

labora

for the Caulfield Grammar School community | December 2022



Caulfield
grammar school



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 and present, and their emerging leaders.

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



Contents

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Caulfield Grammar In Concert: More than 700 students from Years 1-12 across all campuses performed to a sell-out crowd at Hamer Hall in September.

Inside front cover

ELC students Sophia and Aviana, Wheelers Hill Campus, shared art supplies as they participated in National Reconciliation Week. This year's theme, 'Be brave. Make change', encouraged everyone to make change, beginning with brave actions in their daily lives – where they live, work, play and socialise.



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From the Principal

by Ashleigh Martin

You belong here

The most powerful statement we can make to any person in our Caulfield Grammar School Community is 'You belong here'. Something that is no longer taken for granted is how special it is to come together, celebrating the uniqueness of who we are and what our students bring to our School. Speech Night 2022 was a marker of 'place', with our Senior School community back together again - in the one place - to celebrate the Class of 2022.

Each of our 450 students in Year 12 has their own story. Some inspiring, some heartbreaking, some students somewhat ambivalent about their time, others where their time at our School has defined them. No story more important than the other.

This year has felt heavy for all of us at times, with still a cloud of uncertainty and the jarring memories of the past two years. Our community sought rhythm, routine and hope, and our Class of 2022 provided it - bringing passion, personality and place back to our School campuses - leading those signpost events that define our student experience and role modelling behaviour that had every younger student's eyes on them. Watching, emulating and aspiring.

While the Class of 2022 was the barometer of our School culture this year, all in our community have played their role in shaping the now and the future of our School.

Culture isn't set, it is shaped. Continuing our focus on culture, where individuality and choice are embraced, within the texture of our 141 years of history. This is an artful balance. Honouring the past while acknowledging schools today must evolve from five, fifteen and fifty years ago.

It isn't easy. We want our students to rise to the standards expected of them at Caulfield Grammar School because they WANT to, not because they HAVE to. We aspire to be a school where there is pride in everything we do, not for external validation, but because it's intrinsically driven. Small things get noticed. What's walked past. What's celebrated.

Decades of personal and collective efforts have built Caulfield Grammar School to the School we are today. Great schools stand for something. We all have an accountability to uphold our standards and rise and aspire to them. Every school in the country is going through a period of introspection. What defines them post-COVID? What schools have responded? What schools are still stuck in the mire? We know who we are. Our Values and our Purpose are strong. We are a school where academic success is vital to us, but it is not the sole purpose of why we exist.

We are a school where co-education is at the forefront in all we do, and we passionately drive to find that balance of equity for all. A school where breadth and depth of opportunity is our foundation. A school culture we want, hard-earned and unique to us.

We must not forget what is important. What truly matters as opposed to what seems to matter. I have certainly stepped into numerous moments of discomfort and introspection. A prerequisite for growth, I have needed to take stock and personal responsibility for my mindset, accepted kind truth from those I trust, and reflected inwards at various times to emerge stronger and more focused on what matters.

The vocation of education, the heart of great schools, is helping others be better.

Our students need alignment of values, consistency and the kind truth - at home and at school. Teachers with students, teachers with parents, parents for our community, staff to staff, and students to students. We all have the opportunity to lead.

Working in education is a rewarding profession and the fire has to burn; the stakes are too high for it not to. I acknowledge our long-serving members of staff who, collectively, have given 142 years of dedication and commitment: Yaping Pan, Leeann Gill, Lindy Jaworski, Michelle Foran, Lina Wooden, Tim O'Connor and Steven Joakim. I thank these staff for their passionate service, along with all Caulfield Grammar School staff, for keeping the fire burning and for bringing the quality of care to every interaction.

We look forward to 2023 with optimism, with exciting developments in our learning programs delivering on the 'Innovative Learning Opportunities' Strategic Goal. Taking a smarter approach to what a school day looks like for our Secondary School students, along with some enhancements in aspects of our Junior School learning program to provide continued alignment in the Junior to Secondary learning journey, this revitalisation elevates even further our outstanding Caulfield Grammar School education, and finds that sweet spot between academic success and whole-child development.

LABORA UT REQUIESCAS

'Work hard that you may rest content.'



(top left) Rachel (Year 3 Wheelers Hill Campus) asked Mr Martin for a photo as a proud memento at Caulfield Grammar In Concert. (top right) Speech Night with School Co-Captains, Alessia Van der Looy (Caulfield Campus), Daniel Gao (Wheelers Hill Campus), Carli Barbaro (Wheelers Hill Campus) and Sam Maartens (Caulfield Campus). (bottom) Chatting with Malvern Campus students on the 'Friendship Chair'.

From the CGA

by Emily Davis, President, and Linda Sprott, Executive Director

Celebrating community

2022 saw the CGA take momentous strides to connect with our alumni community in person.

This year, the CGA hosted 45 events, connecting with alumni face-to-face for the first time in two years. We worked hard to re-engage with our alumni community, which saw us hosting multiple reunions on the same night! We are proud to report the total attendance at events this year was more than 1,500.

One of the highlights was our Summer Masterpieces event at the NGV, which included entry to the Gabrielle Chanel Fashion Manifesto exhibition. Young, mid-career and golden alumni were able to come together to experience a magical evening of networking, culture and fashion.

This year our Golden Alumni luncheons were held at a new venue, Quat Quatta, a location well recognised and much loved by the community. Alumni at the October luncheon included 98-year-old Ken Lyons OAM (Caulfield Grammar School 1932-35), who shared his incredible schooling experience with immense charm. The CGA was also proud to be involved in the 140th annual community ball, which was attended by a broad cross-section of our wonderful community.

The Young Alumni Ambassador Program (YAAP) is in its second year and continues to go from strength to strength embracing the diversity and passion of our youngest Grammarians. Similarly, our Reverse Mentoring Program provided our young alumni with a platform for change, bringing them together with other alumni and staff to discuss issues impacting young people

today. Both YAAP and the Reverse Mentoring Program will continue into 2023 and beyond.

A new initiative which commenced this year was our Grammarian Wall Project. To celebrate the 140th anniversary of Wheelers Hill Campus, a community wall and interactive installation was created in the Memorial Hall. The wall reflects our rich heritage and community. It is a celebration of our alumni, telling their stories to inspire future generations to pursue their dreams. The content on the wall will be regularly updated to enable it to be a living testament to the amazing past students that continue to graduate from our great School. The CGA looks forward to working with the School to expand this project across our other campuses next year.

Another significant 2022 achievement for the CGA was being recognised in the Educate Plus Excellence Awards as the winner of the Alumni Campaign category. This award recognises excellence in a series of activities or programs designed to engage with alumni and community. The CGA nominated our targeted digital initiatives in response to the global pandemic, including peer-to-peer Facebook groups, messages for the Class of 2020, the Business Directory and #GrammariansSupportingGrammarians. We produced a significant body of work including 50 videos, 34 alumni profiles, 122 ambassadors/volunteers recruited and 2,284 social media posts. We are honoured to have been recognised.

2022 has been about bringing the final year of our three-year strategic plan to fruition by implementing major projects to refresh our brand and communication materials. Our newly designed, user-friendly e-newsletter was launched, along with our redesigned website and a renewed brand marketing video. These projects have been forward thinking and inspiring, and we hope to continue our

growth in 2023 by expanding our social media channels.

Recently the CGA also held strategic planning workshops to develop and discuss plans for the next three years. While our strategic priorities remain the same, we are excited to continue building on existing initiatives and developing innovative ways to better engage our alumni. We have also revised and updated our constitution, aligning it with our long-term goals.

Our affiliate clubs have had a busy year and have expanded their numbers. We would like to introduce The CGA Theatre Project, our new affiliate club, which has been a wonderful addition to our thriving community, allowing more of our alumni to interact and engage with each other. The CGA is committed and determined to grow our affiliate clubs in the years to come.

Finally, the CGA is delighted to welcome the Class of 2022 into our strong and proud community of 27,000 past students. We encourage you to become active members of our association by providing your contact details at www.caulfieldgrammarians.com.au. We wish you every success as you enter a new stage of life and look forward to being there to support you in the future.

We wish all members of our Caulfield Grammarian community a safe and happy Christmas and New Year.



Wherever Life Takes You, You Are Never Far Away



Caulfield Grammarians' Association Grammarian Wall Project – Memorial Hall, Wheelers Hill Campus.

Secondary Life evolution

More options, opportunities and learning pathways for all students

Strengthening all the elements that make learning at Caulfield Grammar School unique – our Academic offerings, Music, Sport and Performing Arts opportunities, Pastoral Care, Expeditions, and our deep sense of House and Community – 2023 brings a refreshed Learning Program for our Secondary School students.

An increased emphasis on experiential and wellbeing opportunities for all students and staff, while maintaining a strong core academic focus and rigour, are part of this evolution.

“With the future of education and the future needs of our learners ever-changing, our Secondary learning program in 2023 takes a smarter approach to what a school day looks like for students. This evolution aims to find that sweet spot between academic success and whole-child development for the world beyond our School gates.”

Principal Ashleigh Martin

An important goal in the School's Mind for Life Strategy 2031, 'Innovative Learning Opportunities', is being delivered through this revitalised curriculum in Middle School and Senior School. With more options, opportunities and learning pathways for all students, it expands on giving each student choice and agency over their learning experiences and pathways – by design.

School community engagement was an important starting point. As part of the Middle Years and Senior Years reviews, more than 1,200 people across our School community were engaged. Key themes and ideas that emerged were invaluable in shaping the re-design, as well as comprehensive international educational research, informing the way forward to

a more integrated approach to learning based on the current and future needs of learning.

Academic – enhanced choice and voice

Revitalised best practice academic offerings and enhanced 'voice and choice' for each learner are supported by new timetabling that provides more purposeful use of time each school day for students and teachers. This will enable deeper learning with longer blocks of learning time each day, allowing enhanced relational connection and Pastoral Care.

Our world-class Middle School Program is aligned with the International Baccalaureate Middle Years Programme (IB MYP), and additional learning program changes for Senior School students provide greater integration within each daily learning program – increasing the focus on all-important career education and academic, pastoral and tertiary transitions.

Co-curricular experiences

With an objective for all learners to have access to, and benefit from, the breadth and depth of co-curricular learning experiences on offer, our students will be better enabled to engage with our broad and diverse co-curricular experiences, providing more opportunities to grow by pursuing passions beyond their academic endeavours.

Sporting options continue to expand with more comprehensive training for the Firsts squads and a new year-round Recreational Program for Years 10-12 who elect to take off an APS Sport season. Offerings like yoga, recreational swimming, dance class, spin class and rock climbing will allow students to remain physically active during school time without the additional load and time

commitment of competitive Sport.

Core APS Sport training will be embedded into the day to allow greater opportunities to participate in more 'broad and balanced' co-curricular activities after school. This enhances student access to Music, Performing Arts and co-curricular opportunities to participate in and thrive, be it for the joy of learning a new skill, pursuing an interest or passion, or following an elite pathway.

Community, connection and wellbeing

At Caulfield Grammar, we believe that students thrive when they are supported, known, heard and valued. Deeper student wellbeing through enhanced pastoral care and social connection are the focuses of some exciting new initiatives. The Community Life curriculum, including Social and Emotional Learning as a core offering, enables students to explore passions and interests beyond the traditional academic classroom.

Our House system provides students with a deep sense of community connection, identity, belonging and stability. The establishment of Syme House at Caulfield Campus and Skarbek House at Wheelers Hill Campus support more personal pastoral support and community experiences.

Secondary Life at Caulfield Grammar School will continue to develop the 'whole child', inspiring curiosity and creativity in each student and preparing them with the mindset, skillset and toolset for now and into an ever-changing future.



Read the
Secondary Life
Learning Program
2023 booklet.



Skarbek & Syme Houses

New Houses on the block

With wellbeing central to all we do, it is no surprise that a deep sense of community connection, identity, belonging and stability is a fundamental consideration in creating and maintaining wellbeing at our School. The Caulfield Grammar House system provides this central core, strengthening our aim to provide a community where every student is known and has access to appropriate and proactive care and pastoral support.

It is, in effect, the cultural backbone of our School. Students grow and participate in shared activities with a core group of peers and teachers, who remain a constant support mechanism in their daily school lives. They compete in House events and work together in common programs, creating close year-level and inter-year-level connections.

In 2023 we are proudly introducing two new Houses at Caulfield Grammar School – Skarbek and Syme – to support the ongoing provision of outstanding pastoral support, community, connection and wellbeing.

Skarbek House (Wheelers Hill Campus)

Skarbek House is named after Anna Skarbek (Class of 1993, Wheelers Hill Campus), the first female Dux of Caulfield Grammar School and School Co-Vice-Captain. Anna's subsequent contribution to the climate and clean energy sectors is evident through her work as a government policy advisor, lawyer, impact investment finance specialist and now CEO of ClimateWorks Australia.

The crest

From an inclusive and respectful position, as well as Anna's own perspective on environmental sustainability, she was keen to see that the crest image feature indigenous plants.

"We chose the gum leaf and the waratah, to represent the environment and bring in an element of colour. With Skarbek's

main colour being black, the earthy ochre – common in Australian indigenous gardens – gives a little splash of colour."

