

labora

for the Caulfield Grammar School community | December 2021



Caulfield
grammar school



Our Purpose: To enable quality learning every day in every experience for every learner for life

Our Vision: To be a leading, internationally recognised, co-educational school fostering responsible global citizenship

Our Values: We are one School inspired by our Anglican tradition and committed to modelling our values:

- pursuing excellence
- inspiring creativity
- thriving together
- embracing diversity
- living wholeheartedly



Caulfield Grammar School celebrates 40 years of Wheelers Hill Campus and 40 years of co-education.

Photo: Wheelers Hill students create a human art installation to commemorate the Anniversary.



Scan to browse a curated journey celebrating 40 years of our Wheelers Hill Campus.

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Acknowledgement of Country

Caulfield Grammar School acknowledges the traditional custodians of the land on which we reside, the peoples of the Kulin Nation.

We pay our respects to Elders past, present and emerging.

December 2021

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Past Lives by Annie Le, Year 12 Boarding student.

Inside front cover

Whealers Hill students create a human art installation to commemorate the 40th Anniversary of the Campus.



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From the Principal

by Ashleigh Martin

We've all taken our turn to lift each other up when needed

We've all been tested again this year and we've learned a lot about ourselves. Consumed by uncertainty, it has demanded every fibre of our beings to stay the course. We've learned there are no guarantees. And again, I am humbled and proud of our School community.

As a school we haven't got everything perfect. There are things I would do differently – as a husband, a dad, a friend and as a leader. I don't overthink my missteps though. We are all imperfect and we must model this to our students and children. Authenticity and bringing your true self to school each day is what we value. Where vulnerability in our students, in our staff, and in our leaders, is seen as a strength.

2021 has been emotional and unrelenting. Every part of our instinct as educators, as leaders, and as parents is to have answers. To protect. To make things right for our children. When students had tears in their eyes with bags packed leaving campus for yet another lockdown; when staring through a screen to inform Years 9 and 10 students that their trip to Jabiru won't proceed; when families were overwhelmed with life's complexities and looking to our School for certainty; and where staff were stretched to the extreme balancing their own lives with their passion for our School. That feeling of helplessness is something we have all encountered as we managed the ebbs and flows of 2021. Nevertheless, our community continued to show up. Continued to have a positive mindset. And we've all taken our turn to lift each other up when needed.

Every staff member at our School is deserving of praise. Discretionary effort, going above and beyond and keeping students at the centre is what defines our staff.

There is a humanness to all those who work at Caulfield Grammar. Grounded, dedicated and willing to smile along the way. United in a collective purpose to provide an environment for young people to be their best.

The profession of teaching is becoming more complex and nuanced. It comes with great responsibility and demands, yet with great privilege. Our staff have been able to sustain creativity and innovation through the chaos and turbulence of the last two years. Every interaction intentional – knowing their impact makes a real difference. Working in schools isn't a play for power and influence and personal identity, it's about serving and doing what's best for our students. Teaching is about making a difference. My pride for the staff at our School is unwavering.

I acknowledge the long-serving members of staff (20 years plus) who, collectively, have given 268 years of dedicated and committed support: Keith de Kretser, Paul Lindsay, Greg Meredith, Geoff Merrett, Rod Moran, Sonya Pollard, Gary Tyler, Serena White and Glennie Williams. There will be many students (past and present), staff and parents who will be grateful to have encountered these outstanding contributors to our School and they all depart with wonderful legacies.

This year we celebrated 40 years of being a co-educational school. At Caulfield Grammar School girls and boys learning together just makes sense to us. It brings authenticity to conversations.

There are 3,350 students at our School – all with different passions and diverse interests. No one individual, not one gender nor one group is superior to the other. We love that our students don't just fit our culture, they help shape it. Our students today call out what once may have been considered trivial behaviour. They know this can perpetuate and they won't walk past it. They have learned to make good decisions, by making decisions for themselves. It is why we are a values-based school and not a rules-based school. The privileged conversations I have with young people consistently remind me that how I see the world isn't always how they are experiencing it. As leaders, as parents, and as stewards of Caulfield Grammar we must continue to listen and act on the voices of our students. We will be a better school for it.

As we rebuild and re-energise our great School into next year, we need to be deliberate. Intentional as a community knowing some will leap into 2022, and some will take small steps. There is no manual, and we will recover together – all playing a part in fostering courage, love, optimism and resilience.

LABORA UT REQUIESCAS
'Work hard that you may rest content.'



Scan to view
Co-Captain
speeches.



Our Co-Captains shone brightly at Speech Night sharing their insightful learnings. Principal Ashleigh Martin, Wheelers Hill Co-Captains Charlie Peake and Abby Hingmann, Caulfield Co-Captains Nicola Hansford and Nicholas Knight, and School Council President Jim Hayman.

From the CGA

by Emily Davis, President and Linda Sprott, Executive Director

A focus on Young Alumni

Despite the continued challenges posed by COVID, 2021 has been a busy year for the CGA!

We managed to hold 22 events (many of them online) in order to stay connected with our alumni. Online events included a free Search Engine Optimisation (SEO) webinar, Affiliate catch ups, International and Interstate Reunions and Golden Alumni Coffee Conversations.

While several of our face-to-face reunions had to be rescheduled to 2022, we are looking forward to celebrating with these class groups in a more relaxed environment.

We are kicking off our events season in February next year with our Summer Masterpieces event at the NGV. Check out our upcoming events calendar on the inside back cover for all the details.

A key success this year has been the launch of our Young Alumni Ambassador Program (YAAP) which offers free career coaching, mentoring and networking opportunities to young alumni (18–30 years).

Many of you will have seen the fantastic stories posted during our inaugural Young Alumni Tell Their Stories Week (a takeover of CGA social media channels by young alumni for young alumni). You can still watch the video interviews on our YouTube channel or read the written profiles on our website.

As part of this program, we held our first ever Reverse Mentoring Breakfast – a truly inspiring event that provided young alumni with the opportunity to

share issues and perspectives affecting young people with older Grammarians and other members of the School community, including senior members of staff. In addition to a keynote address from careers expert Leah Lambart, all attendees heard from members of two Young Alumni panels, who shared their experiences since leaving school. Their insights proved invaluable and we look forward to further expanding our Reverse Mentoring Program in 2022.

Many of the inspiring young people who participated in these initiatives have been profiled in this issue of Labora and we encourage you to read their stories from page 46 or check out their advice in our new In Focus section on page 50.

As the end of the year approaches, plans are well underway for 2022. The CGA will be undertaking a number of major initiatives such as a website and visual identity update, communications refresh and the Grammarian Wall.

With the increase in importance of our digital communications we are excited to be increasing our E-Newsletters to monthly editions and developing a webinar and podcast offering.

The Grammarian Wall will visually bring to life a wide range of alumni stories. A chosen wall will be transformed to celebrate our rich history and showcase the diversity and excellence of our community.

Initially it will be implemented at Wheelers Hill Campus in recognition of the 40th Anniversary of the campus and

co-education, with a roll-out across other locations to follow.

Moving forward we hope that many of our Affiliate Clubs will be able to resume their regular seasons. We are particularly excited to celebrate the long-anticipated 100th Anniversary of the Caulfield Grammarians' Football Club on Saturday 21 May 2022.

Finally, the CGA is delighted to welcome the Class of 2021 into our strong and proud community of 26,000 past students. We encourage you to become active members of our association by providing us with your contact details at www.caulfieldgrammarians.com.au. We wish you every success as you transition into a new stage of your life and look forward to being there to support you in the future.

We wish all members of the Caulfield Grammar School community a safe and happy Christmas and New Year.





Tahir Hunter and Georgia Maclaren, profiled as part of the Young Alumni Ambassadors Program

Exploring global issues

Year 6s take the lead with PYP Exhibition

Curiosity, empathy, global citizenship and a love of learning are instilled in our students from as early as Prep.

We do this by engaging our students in the International Baccalaureate Primary Years Programme (IB PYP), an inquiry-based transdisciplinary approach to teaching and learning in Junior School.

Developing confident, independent learners through the exploration of concepts, the development of skills, the acquisition of knowledge and the opportunity to take action is the basis of this curriculum framework.

An annual highlight is the Year 6 PYP Exhibition in Term 3, showcasing our Year 6 learning journey and their readiness to transition to Middle School. Students are encouraged to explore and document their understanding of a global issue they are passionate about and how it impacts our local community.

Topics reflected a wide variety of student passions – from pollution and sustainability to cryptocurrency and technology in sport.

Over eight weeks, students worked collaboratively to conduct their in-depth inquiry, showing autonomy and agency in regards to their learning. They then shared their projects virtually and conducted live Q&A sessions with our School community.

The confidence with which each student discussed their learning, their call to action, and the challenges they faced was inspiring and a powerful demonstration of the true qualities of a lifelong learner.

The virtual exhibition highlighted the approaches to learning that each student has developed during their time in Junior School. Each student showed perseverance, resilience and initiative

in gathering resources, organising and analysing their data and goals – not to mention supporting each other.

The defining themes for this year's PYP Exhibition were the adaptability, collaboration and creativity that shone through in developing their projects.

Mischa Lad and Jake Skinner were among the Year 6s who tackled the PYP Exhibition remotely, due to the extended COVID-19 lockdown.

Mischa took action on climate change

Mischa Lad from Wheelers Hill Campus inquired into the impact of climate change “because it has an impact on everyone,” she says. “The seasons are changing, which is new for us all, and lots of people are seeing the impacts of climate change and taking action, such as using renewable energy and resources.”

For Mischa, the exhibition was an opportunity to research something she was passionate about. It was also a way to learn new research skills and ways to present her findings. She said her research has affected her family's lifestyle – they are out walking and getting active more often and she's trying to convince her parents to get solar panels.

“I wasn't really expecting that we would be doing everything online,” says Mischa. “From internet lag to downloading new apps it was quite a challenge. But I also feel like I have learned so much from this experience that I might not have at school, especially research and organisational skills.”

Jake explored why people aren't getting enough sleep

At Malvern Campus, Jake Skinner looked into the issue of the effects of a lack of sleep, which led him to focus on insomnia and its bearing on the individual.

Jake looked at natural remedies and how technology is affecting sleep. His call to action was to inform people about his findings by making a website using Sway, a Microsoft app that creates interactive presentations in the format of an article. He also made a video about methods people can use to improve their sleep.

“My inquiry focus was ‘Why aren't people getting enough sleep?’ There are so many people in the world that don't get enough sleep, which means they have insomnia. It is common in older adults, women and people with mental and medical health problems. I wanted to know more about it and perhaps learn what I could do about it.”

“The purpose of the Exhibition was to celebrate our learning and share our knowledge – either to help someone or a community, or just to inform people about that global issue to help make the world a better place,” says Jake.



Scan to hear students sing ‘Saltwater’ at the PYP Exhibition.



Year 6s **Jake Skinner**, Malvern Campus (top) and **Mischa Lad**, Wheelers Hill Campus.

Layers to the canvas

Annie Le: Past lives

Annie Le is an emerging artist, currently studying Year 12. Over the last two years, Annie's natural creativity and talent have grown with her and been her expression of life as an artist and boarding student living far from home.

"Art allows me to reflect on my past and how much I've been through, leaving my family to study here in Australia, but also helps me remember my roots and my culture," says Annie, citing her mother as a big source of encouragement in strengthening her skills as a child. "It reminds me to be proud of being me."

Growing up, Annie went to a regular Vietnamese primary school. Her parents then sent her to an international secondary school in Vietnam, which she had originally thought to be a mistake on their part. She felt overwhelmed to learn that everyone spoke English.

"I discovered I had access to so many art materials and started to see the advantages," says Annie.

"I felt I wasn't very good at communicating verbally, so art became a way to express myself. A way to show my feelings, my values, and a way I could communicate."

Coming to Australia from Vietnam was again quite overwhelming for Annie in Year 10. And starting at Caulfield Grammar School as a boarding student halfway through a school year added another layer to her canvas.

"Boarding was another new experience for me. I was an international student in a big school, living in a new country and I came halfway through Year 10, not knowing anyone! But everyone was supportive and welcoming."

During a time when the world should have been opening up to a young,

creative mind, the global pandemic hit, halting a lot of things a boarder could normally take for granted, like being able to travel home during holidays.

Annie created 'Past Lives' as a way to make sense of, and communicate, her feelings and experiences around, the pandemic and with it coinciding with the changes and challenges in her life.

"I was struggling, homesick and coming to terms with many new experiences. And the pandemic was the background to all of that."

"On my canvas the virus is in the background as a big black and white circle. The clocks represent time and overcoming challenges - a long time since seeing family and going through a hard time."

The clasped hands in the foreground represent the connection Annie has with her people, culture, family, friends - not only in Vietnam, but also new friends she's made in the boarding house, some in a similar position.

"The hands show that as long as my loved ones and I keep connecting, we'll support each other," Annie says. "We're going through it together, even though we're not physically together."

The colours are striking and add to the emotion she wants to convey. Annie's current favourite media are gouache and acrylic, although she admits to still investigating her style.

"I was inspired by [Russian avant-garde artist] Natalia Goncharova to only use brown, white, black and blue," Annie says. "To me, this combination shows the struggle and helped me communicate the message of it being a depressing time. I don't think the piece would have evoked the same feeling with a brighter colour like red or yellow."

Annie's teacher, Chantelle Petith, explains that for Years 11 and 12 at Caulfield Grammar School, art is an elective VCE subject.

"We have Studio Arts, Art and Visual Communication and Design for students to choose from," she says, adding that studies include a range of art-making techniques and historical and cultural connections.

The pandemic has meant a lot of missed face-to-face time between students, peers and teachers.

"Annie is very creative, naturally skilled and works methodically to solve artistic problems," Chantelle says, adding that Annie is currently working on an art folio which explores her cultural and personal identity. "She has displayed resilience, especially considering she has been apart from her family for so long."

