

labora

for the Caulfield Grammar School community | June 2022



Caulfield
grammar school



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

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

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

- PURSUING *Excellence*
- INSPIRING *Creativity*
- THRIVING *Together*
- EMBRACING *Diversity*
- LIVING *Wholeheartedly*



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Acknowledgement of Country

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

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

June 2022

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Year 9s Kevin and Chloe tend to student and staff coffee orders at the Wheelers Hill Café.

Inside front cover

While learning about Simple Machines, Year 4s used the Design Thinking Process in STEM to create their own Sphero Chariot to race with their Year 2 Buddies. Cara (Year 2), Samuel (Year 4) and Edward (Year 2).



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From the Principal

by Ashleigh Martin

Connectedness – the fabric of our community

We commenced the 2022 school year with strong intent for an action bias in all we do. Students, staff and our community embraced opportunities back on campuses and our much-loved school spirit was tangible. Sporting fields abuzz, theatre stages in action, camp and excursion buses full, our Northern Territory and Yarra Junction programs thriving and optimism felt in all pockets of our School.

It has been wonderful witnessing our community coming together for many events and activities. I've been reminded on multiple occasions of what the essence of our School is based upon – connectedness. So many of the signpost moments and legacy events fundamental to our School's fabric are back, and this is such a great thing.

Our staff continue to dig deep each day, pushing through the inevitable fatigue to plan and deliver the very best for our students. The many actions, large and small, often unseen, are the cornerstone of our culture. Thank you to our magnificent staff who continue to deliver above and beyond. No catastrophising, no grandstanding, just small important actions throughout our School.

There are still challenges in providing the complete Caulfield Grammar experience for our students. We remain unwavering in doing all we can to ensure our students are immersed, engaged and involved in the full breadth of school life. Comprehensive planning by School Council and my School Executive is ensuring we confidently step into the challenges of maintaining momentum

and providing learning in its entirety. We are well placed to stay ahead of the continuing shifting sands.

We have all had to be intentional in finding a new rhythm and routine in 2022. What endures from what we've learned over the last two years living through a global pandemic, and what are we all happy to forget?

I am steadfast that young people thrive when rhythm and routine is predictable and they know the parameters. As educators and parents, we are all working through the reality of finding the right sweet spot between supporting our young people to reset their sense of purpose and understanding boundaries.

Our students have missed many foundational social and schooling experiences and we need to support them in knowing what is negotiable, and what isn't. The reality of the last two years won't just resolve – it requires a continued unwavering commitment by all in our School community.

The start of 2022 saw three capital developments progress at Wheelers Hill Campus for our community – key deliverables of our 'Contemporary Learning Environments' strategic milestone:

- A-Cluster precinct at Wheelers Hill Junior Campus will soon be abuzz with student activity. Featuring flexible, accessible and collaborative learning spaces purpose-built for our Junior School students, spaces will be conducive to quality learning and high engagement. This development is a feature in this edition.

- 'The Pavilion' overlooking our vast sporting fields is a superb new development - an outstanding facility encompassing learning spaces, high performance sport/recovery spaces, flexible function space and a wonderful viewing platform for our community to watch our students in action. We are very grateful that our Pavilion's vision was realised through significant and generous philanthropic support.
- Year 9 Café precinct has also opened at Wheelers Hill this year and provides a new learning environment for our students – now offered alongside the current Caulfield Campus Café program. Guest student feature writer Wesley Chen shares the program's launch in this edition.

This *Labora* is a celebration of students immersed across our many and varied curricular and co-curricular programs.

A positive reminder of the resilience, fortitude and passion evident in every day and every activity, within and outside our campus gates.

There is a story behind every image and invariably that story is complemented by passionate, hardworking staff giving their all to allow each Caulfield Grammar School student to form a positive sense of self and shine along their chosen path.

LABORA UT REQUIESCAS

'Work hard that you may rest content.'



