gave one of these penicillin pots and other material from his work to Dr John Best AO (OM 1957) when they met during the Florey Centenary celebrations in 1998. Dr Best was Chair of the Florey Centenary Committee of the Australian Institute of Policy and Science (AIPS).

Dr Best said of his relationship with Heatley: “You do not often meet a truly great person, and then develop a strong friendship with them. Heatley was an exemplar for those who in the future may wish to emulate his impact on humankind.”

Dr Best generously gifted the pot, a set of weights and a purification instrument also used during the extraction process, to Melbourne Grammar School in 2018, “in the hope that it will inspire the students of MGS to scientific enquiry, endeavor and excellence”. The items are displayed in the foyer of the Hub, together with other items of similar inspirational quality.



A pot, a set of weights and a purification instrument used in the process to develop penicillin as a medicine for humans, currently held in the School Archives, and on display in the Geoff Handbury Science and Technology Hub.

About Dr John Best AO (OM 1957)

Dr John Best AO MD BS (Melb) PhD (Mon) worked in policy, strategic planning and management in the health sector, advising Federal and State Governments, industry, hospitals and health services for many years.

Recognised as an authority in best practice relating to the policy and provision of medical services and medical intern training, particularly in rural and regional areas, Dr Best served as Director of Medical Services for four rural health services in Victoria. He was Chair of a tri-health service credentialing committee and inaugural director of clinical training for the Murray to the Mountains (M2M) Intern Program.

He is a former Deputy Secretary-General of the Australian Medical Association, as well as a former President of the International Society for Quality in Health Care and of the Australasian Faculty of Public Health Medicine within the Royal Australasian College of Physicians. Dr Best was also Chair of the AIPS for 18 years.

Dr Best was awarded Officer of the Order of Australia in 2007 “for service to medicine and to public health through support for strategic health research and policy development, and as a contributor to the development of rural and remote health services and medical education programmes, particularly in Aboriginal and Torres Strait Island communities and regional Victoria”.

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