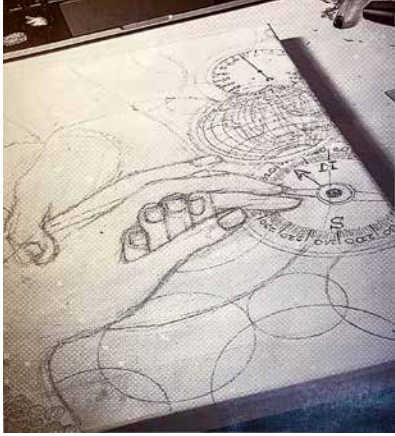
"My art teacher gives me a lot of support - I tend to want to fit too many themes in one piece. She helps me narrow down my ideas and gives her perspective with suggestions for what I can do to achieve a clear and more focused piece."

Annie Le was the recipient of the 2021 Graduate Award for Art.

Whatever the future holds for Annie, you can be sure art will feature heavily.

"I like that other people might see the emotion and have a kind of spiritual connection with a piece I create."

As seen in *Home Design* magazine, November 2021 edition.



Past Lives: In progress by artist **Annie Le** - outside the Boarding House.

Two Talk

A new feature where two community members bring to life an aspect of the School through conversation

Tahli and Abhi talk YJ

'YJ' is a rite of passage delivering memories to last a lifetime. Wheelers Hill students, Tahli in Year 11 and Abhimanyu (Abhi) in Year 5, sat down to chat about the Yarra Junction Campus Education Outdoors experience that is so intrinsic in the overall Caulfield Grammar adventure.

Tahli: How did you feel before you went to YJ?

Abhi: I was pretty excited. I didn't remember much from the Year 3 trip. And it's always fun to see the nature at YJ.

T: I remember after dinner every night how we'd play games. I found them really fun, because you got to learn more about your classmates, which was quite nice. I remember being very scared [before the first camp] because it was one of my first times away from home without parents. But it was also exciting because there was a sense of freedom. When it was time to leave, how did you feel?

A: I had mixed feelings, because we had relatives coming so I was excited to see them, but leaving YJ was kind of sad because there were heaps of things that I'd love to still do. We'll get to go several times over the next few years, anyway. How many times did you go to YJ and what's your favourite memory?

T: I've been to YJ every year since Year 7 – three times as a camper and twice as a leader. My favourite memory would have to be having free time, spending it at the volleyball courts and hanging out with friends. And 'YJ time' – [when] you do chores to get money for the feast. That was good fun. I really enjoyed that. Was it all that you thought it would be?

A: It was more! Was the Indigenous culture session a part of your experience?

T: Yes. In Year 8, we went down to a paddock and made clap sticks and

danced around the fire. We learned about all types of Indigenous culture and then we learned how to make fire. That was something I'd never done before.

A: We learned a lot about the nature around us, about the plants and what their uses were. We learned about Ian Hunter's family and about William Barak and his family as well. I learned a lot about what happened when the Englishmen came to Australia. It led me to appreciate what's around me in nature.

T: What will you always remember about your Year 5 experience?

A: I think probably just being around my friends in a different space and learning new things.

T: You really get to know more about your classmates, don't you?

A: Yes. What was something you remember from your first time at YJ, and something you'll remember forever?

T: Oh, that's a good question. I'd have to say being in the kitchen. It would have been different for you because of COVID, but in Year 7 we got to make our own meals. We made a meal plan and cooked for everyone. I really enjoyed that because I like cooking, but that was definitely one of my first memories and definitely one of my favourites as well. I got to connect more with my peers in a different kind of situation and different setting. Do [you think] you'll want to be a leader in Senior School?

A: Yes, probably. When did you know you wanted to apply to be a student leader?

T: I think I always wanted to do it because my brother was a leader in Year 10, and he really enjoyed the experience. That motivated me because I wanted to experience the fun he had.

A: How do you apply?

T: In Year 9, you do a leadership camp –

it's three days and mixed between Caulfield and Wheelers Hill campus students. When you get back, you choose the dates you want. After that, you're told whether you get to do it or not. For my Year 11 experience, they were short on leaders because of the COVID situation. So I quickly [said], 'I'll do it'. And that's how I got in.

A: How was the experience different when you returned as a student leader?

T: They were very similar [experiences], but also very different. As a student, it's more like a teacher-student relationship. But when you're in the Senior School, as a leader you really form those deeper relationships. You connect with staff more and learn more about them. I think that was a major difference.

A: If I wanted to be a student leader in Year 11, what would your advice be?

T: I would say, definitely do it. I think you'd enjoy it. It's important to get involved because you break the barrier of the different year levels. I wouldn't usually interact with Year 5s, but because of this I got to. It was very educational and I really enjoyed that sense of it. Finally, what is your favourite non-YJ experience at Caulfield Grammar?

A: I think [it would] probably be school sports. What is your favourite?

T: I'd have to say the dance program. I'm quite an avid dancer and really enjoy it because you get to interact with different year levels and get to do something you're passionate about that's also educational. That sense of it is really fun and enjoyable.



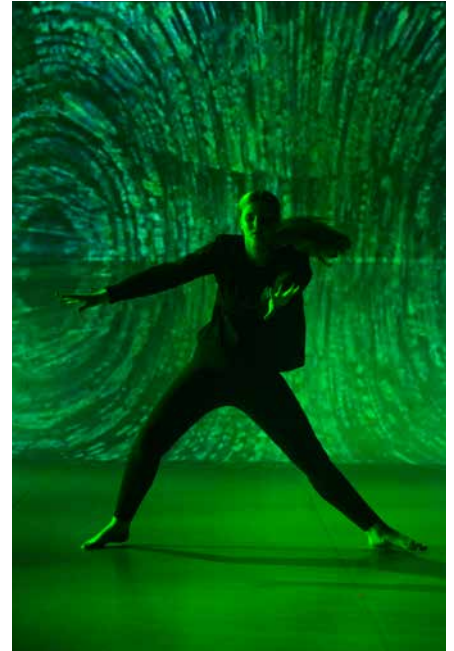
Scan to watch Tahli and Abhi's chat.

New
feature



Wheelers Hill students **Tahli (Year 11)** and **Abhi (Year 5)** chat about their Yarra Junction experiences.
Photo: **Thalia Katrantzis, Year 12**

Caulfield Grammar arts



Transmission with danceRAW

Between lockdowns and inspired by the theme 'Transmission', Caulfield Campus students filmed 'danceRAW'. Performances showcasing students' creativity and choreographic skills were streamed live to the School community. Kate (green), Rosie, Chloe and Tanya (blue), Saskia (pink).



Speech Night resounds with One Million Voices

Thrive, Inspire, Live, Learn and Stay Connected were the messages of this stunning blend of voices produced by our choirs to counter the lockdown blues.



Scan to watch One Million Voices in action.



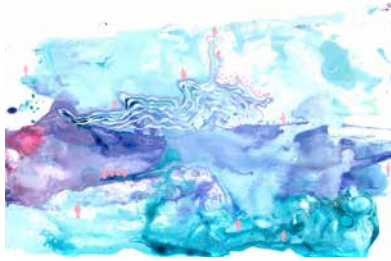
'Rome' if you want to

Eric (Year 1, Wheelers Hill Campus) has been awarded 1st Prize in the 2021 International Music Competition 'Rome' Grand Prize Virtuoso.



Scan to hear Eric play 'The Butterfly Op. 30 No. 9' by Serge Bortkiewicz.

Caulfield Grammar arts



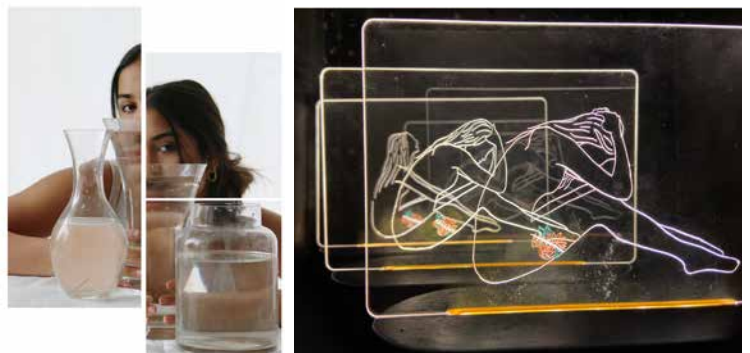
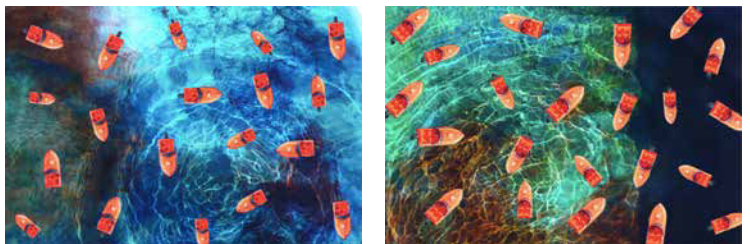
Caulfield Campus Years 9 and 10 online exhibition

(top) Alice, Pepa, Alexandra, Jasper. (centre) Digital portraits – Sarah, Alzander, Yaxi, Kiki.



Malvern Campus artworks

Alia, Mixed media (Year 3) Charli, Steampunk 3D sculpture (Year 5) and Hannah, dry felted landscape (Year 6).



Exhibiting excellence and exploration

Created as part of the Malvern Campus Year 6 exhibition, the gallery highlights the development of student understanding of photographic techniques as well as creative thinking skills. Drawing on their knowledge of composition and the art elements of line, texture, colour, pattern and shape, students created compelling photographs. It was all about exploring the world through art and design.

(Left from top) Katerina: 'Dancing Shoes',
Elia: 'Success is Looming', Jake: 'Endless Strings'.

Whealers Hill Graduate Exhibition

Chloe (top/middle) 'Ball gown', 'Oil spill' #1/#2, (bottom) Brooke, Senay.

Caulfield Grammar arts



A whole new world

More than 70 Caulfield Campus Middle School students weren't going to let a little thing like a global pandemic stop them getting together online to dance, sing and act up a storm in rehearsals for their upcoming production 'Aladdin'. After all, the show must go on!

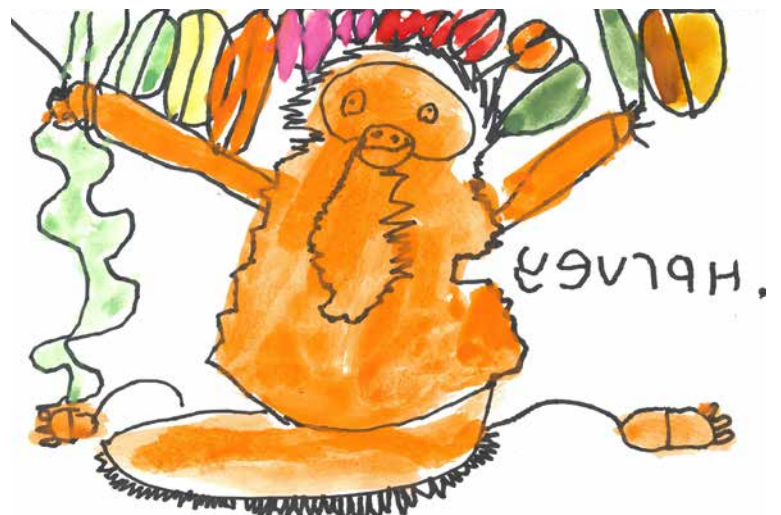


Nose in a book

Olivia and Annemarie show their favourites during Book Week 2021. Highlights included visits by award-winning authors, a performance by Carp productions, a literary lunch, and some quiet reading time.

Orangutan rescue

Wheeler Hill and Malvern ELC students have been talking about the importance of looking after our environment and the animals that live there. Focusing on the learner profile attributes of Principled, Knowledgeable and Caring, they created pictures to enter a competition highlighting the need to rescue young orangutans. With a competition theme of Wildlife of Sumatra and Borneo, money raised from the cost of entry is going to saving these beautiful animals from the illegal wildlife trade. (clockwise from top): Audrey and Harvey, Malvern Campus, Nathan, Wheeler Hill.



Caulfield Grammar arts



A digital expression

Students at Malvern Campus perform with passion for the Digital Concert in August.



Boroondara Eisteddfod

(centre) The Caulfield Campus Guitar Ensemble placed 3rd in the Secondary School Chamber Ensemble section after coming together just this year and only rehearsing a few times prior to recording in September. Congratulations Wynn (Year 7), Charles (Year 8), Greta (Year 9), Darcy (Year 10), Finn and Xavier (Year 11).

(bottom) The Wheelers Hill Bradford Trio has done it again!

Congratulations to Year 10 students Victoria, Crystal and Oscar on receiving 1st place in the Years 7-12 Section, and 3rd in the Open Section. Recorded on the last day on campus Term 3, their results are amazing after a disrupted couple of years with minimal and disjointed rehearsals.

Whealers Hill Senior Campus Concert

Held on 18 May, the concert was split into two spectacular acts.



Caulfield Grammar creative writing

Seasons of a Tree by Ethan

Malvern Campus Year 4 student Ethan was surprised and excited to receive a published copy of his creative and inspiring story, 'Seasons of a Tree'. Starting as a class writing task, Ethan engaged in the author process from start to finish, citing proof reading as the trickiest part. Ethan explains the inspiration and thought process behind his story ...

When I wrote the draft it was actually for a test. The inspiration for the entire class was a picture of a road leading into a forest. I decided to focus mainly on the forest, but I didn't choose the perspective of a hiker hiking in the forest or an animal living in it, but a tree. I believe that in real life and in the pages of books, trees are overlooked, mainly used as the background. I chose to also incorporate the seasons because they have such strong ties with all plants that are not evergreen. That's what inspired me to write the book 'Seasons of a Tree'.

The writing process

If I have to be honest the plan was just some words scribbled down on a piece of paper because, in truth, when I write I have an idea of what the story is about, but I like to make it up as I go. Then I wrote the draft. I really enjoyed writing this because it was a fresh idea in my mind and I could just put it down on paper right away. A quote that really helped is one that Mr Cooper told me: "Quality over Quantity."

It really helped me write 'Seasons of a Tree', so thank you Mr Cooper.

When the teachers saw it, they thought it was really good so they decided to turn it into a book using the 'published' version on Book Creator as a basis. So thank you Mrs Karvountzis and all the other teachers that helped along the way.

Ethan's book, 'Seasons of a Tree', is now available for loan from the library.





Winter

It is bitterly cold. The entire forest, including myself,
is covered in a frosty covering of snow.
I shiver as a breeze of freezing wind passes.
I hear the squirrel snoring in his home up above
in my branches.