Under the floral element is a Venn diagram signifying the concept that outcomes are better when multiple perspectives are considered and incorporated.

"We like to think the three rings represent: embracing and celebrating each other's differences, striving to follow our passions, and doing these things to benefit others and the world around us."

The motto

With Anna's dedication to the climate and environmental sustainability, the Skarbek motto was simple: *Strive to nurture people, passions, and the planet.*

"This is about encouraging a focus beyond the self, striving to think of the bigger picture and helping others make a difference to the future of the planet we live in."

Anna Skarbek

Anna wants the students of Skarbek House to "be the future you want to see". For the Co-Captains, she suggests setting goals and values.

"It doesn't matter how you get there," she says. "If you know where you're headed, that's an important step."

Syme House (Caulfield Campus)

Caulfield Grammar School historically acknowledges the contribution of our Principals by naming a House in their stead. In line with this, Syme House is named after Reverend Andrew Syme, the ninth Principal of our School.

Reverend Syme joined Caulfield Grammar School at the commencement of Term 2, 2011, and was Principal until 2017. During his tenure, he implemented significant

change within our School – repositioning a strong and capable leadership team for a new path, embracing the digital world, and introducing new teaching and learning styles.

The crest

The Syme crest is predominantly maroon and features a mountain path and two stars which, Andrew explains, represents the journey of "finding one's own place in the world through the journey of finding oneself".

"For most of its history, Caulfield Grammar School has valued the outdoor experience. And my own experience is that extended time in the natural environment is personally illuminating," says Andrew. "Allowing students time in the environment as part of their life's journey, gives them time to know and appreciate themselves."

It is this travelling journey of life, therefore, that is behind the crest representing Syme: the discovery of a student's 'own person', in all their diversity, is implicit in the symbol.

The motto

In keeping with the theme of travelling the journey of life, Syme's motto is *Go well, go far.*

"This short statement is an educational aspiration for our students and their journeys ahead," says Andrew. "We do not wish for them to be confined, but to travel great distances, intellectually, physically, emotionally, spiritually and, of course, geographically."

"We hope as educators to prepare them for the journey and so it is not just the destination that is important but the process of getting there."

Reverend Andrew Syme

Indigenous translations will be featured on the Skarbek and Syme House mottos.



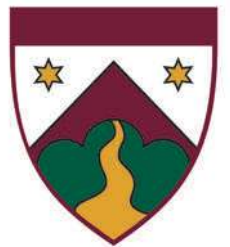
STRIVE TO NURTURE PEOPLE,
PASSIONS, AND THE PLANET



Skarbek House



GO WELL, GO FAR



Syme House

Anna Skarbek at the October Skarbek House activity day, Wheelers Hill Campus.
Reverend Andrew Syme at the September Syme House activity day, Caulfield Campus.

Two Talk

Two community members bring to life an aspect of our School through conversation

Zac and Olive chat about their sporting endeavours on the world stage

Recent Junior World Champion Golfer, Zac Wolfe (Prep, Malvern Campus) chats with Australian Rower, Olive Pascoe (Year 11 Caulfield Campus) about the similarities and differences in their sporting experiences.

Olive: How did you first become interested in golf?

Zac: Dad gave me a golf club and I just started hitting balls around the living room. Dad took me to my first driving range and it went well.

O: I got into rowing when I first arrived at Caulfield Grammar in Year 9 three years ago. My dad really wanted me to go on the summer rowing camp to make friends before I officially came to the School. From then on, I just kept rowing.

Z: What grade are you in?

O: I'm in Year 11 now. What age were you when you got into golf?

Z: Probably about one year old.

O: So you've been doing this for a while! That's five years! That's impressive. How often do you play golf or train?

Z: I usually go to the golf course five times a week. And I play golf every day. How many times a week do you train?

O: I used to train 12 times a week – every morning and afternoon. For Australian rowing, I would do two sessions a day and then have Sunday off as a rest day.

Z: I never have rests.

O: No rest days? You go to the golf course five times a week, do you do something else when you're not there?

Z: I have a simulator and net at home, so I just hit balls over and over.

O: What are you trying to work on?

Z: I'm working on trying to win the Masters two times and hitting the ball really far.

O: How far have you hit the ball?

Z: I hit my fairway wood 400 metres.

O: No way! That's pretty impressive.

You went to America when school was on, so you had to balance that as well.

Z: Yes. I had to do 'away school' – not home school. I wasn't at home, so I called it 'away school'.

O: I like that. In Italy, I had to do a lot of 'away school', so I feel you. It'll be good though, for when you go into older years in school because you'll have good time management skills, which are very handy.

Z: How do you deal with the pressure?

O: I deal with the pressure by breathing and relaxing myself. I make sure I'm calm and remind myself I've done this before, and I know how to row really well. I also always wear two necklaces, which help me feel comfortable and relaxed. But breathing is the biggest part. I just take a few deep breaths before a race, and I should be okay. How do you deal with the pressure?

Z: I do 'Hand on Heart'. And I have a bubble that I concentrate on. If I'm out of [the bubble], I have to go back in for the shot.

O: What's your favourite place you've played? America?

Z: Yes. Carolina – North Carolina.

O: Where else have you played?

Z: In San Diego. In the desert.

O: Oh that would have been fun. Do you know where the next World Championships will be? For rowing, it was Italy this year. If I get in for Australia next year, we'll be going to Paris. Do you know where it's going next year?

Z: America – North Carolina again. But a different course, so it'll be different.

O: What age group do you compete in?

Z: Seven and under.

O: Did you have to do well in Queensland to go to America?

Z: You had to win that to go to America.

O: For me, I was trialling and competing in Canberra, which is where all of the Australian selectors were. I represented Victoria in the interstate regatta and we

won that. And after that, we went to Italy.

Z: Did you have anyone watching?

O: My mum, dad and stepmum and a close friend of mum's were all over there watching. My brother would have come, but he was in the Northern Territory for a school Expedition. I also had a lot of friends and family watching the live stream and listening to the commentary at home, which was also very nice. Did anyone come over with you to America?

Z: Dad and my grandfather. Dad used to play – but not anymore. Papa never played. Do you have any other sports you play?

O: Before I started rowing I did netball and basketball. I still play netball, but not as much. And I don't do basketball anymore.

Z: Why don't you do basketball anymore?

O: I don't have any time, mate. I'm running low on time. I have rowing in the morning and sometimes the afternoon.

Z: Where do you row? In the river?

O: We row on the Yarra – we've got a boatshed there – and also Albert Park. What do you want to do when you finish school? You've said you want to keep going competitively. Are you trying to be a professional golfer when you grow up?

Z: Yes. After American college, I'm going to turn professional.

O: So you're trying to go to America for college? That's what I'm trying to do right now. I'm talking to some American Unis about a rowing scholarship. But aside from that, I'm interested in law and politics. I'd love to work in that industry and keep rowing. But maybe I'll see you over there.

Z: Yes.



Watch Zac and Olive's full chat.



Zac Wolfe (Prep, Malvern Campus) and Olive Pascoe (Year 11, Caulfield Campus) chatted at the Caulfield Campus Aquatic Centre.

Caulfield Grammar arts



It's a miracle

"Just because I find myself in this story, it doesn't mean that everything is written for me."

Matilda, Wheelers Hill Campus production.



A plane crash, an alternate universe, and a tornado – but there’s no place like home

(top) *Lost* – Upstage, Caulfield Campus: A jam-packed dance extravaganza featured more than 100 dancers from Years 7–12.

(bottom) *The Wizard of Oz*, Caulfield Campus, Years 7–9

Caulfield Grammar arts

Year 11 online art show: collages

Caulfield Campus: Annabelle, Cleo and Emilie.



Still life

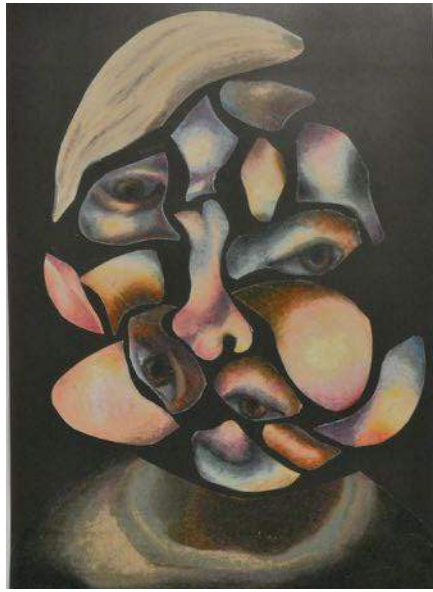
Ben, Irsheen, Michelle and Alec, Year 8 Wheelers Hill Campus.



Blue landscapes

Jack and Natalie, Year 10 Wheelers Hill Campus.



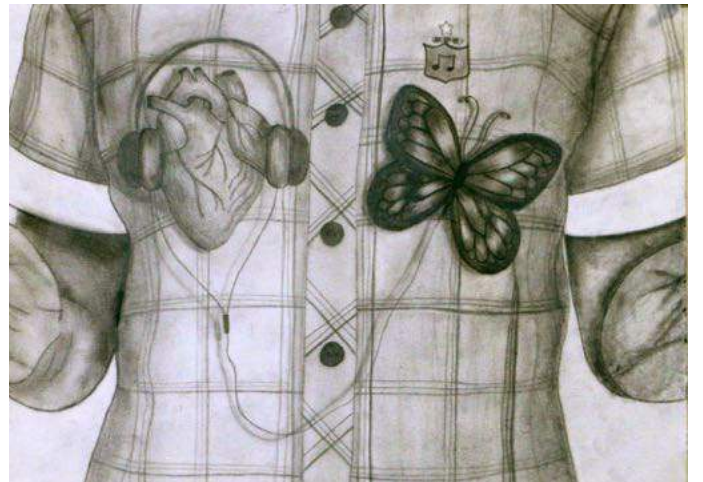
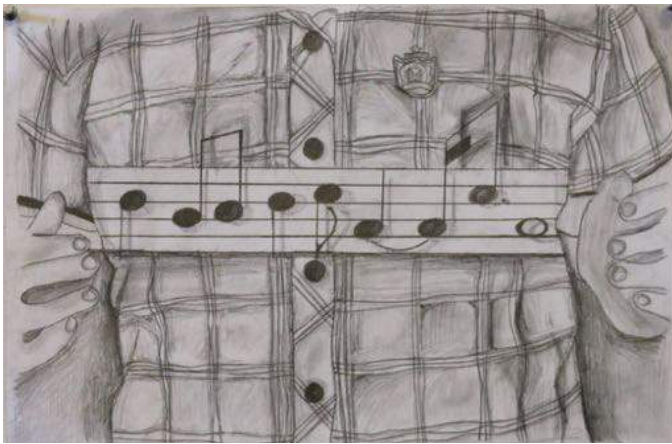


Year 11 artwork

(above) Wheelers Hill Campus: Fiona, Siobhan and Carrie.

Year 9 artwork

Menzies Gallery, Caulfield Campus: Aniela, Meg, Sophie and Eloise.



Caulfield Grammar arts



VCE Graduate Exhibition

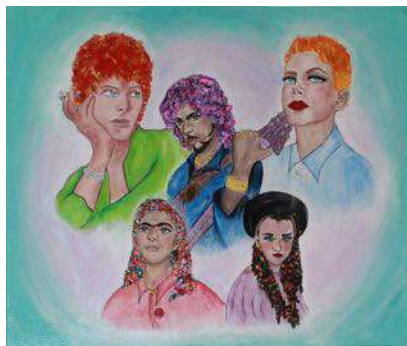
(above) *Bamuru Floodplains*, Grace, Year 12 Caulfield Campus.

"My work is inspired by John Wolseley, a British artist who employs a range of kinetic and physical mixed media techniques such as watercolour, collage and nature printing. Wolseley's art is 'made in collaboration with nature', a theme reflected through his studio practice. This poetic approach resonated with my intentions to convey and participate with nature to produce a work reflective of the many wondrous and brilliant elements of the natural environments and ecosystems I've visited around Australia.

Through the Cyanotype printing process, I created a tangible element of connection between the art and myself, fostering a personal collaboration with natural elements with a poetic approach. The physical printing and role that natural sunlight plays in my work's development exemplifies the importance of nature's participation in my studio practice, similar to Wolseley's."

(centre) *Moksha Performance Pavilion and Promotional Material*, Vedha, *Light Reading*, Michelle.

(bottom) *Human*, Lucy, *Iconic Androgyny*, Charlotte, *Untitled*, Andrew.





The natural world Junior inquiry

Emmy and Mia, Year 1 Wheelers Hill Campus.

Inquiry: the way the natural world expresses itself, observing fruit and vegetables close up. Students created studies in black line and then transformed their design into a larger work, experimenting with their chosen colour palettes.

Prep sculpture

Luna Zhang,
Malvern Campus.



Mark making with Synaesthesia

Mario, Estella, Georgia and Titus, Year 1 Wheelers Hill Campus.