(top) Principal Ashleigh Martin with students at Malvern Campus for the Leaders Induction, Sophie (Malvern, Year 6), Alessia and Sam (Caulfield Campus, Year 12), Petro (Malvern, Year 6), Lucienne and William (ELC).
(bottom) Ashleigh with Caulfield Campus students.

From the CGA

by Emily Davis, President and Linda Sprott, Executive Director

Celebrating our community

2022 has been a year for reuniting our community after the past two years spent apart. We couldn't be prouder to provide a platform for continued connection across the years – from our Young Alumni, as fresh as the Class of 2021, to our Golden Alumni.

Our first event for the year was our Summer Masterpieces at the National Gallery of Victoria (NGV). Guests were treated to the NGV's Chanel exhibit, alongside cocktails and live music. This was our first experimental event and a terrific opportunity for alumni across differing age groups to connect.

We have continued bringing alumni together to build community with our combined year level reunions. These have ranged from Classes of 2010, 2011 and 2012 for their 10-year reunion to the Classes of 1982 and 1977 for their 40 and 45-year reunion. We are so lucky to have such a vast community.

Our Golden Alumni Society Luncheon, held in February, was an incredibly memorable event. We saw Golden Alumni come together, with some visiting the School for the first time in 40 years, to share their CGS experiences with current Year 12 students.

We are thrilled to be hard at work on the second year of our Young Alumni Ambassadors Program. We will be showcasing the impact of our young alumni across many areas including gender equality, accessibility, women in sport, and life transitions. We hope

to highlight the importance of young perspectives and the breadth of knowledge and insight they offer.

As part of the program, our first Reverse Mentoring Breakfast on 3 June was a great success. Young Alumni acted as Mentors and older Caulfield Grammar School stakeholders as Mentees, flipping the traditional concept of mentoring. We hope our pairings will meet up in their own time, before again coming together for our second Reverse Mentoring Breakfast on 12 August.

We have held two free Group Career Coaching online events, with career expert Leah Lambart providing advice on best practice for creating resumés and cover letters, and how to use LinkedIn for networking and personal branding. On 15 June, Leah will provide advice on how to best prepare for a behavioural interview. We are thrilled to have the opportunity to continually support the youngest members of our community as they navigate the transition into the workforce.

At the Caulfield Grammar School International Women's Day Breakfast, we welcomed alumni Kara Henderson (Class of 2015), Pip Karoly (2007) and Sherene Loi (1990).

We heard of their experiences spanning VFLW, STEM and breast cancer research, and know their insight left an inspiring and lasting impact for students and teachers alike.

Times have been busy for our affiliate program. 2022 has seen the establishment of The CGA Theatre Project, led by Youssef Sabet (Class of 2015). Their debut production of *Cosi*

was welcomed with rave reviews and incredible audience turnouts.

The CGFC have been proving fierce competition in both the men's and women's leagues. Likewise, our rowers have been thriving with an exceptional 16 new members. Athletics is also back in full swing, enjoying regular meets.

Our Grammarian Wall, featured at Wheelers Hill Campus, and website refresh are well underway. The wall will provide an important, key visual opportunity to celebrate our alumni community with current students and teachers, and our website refresh is an exciting new development for our team and community.

The CGA is excited to be welcoming the Class of 2021 into our community. We encourage you to keep connected with our community of 26,000 alumni through maintaining updated contact details, following us on our socials @cgscga and engaging with our Young Alumni Ambassador Program.

We hope to see you at an event soon!



Caulfield Grammarians' Association (CGA) President **Emily Davis** (Class of 2012)
and CGA Executive Director **Linda Sprott**.

Making orders and going forwards

by Wesley Chen, Year 11 Wheelers Hill Campus, student guest feature writer

Year 9 Café program

Who knew the ideas of Year 9 students could make best-selling items in a professional café? For enthusiastic student, Raymond, it was designing his very own version of Bubble Tea. Modelled after the famous beverage, he identified it to be the most popular drink when assessing the consumer demand of his peers.