It is getting even colder, I didn't even know it could.
Icicles have nearly formed on my branches. It is one of the coldest
winters I have ever experienced. I hope the squirrel and I survive.

It is still cold, but it is slowly warming up for the coming spring.
The squirrel is starting to come out of hibernation
and the birds are returning.

Here comes spring...

Caulfield Grammar sports



APS Sport

Boys AFL (opposite) and Girls Netball (below).



Caulfield Grammar sports



Victorian Volleyball State Teams selection

Four Caulfield Grammar students were selected this year in Victorian Volleyball State Teams due to compete in the Australian Junior/Youth Volleyball Championships in September. Unfortunately, due to COVID, the Championships were cancelled.

It is a great honour to have been selected, with over 80 athletes trying out for 10 positions in some divisions. Congratulations to Inna (Wheelers Hill, U15 Girls), Noah (Caulfield Campus, U17 Boys), Tessa (Caulfield Campus, U17 Girls) and Nick (Wheelers Hill, U18 Boys).



En garde!

Congratulations to Caulfield Campus Year 11 fencing student Juliette, who won the State Championship for U17 Womens' Foilist. She continues to train hard for upcoming competitions.

Swimming Victoria Awards

Wheelers Hill Campus student Will won best junior Victorian (U18), with Evan taking out the Most Points for 16 year old (male) at the 2021 Victorian Age Championships.



APS Sport

Boys Hockey.



Snapshots



Lockdown potion (above)

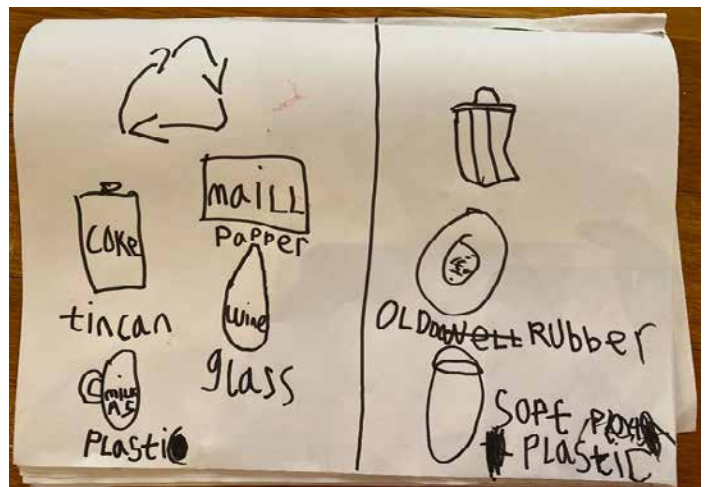
To 'get rid of the lockdown', Malvern Campus ELC students, Alexander, Jack and Luna worked up a special 'lockdown potion' in Wominjeka playground.

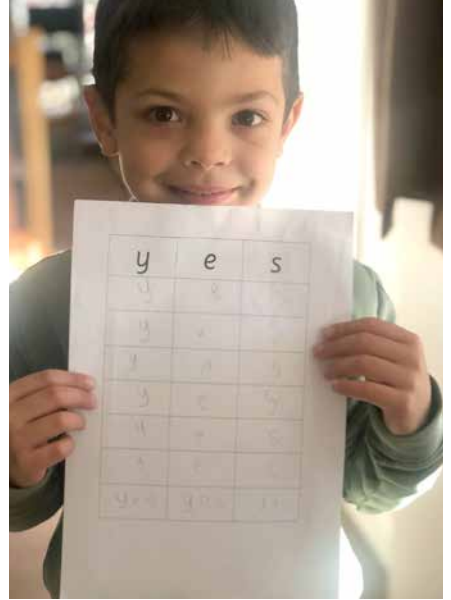
This led to a wonderful group conversation around the concepts of 'ingredients' and 'method'. Let's hope it works!



Recycled television

Wheeler Hill Junior students have been exploring recycling as part of their PYP unit of inquiry – Sharing the planet. Amelia's scrolling television has been beautifully designed and made excellent use of recycled products.





The many faces of remote learning

Malvern Campus.

Snapshots



Indigenous Educator Ian Hunter takes students on an unforgettable experience

Year 5 students from Wheelers Hill and Malvern campuses explore and discover at Yarra Junction.



Old worlds, new worlds, other worlds

Year 3 Wheelers Hill students enjoying their time back on campus in the library connecting with the Book Week 2021 theme.



Footy skills

On the last day of Term 3, senior students spent some time teaching Malvern Campus Preps how to kick a footy. They were brilliant with their instruction and great connections were made. The Preps rewarded them by writing a thank you card with the help of staff. Role modelling and promoting strong relationships between year levels is an important part of our School life.



Culture at YJ

Leila, Sophie, Millie and Isabella, Year 8 Caulfield Campus, participating in the Cultural Day activity.



Spring Night Rain

William, Year 11 Wheelers Hill Campus, created this beautiful calligraphy for his teacher Christine Xu on World Teachers' Day. The famous poem, 'Spring Night Rain', was written by Du Fu in the Tang dynasty. It describes teachers' cultivation and devotion to students like Spring rain to plants.

Translation: 'The good rain knows how to choose the right season. When Spring arrives, it immediately falls on the earth. It moistens and nourishes everything in the world, exquisitely and silently.'

Teachers, more than ever, are our unsung heroes.



Year 8 Campfire Night

The end of Term 3 went off with a bang with the Caulfield Campus Year 8 virtual Campfire Night. Students, families and teachers enjoyed marshmallows, musical performances, spooky stories, ingenious backyard campfires and tasty campfire recipes.

Snapshots - Community



Passionate podcast

Co-Captains from Wheelers Hill and Caulfield campuses developed a series of student podcasts, aimed at encouraging discussion around issues they are passionate about. The podcasts feature guest speakers and cover topics such as climate change, mental health, sustainability and LGBTQIAP+.



Scan to hear about the podcast.



Wear it Purple

On 27 August, students and staff supported Wear it Purple Day 2021. It's all about learning with and from each other - empowering LGBTQIAP+ young people and our community to keep the conversations going to foster respect, diversity and inclusivity.



Book a book

During lockdown, library staff at all campuses organised for the School community to 'book a book' to read during the time away from campus.

Many keen readers took up the option and staff were delighted to prepare orders for collection.

One in five

(right) Caulfield Campus students supported One In Five's Hope campaign for Mental Health Awareness month in October. Currently one in five Australians are suffering from mental illness and the hope is to turn 'One in Five' into 'None in Five'.



Meet our Expeditions Team

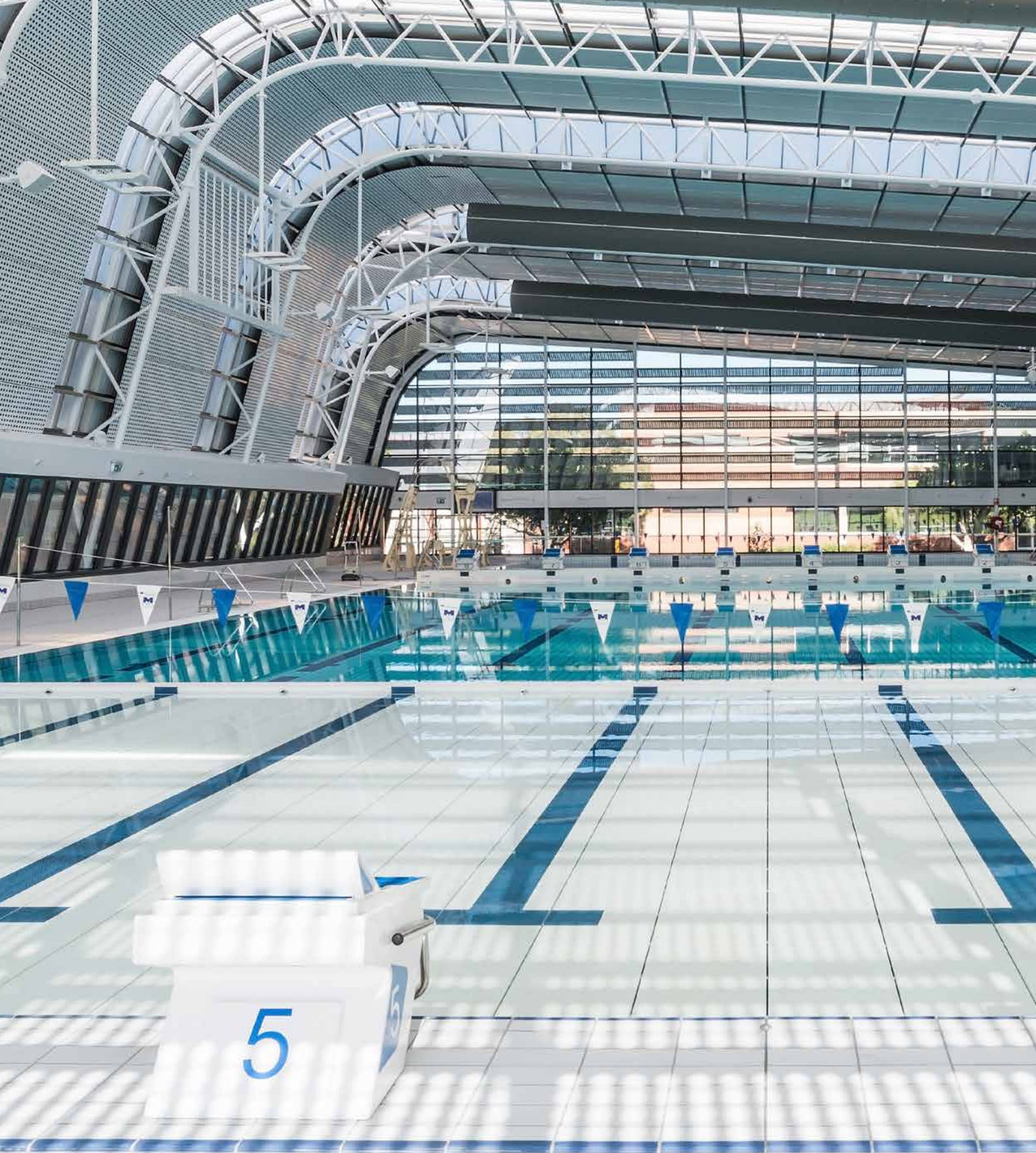
(above) Based in Jabiru, Northern Territory, our team of passionate educators – Max, Mike, Meg, Casey, Maddy, Sally, Tim, Sam, Nick, Emily and Zach – have pioneered our first year of NT expeditions for Years 9 and 10. The team includes six Caulfield Grammar Trainees, some who travelled to Jabiru as Year 10 students back in 2018.



Delivering care

Parents & Friends organised surprise Care Packs for Year 12 students in September to commend them on their resilience and determination during this challenging year. A bookmark included in the pack featured a special message tying together all the contents:

"Time passes by quickly, and as you get older you will find it feels like time is going by even faster. So it's good to put your phone on hold, and it's important to find your own thirst for life. Life is sweet. You have the world in your hands. Make sure you don't squeeze the life out of this world, but instead squeeze as much as you can into life. Thank you for being a key part of Caulfield Grammar and thank you for allowing Caulfield Grammar to be a key part of you."



'Caulfield Aquatics' was formed in 2021 at Wheelers Hill and Caulfield campuses – catering for learn to swim through to National Squad swimmers.

Photo: Caulfield Aquatics Centre



Bitten by the crime writing bug

Vikki Petraitis, crime writer and learning mentor, Caulfield Campus



Photo: Darren McNamara

“As a life-long learner, I love saying yes to things I don’t know how to do. It stretches me and pushes me out of my comfort zone. My motto is: I’ll figure it out.”

Vikki Petraitis is a Year 8 Learning Mentor at Caulfield Grammar, where she also teaches two Year 10 Ethics classes. But outside of teaching, Vikki is surrounded by mystery, intrigue and suspense. For in her ‘other life’, Vikki is a true crime writer. In fact, throughout her 31-year teaching career, Vikki has written 17 books, completed a Graduate Diploma and a Masters, nearly finished a PhD and made a podcast series that has had over 1.5 million downloads.

“Balancing roles is my superpower,” she says. Because of her chosen genre, Vikki obviously doesn’t share a lot about her work with her students, although they certainly know she writes books.

“I am a practitioner of everything they learn in English class,” she says. Her Year 8s are currently writing a narrative, so she is well placed to guide students to expand their writing. “I love writing. It’s powerful and wonderful – and I aim to convey this to my students.”

Vikki initially thought she’d like to write crime fiction because of her love for Agatha Christie novels but realised

she didn’t really know anything about criminals and why they commit crimes.

“Like many, I’d led a pretty sheltered life,” she acknowledges. “To find out about real criminals and real crimes, I began reading true crime books back in the early 1990s.”

At the time, however, there were hardly any books of this genre published in Australia so most of Vikki’s reading came from books published in the UK and the US where they were popular.

“Once I started reading, I knew it was the genre I wanted to write,” she says. “That the stories were real gave them much more power than fiction.”

Next year, Vikki will take her interest in true crime “into the unknown” by leaving teaching for a year to explore other writing avenues.

“Since the huge popularity of true crime podcasts, I am stepping into the arena to take my place as a veteran in the genre,” she reveals, mentioning a request four years ago by Emily Webb to talk on her podcast, *Australian True Crime*, which was followed by an episode of *Casefile*.

“I didn’t really understand the reach of podcasts,” Vikki admits, “Just before the *Casefile* episode dropped, I was told, ‘there will be a million downloads.’ I couldn’t even

fathom those kinds of numbers. In Australia, selling 10,000 books is a best-seller and I’ve written several of those, but to have a million people listening was mind-boggling.” Not long after, *Casefile* invited her to create her own podcast series under their umbrella.

“It’s like Nike inviting you to design a pair of runners for their line,” she says. “I said yes, even though I didn’t know how. I just trusted that I’d figure it out. And I did. It was the perfect skill combo for me. I was already a good writer, and I think being a teacher made me a good storyteller. Podcasting is both those things.”

Vikki prioritises writing and ensures she writes every day.