Year 1 students continued their exploration of mark making and self-expression by learning about the history of Russian artist, Vassily Kandinsky, and how he had a condition called 'Synaesthesia' where when he heard sound he saw colours, lines and shapes. Students listened to music by composer Arnold Schoenberg – a friend of Kandinsky's – making colourful marks to the music. They first created studies, using them as references to then transform their designs into a larger works.



Clay fish installation

(below) Year 1 Wheelers Hill Campus.

Malvern Campus artwork

Layni, Year 6 and Michael, Year 4.

Caulfield Grammar arts



A little Night Music

A spectacular evening of solo and ensemble performances by Senior School musicians from Wheelers Hill and Caulfield campuses.



Wheelers Hill Campus concert

Junior School Musicians put on an awesome display in Memorial Hall for one of the musical highlights of the year.



Battle of the Bands

Live on stage for the first time in two years, Wheelers Hill and Caulfield Campus student bands dealt out some rocking performances, while raising funds for Very Special Kids.

Malvern Campus Concert

More than 170 Junior School students were involved in this dynamic and entertaining night of music making.



Caulfield Grammar In Concert

Showcasing the dedication, creative collaboration and skill of more than 700 Years 1-12 students across all campuses, our School Music Concert was held in front of a packed Hamer Hall audience in September.

A musical journey – a magical night

by Max Hamill, Year 12 Caulfield Campus Music Co-Captain

Max Hamill speaks of consistency and excellence at Caulfield Grammar In Concert



I was fortunate enough to start my musical journey with the violin in the Year 2 program at Malvern Campus, before settling on the trombone in Year 4. But even before that, music was present in my life, with House Music from Prep.

In Year 7, I was privileged to be selected, along with a few of my peers, to be in Just Groovin', the junior stage band at Caulfield Campus. Being involved in jazz and stage bands has been the highlight of my music and my School journey.

Some of the most amazing experiences on offer at Caulfield Grammar School are the tours the Music department holds. In Years 7, 8 and 9, I was lucky enough to be involved in the Generations in Jazz tour to Mount Gambier, hosted by James Morrison with an assortment of amazing worldwide jazz musicians such as Wycliffe Gordon and The Cat Empire. Although a competition, Mount Gambier never felt like a serious affair, but rather a reward for all the work the students and staff put in throughout the first Semester.

Despite Generations in Jazz being cancelled in 2020 and 2021 due to COVID-19, the Music department was still

able to provide a tour in 2021 to Dunkeld in regional Victoria. And although not as big as Generations in Jazz, the staff made it just as rewarding, as we performed at aged care homes and schools much less privileged than our own.

Although 2022 was one of the most difficult due to the previous two years of cancellations and postponements, the energy presented in every single rehearsal and performance, along with the unwavering guarantee of support and effort from staff, brought music back to its best and made it an outstanding year.

Throughout my time at Caulfield Grammar, I experienced all three levels of jazz bands with the overriding themes of 'consistency' and 'excellence'. Both words perfectly correlate with how the Music department runs all the ensembles. One thing the Music department has done and continues to do perfectly is instilling a feeling of purpose and accomplishment into every student that sets foot on the second floor of the Cripps Centre.

At all levels, there has always been a drive to accomplish and pursue excellence as ensembles and as

individuals. This is thanks to the amazing staff and Ensemble Directors, who allow students to feel needed and driven toward one central goal – to play great-sounding music.

The School Concert for 2022 was an amazing sell-out event that, coming back after two years of postponements and cancellations of live performances, felt extra special.

“Never before have we had almost 700 students involved on stage in the one event and never before have we sold out our ticket allocation in less than 40 minutes. That’s quicker than a Harry Styles concert!”

Sharon Meehan, School Head of Music



Watch Caulfield Grammar In Concert.

Caulfield Grammar sports

Seasonal Premierships



APS Winter & Spring Premierships

Congratulations to the First Girls Basketball team on their AGSV/APS Basketball Premiership for the 2022 Winter season (co-shared with Ivanhoe Grammar). Congratulations, too, to the First Girls Football (AFL), outright winners, and First XVIII Boys Football (AFL), joint premiership with Brighton Grammar School. Spring Premierships were achieved by the First Girls Water Polo and Girls Athletics teams.

Caulfield Grammar sports



APS Sport in action

Basketball and Hockey, (opposite) Soccer and Football.



Caulfield Grammar sports



APS Sport in action

Cross Country, Gymnastics and Netball.



A marathon effort

Congratulations to Wheelers Hill Secondary School Deputy Head of Campus Sarah Klein on Aussie team selection for the World Athletics Championships 2022 in Oregon, United States, where she achieved a personal best finishing in 14th place in the Women's Marathon.



A first for Caulfield Grammar Sport

Zoe Samuel (Year 10, Caulfield Campus) debuted in the First XI Boys Cricket team in November. Zoe is the first girl to represent Caulfield Grammar in Boys First XI Cricket.



Snowy achievements

Year 7 Caulfield Campus student, Lara (holding the Skier Cross Trophy with 2022 Beijing Winter Olympian and Grammarian Sophie Ash), claimed three gold medals at the 2022 Victorian Interschools Snowsport Championships at Mt Buller, while Lachlan (Year 7 Caulfield Campus) received silver at the National Biathlon Championships in both the U14 Sprint and Mass events.



Junior APS

Year 6 Malvern Campus students before the APS Sport Divisional Trials in Term 3.

Snapshots



Principal Q&A with ELC

Favourite sports, foods and books were among the questions for Principal Ashleigh Martin from Malvern Campus Prep students.



Where's Wally?

Malvern Campus organised a life-sized 'Where's Wally?' challenge for Book Week 2022. See how you go! (Hint: There are 9!)



Smoking Ceremony

Tread softly. Tread gently. Tread carefully. Take care of the land below you, above you, and around you. Bunurong Land Council Aboriginal Corporation (BLCAC) representatives Uncle Mick Edwards and Eric Edwards led a moving Welcome to Country and Smoking Ceremony to cleanse the land ahead of commencement of construction on our Caulfield Campus Senior School Teaching and Learning building project. Year 9 students Madison, Flynn, Georgia and Alana, Principal Ashleigh Martin, Head of Campus Leanne Guillon, our Strategic Infrastructure team, and staff joined our building partner ADCO for this important ceremony.



Valedictory Day

Celebrating the year's highlights and achievements with tears and laughter, our Year 12s bid farewell, with a final chapel service, the Valedictory Assembly and dinner with families, friends and staff.



National Science Week

Whealers Hill and Malvern students celebrated National Science Week with many amazing experiments and creations.



Gumboot jaunt to Jells Park

ELC students from Wheelers Hill Campus on one of their regular walks through Jells Park next door. Sights along the way included a couple of kangaroos and many water birds.

Snapshots



Yarra Junction

While the YJ team couldn't welcome our School community for Open Day in November due to the heavy rains, student Education Outdoors experiences have continued to come to life. Students from Years 7 and 8 at Wheelers Hill and Caulfield campuses enjoy camping, student farming, bike-riding and climbing.



The Jabiru experience

Year 9 students, experiencing all the Northern Territory has to offer and teach.



Community action and environmental appreciation: An Odyssey

Year 10 students from Wheelers Hill and Caulfield campuses undertook the Odyssey Program, participating in a challenging range of semi-remote, natural world experiences focused on accepting community action and environmental appreciation. Each six-day program includes rock climbing in The Grampians, bicycle touring around the Ovens Valley, cross-country skiing on the Bogong High Plains, bushwalking and whitewater rafting on the Mitchell River, and canoeing on the Murray River.

Snapshots - Community



Kodály-inspired Music Education recognition

Music teacher Renee Heron of Malvern Campus has received the Scholarship Award for Excellence in Australian Kodály-inspired Music Education. Renee was acknowledged for her strong focus and alignment with Indigenous culture in the music classroom, and is just one of only two Victorians to receive an award.



Representing the students

Wesley Chen (Year 11, Wheelers Hill Campus) is one of only 15 students elected as a member of the 2022-2023 Student Executive Advisory Committee for the Victorian SRC. Wesley also recently represented Australia in the 2022 Edinburgh International Culture Summit, promoting cultural education and multiculturalism, and was a Top 10 finalist in the 2022 Parliament Prize.



School Library Association of Victoria Award

Nominated by Malvern Campus Librarian, Susan Grover, Head of Campus Simone Reilly and Head of Teaching and Learning PYP Jacinta Crimmins received a Primary School Leaders Award, for demonstrating outstanding support of the Primary School library and the work of the School Library team.



Open Day at Caulfield Campus

Parents & Friends groups get involved at our Campus Open Days by putting on a BBQ and talking to families considering schools.



The MND Ice Bucket Challenge

Malvern Campus students seemed to take great delight in subjecting their good sport teachers, and even Principal Ashleigh Martin, to the Ice Bucket Challenge, all in the name of fundraising for Motor Neurone Disease research.



With Pride

Pride Week was celebrated across all campuses with events and activities aimed at creating inclusion, awareness and celebrating the diversity of our community.



Chemotherapy care packs

For her Year 9 Community Project, Lola (Caulfield Campus) sourced donations and created Chemo care packs for patients undergoing cancer treatment at Cabrini Health. The project was well received, with many expressing how touched they were by Lola's personal connection.





Learning that is collaborative, creative and experiential is at the heart of our new Wheelers Hill Junior Campus A-Cluster development. Purpose-built for the future of learning, spaces inspire curiosity and reflection.

Bringing experiential learning to life

Cecily (Cec) Gregory, Sister Schools' and Community Liaison Manager in Jabiru, NT



For much of her teaching career, Cec Gregory has worked in residential education in remote and urban settings. From Geelong Grammar's Timbertop Campus and Toowoomba Anglican School to Caulfield Grammar's Nanjing Campus, she has been fortunate to teach across all ages, from Prep to Year 12, and in various subject areas, from Mandarin Chinese and Music (her original training) to ESL, Middle School English, Maths and Humanities.

Leaping at the chance to be involved in another experiential learning experience closer to home, Cec and her husband, Mike Gregory, moved to the Northern Territory for the School's expansion of its Year 9 Expedition program.

"Experience has taught me how to listen and learn from others, and use this to help build a stronger sense of community. My role in Jabiru ensures that when and where possible we assist local organisations, with a focus on Jabiru Area School (JAS), to enact their visions and goals under Caulfield Grammar's arrangement with the Gundjeihmi Aboriginal Corporation (GAC)."

Cec teaches music at JAS and facilitates student and staff support in classrooms. Support of the Stars and Clontarf Foundations is also an integral part of the Expedition program. "Our students host Stars training at Djidbi or train alongside Clontarf students at JAS. We also assist our partners with targeted needs, such

as last year's Caulfield Grammar School Foundation Footy Boots Drive."

"My role is continually developing as our presence and programs develop and our connections deepen. The ambiguity of my role is one of the most exciting things about it."

As part of the experience, Cec supports Expeditions teaching staff to develop and deliver an enrichment week at JAS. She also works alongside partners such as West Arnhem Regional Council (WARC) to coordinate volunteer support at community events like The Kurrung Sports Carnival, The Kakadu Triathlon and NAIDOC Week, or to assist in places like the Jabiru Childcare Centre. Caulfield Grammar and JAS students have recently commenced joint sleepouts, and in September a group of JAS students spent a week at our Wheelers Hill and Caulfield campuses.

Working with many different organisations, people and students in different capacities is one of the many highlights of Cec's job.

"I love meeting and learning from amazing people who work in incredibly challenging contexts and go above and beyond to do what they believe is the right thing for Indigenous Australians and remote communities. There are just so many highlights - the moments of delight when a JAS student discovers they can achieve something they never thought they could,

or seeing the impact that spending time with students in remote communities has on Caulfield Grammar students."

This development of awareness, empathy and a desire to make a difference, says Cec, is just one of the many reasons the Year 9 Expedition is so important for young people.

"Our students will have future opportunities to lead and be in positions of influence. Understanding more about the challenges and developing empathy and the capacity to see the world from another's perspective are essential for our students so that they can work alongside communities to address disadvantage in remote Australia. Spending time with JAS students, and the reflections our students share after the program, demonstrate that experiential learning furthers their understanding and sparks a desire to learn more."

The Year 9 Expedition Program has not only benefitted students but given Cec a whole new awareness of the issues facing these communities.

"I am immensely grateful for the growth and learning this role has afforded me. My ideas of how best to provide support are being constantly challenged based on conversations with local organisations who are striving to close the gap. It has inspired me to ensure that, as a School community, we are doing something tangible to address this."

Energising excellence through drama

Nick Walter, Junior School Theatre Program



Energy, understanding and patience are qualities Nick Walter brings to his role in teaching Drama students from Prep to Year 6 at Wheelers Hill and Malvern campuses. Prior to Caulfield Grammar, Nick honed his skills as an actor in environmentally based 'Theatre in Education' shows, supplemented by hosting murder mysteries, trivia nights, shopping centre spruiking, voiceovers and teaching at a private drama school. There, he discovered a passion for teaching and undertook study to teach full time.

In many ways, Nick finds it easier working with younger students as they are tuned in to their sense of play – important in acting. “The inhibitions about looking silly in front of peers haven’t kicked in, so their willingness and capacity to take risks in class is heightened.” He adds that the balance is to instill confidence which doesn’t always come easily and can take time to nurture and develop.