Through conquering this formidable task and producing an outstanding product, Raymond demonstrated his resourcefulness and passion for entrepreneurship.

“The Year 9 café program aims to build confidence, resilience and teach life skills.”

Mark Agius, Food Technology and Café Manager, Wheelers Hill

Raymond’s success is just one remarkable story within the vision of the School Food Technology program, and has been the culmination of a long-held and thoroughly planned vision, which was executed earlier this year with the establishment of Wheelers Hill’s very own Year 9 café.

In conjunction with the mother program that was formed in 2007 at the Caulfield Campus, the School now delivers a café program as a key feature of the Year 9 curriculum at both campuses.

Founded on the principles of ‘learning for life’, the Wheelers Hill program debuted in February 2022, featuring an eight-day course with the aim of inspiring future innovators through prompting students to think more broadly about the employable skills they can obtain through practical experiences. Students are guided through the business operations of a professional café while being immersed in the unique learning environment of a fully furnished,

standard-sized commercial kitchen to simulate a real-world restaurant setting. These different experiences are aimed to equip students with different skills to face a rapidly evolving world, as well as teaching the ethical and environmental implications behind a trading business in a commercial world, and the mechanisms within the hospitality industry.

“Becoming familiar with the kitchen inspired me to become more independent, and provide for myself at home and when I leave home.”

Mikayla, Year 9

Students are initially placed through an employment process for key roles within the Café, which range from managerial positions such as Head Chef, to more practical duties such as cashier. This part of the course is designed to build confidence in students to ask questions and become familiar with job applications, so that they can transfer and apply these skills to gain employment. Once formed, the crew is tasked with forming their own business model and constructing a unique menu of items and beverages.

Students are exposed to the mechanisms behind operating a café first hand, as they encounter challenges such as meeting consumer demands while balancing the resources available. In this phase, key skills on food safety, hygiene and allergens are the key focus of classes.

With an emphasis on autonomy, the culmination of the course is marked by the students opening and running the Year 9 café during recess and lunchtimes, during which they sell their goods, while sharing their creativity and entrepreneurship with their peers. At the

conclusion of the course, each student obtains a professional Certificate in Food Safety, equipping them with the skills to enter the workforce.

“The Café Program differs from more traditional subjects, as students grow from the experience, gaining employability skills over the duration of the course, which are lifelong and valuable in all workplaces.”

Rebecca Quinn, Café Manager Caulfield Campus

Above all, this program fosters new connections between students and strengthens the existing friendships and camaraderie within the Year 9 cohort of this year, and many years to come. Through offering a holistic education setting in which students of diverse cultures, ideas, and skills are able to engage with one another, the greatest joy of this program has been the chance to create something together. Perhaps the greatest lesson to emerge from this program has been that success takes patience, but the process can be a lot more rewarding and enjoyable if there is a team to work with along the journey. And certainly, this essence of the Café is to create this forum for meaningful teamwork.

“My favourite part of the program was experiencing the co-operation within the kitchen, and working collaboratively to make sure everything gets done.”

Alexandra, Year 9



Wesley Chen, Year 11 Wheelers Hill Campus interviews Chef **Mark Agius** about the new Year 9 Café. Year 9 students **Chloe, Kelly, Helena, Melody, Leonardo, Liam** and **Matthew** enjoying the Café program.

New Wheelers Hill spaces emerge

The A-Cluster redevelopment

It's been a long time in the pipeline, but our vision for the new A-Cluster precinct at Wheelers Hill Junior School will soon come to fruition. And it's spectacular.

The Capital Works Committee, along with School Council, identified a need for the development of the teaching and learning spaces across all campuses. Originally the brainchild of Sarah Salter, Head of Wheelers Hill Junior Campus, the development of A-Cluster came together in discussion with many stakeholders within our community.