“All writers stumble through the process when they start out,” Vikki says, adding that the more you write, the better you get. “Part of it is talent, but the bigger part is the motivation and persistence to perfect it.” While writing a book may take her the best part of a year, she doesn’t consider it a chore.

“I always wanted to be a writer,” says Vikki. “And I see students with the same desire. It starts young. When the writing bug bites, the only choice you have to make is: what kind of writer you want to be.”

A fitting farewell

Gary Tyler, Head of Senior School Wheelers Hill Campus



On the last day of school for Year 12s, Gary was met with a parade of staff and students lining the path from the staffroom chanting “G-T! G-T!”. When he emerged to cheers and dancing, the Essendon theme song was blaring.

Gary Tyler has announced his retirement at the end of this year, with his Caulfield Grammar School career being wide and varied. Spanning 39 years, it includes 15 years at Caulfield Campus (eight as a Kurrle Head of House), three years as Deputy Head of Nanjing Campus and an impressive 21 years as Head of Senior School (HOSS) at Wheelers Hill Campus.

“When I came to Wheelers Hill from Nanjing in January 2001, the HOSS position was newly created,” Gary says. “The School was expanding rapidly and there was a clear need to divide into Middle and Senior Schools.”

Initially, the role entailed organising weekly and special events in the Senior School, overseeing academic and pastoral activities, as well as management of staff. In recent years, it has evolved to include strategic planning.

“Much of my work is troubleshooting,” says Gary. “I think you could call me a Mr Fixit, more than anything else!”

He admits there’s something satisfying about resolving an issue, especially when it’s not straightforward.

“Most of the time it requires allowing people to be heard, whether parents, staff members or students,” says Gary. “Being able to listen – and ‘hear’ – is critical.”

As HOSS, Gary has increased understanding in the importance of academic rigour in the VCE, through innovations such as Study Nights and regular tutoring from scholars.

“I try to enhance the positive experience of students in their final years of school through wellbeing and creating a memorable departure for Year 12.”

Gary works closely with the School Committee and Cheer Squad and is in broad contact with students, staff and parents to coordinate House events and assemblies.

“I interview students in the selection process for Leadership positions and have worked with some extraordinary student leaders over the year, some going on to highly successful careers,” he says, citing several past students who now teach at the School. “A student from my first ever class is on School Council.”

Gary’s career highlights include overseeing

the Internationalism Program in its first three years and being the founding Deputy Head of the Nanjing Campus.

“It was extremely satisfying to see its impact on the School,” Gary says. “I think we created something quite special.”

Throughout his career, Gary has always coached sport – cricket, athletics and football (girls and boys) – clocking up 300+ games and giving more layers to his role.

“I especially enjoy the establishment of traditions, such as running up ‘The Hill’ at training and the annual race up the 1000 steps to be dubbed ‘King of the Mountain’.”

Gary’s plan for the future includes travel, but he is proud of the way things have changed throughout his career and excited about the direction the School is headed. He will, however, miss teaching.

“My greatest love is teaching English,” he says fondly. “The richness of text and guiding students into discovering something they never realised is still the most rewarding thing for me. I still tear up when reading aloud the end of the chapter in *To Kill a Mockingbird*, in which Atticus Finch departs the courthouse! I always read it at the back of the class, so the students don’t realise.”

Healthy bodies, healthy minds

Helen van Styn, Head of Physical Education and Sport, Wheelers Hill Campus



“My priority this year has been to give all students the opportunity to be active but also present activities that bring them together to promote their wellbeing and sense of belonging to the group.”

Helen van Styn has had the interesting experience of Caulfield Grammar as both educator and parent. Her sons Lachie and Jack attended junior and senior school at Wheelers Hill Campus and she credits the School’s balance of excellent academic program, outstanding pastoral care and broad range of co-curricular activities with preparing them for their professional journeys. Lachie is now a teacher at an Indigenous boarding school in Cairns and Jack is studying to be an officer in the Australian Army.

“Having my four-year-old son call me Mrs V when I was teaching him PE was certainly a strange experience! As a family we are grateful for the opportunities that the boys were given here. They threw themselves into a range of activities – sport, music, theatre, debating and mooting – and they were fully engaged in Shaw House. These varied opportunities developed their leadership and teamwork skills.”

Helen’s journey at Caulfield Grammar School spans an impressive 22 years and a diverse range of roles, from the sporting

field to the classroom to pastoral care. These experiences have given her an insight into all aspects of the School, its programs and its students.

“Caulfield Grammar has been, and continues to be, full of opportunities for me. My role has changed many times and this has allowed me to develop as an educator and as a person. When I started in 2000, my boys were very young and I was given the opportunity to work part-time as a Physical Education (PE) teacher in the Junior School. For six years I worked in the PE department and then transitioned to classroom teacher. I spent several years teaching Prep and Year 4 and then 10 years teaching Year 6.”

It’s difficult to pinpoint a single highlight or favourite moment in such a varied career, but Helen says the experiential learning programs that Caulfield Grammar offers hold a special place for her. The School camps she supervised across the years, such as Anglesea, Yarra Junction and Nanjing, were an opportunity to watch students grow, build relationships and challenge themselves in different environments. Helping facilitate the Junior School’s first dive into the IB PYP (International Baccalaureate Primary Years Programme)

Exhibition in 2017 was also a highlight.

“It was an unforgettable rollercoaster ride for both staff and students as we delved into significant global issues and then presented them to a wide audience.”

In 2020 Helen took up the opportunity to work in the Senior School as a Year 7 Learning Mentor, which allowed her to build relationships with a whole new cohort of staff and students. She found focusing on the pastoral care and academic progress of her students an exceptionally rewarding role, but one that was definitely impacted by COVID-19.

“It was an all-consuming time, where we learnt to navigate new ways of teaching to ensure the students were receiving meaningful learning experiences while balancing their mental health and wellbeing.”

In 2021 Helen returned to Wheelers Hill Junior Campus as Head of Physical Education and Sport. Despite the unique challenges of this year, she has thoroughly enjoyed the role and the focus of promoting wellbeing and a sense of community through sport.

“I am excited about 2022 and beyond, to have the chance to bring about a love for being active in the next generation of Caulfield Grammarians.”

New kid on the block

Mitchell Cooper, Teacher, Malvern Campus



Mitchell Cooper's energy and enthusiasm for teaching and life in general is infectious. In a relatively short time, he has become an integral part of the fabric of our School community.

Since joining Malvern Campus as a teacher in 2020, Mitchell has thrown himself into every curricular and co-curricular opportunity that has come his way – from being handed the baton as President of the Jam Fancies Staff Book Club to captaining Movember in 2020 (raising money for men's health). He has even found time to commence a coaching role. A 'particularly proud teacher moment this year' was helping Year 4 student Ethan publish a book with the support of Malvern Campus staff (see page 20).

Mitchell began his International Baccalaureate Primary Years Programme (IB PYP) journey at McKinnon Primary School, where his interest in international mindedness blossomed. His experience there inspired him to work abroad, and he leapt at the opportunity to work at the Australian International School in Kuala Lumpur.

"I learned a lot over those two years in Asia, fully immersing myself in different cultures and enjoying expansive travel during term breaks. The experience inspired me to work at the best IB PYP

schools I could, which prompted me to apply at Caulfield Grammar School."

The IB PYP offered by Caulfield Grammar is about real-life learning, equipping students with lifelong skills. Mitchell says one of the highlights is the collaborative approach to learning that is fostered in Year 4 where everyone (staff and students) can contribute their ideas, knowledge and insights.

"We have student book club for reading, Writer's Workshop for writing and Structured Word Inquiry for spelling. Mathematics, Science, Geography and History are all taught through an inquiry approach that links to our transdisciplinary themes wherever possible. Unique to Year 4 is the Life Skills Program where students learn sewing, knitting and woodwork. These skills are then utilised during our Malvern Maker's Market, where students create their own small business and sell arts and crafts to the School community."

Mitchell's particular passion is teaching Mathematics, seeing students building a love of learning through positive interactions with numbers. He is also in the final stages of completing his Master of Education at University of Tasmania with his dissertation on pedagogical coaching, along with an additional role

in the Junior School as a pedagogical coach focusing on evidencing learning. Starting a new role during COVID-19 is obviously not an easy ask, but Mitchell's outlook is positive, and he's already looking to the future.

"I'm keen to rebuild some normality for my students in the coming years and support them socially, emotionally and academically. That normality, as well as finishing study, will hopefully allow me to really focus on building the collective teaching capacity of all Caulfield Grammar staff through my coaching role."

So what does someone like Mitchell do for downtime – that is, when he's not teaching, studying, raising money for charity or running book clubs?

"When I'm not injured, I play basketball, AFL and Gaelic football. When I am injured (too often), I play video games!"

Like many of us, however, Mitchell's most keen to brush the dust of his passport and add to his list of countries visited – an impressive 47 so far!

"I want to travel again and bring back my love of different cultures and new experiences to the classroom. I have been teaching junior school for almost 10 years now and haven't even considered anything else."

Catching the Olympic dream and spirit

by Judith Gibson, School Archivist

Paying tribute to our Olympians through the years

When the 2020 Tokyo Olympics reached its final day on 8 August 2021, there was world-wide relief that despite the COVID-19 pandemic, the Summer Games had succeeded in bringing athletes together.

Our first alumni to follow an Olympic dream was hurdler, Alfred J Watson (1917-19) at the 1928 Amsterdam Games and 1936 Berlin Games followed by architect and alpine skier, Barry Beau Patten (1941-43) at the 1952 Oslo Winter Olympics.

Malvern Grammarian, John E Fethers (MGS 1937) began fencing at the age of 17 and competed in six events at the Helsinki 1952 Summer Games. At the 1954 Commonwealth Games he met fellow Grammarian, John M Landy (MGS 1935-44) AC CVO MBE FTSE. John Landy competed at the 1952 Helsinki Games and won bronze at the 1956 Melbourne Olympics in the 1500m, and memorably took the Olympic oath in front of a crowd of 103,000 spectators.

A Library display at Hobbies Day 1955 promoted the forthcoming Olympic Games.

Melbourne Olympic fever started at Caulfield Grammar in 1955. The boys created an Olympics display at the 1955 Hobbies Exhibition. Guest speaker at the 1955 Old Boys' Dinner was Franz Stampfl, who coached Roger Bannister to the first four-minute mile and in 1955 became director of athletics at Melbourne University.

To meet the enthusiasm for the Olympic Games, the School procured a block of 320 seats. The distribution of tickets was handled by Charles (Richard) Sherington (1952-57) and Barry Rawlinson (1947-56) of the Fifth under the direction of Mr Jim Pettifer. Seventh Caulfield Scouts, such as Peter Whittakers (1953-59), Ian

Affleck (1954-56) and Brendan Filbey (1953-56) assisted at Olympic venues. Others joined the welcome to HRH The Duke of Edinburgh at Government House, and Whittakers and John Wettenhall OAM (1956-62) attended a Youth Garden Party.

Boarder John Wettenhall recalls that he was "11 at the time of the Melbourne Olympics, and in Grade 6A, Eric James being form master. I attended one day with my parents. I don't know the date, but I do remember that the 5000m race was won by the Russian Vladimir Kuts. I vaguely recall that the high jump was won by an American, and a women's relay which I think was won by Australia."

The excitement of the Games is visible in a photograph showing Will Twycross (1960-70), aged four and his brother Peter, (1957-66) aged seven years at the Melbourne Cricket Ground on the boundary fence at the Athletics. Flying overhead are the International Flags over the Southern Stand. The photograph was taken by John Twycross (1924-32), Will's father, son of John Twycross who was also a photographer and attended the first day of Caulfield Grammar on 25 April 1881.

Such was the impact of the 1956 Olympic Games, that Headmaster Rev Stanley Kurrle thanked the staff at Speech Night 1956 for their very hard work in completing the year as planned in spite of the Olympic Games. While all schools enjoyed some holidays during the Games, end of year examinations went ahead as scheduled.

In recent decades, our Olympians have included: 'Billy' Schober (Class of 1974) - figure skating 1976; Russell Basser (1977) - water polo 1984; and Peter Forras (1981) - alpine skiing 1988. James Connor (2013), the youngest member of the Australian Diving Team at the 2012 Games, also competed in 2016 at Rio.

Talented female athletes include Tamsyn Manou (nee Lewis, 1996), three-time Olympian in track and field (2000, 2004 and 2008); Shona Morgan (2008) - gymnastics 2008; and Jenna O'Hea (2006), who won a bronze medal as a member of the women's basketball team in 2012.

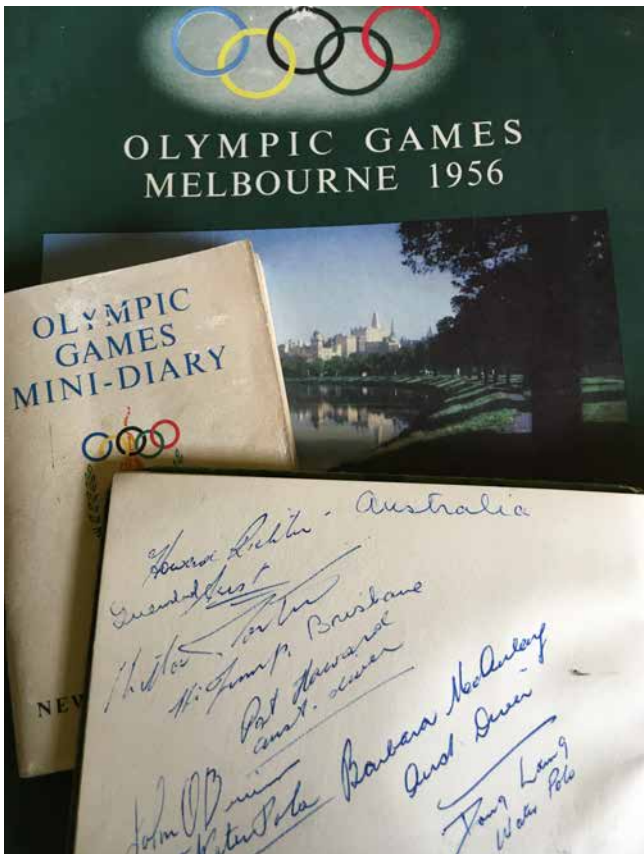
To meet the enthusiasm for the 1956 Olympic Games, the School procured a block of 320 seats.