Nick has worked at Caulfield Grammar for 18 years but has remained an active performer in independent theatre, touring internationally four times in the last 10 years. “Including a show with my nine-year-old daughter at the Edinburgh Fringe Festival and performing Hamlet in Stratford-Upon-Avon by candlelight within 500 metres of Shakespeare’s birthplace.”

Shakespeare is a firm favourite. Nick has

performed in 11 different Shakespeare productions, as well as directing four adaptations in the Junior Schools and one Secondary play at Caulfield Campus. “I even watched all 37 of Shakespeare’s plays during lockdown!”

While seeing students go on to successful careers in Performing Arts is very satisfying (former students recently appeared in *Hamilton* and *Harry Potter*), he finds it equally exciting watching less-confident students grow as they begin to make small contributions and gain confidence. “I’ve had students who wouldn’t speak in front of their Year 3 class play meaningful featured roles in their Year 6 production.”

Nick directs three productions a year and contributes theatrical elements to School events, such as the Founder’s Day Service. Each Campus alternates between a play and a musical each year, so students get to experience both across Years 5 and 6. For many, the production becomes an important event in their Caulfield Grammar journey. “Many students count down the years until it’s their turn,” says Nick. “Their excitement and sense of community abounds.”

When asked to pick a favourite show, Nick protests it’s “like choosing your favourite child” (among 41 ‘children’!), but some stand out for various reasons.

“In *Voyage of the Dawn Treader*, some cast members didn’t come onstage due to a miscommunication. The five onstage essentially improvised a two-minute scene without dropping character,” recalls Nick. “My initial devastation was quickly replaced with amazement and pride at what unfolded. And audience members had no idea anything was awry.”

He also cites the incredible resilience and commitment of the cross-campus cast during (largely online) rehearsals of *The Lion King* through lockdowns. “Dancing, singing and acting in loungerooms across Melbourne meant they could eventually go on stage, despite that looking unlikely at times.”

With 2023 to bring a renewed focus on the profile and awareness of Drama in our Junior Schools Learning Program, Nick Walter is excited for the recognition of Drama’s value.

“I love watching Theatre at our Senior campuses and seeing Junior School students grow and flourish as performers,” Nick says. “While we are blessed with outstanding facilities and resources, to keep our students the central focus of any performance is an exciting way forward for the future of Theatre at Caulfield Grammar and the experience of our students as performers.”

Open horizons, minds and waters

Peter Horacek, Head of Secondary School Library Wheelers Hill Campus



Every Saturday morning – winter, spring, summer or autumn – Wheelers Hill’s Head of Secondary School Library, Peter Horacek, can be found at either Port Melbourne or Williamstown beaches. “Swimming is my big passion. I absolutely love open water swimming.”

He has a wetsuit, booties and gloves to keep him warm in the winter months, and even then it’s cold, but he claims the feeling afterwards is “fantastic”. He’s met some amazing open water swimmers along the way and cites a swim tour in Greece as one of the best experiences of his life.

“I’d encourage everyone to do it. It’s so humbling. You’re just a little spot out in the ocean. The world would be a happier place if everyone did open water swimming.”

Having been at Caulfield Grammar School for 22 years, Peter’s held several positions. He started as Coordinator of Personal Development, providing information sessions on puberty and adolescence, conflict resolution, stress management, communication skills and positive thinking.

Then he was Head of Lumsden House, supporting student wellbeing and academic progress. When an opportunity came up in the Art department, he took it, having a background in art and a Bachelor of Education in Visual Arts.

“That led to becoming Head of Art for

Years 7 to 9.” A role Peter held for 12 years. Then, the chance to work as a Teacher Librarian came up and he applied. In that role, he added a Master of Education (Teacher Librarianship) to the Master of Education (Student Welfare) he obtained while Head of House.

“I’m grateful to Caulfield Grammar for the opportunities I’ve had,” says Peter. “They haven’t pigeonholed me but allowed me to grow and pursue different interests as I’ve matured and evolved over these 22 years.”

The award-winning library offers some great resources that students can access, including database subscriptions. Peter says it’s a challenge to make students aware and get them to use the library to full advantage. Encouraging Senior students to read more is also a challenge once they start VCE and workloads increase. Reading for ‘pleasure and leisure’ becomes less of a priority.

“I’m a big believer in reading for mental health and wellbeing,” says Peter. “Books give you time out from your day and transport you to all sorts of exciting places.”

Libraries have evolved over the years and are no longer stereotypically quiet places where students focus in silence. They’re community hubs and they bring people together. Wheelers Hill Campus library, in particular, is bright, open and

conducive to community mingling. Peter is fortunate to work with a creative team with great ideas. These ideas, along with his art background, gives them the opportunity to make the space visually exciting and enticing to students, so they come in for the love of learning something new or doing something different.

“We make sure displays are engaging for students and we also set up creative workshops or craft tables,” he says.

“Students can wander in, sit down and draw or contribute to the creativity. It’s learning without assessment – a happy space to be.”

Apart from swimming, Peter also writes in his spare time and hopes to one day be a published author. He’s currently partway through a contemporary novel for adults and he’s written a six-part sitcom which is “sitting in a drawer in need of a redraft”. He also has some ideas for young adult fiction.

“I just get great pleasure from putting words down on a page and making up stories,” he says.

For the future, Peter is excited for the proposed Secondary Life changes in 2023 in terms of timetable and the introduction of the Social and Emotional Learning (SEL) program.

“Having started my career in personal development, I’m keen to be part of, and support, that.”

A closeknit boarding community

Fiona Hossack, Boarding House Co-ordinator



“Some days I pinch myself that this is my job. Helping the girls navigate their life challenges and celebrate successes is hugely satisfying.”

While undertaking her Masters in Teaching in 2020, Fiona Hossack took up a casual Supervisor role in Caulfield Grammar’s St George girls boarding house. Before she knew it, Fiona had fallen head over heels with boarding life and accepted a full-time role as House Coordinator.

“I love watching the boarders interact and form friendships. When the older boarders support the younger ones, I feel proud. I also love hearing the stories of boarding families – they lead such interesting lives.”

A third-generation Grammarian, Fiona has a long history with Caulfield Grammar. Her grandfather was a boarder, her father is a Grammarian, and Fiona graduated with the first cohort of girls at Caulfield Campus in 1999. She also met her husband at Caulfield Grammar.

“To this day, we stay in touch with our School friends and Morcom House families. Last Christmas, we stopped for dinner at an alumni boarding family’s house in Albury. It was great to share stories about School and their experiences as boarding parents.”

Fiona’s unique insight into the School community – combined with the skills she brings from her career in the corporate world – have proved crucial in her role.

“Managing expectations, being resilient in the face of adversity and problem solving were essential in account management and project management. Balancing the needs of an individual student versus the harmony of the House is a similar challenge. It comes back to setting expectations and being able to compromise. We sometimes need to remind our boarders that they are part of a community and guide them to make the right decisions with that in mind.”

Fiona’s extensive experience across industries such as clothing design and manufacturing, market research and software has also given her a broad understanding of today’s workplace and enabled discussions with senior students about future career paths.

“My diverse real-life experiences have taught me adaptability and agility. I think it’s encouraging for students to hear that skills can be transferable and that their first career decision does not necessarily have to be their last. My advice to the girls is always: ‘Do what you’re passionate about, and if you don’t know what that is, just do something with a positive mindset and things will fall into place.’”

One of the greatest challenges Fiona sees her young boarders facing today is technology and their incredibly busy lifestyles. Ensuring boarders are off their devices, exercising and getting quality rest is crucial to positive academic,

emotional and social outcomes.

“I am a big supporter of wellbeing initiatives and have implemented activities in the Boarding House such as pre-bedtime mindfulness and ‘pow-wow sessions’ where the girls share how they’re feeling that week.”

Fiona says that understanding the importance of communication has been critical in coordinating the Boarding House.

“There are many moving parts, it’s like running a huge household. You need to be able to listen to what boarders, parents and other staff have to say and make decisions based on this.”

In 2021 Fiona started *Morcom BUZZ*, a newsletter to connect families to the Boarding House. Having this lifeline to the Morcom House boarding team has provided invaluable comfort for parents and given staff context to provide the best possible support.

“Morcom House is an exceptional community with a unique family feel. Watching the boarders perform as a team at the Festival of the Arts highlighted this. I’ve also mentored some Year 9 Community Projects and I’m constantly amazed at the effort put into planning charity events, organising memory murals and visiting our Junior students at Malvern Campus.”

Our House system

by Judith Gibson, School Archivist

A centenary of connection

Since 1923 our House system has provided a deep connection of belonging and connection. Evolving to become more than a sporting competition and celebrating, in 2023, a century since establishment.

Although information in past School Diaries credits WS 'Billy' Morcom as introducing the House system, it is likely the initiative was jointly championed by Principal Walter M Buntine (1896-1931) and Headmaster Frank HJ Archer (1923-1954).

Mr Archer returned to Caulfield Grammar at the start of 1923 to manage the daily school operations and work alongside Mr Buntine, after six years as Headmaster of Trinity Grammar, Sydney.

Editorial Notes in the June 1923 School Magazine announced the successful introduction of the new Houses, reporting, "Four permanent houses have been established, bearing names round which valuable traditions may fitly grow."

The four competing Houses, Barnett, Davies, School and Lyle, were "names that will mean something to the boys of the School and can be handed on forever."

Two of the Houses were named after former Headmasters, Reverend J Henry Davies (1881-88) and Archdeacon EJ Barnett (1888-96), while Lyle House honoured Old Boys in The Great War and Lieutenant WHC 'Lyle' Buntine MC, son of third Principal, Mr Buntine. Lyle served in the Royal Flying Corps but died while instructing at a Flying School in Scotland.

Students were allotted a House, with the boarders scattered among the four, and new boys were assigned

to keep numbers even and strength well balanced. The first competitions were Athletics, Tennis, Football and Cricket. Lyle House won the 1923 House Championship.

Houses were encouraged to develop an individuality of their own, thus giving variety and interest to the life of the School. Davies House established a newsletter, *The Davies Chronicle*, the earliest edition of which (1924) is held in the School Archives.

The first Housemasters were Anthony Poole (Davies), Arthur Lormer (Barnett), Arthur Astley (Lyle) and Robert McCullough (School), and student Captains were Noel Lay (Davies), Eric Dakin (Barnett), Roderick Burgess (Lyle) and Frank Burke (School).

In 1931, on the retirement of Mr Buntine, the name of Lyle was changed to Buntine. Similarly, School House was renamed Archer on the retirement of Mr Archer in 1955. In 1958, increased enrolments justified a new House, with the Boarders given the name School House.

In 1966, a sixth House was created to make the Houses more compact, with Kurrle House named after fifth Headmaster, Reverend Stanley W Kurrle OBE (1955-64). At the same time, School House was renamed Morcom House, honouring Chief of Staff, William S 'Billy' Morcom (1911-61).

By the 1960s, the House system had evolved into being more than an intra-School contest, with weekly House assemblies, regular tutor groups and an emphasis on new experiences and social interaction.

The decision to close and sell Shaw House saw four new Houses at Malvern, honouring teacher, Miss Jessie Brown (1920-57), Charles McLean, first Headmaster of Malvern Grammar School (1891-23), Albert J Marsden (1924-55),

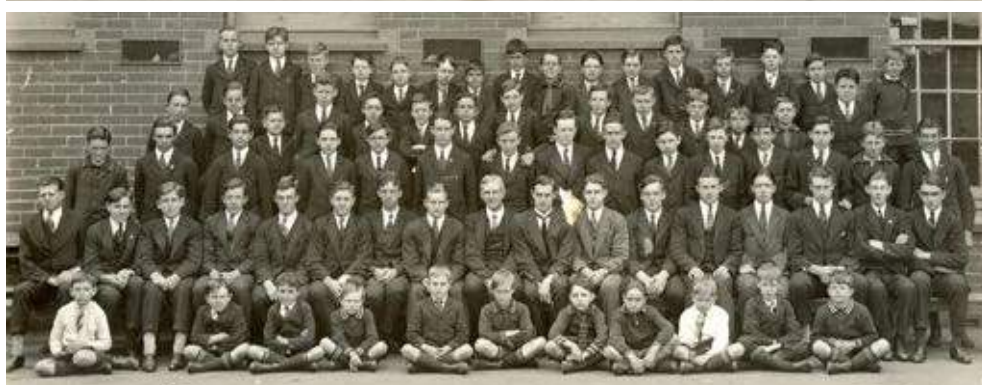
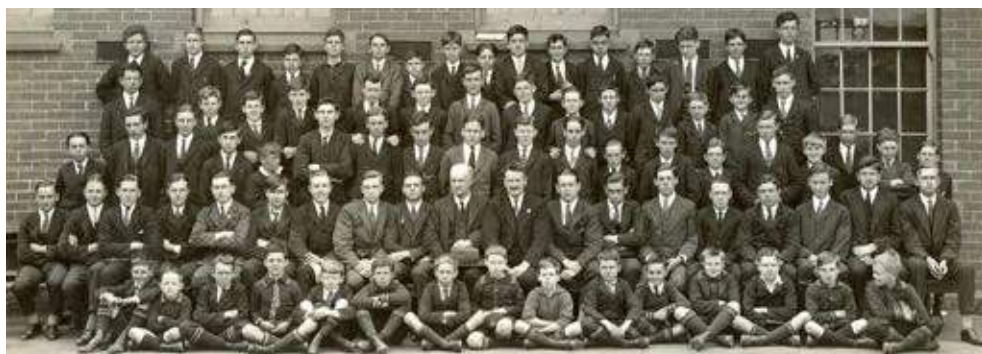
second Headmaster of Malvern Grammar and Miss Esme Warriner, Caulfield teacher (1942-68) and Head of Shaw House Primary Campus (1959-64).