"A-Cluster was identified as a priority project for a number of reasons," explains Anna Håkman, Head of Strategic Infrastructure. "Not in the least, allowing for more students to attend from Year 5."

The precinct, which includes a new playground area with age-appropriate equipment and landscaped gardens, has allowed the Junior Campus to take on a third Year 5 class this year and next. This will mean a total of three Years 5 and 6 classes next year, creating a third stream, where previously there were two.

"Every year level will now have their own flexible learning space custom-designed for their age, with breakout and collaboration spaces."

Imogen Whiting, Acting Head of Wheelers Hill Junior Campus

The building was prioritised to replace the facility that was there.

"But with increased size and space, as well as state of the art purpose-designed teaching and learning facilities and staff areas," says Anna. "It will be well-utilised by the entire Junior School, much of the Senior School and even some community members in certain situations."

The playground was designed by a

landscape architect with a strong background in education and inclusion, so she was able to factor this knowledge into the design.

"Over the last two years, we've noticed that some of the younger students, especially, were not as strong in muscle tone, which in turn impacts their learning," says Imogen. "The playground has opportunities to help them develop those big muscles."

The building is DDA (Disability Discrimination Act) approved, with many considerations to ensure accessibility, including wheelchair access and an indoor lift.

"The ability to open up connecting doors and create breakout spaces will allow our EAL (English as an Additional Language) classes, as well as differentiated groups and Learning Strategies teachers an inclusive environment to enable those classes and work with different groups," says Imogen. "To have this in a junior school is almost unheard of, so we're incredibly lucky and excited about the space."

It was a conscious decision to meld the natural colour palette for the building and décor to be complementary to Jells Park and the surrounding views of the Dandenong Mountain ranges.

And it does.

"It's a part of our identity here at Wheelers Hill Campus. When you come down the driveway and look out onto the mountains, it takes your breath away. We wanted that initial view to be a continuation and blend in beautifully."

Imogen Whiting

The team opted for an offsite procurement model. This meant that the building was prefabricated in a factory, cut apart, trucked in and put back together.

"It was a lot less disruptive for staff and students compared to a conventional construction, which could go for a lot longer."

**Anna Håkman,
Head of Strategic Infrastructure**

Of course, that doesn't mean that there was no work done onsite. The modules were craned in – which, while exciting, did get quite disruptive at times.

"It can be loud, it can be dusty and there were a lot of challenges," says Imogen. "But there was also a buzz of excitement."

One of the advantages to having an active building site during the school term was watching and discussing the process with the students.

"They were particularly excited when the modules were craned in," says Imogen. "It was fascinating to watch and it happened quickly, almost like giant Lego blocks clicking into place."

Because it is essentially an update to one whole area, both indoors and outdoors, there was very little disruption for students, teachers and classes during class time as a result of the workers onsite.

"We were still able to function as a school throughout," says Imogen. "We did have to be flexible and creative in our classroom locations and everyone was incredibly patient with that. When we move in, the space will excitingly benefit our entire Junior School with flexible learning spaces, both indoors and outdoors, specifically designed for each Year level."



Scan to watch
A-Cluster
construction
time lapse.



Images: Artist impressions.

Two Talk

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

Caley and Steph chat behind the scenes of *Into the Woods*

***Into the Woods* is this year's full School musical, which is shaping up to be the show of the year. Director Caley O'Neill speaks with backstage student crew member Stephanie Picton about their various roles in bringing a complex Stephen Sondheim production to life.**

Steph: What shows have you directed?

Caley: This is the first time I've directed the full School musical – one of the largest productions we do in the year. But I've been Assistant Director for our Middle School Productions, and I've also been the Director of the danceRAW program which is our choreographic production that we turn into a dance film. Prior to that, I was working as an independent artist and creating my own work externally, while still teaching. What shows have you helped out with as part of the backstage crew and what do you do?