Three Alumni made their debut at the 2016 Rio Games - table tennis player Melissa Tapper (2007), the first Australian to compete in both the Olympics and Paralympics; long jumper Brooke Stratton (2011) and swimmer Mack Horton OAM (2014), the first Grammarian to claim a gold medal when he won the 400m freestyle.

We warmly congratulate Brooke Stratton, Melissa Tapper, Mack Horton and Opals Captain Jenna O'Hea on being selected for this year's Tokyo Games and congratulate, in particular, Rosemary Popa (2009) on winning a gold medal as a member of the women's coxless four. In challenging circumstances, they have represented Australia and inspired us. Showing strength, passion, and determination to achieve their Olympic dream.

Photo (top left): Will Twycross and brother Peter at the MCG
(Courtesy of Will Twycross)

(bottom left): 1956 Olympics memorabilia
(right): 1955 Hobbies Day Olympics display



Teaching: the world's most important job

by Judith Gibson, School Archivist

Saying goodbye to long-serving staff – 268 years combined!

As 2021 draws to a close, we warmly acknowledge and thank the long-serving staff who concluded their time with us during the year or at the end of the year. These dedicated colleagues have all given 20 years or more loyal service to our School, and some for 40 years. Collectively the eight members of staff acknowledged at Speech Night 2021 have given 268 years of service to our great School and worked across Nanjing, Wheelers Hill and Caulfield campuses. In many cases they have held leadership positions, which deserves our sincere and heartfelt thanks. We are incredibly grateful for their years of service and wish them all the very best for the next stages of their lives.

OUR LONG SERVING STAFF

 KEITH DE KRETZER 21 YEARS	 GEOFF MERRETT 21 YEARS	 ROD MORAN 25 YEARS	 SERENA WHITE 25 YEARS	
 SONYA POLLARD 27 YEARS	 PAUL LINDSAY 33 YEARS	 GREG MEREDITH 37 YEARS	 GARY TYLER 39 YEARS	 GLENNIE WILLIAMS 40 YEARS

We also acknowledge and thank all staff that are leaving Caulfield Grammar School at the end of the year no matter how long they have been with us. Their care and commitment to enhancing the lives of all students in our School, and their contribution throughout their time with us, is appreciated.

Vale Neville John Sillitoe OAM

On 20 June this year, the School and the Australian Athletics community lost one of its greatest coaches, Neville J Sillitoe OAM. At 96, just before his death, Neville was still as wily and erudite as ever, constantly thinking about how Australian Athletics could be improved.

A large gathering of Grammarians, fellow coaches, school representatives, former Australian champions and Olympians gathered at a graveside service at Melbourne's Lakeside Stadium on 30 June to pay tribute to this iconic Australian.

Neville joined Caulfield Grammar as a PE teacher in 1983 and was a dedicated teacher and specialist coach of athletics for junior and senior students. After retiring from teaching in 1992, Neville continued as Chief Coach for Boys' Athletics working closely with staff, Paul Lindsay and the late Denis Meyer, Caulfield Grammar School Head of Sport (1987-2013).

Those who knew and worked with Neville admired his energy and his single-minded love of athletics. His administrative skills ensured that the needs of students and staff were always met whether at a pre-season camp or training session.

There was, however, more to Neville than efficiency and common sense. According to long-serving Caulfield Grammar School sports staff member, Paul Lindsay, a friend and colleague:

"Neville was tougher than he looked. Any student who thought this nice man was a pushover was in for a shock. He took no nonsense; he followed up malingers ruthlessly; he knew what he wanted from his students; and he got it."

During his tenure, Caulfield Grammar won 16 athletics premierships. In fact, the School still holds the APS record for the most consecutive premierships, with our boys winning 12 years in a row from 1994-2005.

Student success came from regular training and working as a team. Jason Seah wrote in the 1994 School Magazine: "In remembering the people who got us here, I'd like to thank Mr N Sillitoe, who *is* 'Caulfield Athletics'."

He played an instrumental role in establishing athletics as an important sport for boys and girls in our School and, more broadly, within the Associated Public Schools. For 25 years he took young athletes overseas for six weeks to compete in the UK to experience top competition and he remained until his passing a constant in the lives of many of the athletes he coached.

Neville was himself an impressive performer on the track. His career began with Coburg AAC where he was placed second in the 1943 Victorian Under 18 title for 440 yards and third in the 100 yards. He competed until early 1952 when he began coaching sprinters (mostly at the East Melbourne AAC), which he did until his passing.

Guiding some of the best sprinters in Australia became his life's work and passion. There were Olympians, Australian representatives and national champions in Neville's stable including Peter Norman who claimed a silver medal in the 200 metres at the 1968 Mexico Olympics, Denise Boyd, Maxine Corcoran, Laurie D'Arcy, Bruce Frayne, Gary Holdsworth, Richard James, Greg Lewis, Colin McQueen, Marian O'Shaughnessy, Tamsyn Manou (née Lewis) (CGS 1994-96) and Aaron Rouge-Serret (CGS 2001-06).

Accordingly, Neville was recognised with life membership of Athletics Victoria in 2001 and Athletics Australia in 2007, and the Medal of the Order of Australia in 2018 for 'service to athletics'.



Credits: Thanks to staff member Gary Tyler for his original tribute and the edited version by Ian Wilkinson on the CGA website, re-edited by Judith Gibson for Labora.

Our Foundation Scholarship Students

Thanks to the incredible support of our donors through the Giving Day this year, Caulfield Grammar School Foundation Scholarships have been offered to six students who will commence in 2022, students who would otherwise not have the opportunity to join our School.

As we welcome these new students, our thoughts are also with our Foundation Scholarship students who will be completing their education with us this year after what has been a very challenging 18 months. We are delighted to share the stories of two of our Foundation Humanitarian Scholarship students, Sana Mosawi and Sarah Hannoun (2021).

Sana Mosawi commenced at Caulfield Grammar School in 2019 and was one of our first Humanitarian Scholarship students. Due to war and conflict Sana's family fled from Afghanistan to Pakistan and then on to Australia. Sana feels very fortunate to have been offered the Foundation Scholarship.

"It was like a 'dream window' for me because I got the opportunity to start a new chapter. Caulfield Grammar was the best experience of my life, not only because I got the best opportunities for my education but also for my personal growth."

Sana's main initial challenge was speaking English.

"In Year 10, I was insecure about my accent and speaking in general, but everyone was super nice and supportive, helping me to grow and gain confidence."

Sana has made some strong bonds at Caulfield Grammar School and she will be forever grateful to those individuals who have helped shape who she is today. She was recognised by her teachers and peers when chosen to be part of the Wheelers Hill Year 12 Committee and plans to apply for a Bachelor of Aviation and volunteer with different organisations to help new migrants to Australia. Her fondest memory was the Festival of the Arts as it was something she had never experienced before.

Sarah Hannoun was in Year 11 when her family left Syria due to the conflict to come to Australia. Sarah commenced at



Caulfield Grammar School in 2020 and thoroughly enjoyed her time, in particular performing in theatre productions and designing costumes. Sarah found that while being in a completely different environment was challenging, everyone at the school helped her to feel welcome.

"Everyone is so nice and friendly and supportive. My peers and my teachers were incredible, and I always had someone around to check on me and see how I was travelling."

Sarah found the past two years difficult due to remote learning, although her teachers always checked on her, gave her extra time when she felt she was falling behind, and supported her when she was feeling overwhelmed. Sarah will look back fondly on her time at School loving lunch time with her friends, where they would chat, laugh and talk about their day.

"Having friends from different cultures, I was able to taste amazing international food, learn different languages and make memories with brilliant people."

Sarah says her friends from School, "played a big part in shaping me as a person during the past two years."

I would love to think that I made friends for life at Caulfield Grammar".

Sarah was awarded The Brian Gedy Prize for Global Politics which was presented at Speech Night this year and plans to complete a double degree in Law and Arts and hopefully work internationally for Australia.

We wish both Sana and Sarah every success as they transition into the world beyond the School gates.

"The School has done so much for us which I am grateful for from the bottom of my heart," says Sana.



Scan to watch Sana and Sarah's testimonials.

The Foundation is building

Wheelers Hill Campus - The Pavilion

Construction on the new multi-purpose Pavilion set into the bank of the Masterton Oval at the Wheelers Hill campus is now in full swing. The Pavilion is expected to be completed in early 2022 and officially opened in Term 1. Thanks to one of the School's largest philanthropic gifts in its history this project will deliver a wonderful facility for the School community.

The Pavilion will provide a multi-functional and user-friendly space promoting collaboration and a comfortable environment for students, employees and visitors. The Pavilion's large multi-purpose space will flexibly accommodate different modes of learning and co-curricular activities, and a broad range of events. It will also house dedicated spaces for physiotherapy and rehabilitation therapy, fitness equipment and ice baths, kitchenette for catering, and viewing terraces that allow students and spectators to congregate with some protection from the elements.

This incredibly generous contribution has also supported several campus projects which will enhance safety and usability of our existing spaces. This includes coaches boxes for both home and away sporting teams, light towers, and adjustable safety nets behind the goal posts.

Not only will this support our sporting programs, it will also provide enhanced spaces for all campus students to gather, play and connect outdoors. In developing these facilities, environmental sustainability principles are being considered and incorporated, along with the effective integration with existing campus facilities.

We are incredibly grateful for this significant donation. Such generosity, and support from our community through the Caulfield Grammar School Foundation, contributes to the School achieving its Strategy Plan 2031 pillar of providing Contemporary Learning Environments through improved and refreshed sporting facilities.



(top) Andrew Cole, Executive Director of the Caulfield Grammar School Foundation, visits the construction site for the new Pavilion.

(bottom) The vision for the new Pavilion.

1881 Bequest Society: your lasting impact

Caulfield Grammar School is what it is today due to the many people who have provided their philanthropic support through a gift in their Will since the School first opened in 1881. Bequests are an important investment in the School that deliver a lasting legacy for the next generation to ensure the School can continue to provide the best possible educational facilities and scholarships.

It is therefore fitting that the School and the Foundation have jointly established the 1881 Bequest Society to recognise the importance of bequests in securing our School's future. The 1881 Bequest Society is named in honour of the men and women who have believed in our vision and contributed through a gift in their Will to Caulfield Grammar School.

Leaving a gift in your Will is a lasting way of investing in the School and ensuring that you remain a vital part of our future. One such bequestor is Lindsay Cuming, whose family gave the land for our beloved Yarra Junction campus. His family's gift in 1947 established Cuming House, the first outdoor education

campus for an Australian school. Lindsay, who was President of School Council from 1978 until 2002, is continuing his family's tradition and leaving a bequest to the School.

"The reward for me is in witnessing the enrichment the outdoor campus makes to the students' lives and the lasting impact it has on their learning," explains Lindsay Cuming AM.

We warmly welcome Lindsay as one of the founding members of the 1881 Bequest Society. The Society recognises and honours those who remember Caulfield Grammar through a gift in their Will.

A gift in your Will provides you with the opportunity to support Caulfield Grammar School once your needs, and those of your loved ones, have been met. By making a gift in your Will, you leave an enduring impact on the next generation of students without impacting your present financial circumstances. Your gift can create a pathway for worthy recipients through our Scholarship Program, support our

Building Program or be directed to a particular area of School activity, such as sport, the arts and music.

"Share your thoughts with your nearest and dearest, encourage them to consider leaving a bequest, look after your family, your work life, and then choose to support organisations you are passionate about and connected to," says Denis Hyland, 1881 Bequest Society member.

For more information on making a bequest to Caulfield Grammar School, please contact the Caulfield Grammar School Foundation:

Andrew Cole
Executive Director
M: 0499 076 074
E: andrewcole@caulfieldgs.vic.edu.au

Mel Grenville
Bequest Manager
M: 0408 545 047
E: MelissaGrenville@caulfieldgs.vic.edu.au

W: caulfieldgs.vic.edu.au/foundation



Lindsay Cuming AM, Alumni, parent, former President of School Council and President Emeriti.

BEQUEST
1881
SOCIETY

Life lessons from Lausanne to Nanjing

Keith Donaldson is passionate about the School and its place in shaping future generations of Grammarians. When he learnt about the Year 9 China program, he realised the tremendous impact this would have on the futures of our students. It was so adventurous to take on the program and he believes the then Principal, Stephen Newton, created something that was never going to be forgotten.

Keith immediately recognised that the experience our students were having in China would transform lives just as his first trip overseas did in the late 1940s. As a young married man, Keith, his wife Sylvia and their baby son John, left Melbourne to attend the Ecole hôtelière de Lausanne, a prestigious hospitality school in Switzerland. Arriving with limited French, in a continent still ravaged by war and poverty, Keith learned the value of adjusting quickly to the culture, the environment and the language. This experience was critical to his success throughout life when faced with challenges, ranging from management at the Menzies Hotel in Melbourne and the Savoy in London, relocating to Singapore then developing major hotels in Australia and the Pacific.

Keith believes these skills are vital and can see the wonderful benefit of the School's international program. He is hopeful it can be re-established as soon as possible.

"During my working life I resided in Singapore for one year and it would seem to me that it could be a good replacement area for the China campus. The population, mainly Chinese, is now speaking Mandarin mostly in the home as general business is negotiated in English. From a health point of view, you couldn't do better anywhere and it's undoubtedly a very large business hub."

While he is always keeping an eye on future opportunities, Keith remembers Malvern Grammar, starting in Year 1 in 1932 and leaving in 1943 after completing Matric. He fondly recalls two of his favourite teachers, Ms Metcalfe, who taught him as a 'bub' and

was considered one of the best junior teachers in Victoria and Mr Hunter, who could accurately land chalk on the head of those boys not concentrating in class.

As his school for 12 years, Malvern Grammar had a significant impact on Keith's life, and he loves coming back to events held there. With a glint in his eye, he remembers dancing with the Corowa girls at the organised dances in the ballroom, including the fancy dress, "much like The Masked Singer now". Fluent in French to this day, Keith was first introduced to languages at school by the son of a French diplomat, a precursor to his future life working overseas and his love of travel.