In the School's Centenary year of 1981, the Wheelers Hill Campus opened. Four Houses were established as an integral part of the continuing tradition of Houses. All four were named after alumni of note: The Very Reverend Henry T Langley, Dean of Melbourne, Bruce C Lumsden, seventh Headmaster (1965-77), Herbert McD Shaw, President of School Council (1951-78) and Norman T M Wilsmore (1882-84), first Dux of School and renowned research scientist.

Increased enrolments in 1985 saw School House formed at Caulfield Campus. Holmes House at Wheelers Hill Campus commenced in 1993 on the retirement of Reverend Angus S Holmes, seventh Principal (1977-92). At the start of 1996, Caulfield Campus reverted to five Day Houses, with School House disbanded. In 2012, Newton House commenced at Caulfield Campus, named after eighth Principal, Stephen H Newton AO (1993-Term 1, 2011).

Fittingly, as we mark in 2023 the centenary of the House System, it's exciting to welcome two new Houses: Syme House (Caulfield Campus), recognising the contribution of ninth Principal, Reverend Andrew P Syme, (Term 2, 2011-17), and Skarbek House (Wheelers Hill Campus) named after Anna Skarbek (Peer 1993), the first female Dux of Caulfield Grammar School.

**“The House system has proved its worth both in the developing of sport and in the fostering of ‘esprit de corps’ among the members; every boy, from the youngest to the oldest.”
Caulfield Grammar School Magazine, December 1924**



The four competing Houses
in 1924: Barnett, Davies,
School and Lyle.

Restored and renewed

by Judith Gibson, School Archivist

The Valentines Mansion parquetry floor

If you've had the opportunity to visit Malvern Campus recently, you'd have seen the beautifully restored parquetry floor of the central ballroom. Since 1892, this dignified and vast rectangular hall has been a special gathering and meeting place for generations of students, staff, parents and community.

It is easy to forget that the grand Italianate mansion was originally a home residence in 1892, then reborn from 1924 as the much-loved Malvern Grammar School, and now the site of one of Caulfield Grammar's Junior campuses.

The forty-room mansion, originally named 'Valentines', was designed by architect Thomas Watts as a family residence for the Hon. John Mark Davies, a prominent Malvern solicitor and Member of the Legislative Council.

The impressive grey stucco two-storey Italianate (style) residence used decorative elements derived from Classical Revival sources and stood on the heights overlooking Glen Iris.

Inside, the outstanding feature was the vast rectangular hall with soaring ceilings and wide Jacobean staircase. Surrounding the hall on the ground floor were nine spacious rooms including those

designated as a drawing room, dining room, breakfast room, billiards room and library, with bedrooms on the upper storey for the family and servants.

The mansion was completed in 1892, except for the entrance, landscaping and parquetry floor. Sadly, John Davies was forced to surrender ownership of the property due to financial difficulties from the land boom of 1891. However, the family remained as tenants until 1912. Surrounding land was sold to pay creditors and the building divided into flats and used for receptions.

Fortuitously the parquetry floor was laid. A newspaper article reported that Mr and Mrs SS Sergeant opened their beautiful ballroom at 'Valentines' for a fancy-dress ball, in aid of blind and incapacitated soldiers, in September 1915, and a 'juvenile' dance and birthday party held for their eldest daughter, Miss Amy Sergeant, in August 1915.

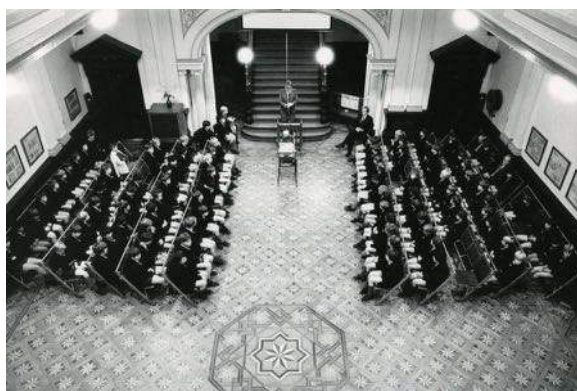
It is believed that European workmen were brought out to Melbourne to lay the floor and when installed it was described as the largest floor south of the equator. Each parquette contains forty individual pieces of wood (on the floor) and is one foot square. The timber is European walnut, oak and sycamore, and the colours of these three timbers blend well, yet the contrast is sharp to the eye. Underneath

the parquetry floor is a solid backing of European pine or spruce timber.

In 1924, Malvern Grammar School began classes in 'Valentines' with new headmaster, AJ Marsden and seventy-five students. The building was leased for many decades until sufficient funds were raised by Malvern Campus parents and the School Council to purchase the site after World War Two. In 1960 an affiliation agreement was made with Caulfield Grammar School.

Since then, the parquetry floor has survived decades of daily use by students and staff. Whether for assemblies, past Prefect or School dances of the 1960s to 1980s, concerts, chapel or a Year 2 sleepover.

Now a longstanding wish has been realised by the Caulfield Grammar School community with the renewal of the beautiful parquetry floor. This excellent restoration by skilled craftsman was recognised at the 2022 Australian Timber Flooring Association Awards for the Sand and Finish category with work undertaken by Borthwick Floors, Victoria.



A student gathering in the Ballroom, with Mr Sayers and Mr Howard, c. 1982. Restoration work, 2022. A stroll across the refreshed parquetry en route to class.

Teaching: the world's most important job

by Judith Gibson, School Archivist

Saying thank you to long serving staff

We warmly acknowledge and thank long-serving staff who will retire or conclude their time with us during the year or at the end of this year. These dedicated colleagues have worked at Wheelers Hill, Malvern, Caulfield and Yarra Junction campuses influencing the lives and educational journeys of so many students. Their roles have been influential, and through their areas of speciality they have important connections with many students and families.



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

Our Scholarship students



“The main challenge for me initially was boarding. I found it difficult in the early years being away from my family, but it got easier over time, as I became more independent. Now my favourite memory of the School is the boarding house and the friends I have made.”
Areaka Bamblett, Year 12 Caulfield Campus

The gift of education to young people is one of the most powerful ways we can have a positive impact on our students and their futures. Thanks to the generous support of the Caulfield Grammar School community, 26 Foundation Scholarships have been offered since the program commenced in 2018.

These students have come from Indigenous or refugee backgrounds and regional families, and have greatly added to the diversity of our School community. Thanks to the community support of our Giving Day this year, we have offered an additional nine Foundation Scholarships to students who will commence in 2023.

As we welcome these new students, we wish all the best to our Year 12 Foundation Scholarship students who are completing their education at Caulfield Grammar School. We are delighted to share the experience of two of these students, Areaka Bamblett and Frankleen Newah-Jarfoi.

Areaka started at Caulfield Grammar in Year 10 on a Foundation Indigenous Scholarship, having moved from her home with her grandparents in Shepparton, into the Boarding House. Areaka decided to come to Caulfield Grammar because two of her friends moved to a boarding school and they loved it.

“I also decided it was time for me to try something else, and to meet new people through both the sport programs and academic side of the School”.

Areaka enjoyed her time at Caulfield Grammar School, despite the interruptions due to COVID-19 lockdowns.

“Being from a small school, I had to travel to nearby towns roughly an hour away to participate in sport. At Caulfield Grammar I had the opportunity to participate in many sports including rowing, touch football, cricket and footy. I also really enjoyed the Festival of the Arts.”

“The main challenge for me initially was boarding. I found it difficult in the early

years being away from my family, but it got easier over time, as I became more independent. Now my favourite memory of the School is the boarding house and the friends I have made.”

During Areaka’s time at Caulfield Grammar she felt very well supported by the Indigenous mentor, especially through COVID-19, and her mentor continues to assist her. Areaka always felt she could share her background and culture with her friends at school.

“My friends were very respectful and interested,” she says.

Areaka’s plan when she finishes school is to study criminology and criminal justice and eventually work within the Australian Federal Police. Areaka is very excited to have been offered early entry to study Criminology at Bond University in Queensland.

“I am very grateful to have been on a Foundation Scholarship, as it opened up new experiences for me.”

“Very quickly I felt welcomed by everyone and felt comfortable sharing my culture with teachers and my friends. Being a part of the sporting culture, the cheer squad, seeing students committed to supporting their friends in class and on the field is something I cherish about the School.”
Frankleen Newah-Jarfoi,
Year 12 Caulfield Campus



Frankleen started in Year 11 on a Foundation Humanitarian Scholarship. Both he and his younger sibling were born in Wagga Wagga NSW, and his parents and two older siblings were born in Sierra Leone. The family moved to Melbourne in 2017.

Frankleen joined Caulfield Grammar to continue his education and become more involved in sport at school.

“My experience at Caulfield Grammar has been absolutely amazing, making new life time friends, becoming a part of a new community and embracing the Caulfield Grammar culture – all have contributed to a life changing experience.”

Living on the other side of the city, Frankleen’s main challenge was travel. However, his teachers accounted for his travel time, in terms of homework and due dates which he found extremely helpful.

Frankleen believes Caulfield Grammar has prepared him for future outside of school, as he’s had to be more independent and responsible for his own learning.

“I felt I was supported in many aspects,

being able to reach out to teachers for extra help, being provided tutors and mentors to enhance my studies,” says Frankleen. “My tutor was extremely helpful in making sure I was keeping up-to-date, providing life tips, and helping me to have a strong mental attitude”.

The most significant factor about Caulfield Grammar School was the culture and the inclusivity.

“Being one of the only Africans within Caulfield, I was more hesitant towards my time at school as I wasn’t sure how I would fit in,” he admits. “However, very quickly I felt welcomed by everyone and felt comfortable sharing my culture with teachers and my friends. Being a part of the sporting culture, the cheer squad, seeing students committed to supporting their friends in class and on the field is something I cherish about the School.”

Frankleen completed two seasons of touch football, which helped widen his friendship group and build better relationships.

“Participating in House activities was also very enjoyable, having time to connect

with fellow classmates and build bonds was excellent”.

As Athletics Captain, Frankleen loved being part of the Athletics community, which allowed him to meet students across campus and year levels.

Frankleen is currently in the process of applying for colleges in the US on a scholarship to continue his educational career while being a student athlete. He is extremely grateful to have been on a Foundation Scholarship as he believes it has helped his family significantly.

“The Scholarships program is doing an amazing job in supporting students academically, socially, and financially.”

Providing students from diverse backgrounds the opportunity to join and be a part of our School enriches and strengthens our entire learning community. The experience for each of these students has been life changing and they have made a unique and positive contribution to our community. We will continue to follow their journey as they progress beyond the School gates.

Welcoming Jabiru Area School, NT



During the Caulfield Grammar School Expedition Program in the Northern Territory, our students and staff participate in, and facilitate activities with, Indigenous students from Jabiru Area School (JAS). These Indigenous students are supported through the Stars and Clontarf Foundation to help maintain their attendance, develop life skills and build confidence to gain employment opportunities beyond school.

As a natural progression from our Expedition Program, the Foundation was delighted to provide funding support for a pilot project for Caulfield Grammar staff and students to host a group of nine Indigenous Stars and Clontarf Foundation students from JAS for a week in Melbourne. The intention of the project was to provide the JAS students with a greater world

perspective and the motivation to remain on track with attendance records and goals.

The students had a wonderful time engaging in a full schedule of activities at both Caulfield and Wheelers Hill campuses. They were buddied up with Caulfield Grammar students who had been to the NT on expedition trips and they also shared meals with boarders at Caulfield Campus. They went to classes, played sport and even attended the School Concert at Hamer Hall. All interactions provided the JAS students with an insight from Caulfield Grammar students across the School on different educational journeys.

The JAS students were welcomed with an intimate, informative acknowledgement of country by James Egan, Indigenous Ambassador, which encouraged them

to proactively seek to connect with and be proud of their culture and to pursue and plan for their life ambitions, including grabbing hold of educational opportunities that present themselves.

Asked what he thought of his first day, Francis Nadji-Franey replied, "I loved it". Sister Schools' and Community Liaison Manager, Cecily Gregory, asked, "Which part?" to which Francis replied, "All of it!".

As with the footy boot donation drive last year, where more than 200 footy boots were donated to students in Jabiru, the Foundation team was excited to extend their support once again to Caulfield Grammar School's program in the NT and create an incredible opportunity for JAS students, while increasing the perspectives of Caulfield Grammar School students.

Donation drive

Noble Park English Language School - Year 9 Community Project

The Foundation initiated and implemented a donation drive across Caulfield Grammar School this year for Noble Park English Language School (NPELS). Caulfield Grammar students Benjamin Coulter, Alex Fava, Angus Grant, Matthew Hayward and Luka Tamaressis worked on the drive as part of their Year 9 Community Project.

NPELS is a school for migrants, refugees and international students from non-English speaking backgrounds who have recently arrived in Australia. It provides an intensive English language program and assists students and their families in their transition to mainstream schools.

NPELS is committed to assisting students to build and regain trust in people and systems and to develop self-esteem and the confidence required to face many of the challenges when moving to a new country. Many of our Foundation Scholarship Program students have previously attended NPELS.

Thanks to the overwhelming generosity of staff, current and past students, more than 300 items of stationery, games, swimming goggles and sports bags were donated to NPELS.

Angus, Matthew and Luka were excited to deliver a van load of goods to NPELS and meet with some of the students who will benefit from the Caulfield Grammar community's generosity.

Angus was inspired by his mother to support NPELS because of their focus on teaching English to migrants and refugees.

"I know my mum struggled with English when she migrated here, so I wanted to help people in a similar situation," he says.



The main purpose of the Caulfield Grammar School Foundation is to inspire a culture of philanthropy across Caulfield Grammar School and the community. This initiative was a wonderful demonstration of our students being proactive to help address an area of need.

"Seeing so many games and other stuff, I felt very happy and excited," says one of the NPELS students. "Thank you to the school for giving us so much."

This donation drive was made possible through the collective generosity of the School community.

Engaging with the community



The Caulfield Grammar School Foundation is hosting campus tours and lunches and afternoon teas at Yarra Junction, Caulfield, Wheelers Hill and Malvern campuses, throughout the year as part of our Bequest program.

These tours have been bringing Grammarians and other members of our School community together to provide an update on Caulfield Grammar including information on strategy, future facility developments and our Scholarship program.

Caulfield Campus tours have included a visit to new campus facilities and the archives to meet our archivist, Judith

Gibson, while the Yarra Junction tour includes a visit to the dairy farm.

Attendees have had the opportunity to reconnect with their peers at these events, meet students and share stories about collective experiences from their time at Caulfield Grammar School.

The 1881 Bequest Society has been established to recognise and acknowledge, in their lifetime, those who have made a gift in their will. Those who notify the School of their bequest are warmly welcomed as members of the 1881 Bequest Society and join a group of Grammarians, parents, staff and friends who are passionate about providing

the best possible learning environment and experiences for Caulfield Grammar School students.

Members maintain a close connection with the School through Bequest Society functions that acknowledge and thank benefactors. Membership also enables members to maintain an interest in the School's future plans and directions and understand how their bequests will be honoured.

If you are interested in attending a tour or would like to know more about the 1881 Bequest Society, please contact Mel Grenville on 0408 545 047 or melissa.grenville@caulfieldgs.vic.edu.au.

Leaving a lasting legacy



“Caulfield Grammar has allowed me to prosper into a well-rounded individual, with skills that will remain with me for life. I am forever grateful for the generosity of donors who have made this possible and, in the future, I hope to be able to support deserving, aspiring students who otherwise would not have had the opportunity to come to Caulfield.”

**Tara Bennett, Year 12
Caulfield Campus**

Marion Orme Page allocated funds in her will to create scholarships at Caulfield Grammar in memory of her father, Sir Clive McPherson, who first attended the School in 1896. This wonderful bequest has enabled Caulfield Grammar School to offer two concurrent scholarships to students who would otherwise not have the opportunity to access the outstanding opportunities a Caulfield Grammar School education affords.

Tara Bennett, who completes her education at Caulfield Grammar School this year, is the first Marion Orme Page Foundation Scholarship student and we are pleased to share her experience.

Prior to becoming a Caulfield Grammar boarding student, Tara lived with her sister, mum and dad, and her grandpa before he sadly passed away from brain cancer in 2018.

“My grandpa was a great inspiration to me and was awarded an Order of Australia medal in 2019, recognising his service to the community of Warburton, where he and my mum lived. His life motto, ‘If it is to be, it is up to me’, has stuck with me as a lasting legacy.”

Since coming to Caulfield Grammar in Year 9, Tara has thoroughly enjoyed her time, taking on leadership opportunities with House Captaincy roles, while gaining lifelong skills.

“I’ve learnt to take advantage of every opportunity,” she says. “I love the sense of community and how everyone supports each other, as well as how much support is provided by the staff.”

The main challenge Tara initially faced was having no prior connections at the School. However, she has since created many friendships she still maintains.

“The memories we’ve made on early morning bus rides to Saturday sport, or sharing a laugh in maths class, or coming together as one big house to do Festival of the Arts, will be everlasting,” she says.

Tara feels privileged to have competed in rowing, with rowing camps and regattas a highlight. She was honoured to compete in rowing Seconds, where the team was awarded most successful Caulfield Crew in 2021.

Her fondest memory of the School was her experience in Nanjing in 2019.

“We were so fortunate to experience this

program and, to this day, fellow members of our group bring up the experiences that we shared together while living as a community for five weeks, all of which brought us closer to one another.”

Tara has been selected as one of the 2023 Northern Territory Expedition Trainees and will be moving up to Jabiru next year to support the Year 9 students through their Expeditions program. She then hopes to attend university in a Commerce/Business field.

“I am eternally grateful to have been provided this opportunity and the effects on my life will last forever,” says Tara.

“Caulfield Grammar has allowed me to prosper into a well-rounded individual, with skills that will remain with me for life. I am forever grateful for the generosity of donors who have made this possible and, in the future, I hope to be able to support deserving, aspiring students who otherwise would not have had the opportunity to come to Caulfield Grammar.”

Facilities update

Official Opening: The Pavilion at Wheelers Hill Campus

With School Co-Captains Daniel Gao and Carli Barbaro, Principal Ashleigh Martin and Andrew Cole, Foundation Executive Director, were delighted to officially open the Wheelers Hill Pavilion in June. The Pavilion has fast become a focal point for Wheelers Hill Campus and is a brilliant example of how philanthropy can benefit our students, staff and community.

Principal Ashleigh Martin confirmed this gift as one of the School's largest philanthropic donations in recent history and described it as "an example of an authentic partnership with an incredibly generous family whose values align strongly with those of Caulfield Grammar School".

The Pavilion has already been utilised as a multi-purpose venue by students, parent groups and staff, and will be enjoyed by thousands of students in years to come. Such generosity and support from our community, through the Foundation, contributes to Caulfield Grammar achieving its Strategy Plan 2031 pillar of providing 'Contemporary Learning Environments'.

Performing Arts Amphitheatre at Wheelers Hill Campus

Announced by Principal Ashleigh Martin at Caulfield Grammar In Concert, Caulfield Grammar School is seeking philanthropic support to create a new open air Performing Arts Amphitheatre that will inspire our students and transform our Music and Performing Arts programs.

The proposed facility, to be located at the southern end of Masterton Oval, will utilise the existing grass slope to create an incredible outdoor amphitheatre. Embedded into the landscape by following the existing contours of the slope, it will encompass terraced steps for a formal seating of the audience. The roof structure is designed to create the best possible acoustic conditions for performances from choirs, big bands and orchestras.

The Performing Arts Amphitheatre promises to become a much-loved part of our Wheelers Hill Campus, providing the setting for student performances that will create lasting memories of their time at Caulfield Grammar School. The Foundation is working closely with our School community to make this incredible facility a reality for Caulfield Grammar School for our current and future students.

This project can only be achieved with philanthropic support from our community and has already received terrific support from families involved in our performing arts programs. Donations are tax deductible and opportunities for donor recognition will be made available.

Caulfield Campus: Senior School Teaching & Learning Centre

Construction has commenced on a new and exciting Senior School building at Caulfield Campus. This project will deliver a state-of-the-art student-centred learning environment for the academic, social, emotional, psychological and physical development of current and future students.

With flexible education spaces, integrated technology and smaller break-out learning hubs, this facility will provide all our students with places that enable and extend modern teaching styles and educational pathways. The new Senior School will also help prepare Senior School students for the reality of changing university and workplace environments.

A key part of the Contemporary Learning Environments pillar of Strategy 2031, the proposed Senior School Centre will feature the following elements and opportunities for donor naming recognition:

- Multi-purpose event space
- 28 general and adaptable learning spaces
- 7 Science labs

- 4 Art and Design spaces
- 3 Learning Design spaces
- Informal learning spaces on every floor
- 8 House precincts and staff workspaces.

In addition, philanthropic opportunities are available to ensure this new facility will achieve Greenstar and WELL accreditation – well-known global sustainability and wellbeing ratings.

Not since the Twin Halls project (Wheelers Hill Lindsay Cuming Auditorium and Caulfield Campus Cripps Centre) of the early 2000s has a generational project of this scope been undertaken at the Caulfield Campus. With philanthropic support, additional features will be made possible and other projects fast-tracked.

Due for completion in 2024, the Senior School Teaching and Learning Centre will become the heart of the Caulfield Campus and the core of the new teaching and learning precinct, and it will play a wonderful role in encouraging our students to Pursue Excellence and Thrive Together.

We know the difference a Caulfield Grammar education can make in the world. We cannot do this alone. This facility is an opportunity for the Caulfield Grammar School family to honour our values and history and show our belief in and support for students and staff. Please partner with us in contributing to the next chapter in the School's innovative and future-facing history.

For more information on supporting these transformational projects please contact:

Andrew Cole
Executive Director, Caulfield Grammar School Foundation
andrewcole@caulfieldgs.vic.edu.au
0499 076 074
www.caulfieldgs.vic.edu.au/foundation



(top & centre) Senior School Teaching & Learning Centre, Caulfield Campus (artist impression).
 (bottom left) Performing Arts Amphitheatre, Wheelers Hill Campus (artist impression).
 (bottom right) The Pavilion official opening, Wheelers Hill Campus.



Lucy Coates, embracing opportunities

“As an avid lover of horse riding, I got back on a horse only three weeks after losing my vision. If I fell down, I got back up. I was determined to become a Paralympian and represent Australia.”



Read Lucy's story online.

After graduating from Caulfield Grammar School, Lucy Coates (Class of 2019) now reminisces on the many positive experiences she encountered during her time at the School. After losing her vision in a car accident, Lucy studied hard to get into university. She recounts Caulfield Grammar School as being the first place to support and encourage her after the accident, while allowing her to do anything she set her mind too, so long as she was safe.

Lucy has a profound feeling of gratitude and respect for the School for this reason, and she values the lifelong friends she made as she continues to thrive in post-secondary school life.

Never one to turn down an opportunity, Lucy jumped wholeheartedly into the canoeing and hiking activities on a Year 10 school camp, less than a year after her accident. It was this attitude, she believes, that got her through the hardest parts. A defining moment in Lucy's life was her decision to abide by one simple statement: 'I can, and I will'.

“This mantra began during my first week in hospital,” explains Lucy, “and continues through to today.”

The time immediately after her accident was very difficult and confronting for Lucy. She describes her first day back at school as being extremely daunting. Regardless, Lucy knew she could have a prosperous life with or without sight.

Paired with her positive attitude, Lucy made a succession of choices that helped get her to where she is today. “As an avid lover of horse riding, I got back on a horse only three weeks after losing my vision,” Lucy reveals. “If I fell down, I got back up. I was determined to become a Paralympian and represent Australia.”

Choices such as these were the vital steps in driving Lucy's approach to life. They helped mould her as a person.

After secondary school, Lucy felt very comfortable. With close friends, her love for horse riding and a strong sense of community, she decided to take a gap

year. Excited and refreshed, she viewed the world with a new lens as an adult.

“The COVID pandemic led me to spend time training with my horse,” Lucy recalls. “And I enrolled in university as a Psychology, Criminology and Neuroscience student.”

She now has a newfound love for university, a plethora of new friends, and a beautiful new guide dog named Mickie. All in all, Lucy describes herself as being very happy.

Lucy is involved with Equine Pathways Australia, riding four times a week and improving constantly. Starting when it was just a group of five people, Lucy has had the pleasure of watching the organisation become a nationwide registered charity.

After the car accident, Lucy's coach, Julia Batters, provided immense support and encouragement.

“Equine Pathways Australia is one big supportive family that guides and encourages everyone to achieve their

respective goals,” says Lucy. She has endless gratitude for Julia, as well as the competition and what she describes as her ‘family’.

In Lucy’s opinion, there are not enough words to describe her love for them.

“Equine Pathways Australia helped me attend my first national competition, while continuing to prepare me for my first international competition shortly after,” she says.

Moreover, her involvement with the charity has allowed her to welcome and support new families and members into the program. Lucy has a passion for helping others and states that it brings joy and hope to both herself and others.

“In a world where people with disabilities can feel lonely, Pathways is a haven of love and belonging.”

Sharing one another’s passion for horses along with her delight in meeting new people helps inspire Lucy’s heavy involvement with the charity. Filled with happy tears and laughter, her involvement with Equine Pathways has changed her world for the better.