Immediately after leaving school, Keith enlisted in the RAAF aged 18 years, training and studying in Adelaide. Then at RMIT, he became a wireless mechanic. As World War II raged, they fast-tracked the course, enabling him to finish the two-year course in 12 months. He was then transferred to Sydney to be taught warfare in preparation for his posting to Malaysia. Luckily for Keith this wasn't to be as the Americans bombed Japan and subsequently peace was declared.

Keith remembers the aftermath of that day in 1945, as he was on day relief in Sydney. He clearly recalls Pitt and George streets lined with people celebrating, dancing and throwing paper streamers and confetti from buildings in relief the war was finally over. So many Australians had lost loved ones and friends, including many Keith knew personally, and the relief and jubilation of the crowds was something he has never witnessed since. Keith has continued to travel throughout his life. He travelled extensively with his wife including trips to China, India, Taiwan, Greece and Egypt among many other destinations. While visiting Singapore he noted how much it had changed. "Gone were the snake charmers at the front entrance to Raffles!"

Keith has continued to travel, indulging his love of cruising, which has included the Rhine, Bordeaux and Scotland. More



Keith Donaldson in 1949 aged 23 years.

recently, he cruised the Mekong River in Cambodia and the Murray with his sons.

Keith has a philosophy to keep adjusting to the challenges of life and is clearly very determined. In his own words, he "will keep going until he finds something".

He is grateful for his long and happy life and that his work didn't seem like work, just an extension of what he loved doing. Keith and his wife Sylvia were very happily married for 68 years with three successful sons, grandchildren and 10 great grandchildren.

Keith is currently writing his autobiography and hopes to spend some time with his sons and grandchildren post lockdown, planning for his next overseas trip when he can and very much looking forward to the next CGA event.

Once known as Malvern Memorial Grammar School, Malvern Campus has been a part of Caulfield Grammar since 1961. Keith Donaldson is one of our longest living Malvern Grammarians and continues to be a wonderful supporter of the School, the Foundation and an active member of the CGA.



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LIFE WITHOUT

Liam Twomey, Paratriathlete and Mental Health Ambassador

“It’s really easy as an athlete to put my value of who I am and my self worth into my race and how I perform, when realistically the people that care about me don’t really care how I race and what place I come, they care that I’m enjoying the race and that I’m enjoying what I do.”



Scan to watch the video interview.

As an elite athlete competing in triathlons and a Mental Health Ambassador, Liam Twomey (Class of 2011) is making a tangible impact on future generations.

Looking back on his Caulfield Grammar School experience, Liam is reminded of the great times he shared with his mates. These memories, 10 years down the track, still manage to make him laugh, and will continue to do so for years to come.

After leaving Caulfield Campus, Liam embarked on a few gap years and was surprised by the number of different opportunities and experiences available. He discovered that school wasn't the be all and end all of life. Liam realised that “personal experiences and challenges can bring the most change, if you allow yourself to go through the struggle required to find the other side”.

Stepping into elite sport was not something Liam really anticipated. He was pushed into a triathlon by a friend and begrudgingly agreed to give it a try

despite thinking he wasn't very good at any of the three sports involved (he only learned to swim at age 21).

Stepping outside of his comfort zone well and truly paid off. Liam recently competed at the Newcastle Paratriathlon PTS4, coming in first, and placing second in the Devonport Paratriathlon PTS4.

Liam is now ranked number two in Australia in the PTS4 classification and number 15 in the World rankings. Liam's sights are firmly set on representing Australia at the 2024 Paris Paralympics.

Liam's current day-to-day life involves lots of training (swimming, cycling and running), good food and good company. The training, discipline, motivation, and repetition required to be the best he can be is a huge motivator for his athletic career. Counting every marginal gain and allowing himself to be proud of these is hugely important to Liam. Regardless, he still regularly reminds himself to take a step back and acknowledge that his self-worth is more than his athletic performance.

“It’s really easy as an athlete to put my value of who I am and my self worth into my race and how I perform, when realistically the people that care about me don’t really care how I race and what place I come, they care that I’m enjoying the race and that I’m enjoying what I do.”

Combining his love for sport with a passion for mental health, Liam is a Mental Fitness Presenter with the Australian Institute of Sport. Since 2018, he has been an Ambassador with the Black Dog Institute, a mental health foundation focused on assisting those suffering from depression, anxiety, bipolar disorder and other mental health issues. This sees Liam, alongside other athletes including Grammarian Melissa Tapper (Class of 2007), deliver mental wellbeing presentations at high schools.

These presentations are designed to promote practical strategies and improve outcomes for young people by focusing on the basic principles of building mental fitness, such as having gratitude, practising mindfulness, and finding meaning and purpose in life.

Visiting Kamaruka Education Centre, a school for students with ADHD, autism and behavioural issues, was one of Liam's most profound Mental Health Ambassador presentations. In this experience, Liam found a group of students who were incredibly attentive, proactive and engaged in learning how to benefit their own mental health.

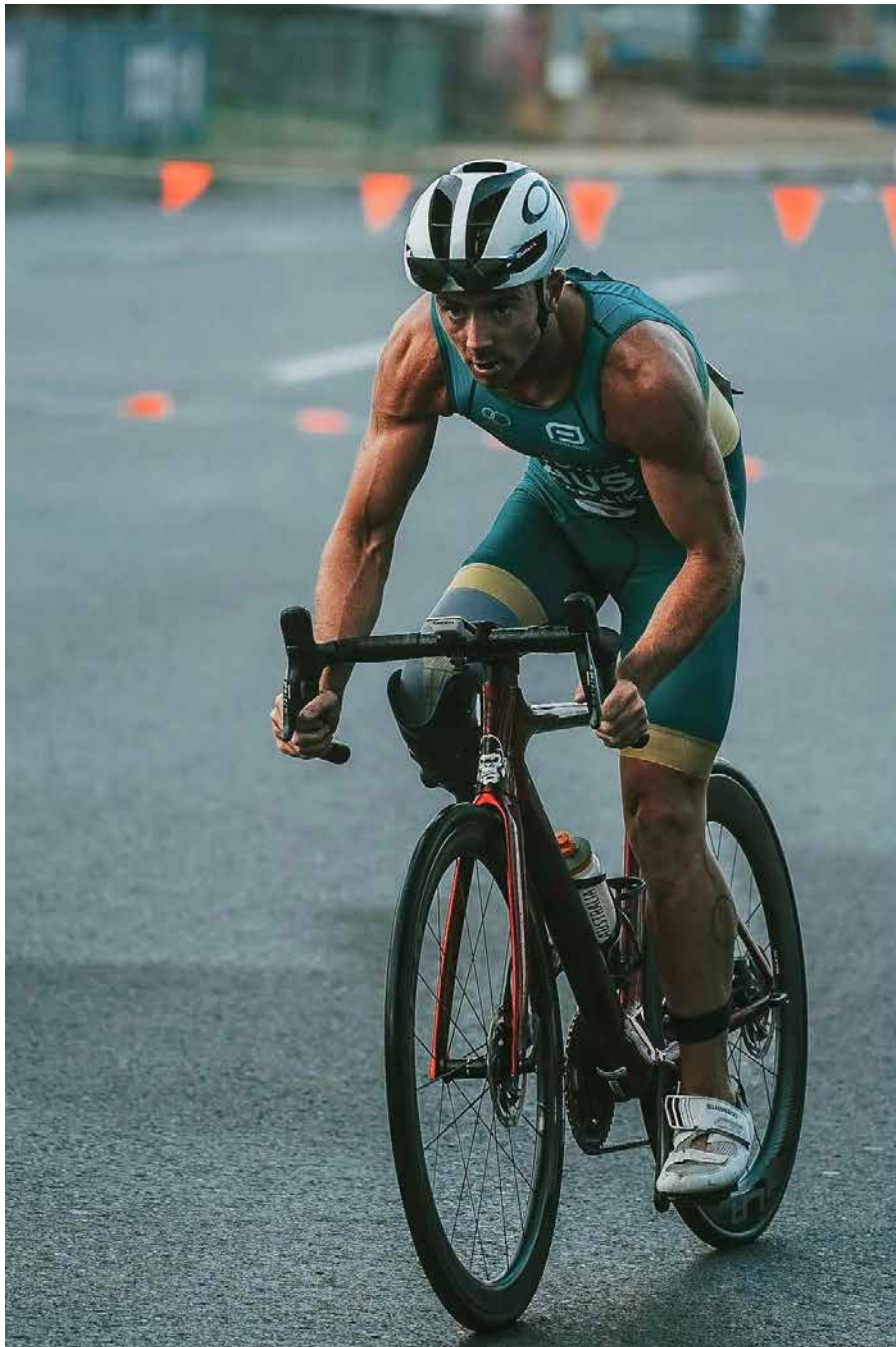
The power and strength in being vulnerable and openly sharing his own journey, and seeing the tangible difference this makes for students, has been an irreplaceable experience for Liam. These conversations help build the foundation for an open and positive dialogue and he hopes to see them become embedded in the high school curriculum to assist with the mental health issues facing teenagers today.

Liam knows that the path to developing a solid understanding of these practices isn't easy. The athlete and ambassador spent a couple years working on himself and is proud that this commitment has paid off.

“It’s really easy for people to get caught up in saying we’re okay, but it is really important to say that I’m not okay. For me, the biggest thing is being able to share with other people how I’m going. It creates such a good connection of trust and support, and just helps make things so much easier.”

This is particularly true in a COVID-19 world where the act of showing up for even the smallest task is paramount for Liam. In the face of struggling to wake up with a purpose, the act of getting out of bed, eating well, having a basic routine, and practising gratitude and mindfulness, can help provide a sense of accomplishment.





“It’s just really about being there and supporting them, not pressuring, not forcing anything. Being able to know that you’re there, but without pushing them to do something that they’re not ready to do, is really important, so that when they’re ready, they’re comfortable to come to you.”

Liam also places value on surrounding himself with a good group of mates who all share a palpable mental health rapport. He believes the key to supporting others is to not dismiss what anyone is going through.

Reflecting on where his journey has taken him, Liam’s biggest lesson would be learning to say ‘yes’ to every opportunity. He would rather fail and know something wasn’t for him, than look back on it and think ‘what if’. Liam has learnt to trust the judgement of those close to him as “people generally can see something in you before you can see it in yourself”.

Looking to the future, Liam hopes to see himself on the podium at the Paralympics and running his own business as a presenter on topics such as mental health, sport and personal challenges. As an athlete with a disability, Liam also wants to one day see Para athletes placed on the same scale as their able-bodied friends.

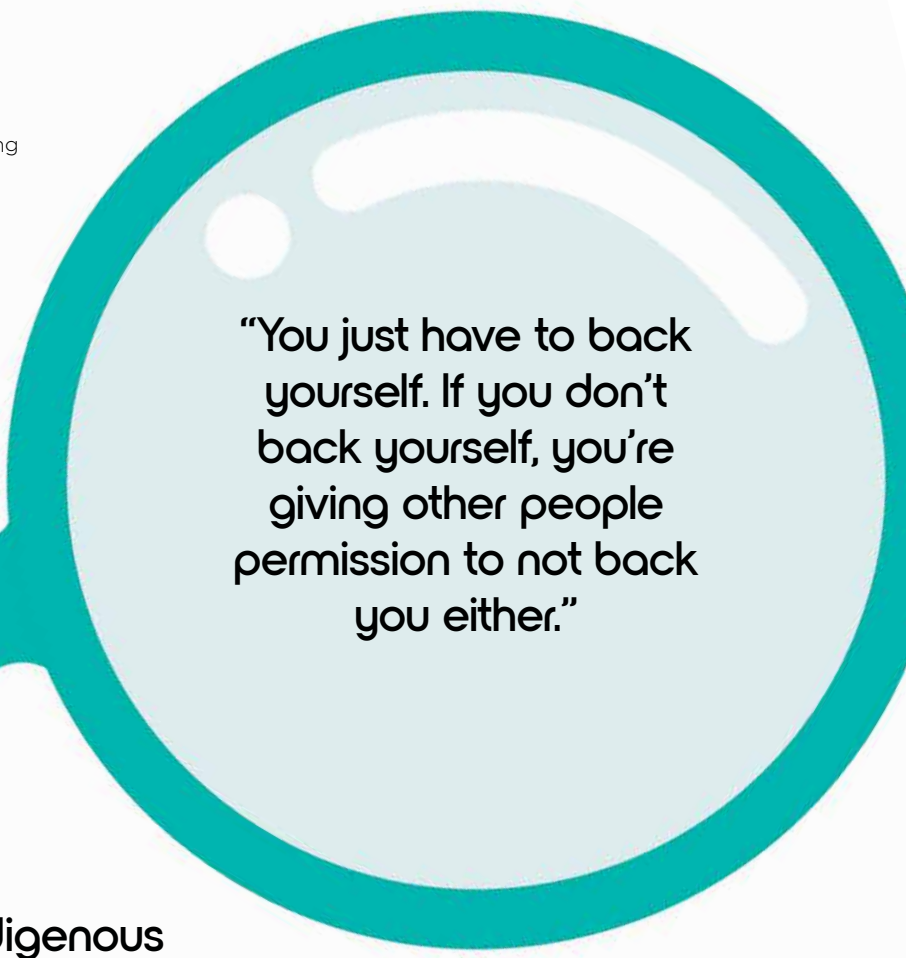
If you or someone you know needs support, you can call Lifeline 24/7 on 13 11 14 or via text on 0477 13 11 14, 12pm to 12am. BeyondBlue is available 24/7 on 1300 22 4636.

Young Alumni

The CGA is committed to sharing the issues and perspectives affecting our young people today. **Listening to young alumni can create mutually beneficial relationships and learning opportunities** around themes such as:

- personal brand and digital networking
- embracing authenticity
- adaptability and innovation
- using new technology
- resilience and risk taking.

Our aim is to grow initiatives for young alumni by young alumni. We hope that by sharing some of the insights provided here you will join the conversation and get involved with our Young Alumni Ambassadors Program (YAAP) including our Reverse Mentoring Program.



“You just have to back yourself. If you don’t back yourself, you’re giving other people permission to not back you either.”

Claudia Kevin (2014) Policy Officer at National Indigenous Australians Agency

“You really have to trust yourself in knowing who you are and what you want to do, because there will be so many people along the way who will tell you that it’s not a legitimate choice...or there’s no clear, set career pathway.

You just have to back yourself. If you don’t back yourself you’re giving other people permission to not back you either. You have to find the things that drive your own confidence and really use those to centre yourself.

Just keep an open mind. Never say never...keeping an open mind and embracing a non-traditional pathway are really, really important lessons that are applicable at any stage of your life or your career no matter what you’re doing.”





Aish Ravi (2008) Women's sports coach and educator

"It's really important to believe in young people and in their capabilities. A lot of organisations rather than plan for career succession or succession planning should work on skill development because a lot of skills are really transferable across various industries especially now more than ever. A lot of the skills I've learnt in various degrees, various roles they're not made redundant when I go to a different role. If anything, some skills are probably more extended. Perhaps we should focus on a skills-based approach or strengths-based approach."



Aidan Kempster (2008) Brewer and artist

"I made a choice to keep my ears and eyes open for opportunities, and have always had a willingness to look and walk down the paths less travelled.

Often, it's been projects that have seemed totally outside of my realm of capacity that have yielded the most fulfilling results.

Believe in your own dreams because nobody else will be able to see a better way for you to fit into the world than you can."



Jesse Toniolo (2015) Small business owner, founder PushPull Shop

"A lot of people try and start a business with a beautiful sculpted thing but it's never going to be the case. Where you start is just your starting point. Then you look back in six months or a year and you're proud and you've grown. So, don't think that from the very get go you have to have some amazing product that you've taken a year to build. Just get out there and start learning.

Not being afraid to take risks is really important and just learning from that. I like to say failure is my annoying best friend. You sort of love it and hate it. When it comes it's like I hate you, but after you've learnt the messages and why it's there then you're really happy about why that happened and you almost never change it."



Gabriel Bergmoser (2009) Author and writer

“With my book, *The Hunted*, I’ve heard everything. I’ve heard the most rave reviews and the most savagely negative takedowns and ultimately you realise all of them are right and none of them are right at the same time.

In the end if something particularly stings or strikes a chord then maybe you should listen to it. Otherwise it’s just someone’s opinion and that’s okay. You ultimately just have to be okay with it and be willing to learn from it, but also be willing to not listen to it if you don’t think it has any value and not take it personally.”



Lauren Jaksetic (2016) Professional dancer

“Don’t stress! If you don’t know what you want to do, you’ve got plenty of time. Don’t throw yourself into your studies straight away if that’s not what you want to do. If you want to work for a year and then go travel do that because you’ll regret it in the future if you don’t. You learn so much more about yourself if you take the opportunity to find yourself and what you love to do rather than follow. Take a breath, choose what you want to do and follow through with it.”



Tahir Hunter (2018) Sales consultant and aspiring entrepreneur

“I had zero experience in the industry, but for that interview, I went in going I’m going to be confident, I’m going to be true to myself, I’m probably not going to get this job but it’s going to be good experience. I said to the person interviewing me I’ll work harder than anyone else you hire. I might not have the experience but I’ll make up for it with my work ethic. It really was the confidence going into that that got me that job. I was scared to fail, but looking back two years prior to that I never would have gone for that interview. The challenges really are more in your head.”



Georgia Maclaren (2013)
Graphic designer and vandweller

“You don’t ever have to stop trying new things. It’s not like now I’ve got my job this is the only thing I do from now on. You can up-roots and travel Australia if you must, if that’s the way you feel, or you can quit your job and try something new. There’s never a time where you should stop having a go.”



Blake Hillebrand (2017)
Director and co-founder of baru

“As a general rule there’s no point having a business that’s just about money. It should be more about doing something that’s good and that you’re passionate about and that’s bigger than yourself. You’ll have a better time and be happier because you’re focusing on a higher purpose.”

“Believe in your own dreams because nobody else will be able to see a better way for you to fit into the world than you can.”



Abigail Xu (2020)
Commerce student and oboist

“Navigating the ‘real world’ may seem like an undeniably daunting and nerve-wracking reality, but that should never impede upon your present experience. Consider stepping out of your comfort zone and taking on challenging opportunities. Live your life without regretting the chances never taken!”

Tessa Wallace, the world of permaculture



In recent years Tessa Wallace (Class of 2008) has found herself immersed in the world of permaculture and farming. Currently working on an organic farm in Keilor (Victoria), Tessa is learning about creating healthier landscapes and supporting her wellbeing by connecting with the earth.

Tessa's days at the organic farm begin with an early start, harvesting long rows by hand, washing and packing veggies,

and then weeding, spreading compost, planting seeds, and delivering produce. There is also often a nap at lunchtime and a swim in the river after work. In addition to the seasonable vegetables they farm and eat, the close-knit team also have access to delicious cheese, miso, fruit and baked goods through swapping at local farmers markets.

Tessa says she initially became fascinated with the idea of local food

and permaculture; namely small food producers who work with the natural seasons and ecosystems in their area. She was drawn to farming by projects such as Greening the Desert in Jordan and the Loess Plateau regeneration in China. These projects focused on revitalising land that was once gripped by desertification, leaving the surrounding populations without crucial resources.

“Maybe the only way, is to let instinct take you one step at a time. I think many of us feel we need to stack up achievements as a way to feel worthy or confident. Western society is an individualistic society, but in our very core humanity is a group creature of generosity, gifting, sharing, exchanging, being/observing rather than always forcing/doing/labelling.”

This interest led Tessa to complete a permaculture design certificate, which involved learning about how humanity can connect with natural patterns and cycles. “Doing that course felt so exciting, like ancient knowledge coming back!”

What surprised Tessa the most about her post-high school journey was that she didn’t follow any of the long-term plans that she had made. She says on reflection, this process of planning the future while still so young, with so much to navigate, is actually a waste of thinking energy.



“Maybe the only way, is to let instinct take you one step at a time. I think many of us feel we need to stack up achievements as a way to feel worthy or confident. Western society is an individualistic society, but in our very core humanity is a group creature of generosity, gifting, sharing, exchanging,

being/observing rather than always forcing/doing/labelling.”

By far, one of the most important aspects of her journey has been putting a focus and priority on physical and mental wellbeing. Finding a balance between the two has been a challenge; however, Tessa now trusts that these will come and go throughout her life, as they do for most people. What has grounded her is committing time to meditation and yoga.

As Tessa continues to hone her skills in farming, she hopes there is more connection and consultation with Indigenous Australians on how their land is used and viewed in this country.

Tessa also wants to see greater support for people to learn regenerative farming practices and access small plots of land. Tessa disagrees with the persistent myth that small scale organic farms cannot feed the world. In her eyes they achieve much more by fostering diversity, healthier landscapes and people, and resilience to climate change.

“I think holding a beautiful vision of the future in your eyes can shift everything. Look at everyone with generous eyes.”



Are you career fit?



Introducing our very own CGA Careers Expert, Leah Lambart!

Leah is a Career and Interview Coach, Founder of Melbourne-based career coaching business, Relaunch Me and host of the Relaunch Your Career podcast. In 2014, Leah set up Relaunch Me to help others find their 'best fit' careers; work that suits their personality type, utilises their natural strengths and is aligned to their interests and values. Leah and the Relaunch Me team now work with recent school leavers, students, job seekers, career changers, return-to-work parents and individuals who have experienced redundancy, to help them identify and obtain more fulfilling and meaningful work.



Watch
our career
webinars
now.

In the past 12 months, a significant portion of the Victorian workforce experienced a 'career bump' (eg job loss, redundancy, demotion or missed promotion) for the first time. As PricewaterhouseCoopers (PwC) has shown, COVID-19 made a big dent on the Victorian employment market in 2020 with the City of Melbourne alone shedding many thousands of jobs.

Many employees in jobs considered 'safe and secure' suddenly found themselves unemployed with industries such as travel, events, tourism, retail and hospitality being most impacted.

While these job losses came as a huge shock to many, we in the career transition industry often see this happen. Companies are constantly restructuring, merging or closing down and jobs are regularly being replaced by technology.

No one expects a sudden job change; but some are better prepared than others to recover quickly. A friend of mine in a Business Development Manager role with a creative agency was an early casualty of COVID-19 but

instead of curling herself up in a ball she reached out to her established network, posted about her misfortune on LinkedIn and received over 50 messages of support and gratitude for her great work over the years. As a result she was contacted by several recruiters and invited to three interviews. Within two months she had a new position.

If you are 'career fit', you constantly invest in your career, keep yourself marketable and nurture your network so that you are ready to overcome the challenges resulting from an unexpected career bump. Here are four ways to ensure that you are ready to tackle unexpected 'career bumps':

1. Complete an annual career audit

Whether your company has a formal performance development appraisal or not, employees should conduct their own 'career audit' annually. This means taking the time to reflect

on their achievements and quantifying the value they have added to their customers or organisations. What specific projects or improvements have you delivered? Are you content in your current career, and what do you want to achieve in the next 12 months? What skills do you need to develop to stay marketable? What networks do you need to build internally and externally? Such reflection will not only help you retain value in your current role but will also ensure that you are ready to market your value to other employers.

2. Skills audit

If you work for a progressive and innovative organisation, you will have up-to-date skills that are highly marketable. If your company doesn't focus on learning and development, or if you work for yourself, it might be time to take more responsibility for skill development.

Free or inexpensive short courses

If you are 'career fit', you constantly invest in your career, keep yourself marketable and nurture your network so that you are ready to overcome the challenges resulting from an unexpected career bump.



available on online learning platforms such as UdeMy and Coursera can help you learn new soft or technical skills. Likewise, organisations and institutions such as Australian Institute of Management, RMIT Online, Monash and General Assembly offer short courses that can help build new skills (e.g. negotiation, sales, UX, conflict management, coding, marketing, social media and finance for non-financial managers).

3. Invest in relationships

It is relationships that help you get your next job. We don't often spend time building relationships as the return on investment often doesn't feel immediate, but without them you can become a career hermit quickly.

To future-proof your career you should build and maintain professional and personal relationships. Networking does not happen overnight and it shouldn't be something that you

only think about when you lose your job. People who recover quickly from sudden job loss usually have expansive networks nurtured over time.

If you are not on LinkedIn, make it a priority. Recruiters expect you to be on LinkedIn as networking and business development is important across all industries. LinkedIn opens up many networking possibilities and it is also a fantastic platform to develop commercial acumen.

4. Best practice marketing collateral

Updating a resume and LinkedIn profile is a difficult and time-consuming activity following job loss.

Resumes used to be a list of every job you had performed with most employees just adding their latest role to the top of the list. Resumes have changed considerably, however, and are now a marketing document that 'sells' an employee's skills, strengths

and achievements in a succinct and compelling way. Writing a good resume takes time and you must ensure they are keyword optimised and Applicant Tracking System (ATS) compliant so they won't be screened out by the 'bot'. Likewise, a professional and keyword optimised LinkedIn profile will ensure that you can react quickly after sudden job loss. A well-written and optimised profile will attract the attention of potential recruiters and give you a better chance of finding a new job quickly.

Keeping 'career fit' requires dedication, time, and planning (and possibly some financial investment) but it is vital if you wish to future-proof your career.

Kara Henderson, VFLW star and future paramedic



“The biggest surprise for me post high school was that everyone is still learning, growing, adapting and working things out along the way, even when it seems like they are so in control.”



Scan to
watch
the video
interview.

Kara Henderson (Class of 2015), now a paramedicine student and VFLW player, has come to trust that uncertainty will not only be present, but bring about invaluable learnings.

Kara spent 13 of her formative years at Caulfield Grammar's Wheelers Hill Campus. Following this, she worked as a trainee at Yarra Junction (YJ) – a wholesome, challenging and rewarding experience that boosted her maturity, self-awareness and interpersonal skills. “The biggest surprise for me post high school was that everyone is still learning,

growing, adapting and working things out along the way, even when it seems like they are so in control.”

After YJ, Kara applied for the 2016/17 AFLW Rookie Combine. Although this was a daunting decision, it paid off, leading to her being selected for the AFL VIC Academy and Hawthorn VFLW.

Kara is currently recovering from a knee reconstruction after a training incident. Nevertheless, through this experience she has gained irreplaceable insights into patience, resilience and mental toughness.

Kara believes that “the hardest things to do in life are almost always the most important. So basically, do hard things, even when they're daunting. These are pivotal moments in your life and lead you to examine existing goals, or consider exciting new goals”.

Youssef Sabet, acting the part

“Don’t put so much pressure on yourself to live the ‘Australian dream’... do what makes you happy and know that you are not defined by your ATAR, your degree, your job or your bank account.”



Scan to watch the video interview.



Full-time study in New York helped Youssef Sabet (Class of 2015) gain real world experience and pursue his dreams of becoming a professional actor.

After graduating from Caulfield, Youssef undertook full-time work before deciding to travel overseas. A six-week summer acting intensive in New York inspired him to move to the United States to study full time at The Atlantic Acting School. He secured his first acting role in 2016 as Ali in seasons three and four of *Nowhere Boys*.

Youssef says that an enduring love of TV shows and movies led him to pursue

an acting career. He would find himself falling in love with characters, or the writing itself, and often experienced a sense of loss when a show ended.

Through acting, directing, writing or producing, Youssef wants to create great pieces of art that evoke feelings of ‘wonder’ in others. He wants to continue building his career by learning about producing and running shows, and would love to one day be on the other side of the camera.

Youssef aspires to support himself solely through the arts. He hopes for equal

opportunity amongst actors so that their circumstances and background more accurately reflect the world we live in.

Youssef also wants to better himself by strengthening his personal and professional relationships, and looking after his mental health. He says that he has benefited greatly in the past year from focusing on self-development, meditation and a desire to live consciously.

Youssef urges other alumni to stand up for what is right and live in the moment.

What do you love about your club?

Mark Upton (1985)



“Camaraderie and the inevitable post rowing banter. Plus, there’s nothing quite like the continuum of the CGS Boat Sheds at both the Yarra and Albert Park Lake – they remain much unchanged from when I first learned to row circa 1983!”