Lucy’s bond with her horse, Janz, is one of the many things she loves most about what she does. Often while talking to Janz, he will lift his head to Lucy’s and give her a playful lick or nudge. Not only does this make Lucy laugh, it consolidates the bond that she has with Janz and is one of the reasons she continues to do what she does.

From flying around the arena with Janz to cuddly moments in the stable, Lucy feels free.

“In these moments, my disability doesn’t stop me. I can do anything I put my mind to.”

This doesn’t come without work, however. Lucy shows great motivation in preparing and training for competitions, attending the gym on off days, staying fit and eating well.



“The competitions take months of practice, learning dressage tests and freestyles until both Janz and I know the routine by heart,” she says.

Lucy has callers at certain locations in the arena who will call out so that she knows where she is. Moreover, counting Janz’s steps helps orient herself.

Arrival at the competition includes settling her horse, braiding his hair, presenting him and trotting in front of a vet to ensure Janz’s fitness to compete.

“This process is a mixture of fun, excitement and, of course, anxiety,” she says. But she remains positive and happy, reminding herself that she is there to show what she, her horse and her team can do.

However, things don’t always go exactly to plan. Lucy describes dealing with

horses as being similar to that of a ‘massive toddler’.

“It is always a learning experience and often riddled with mistakes,” she reveals. “Regardless, the feeling of competing is nothing but euphoric.”

Throughout her journey – at Caulfield Grammar and beyond – Lucy has learnt to have fun and trust herself.

“I hope those students leaving Caulfield Grammar this year and heading out into the world will remain open-minded to new opportunities,” Lucy advises, while also reminding them to cherish their family and friends.

Her suggestion to these students would be to return to basic values and do what you enjoy.

“After school, the world is only just opening up and I hope we all learn to see that world as a place of opportunity. I believe if you work hard and push through challenges, you will succeed.”



Reverse mentoring

For the first time in 2022 we held our Reverse Mentoring Program in person. More than 25 mid- to late-career alumni, staff, VIPs and young alumni mentors joined forces to discuss issues impacting young people today.

Mentees and mentors attended two face-to-face breakfasts facilitated by CGA Careers Expert Leah Lambart (Founder of ReLaunch Me) and also met up independently between events. Young alumni mentored stakeholders on themes around embracing authenticity, adaptability and innovation, personal brand and digital-networking, using new technology, resilience and risk taking.

The program was a huge success, with many of the participants sharing and learning from diverse perspectives and building mutually beneficial relationships that will continue into the future.



Grant Poulter and Gabrielle Coffey

Grant Poulter, Chief of Staff, Minister for Prevention of Family Violence, Multicultural Affairs, Community Sport, and Youth at Victorian Government and CGA Vice President

Gabrielle Coffey, Killara Foundation mentor, Media Comms at UniMelb, Melbourne Vixens training partner

“It is so important to always be open to any ideas, always treat people well and that should go without saying and I don’t think it is considered enough.” Grant Poulter

“In the future it would be really good to see more inclusion of young people, because it is so important, they are going to be the future of your company.” Gabby Coffey



“The power of this morning has done nothing but emphasise that we are all lifelong learners, we are all connected through that common mind of the School, irrespective of age.” Sue Sonogo

Ashleigh Martin and Aish Ravi

Ashleigh Martin, Principal of Caulfield Grammar School
Aish Ravi, Founder & Director of Women's Coaching Association





Leanne Guillon and Holly Robertson

Leanne Guillon, Deputy Principal, Head of Caulfield Campus,
Caulfield Grammar School
Holly Robertson, Digital Coordinator at Frontier Touring.

Matt Corbett and Kara Henderson

Matt Corbett, Deputy Principal, Head of Wheelers Hill Campus,
Caulfield Grammar School
Kara Henderson, VFLW Player (Hawthorn), Bachelor of
Biomedicine Graduate, University of Melbourne



Jim Hayman and Chantella Perera

Jim Hayman, President of School Council, Global Mining Practice,
Heidrick & Struggles (International Recruitment)
Chantella Perera, General Manager at Kojo Sport, Director of Women
Sport Australia and Hawthorn AFLW player

Niki Gaal and Claire Tucker-Morrison

Niki Gaal, Executive Assistant at MBA Design Group
Claire Tucker-Morrison, Bachelor of Law, Global Studies - Paralegal





Jim Hayman, proud & passionate President

“I don’t do anything by half and try to do most things about 150 percent. I am not good to be around if I have nothing to do. My major passions are Caulfield Grammar, family and golf.”

Jim Hayman is a passionate Grammarian. He came to Caulfield Grammar as a student in 1957 and completed his matriculation (Year 12) studies in 1966. In his final year he was a Prefect, Captain of Buntine House and a member of the First Football team, First Cricket team and School Athletics team.

“I definitely enjoyed having fun playing sport,” Jim laughs, “but in retrospect I think I could have perhaps dedicated a little more time to study.”

Apart from his sporting achievements, Jim lists the time he spent at the Yarra Junction Campus among his highlights while at Caulfield Grammar School. The outdoor education program was such a great experience.

“I was a city boy and loved the opportunity to be on the land,” he recalls. “And I also really enjoyed looking after the Wessex Saddleback pigs at the Royal Melbourne Show.”

Interested in pursuing a business career, Jim completed a Bachelor of Economics degree at Monash University. He started his career as a corporate planner with Philip Morris and then moved to GMH as the Economist.

In 1975 he completed an MBA at The University of Melbourne. He was subsequently Finance Director and Managing Director Elect at Tomasetti and Sons Pty, and a manager/consultant with Sacs Consulting.

While this was happening, Jim played 78 games with the Caulfield Grammarians’

Football Club, being a member of the 1968 A Grade grand final side. He also joined the CGA Committee, serving in various executive committee roles before being elected President in 1983.

Jim’s term as CGA President was interrupted by a move to the UK in 1985 as Managing Director UK for Groupe Egor. He returned to Australia in 1988 and served as CGA President again until 1989. His sons, Nicholas (Class of 1994) and Lachlan (1996) started at Malvern Campus in 1988, and his three grandsons will commence at Caulfield Grammar in 2025 when they return from the United Arab Emirates (UAE).

After being a Consultant and Partner at Fish & Nankivell and Managing Director of Horton International, Jim joined global executive search company, Heidrick & Struggles in 1998, to help establish its Melbourne office.

He led its Global Mining and Metals Practice for more than 15 years and was a key member of its Chief Executive Officer/Board of Directors’ Practice. He remains an Emeritus Partner and Advisor to the business. In 2021, he founded Jim Hayman & Associates, an executive search consultancy.

Devoting a good deal of time to Caulfield Grammar, Jim has been a member of School Council on three separate occasions and was elected President in May 2016. Serving as President of the Caulfield Grammar School Foundation for two years up until 2019, he is currently a Director of the Foundation as

well as a donor and member of the 1881 Bequest Society.

“I don’t do anything by half and try to do most things about 150 percent,” he laughs. “I am not good to be around if I have nothing to do. My major passions are Caulfield Grammar, family and golf.”

Jim’s advice to young people is to “be yourself and true to others”.

Working hard, following his passions and challenging himself have been constants in his life. He enjoys being able to “make a difference” and he believes that everything has the potential to be improved.

When Jim’s time as School Council President comes to an end, he looks forward to spending more time with his grandsons and on the golf course.

Nevertheless, he will continue to be involved with Caulfield Grammar School in some capacity.



Read Jim's extended profile.

7 reasons why you should do an internship



Hear from 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. The CGA is incredibly excited to be continuing our fulfilling relationship with Leah as she hosts our Group Career Coaching sessions, providing our alumni with invaluable advice on the steps to take to further your career prospects. Recently, she has been leading our reverse mentoring initiative, where young alumni are invited to 'mentor' Caulfield Grammar School stakeholders.



Watch
our career
webinars
now.

An internship is a short-term work placement often available to students to experience working at a firm, organisation or government department/agency in their area of study. Internships may be paid or unpaid and vary in length but are a fantastic opportunity for students to gain relevant experience and a unique opportunity for learning outside of the academic setting.

Formal internship programs are advertised every year through Graduate job boards such as GradConnection and GradAustralia, but students can also find advertised internships on job boards such as SEEK or LinkedIn by including the keyword 'internship' in the search field. Students should also consider approaching small to medium organisations directly, or through a personal contact, to request an informal internship.

Here are 7 reasons why you should seek out an internship:

1. Increase employment opportunities after graduation

Completing internships during academic study is known to greatly increase the prospect of getting employed soon after graduation. Many large firms and organisations such as Big 4 firms, engineering, legal or management consulting firms use the internship program as a way of selecting the best candidates for graduate positions. For example, out of 30 graduate positions, often more than half will be filled by students who have already successfully completed an internship with the firm and are already known to the employer.

2. Build your resumé

Graduate employers are seeking candidates with as much work experience as possible in addition to solid academic results. Candidates who have completed part-time work in customer-facing roles such as hospitality or retail are highly desirable but those

who have also completed internships in their relevant field of study will stand out from other candidates. Having internships on the resumé demonstrates a genuine interest in working in that career area and also that the student has been proactive throughout their academic studies.

3. Test out a career area

Internships can also be a fantastic way to explore different career areas to help a student decide on a future pathway. This can be particularly useful for students who are studying a broad degree such as Arts, Science or Commerce or even studying a double degree where they need to decide between a career in say Law or Commerce. If students are fortunate enough to complete internships in a range of career areas such as Audit, Law, Management Consulting or Banking, then they will often feel much more confident about pursuing one career pathway after completing several internships.

Having internships on the resumé demonstrates a genuine interest in working in that career area and also that the student has been proactive throughout their academic studies.



4. Build a professional network

Completing internships also enables students to start building a professional network in the early stages of their career. Even if a student doesn't secure a permanent role after completing an internship, spending a few weeks or months working in an organisation often allows them to start building some useful connections that they can continue to build and nurture over the course of their career. Likewise, professional contacts built during the course of an internship can often vouch for candidates when applying for future roles and can provide a great reference to potential employers about the specific skills and experience that the student developed during the internship.

5. Develops skills

A key advantage of completing an internship is the opportunity for students to develop relevant and practical skills that are often not taught in an academic setting. Technical skills such as financial modelling or IT/software skills can be developed

in an internship as well as transferable skills such as research, administration, business writing, time management, teamwork and relationship building skills.

6. Builds confidence

Internships help students build confidence working in a professional setting as well as communicating and building relationships with more senior professionals. Often starting your first job in a corporate setting can be quite daunting but with a few internships under the belt, graduates are likely to feel much more confident starting their first job and liaising with other professionals in a more professional environment.

7. Clarifying whether you are on the right track

An internship provides real-life experience and an introduction to the typical work tasks and work environments that someone might experience working in that line of work. Often an internship can also provide clarity to students who have some

doubts as to whether they are on the right track. Even a negative internship experience may help a student decide whether they wish to continue with their studies in that area. Often the reality of a job is very different to what we anticipate it to be in an academic environment, but it is better to learn this sooner rather than later.

Internships offer many benefits to students, but students also need to be wary that they are not taken advantage of by employers who regard internships as an opportunity for free and easy labour rather than a genuine opportunity for a student to build skills and experience. Students need to be wary of any long-term unpaid internships especially in areas such as media, public relations, not-for-profit and the Arts, which are often more competitive areas for graduates to get their first role. If you are unsure if you are being taken advantage of, then seek advice from a more senior person in that industry as to whether the terms of the internship seem fair and reasonable.

Medika Bonney, life transitions



“The fondest memories I have of Caulfield Grammar School are those of people that had an impact on me in the time I was there, whether you were someone I only saw around occasionally or someone who I saw a lot, you all made my time at that school very valuable, and I won’t ever forget you.”

Since graduating from Caulfield Campus in 2019, Medika Bonney has thrown herself into her work, culture and community as she continually strives for improvement and keeps the big picture in mind.

Medika is a proud Gunditjmara, Narrunga, Wemba Wemba and Gunnai woman. Originally from Melbourne, she has also spent time living in country Victoria as well as regional South Australia. In 2018 Medika came to Caulfield Grammar on a Foundation Scholarship and was thrown headfirst into the life in the boarding house. “The fondest memories I have of Caulfield

are those of people that had an impact on me in the time I was there, whether you were someone I only saw around occasionally or someone who I saw a lot, you all made my time at that school very valuable, and I won’t ever forget you”.

After graduation, Medika took her first steps into the ‘real world’ with a move to Mount Gambier, SA. Shortly after, she returned to Melbourne and started a new job with her Auntie’s business, *Clothing The Gaps*. “It is a safe blak space,” she says. “I love getting out and working with community and family to try and improve the overall health of my people”.

One change Medika hopes to see in her industry, and in general, is more blak advocacy. Medika wants to see more Aboriginal faces in spaces they aren’t usually in. With increased exposure there is an increase of opportunity and awareness for organisations like *Clothing The Gaps* to make big impacts in areas that need it. Like many other young people, Medika doesn’t know what she wants to do for the rest of her life. Despite this, she knows she loves working with community, working with her people and still wants to help others through a health promotion lens.

Read Medika’s extended profile.



Zach Ah-Tye, community



Read Zach's extended profile.