Club: Rowing

Bio: After leaving school, Mark completed a Bachelor of Business in Property at RMIT. He then commenced a career in valuations and held positions with Chesterton International and Richard Ellis (now CBRE) before working in the City of London during the late 1990s. Returning from the UK, Mark undertook primarily residential development projects of varying scale and complexity from single residences to multi-unit projects, mainly in Melbourne’s inner and south eastern suburbs. An opportunity then arose to join McDonald’s Australia where his role was site acquisition and securing of town planning consent across three states. He is presently in a similar role with Coles Group Property Developments Limited. Mark’s daughter Anna attended Caulfield and also rowed at the Head of the River Regatta. Mark was President of The Pennefather Club, the parent support group for rowing, for a number of years.

Campus: Caulfield

House: Davies

School Achievements: Third Eight (Head of the River) 1985

Mark Frater (1992)



“It is nice to be back competing for CGS! The club environment is family friendly, and the club members are welcoming no matter your fitness level. The club continues to grow due to this supportive culture. If you’re out for a Saturday afternoon jog or aiming for a personal best it’s always fun connecting post run for afternoon tea and a yarn with the team.”

Club: Athletics

Bio: Mark has been a teacher at Wesley College since 1997. He is currently Head of Physical Education Years 7-12. Mark played football for Sandringham and Frankston in VFL/VFA after leaving school and later played in the VAFA with the Caulfield Grammarians. Mark joined CGA Athletics part way through their first full season in 2015 and has since achieved outstanding individual results, including being Athlete of the Year in Men’s 40+ Division of the APSOC cross country competition on more than one occasion.

Campus: Caulfield

House: School

School Achievements: Captain - First Eighteen; Colours - Football; W S Morcom Medal for Football

Barbara Iakovidis (1995)



“The ability to connect with others who have the same passion for music that I do and reminiscing about our shared past experiences.”

Club: Grammarian Singers

Bio: Barbara is a General Practitioner who works in the Camberwell area. She graduated from Monash University in 2002 and achieved her fellowship in general practice in 2006. She is skilled in all areas of general practice and family medicine but has a special interest in women’s health, paediatrics, sexual health and reproductive health. She is married with two children and in addition to singing enjoys theatre, baking delicious things and keeping fit and active.

Campus: Wheelers Hill

House: Holmes

School Achievements: Colours - Music & Drama; School Prize for Outstanding Musicianship

Chris Warne (1976)



“Meeting old and new friends with a link to an important part of my past. The members of the Bowls section get to re-unite with past Caulfield students and those of other APS schools from clubs near and far. The contests are more social than pennant bowls and are suited to those new to bowls who can gain competition experience in a relaxed atmosphere.”

Club: Lawn Bowls

Bio: After graduating from Caulfield Grammar with his Higher School Certificate, Chris studied pharmacy and entered that profession. A few years ago, he began concentrating on locum work. He recently retired, which has given him more time to play golf and lawn bowls and for other interests such as reading. He and wife Yvonne have also moved from suburban Melbourne down to Rye and are currently waiting for their new apartment to be completed. Chris joined the MCC Bowls Club some years ago and has been a regular player for the CGA Lawn Bowls team since then.

Campus: Caulfield

House: Buntine

School Achievements: First Eighteen Football 1975 and 1976

Matt Davies (2015)



“I just really love singing and when you’re singing with a group of people who you can tell enjoy singing just as much as you do, it fills the room with life and energy. To be a part of that experience is incredibly fun and exciting.”

Club: Grammarian Singers

Bio: Matt relished the opportunity to be involved in music, debating, theatre, leadership and many other things at Caulfield. He has spent most of the last six years studying a commerce/law degree at Monash University, majoring in Economics, and he is currently exploring employment opportunities in those spaces.

Campus: Wheelers Hill

House: Wilsmore

School Achievements: School Committee Member; Speech Night Prizes 2015 - For Service, Debating & Music; Triple Colours - Music & Debating; Double Colours - Drama

Maysen Duffy (2019)



“Becoming a member of the CGFC has allowed me to maintain my connections with my peers from school and foster new relationships with those involved in the club.”

Club: Football (CGFC)

Bio: Maysen is studying law and commerce at university and hopes to enter the legal profession. She was a member of Caulfield’s undefeated girls’ football teams in 2018 and 2019, and join the CGFC after leaving school. In 2021 she played in all 11 games that were possible (ten regular season and one final), kicking one goal and being named amongst the best players four times. She was voted best-on-ground in the senior women’s team’s round 6 win over Old Trinity.

Campus: Caulfield

House: Davies

School Achievements: Triple Colours – Football & Snowsports

Cameron Dickson (2007)



“The best thing about being involved with the Cricket Club is that I have been able to maintain a connection to the school that provided me with some of my foundation life skills, and I have been able to create friendships with other Caulfield Grammarians who attended different campuses and finished in different year levels.”

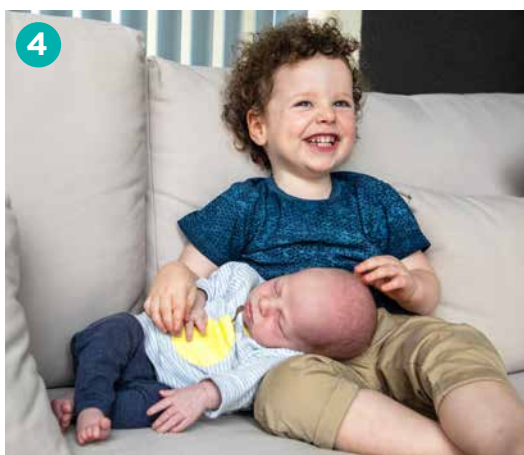
Club: Cricket

Bio: Cameron is currently the Group Legal Counsel for efm Logistics. He was admitted to practise as an Australian lawyer on 7 August 2018 and has previously worked at Mills Oakley, Hutchinson Legal and Hall & Willcox. He holds degrees in Arts and Law from Deakin University and a Graduate Diploma in Legal Practice from the College of Law. Cameron has also had an 11-year involvement in the Army Reserve and is currently a Section Commander.

Campus: Caulfield

House: Barnett

Births



1. **Georgie Bugelly** (1999) and **Julian Spencer-Gardner** (1997) welcomed their daughter, Coco Francesca on 1 March 2021. She joins her brothers Archie and Freddie. The family are besotted with their latest addition.
2. **Adriana Fitzgerald** (née Savvoulidis, 2004) and her husband David welcomed their third child, Natalie Sophia Fitzgerald, on 29 March 2021. She is a much-loved addition to their family.
3. Brothers, **Paul (2005) and Leigh (2007) Iacovangelo** each welcomed their first born on the same week in May this year. Levi James (pictured right) was born on 25 May to parents Leigh & Chenelle Iacovangelo whilst cousin Max Ciro (pictured left) was born three days later to parents Paul & **Joanne Iacovangelo** (née Brasacchio, also class of 2005).
4. **Fleur Katsmartin** (née Katsnelson, 2001) and her husband Ben welcomed their second little boy, Apollo Kolya Katsmartin on 18 March 2021. Apollo is baby brother to Luka Keyte Katsmartin, born in January 2019. The Katsmartins are overjoyed by the recent addition and Luka is taking big brother duties very seriously.

Admissions Policy

Caulfield Grammar School's Admissions Policy has been updated to give priority to children and grandchildren of Caulfield Grammarians who are placed on the waitlist within the first two years after birth.

For more information please visit caulfieldgs.vic.edu.au/enrolment or contact the Admissions Office:

Whealers Hill 8562 5222
admissionswh@caulfieldgs.vic.edu.au

Malvern & Caulfield 9524 6333
admissions@caulfieldgs.vic.edu.au

Engagements/Marriages

1. **Anthony Alibrando** (2003) and Marie Matanas tied the knot on 10 April 2021 at Levantine Hill in the Yarra Valley. The wedding was attended by numerous Grammarians including: Aaron Patterson, Andrew Logan, Antony & Veronica Gargano, Brett Cater, Chris May, Jessica Romeo and Polly Roderick (2003), Brendan & Alex Acfield, Chris & Jane Grigg, Daniel & Dragana Vukadinovic and Gavin Winter (2002), Alicia Alibrando (2005) and Nick Molnar (2011).
2. **Lauren Funnell** (2011) recently got engaged to Thomas Van Der Lay in June 2021.
3. **Sarah Plant** (nee Connell) married David Plant (after having 3 different wedding dates, thanks COVID!) on 17 April 2021 in the St Vincent Gardens Albert Park followed by a reception at Half Acre. It was such a beautiful day celebrating with family and friends including Courtney and Tom Sanderson (fellow alumni).



Vale

The CGA was saddened to learn of the passing of the Grammarians listed here. We extend our sincere condolences to their family and friends.

Brendan Acfield (1997–2002): 23 June 2021

Graeme Allum (1948–52): 21 October 2021

Ron Ashbolt (1943–46): 8 August 2021

Elizabeth Bellhouse (staff 2002–14): 21 May 2021

Robert (Bob) Bonwick (1942–49): 6 August 2021

Max Brook (1948–53): 3 July 2021

R W (Bob) Clarke (1945–46): 31 May 2021

Dr Walter Dowell (1936–41; CGA Fellow; Archer Chapter President): 9 June 2021

Keith Fizelle (1939–43): 14 August 2020

Geoffrey Francis (1948–51): 22 March 2021

Jon Gorr (1971–76): 28 September 2021

R D (Bob) Hindle (1950–56): 15 May 2021

W H (Hugh) Hipkin (1951–53): 7 August 2020

Ian Howard (1931–39): 31 October 2021

Alan Irwin (1953–58): 19 July 2021

David Labrum (1963–70): 12 June 2021

G H (Henry) Lees (1951–56): 18 March 2020

Ian Minchin (1950–51): 17 July 2021

David Morley (1981–87): 16 May 2021

Lance Nickson (1957–63): 20 September 2021

Joan O'Halloran (staff 1965): 2 July 2021

Robert Ogilby (1966–73): 10 May 2021

Jeff Phillips (1950–60 MMGS): 20 August 2021

Ronald Sher (1946–51): 10 February 2021

Neville Sillitoe OAM (staff 1983–2014): 20 June 2021

Ray Walsh (1952–55): 22 September 2021

We also extend our sincere condolences to the family and friends of **Mrs Ann Sayers**, wife of long-serving staff member and Head of Malvern Campus, **Bill Sayers** (deceased), who passed away on 3 September 2021.

Class of 1980, 1981, 1975 & 1976 40 & 45-Year Reunion Dinner



Boarders' Reunion Dinner



Interstate Virtual Reunion



Reverse Mentoring Breakfast



Calendar of events – Semester 1, 2022

Friday 11 February	Summer Masterpieces	National Gallery of Victoria	6.00pm – 8.00pm
Friday 18 February	Class of 2010, 2011 & 2012 10-Year Reunion	Hotel Brighton	6.30pm – 9.00pm
Friday 18 February	Class of 2005, 2006 & 2007 15-Year Reunion	The Deck	6.30pm – 9.00pm
Wednesday 23 February	Golden Alumni Society Luncheon (Including 1962, 1967 & 1972 reunions)	Quat Quatta	12.30pm (for 1.00pm) – 3.00pm
Friday 18 March	Class of 1990, 1991 & 1992 30-Year Reunion	The Deck	6.30pm – 9.00pm
Friday 18 March	Class of 1987 35-Year Reunion	The Deck	6.30pm – 9.00pm
Friday 25 March	Class of 2000, 2001 & 2002 20-Year Reunion	The Deck	6.30pm – 9.00pm
Friday 25 March	Class of 1997 25-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 28 April	International Virtual Reunion	Online	9.00pm – 10.30pm AEST
Friday 6 May	Class of 1982 & 1977 40 & 45-Year Reunion Dinner	The Deck	6.30pm (for 7.00pm) – 9.30pm
Tuesday 17 May	Group Career Coaching	Online	6.30pm – 8.00pm
Saturday 21 May	CGFC Centenary Celebration	Zinc	7.00pm – 11.00pm
Monday 23 May	CGA AGM	Online	6.30pm – 7.30pm
Tuesday 31 May	Group Career Coaching 2	Online	6.30pm – 8.00pm
Friday 3 June	Reverse Mentoring Breakfast 1	The Deck	7.30am – 9.00am
Wednesday 8 June	Interstate & Regional Virtual Reunion	Online	7.00pm – 8.30pm AEST
Wednesday 15 June	Group Career Coaching 3	Online	6.30pm – 8.00pm

Where restrictions allow events will be held face-to-face. If this is not possible an online alternative will be offered. Please check our website for the most up-to-date information: caulfieldgrammarians.com.au/event

CGA Committee 2021

- President** • Emily Davis (2007–12)
- Senior Vice President** • Henry Jones (1979–89)
- Vice President** • Grant Poulter (1998–2001)
- Honorary Treasurer** • Louise Lambeth (née Li) (2001–06)
- Honorary Secretary** • Fleur Goulding (1981–89)
- YPS Representative** • Ella Stonier-Watson (2005–18)
- Immediate Past President** • Andrew Aitken (1986–92)
- General Representative** • Fleur Katsmartin (née Katsnelson) (1996–2001)
 - John Sanderson (1993–2004)
 - Lachlan Van Styn (2003–15)
 - Sam Tuck (2011–14)

Affiliate Clubs

- Athletics** • Andrew Hall
ahall6543@gmail.com
- Big Band** • Yvonne Kushnir
yvonnekushnir@gmail.com
- Cricket** • Cameron Scholten
cscholten88@gmail.com
- Football** • Nick Tonkin
nick.tonkin93@gmail.com
cgfc.com.au
Socials: cgfc1920
#yourfields
- Grammarian Singers** • Barbara Iakovidis
grammariansingers@gmail.com
- Lawn Bowls** • Philip Crabtree
crabtree03@gmail.com
- Netball** • Sophie Thomson
sophiethomson8@gmail.com
cgfc.com.au/club/netball
- Rowing** • Greg Pineo
cgrcpres@hotmail.com
- Theatre** • Youssef Sabet
youssefasabet@gmail.com

WHEREVER
LIFE TAKES
YOU,
YOU ARE
NEVER FAR
AWAY

Stay connected with the Caulfield Grammarians' Association:

caulfieldgrammarians.com



@cgscga

#CaulfieldGrammarians



Kate Bradley (Year 11, Caulfield Campus) in the performance of 'danceRAW' streamed live to our School community.