“Hearing their stories, witnessing their cultural practices, listening to their knowledge of Country and of ‘being’ is something that we cannot take for granted and something that we have been so fortunate to partake in.”

Having graduated in 2020 after spending much of the year learning remotely, Zach knew it was time for a change. He made the decision to commence a traineeship with Caulfield Grammar School by joining the Expedition Team based in Jabiru, Northern Territory.

The Year 9 Expedition Program involves a three-week immersive outdoor learning experience. Students travel from Jabiru to Kakadu, Katherine, Litchfield National Park and Darwin.

The biggest impact from the program is being able to learn about Indigenous culture directly from Indigenous Peoples.

“Hearing their stories, witnessing their cultural practices, listening to their knowledge of Country and of ‘being’ is something we cannot take for granted and something we’re so fortunate to partake in.”

Jabiru changed Zach’s perspective on life greatly and for the better. Through the program, Zach developed a greater passion for our country and the environment.

“Realising that we are not separate from it nor more important than it, but instead a part of it; our duty is to care, protect, and live harmoniously with it.”

On top of his work in Jabiru, Zach also got to be part of the Jabiru Area School

and the Clontarf Academy for Indigenous Boys, which was special to him. The Clontarf Foundation exists to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men.

“I saw the power and potential of what can happen when we bring people from all different backgrounds together, and mutually respect and engage in knowledge sharing and listening.”

Despite not knowing what he wants to be or where he wants to go in the future, Zach knows that he wants to continue along this journey and continue to bring people together.

What do you love about your club?



Antony Wallace (1998)

“After being heavily involved in music over my 13 years at Caulfield Grammar School, starting at Malvern Campus, I unfortunately drifted away from it like so many others as we find our feet in the world. Playing with The ‘Fields Big Band’ provides a great opportunity to catch up with so many generations of Grammarians and is not only enjoyable, social and nostalgic, but the perfect release from the day to day rigors of corporate life.”

Club: The ‘Fields Big Band’

Bio: After graduating from Caulfield, Antony started his career at the Royal Thai Consulate General in Melbourne, where he reached the position of Vice Consul. He also studied hospitality & tourism and entrepreneurship & innovation at the Australian Graduate School of Entrepreneurship (AGSE @ Swinburne University), and migration law. He now runs a migration law firm, ‘I-Migration’, two hospitality ventures, including Common Room Co. in Caulfield North, and has recently launched two new business ventures ‘Immipay’, a BNPL platform for services, and ‘Placed.au’, a recruitment marketplace matching employers and job seekers. Whilst not working, he enjoys spending time and being silly with his three year old son Charlie (who is on the waitlist for CGS!), and completing his helicopter commercial pilot’s license (CPL).

Campus: Malvern & Caulfield

House: Marsden & Archer

School Achievements: Music Monitor Year 6; Music Scholar; Music Captain/Full Colours Year 12.



Jack Ellwood (2020)

“To be a part of the extended Caulfield Grammar community and a club with such a rich history brings me great honour and pride. Uniting with my school friends on the football field has always been a pleasure, but to become friends with players with a Caulfield connection who I didn’t know at school has been unreal. This year at the football club has shown me that true Caulfield connection and it will resonate with me for the rest of my life.”

Club: Caulfield Grammarians’ Football Club (CGFC)

Bio: Jack graduated from Caulfield in 2020, having to cope with the difficulties created by the pandemic during his final year. He had a strong involvement in Sport throughout his School years, playing football in the winter and cricket in summer. He continues to be involved in the School Sport program by coaching the Year 8 football team. He joined the CGFC in 2021 and won the Under 19 Best and Fairest Award. He graduated to the Seniors in 2022 and has been a consistent performer throughout this season, including receiving a VAFA Rising Star Award. Jack is currently studying business & banking and finance at Monash University.

Campus: Caulfield

House: Barnett

School Achievements: School Prize for Sport (2019 & 2020); School Colours for Football (2019); Member of APS Premiership Football Team (2019); School Colours for Cricket (2019 & 2020), Vice-Captain of Cricket (2019–20).



Peter Byron (1986)

“Having learnt about Caulfield’s Cross Country Team during a reunion function, I opted to check it out and have not looked back! The team was extremely welcoming and open to folk of all athletic levels. Since joining, I have competed in 50+ races over the past six seasons. The season consists of 12 races held between April and September at a variety of locations, covering distances from 3.8km to half marathon. If you enjoy running and like to keep fit, I’d encourage you to join the Cross Country Team.”

Club: Athletics – Cross Country

Bio: After graduating from RMIT, Peter entered the workforce as an industrial chemist with a local flooring manufacturer. In his current position, he manages the technical and sustainability department, where he specialises in project management and product environmental certification. Peter is actively involved in the flooring industry as Chair of the Vinyl Council of Australia’s Technical Steering Group and a member of the newly formed “ResiLoop” Project Steering Group for ‘end of life’ flooring with the Australian Resilient Flooring Association. Peter has three children and lives in Cheltenham. He enjoys getting back to nature with bush walking and camping, running, cycling, gym, walks along the beach and eating out with family and friends.

Campus: Wheelers Hill

House: Shaw

School Achievements: 4th Eight Rowing 1985 and 1986



Romy Cameron (2014)

“After finishing VCE and APS Sport, playing for Caulfield Grammarians’ Netball Club has been a great way to keep in contact with my high school teammates and friends, and also to meet other club members, who range in age from recent high school graduates to girls who graduated 10 or more years ago. Many partners and siblings of Caulfield Grammarians’ Football Club players have also joined our teams, which is a fantastic way for these girls to get to know other Caulfield Grammarians.”

Club: Caulfield Grammarians’ ‘Fields’ Netball Club

Bio: Romy graduated from Caulfield Campus with her VCE in 2014. She studied nursing at the Australian Catholic University and has gone on to specialise in paediatric emergency nursing. She began playing for Fields Netball straight after leaving Caulfield and has played for the club for the past eight years. In her spare time she enjoys visiting her extended family in regional Victoria, going camping and walking her Labrador Lola. She also really enjoys watching her younger brother Angus (2017) play for Caulfield Grammarians’ Football Club senior men’s team each weekend.

Campus: Caulfield

House: Archer

School Achievements: First Netball Team 2012, 2013 and 2014.

Births



1. **Sarah Gnieslaw** (Class of 2006) has welcomed her first baby with husband Jacob. Shoshana Rose was born on 3 August 2022 at 6.46pm. She was 3.21kg and 49cm long. Photographed at five weeks old, Shoshana loves going for walks in her carrier and listening to the Harry Potter books being read to her (although admittedly she does sleep through most of it).
2. **Addy Wetzler** (2002) and wife Jess welcomed Daisy Kathleen Wetzler on 20 August 2022, a younger sister to Ella Vivien.
3. **Fleur Katsmartin** (née Katsnelson) (2001) and husband Ben welcomed Luna Golde Katsmartin on 16 August 2022. Luna's brothers Luka and Apollo are thrilled to have a little sister in their tribe.

Vale

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

Ian Chittick (1942–49): 10 December 2021

Ken Dear (1940–45): 17 May 2022

T R (Ted) Frank (1957–65): 9 March 2022

Robert Friday (1950–52): 20 October 2022

John Gerrand (1960–66; School Captain 1966):
3 September 2022

Douglas Hepworth (1955–64): 28 August 2022

Barry Jackson (1956–63): 5 November 2022

Tony McKernan (1967–69): 24 June 2022

Ian Milligan (1947–59 MMGS): 6 September 2022

Olivia Nicholls (2018–2022): 6 August 2022

Kevin Parkinson (YJ Staff 1978–87): 10 September 2022

Geoff Payne (1956–60 MMGS): 13 June 2022

Hayden Pilgrim (1963–69): 28 January 2022

The Reverend Dr Brian Porter (1950–56): 29 October 2022

Neil Purbrick (1934–1944): 16 September 2022

Dr Paul Ritchie (1985–88): 20 January 2022

Professor George Rogers AO (1936–42): 3 November 2021

John Rouse (1948–50): 16 March 2022

Barry Sacks (1941–51): June 2022

Paul Sanderson (staff 1989–2017): 15 October 2022

Peter Speedie (1944–48): 18 May 2022

Bruce Wastell (1945–49): 23 April 2022

Stephen Waters (1959–66): 3 June 2022

Engagements/Marriages

1. Congratulations to **Marianna Iordanidis**, formerly Khaled (Class of 2013) who married her long term partner Iliia on 20 August 2022 among their friends and family.
2. **Kaitlin Iacovangelo** and **Rowan Jayaweera** (Class of 2009) were married at Leonda by the Yarra on 14 April 2022. The following Grammarians formed part of their bridal party: **Dushan Jayaweera** (Class of 2005), **Paul Iacovangelo** (2005), **Joanne Iacovangelo** (née Brasacchio) (2005), **Leigh Iacovangelo** (2007), **Jonathan Wong** (2009) and **Jordan Lim** (2009).
3. **Tom Gagiero** (Class of 2011) was engaged to partner Eliza Morgan on 3 February 2022.
4. **Simon Grant** (Class of 2009) married Melissa Callahan at a stunning ceremony in Port Douglas on 29 June 2022. Also in attendance were brothers **Alex** (Class of 2005), **Chris** (Class of 2007), **Robert** (Class of 2014) and father **Michael** (Class of 1977).



Queen's Birthday Honours

John Griffiths OAM (Class of 1971) received a Medal of the Order of Australia in the General Division of the 2022 Queen's Birthday Honours for 'Service to orthopaedic medicine'.

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 two years from date of birth.

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

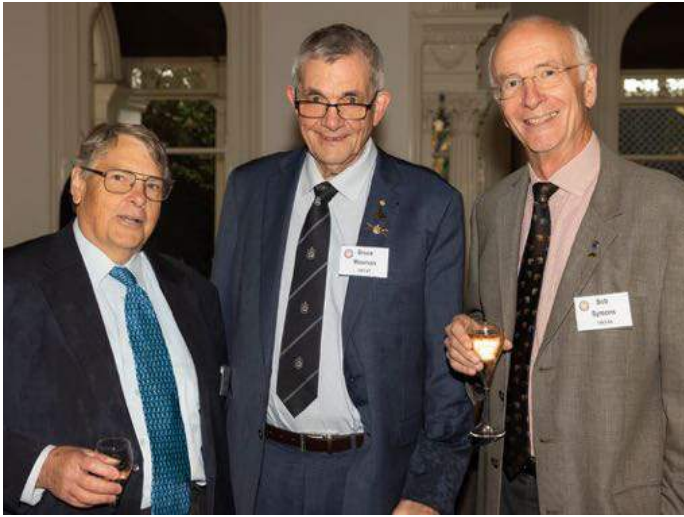
Wheeler's Hill Campus 03 8562 5222
admissionswh@caulfieldgs.vic.edu.au

Malvern & Caulfield campuses 03 9524 6333
admissions@caulfieldgs.vic.edu.au

Golden Alumni Society Luncheon



Caulfield Grammarians' Association • Reunion and event news



Reverse Mentoring Breakfast 1



Reverse Mentoring Breakfast 2



CGA Brand photoshoot





Calendar of events – Semester 1, 2023

Thursday 23 February	Class of 2013 10-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 23 February	Class of 2008 15-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 2 March	Golden Alumni Society Luncheon (Including 1962, 1967 & 1972 reunions)	Quat Quatta	12.30pm (for 1.00pm) – 3.30pm
Thursday 16 March	Class of 1993 30-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 16 March	Class of 1988 35-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 23 March	Class of 2003 20-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 23 March	Class of 1998 25-Year Reunion	The Deck	6.30pm – 9.00pm
Thursday 27 April	International Virtual Reunion	Online	9.00pm - 10.30pm AEST
Friday 5 May	CGA Community Function	Malvern Campus	6.30pm (for 7.00pm) – 9.30pm
Monday 22 May	CGA AGM	Online	6.30pm – 7.30pm
Thursday 25 May	Class of 1983 & 1978 40 & 45-Year Reunion Dinner	The Deck	6.30pm (for 7.00pm) – 9.30pm
Thursday 1 June	Reverse Mentoring Breakfast 1	The Deck (Ivy Room)	7.30am – 9.00am

Please check our website for the most up-to-date information: caulfieldgrammarians.com.au/event

CGA Committee 2022

- 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
www.facebook.com/groups/cgaathleticsclub
- 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
gpineo@dx.com
- The CGA Theatre Project** • Youssef Sabet
youssefasabet@gmail.com
Socials: @thecgatheatreproject

WHEREVER
LIFE TAKES
YOU,
YOU ARE
NEVER FAR
AWAY

Stay connected with the Caulfield Grammarians' Association:

caulfieldgrammarians.com



@cgscga

#CaulfieldGrammarians

“As a parent and an educator, I witness how music opens up the mind of a child in extraordinary ways – intellectually, emotionally, socially, spiritually, through self-expression and self-discipline. To our students – thank you for the way you commit yourselves to achieving your best. You have been a great inspiration behind the planning of the concert and all our music events this year, and we are all proud of you for making the most of every opportunity our School has to offer. What a remarkable community and culture, where there is so much support and passion for music in our School.”
Sharon Meehan, School Head of Music