S: I worked backstage in *Mamma Mia* and *Aladdin* last year, and I did sound for the Year 12 play this year. Before the shows, we make the set and props. On the nights, there's lighting, sound and moving the set around, which is what I've mostly done for other shows.

C: Do you prefer doing audio or do you prefer to be that kind of backstage ninja that slips onto the stage?

S: I like moving things on and off stage, but it was quite fun to have a go at sound because I'd never done that before this year. What goes into the preparation for directing a show like *Into the Woods*?

C: It starts with collecting ideas of what show we're going to do, which is at least six to 12 months prior. Once we've selected the show, we work out the creative team. It's not always the same people every year, which is fantastic for us as staff because we get the opportunity to develop our own skill set in a huge range of areas. Then we begin research into the show and start to dream up the set. We audition at the end of the year before so we can really

hit the ground running with rehearsals. And there's everything that happens between then and now, which is 1001 things every day. But it's enjoyable. With this production, it's brutally complex. The way the lyrics intertwine with one another is so sophisticated – the musicality, the orchestration, the timing, let alone the journeys of the characters themselves. It's been an intense show for our students, but one that's really stretching them in a really positive way.

How many students are involved in the backstage crew? And when building props, how much creative licence do you have?

S: It depends on the production, but it's usually somewhere between 10 and 20 people [backstage] on the night. But there are others that come and go throughout and help where they can. As for creative licence, there's a lot of problem solving at the start because we have an idea of how we want things to look, but we've got to work out the best way to make it happen.

Stephen Sondheim is well known for writing musicals and lyrics that deal with complex and often dark themes and interesting and complex lyrics. What did you have to take into consideration when directing this?

C: I feel like the themes have uncovered themselves as we've gone further into our rehearsals. Originally, you walk into the space feeling 'fairytales' and it's light and fluffy. As the students learn the lyrics, you have moments where you can probe in and talk to them and say: 'Do you know why you're saying that?' Or 'what is metaphorically or symbolically happening in this moment?' and get them to dig into that complexity. It is quite dark in a really interesting way, though. You'll hit a quite dark scene and then it'll be juxtaposed with something light. The way Sondheim has created that journey for the audience doesn't really leave us in a position of tension for too long, which I really enjoy.

What do you love most about being part of the backstage crew?

S: I really like the atmosphere on the night. It's lots of fun with the excited energy. Even if you're not part of the cast, you still get that feeling as part of the crew. I also like that I get to do something creative with my time. What's your favourite part about being the Director?

C: Seeing my vision on a page slowly (very slowly) come to life. And seeing the cast just getting it – getting the choreography and getting the lyrics all happening at the same time as they're acting. That's one of the most exciting parts of being the Director.

S: When the show comes together, does it usually look pretty similar to what you envisaged at the start?

C: I think so. You can't divvy off too far from the plan, otherwise you'll never get anything done. There's things that pop up along the way and get tied off quite late in the process. But generally, I think where we thought we were going to be and where it seems to be heading are quite similar.

Can you give any hints to the audience as to what to expect?

S: I can tell them I've been working on a very big tree. It's six metres tall, the height of the stage – with a lot of very long leaves hanging down that took a long time to make. It should look really cool. Have you got any hints?

C: My hint would have to be – watch out for some of the moving parts!



Scan to watch Caley and Steph chat.



Stephanie Picton (Year 12, Caulfield Campus) and **Caley O'Neill (Theatre Teacher/Director)** chat about their behind-the-scenes experiences of creating Caulfield Grammar School production, *Into the Woods*.

Caulfield Grammar arts



Back to the Theatre

(top) After seven months of online rehearsals and postponed dates, Wheelers Hill Campus Middle School students finally got to perform *School of Rock!* (left and centre) *A Ghost in My Suitcase*, Wheelers Hill Campus Bilingual production, (right) *At the Black Pig's Dyke*, Caulfield Campus Year 12 play.



(top) *Into the Woods*, Caulfield Campus, (second row) *Waiting for Lefty*, Wheelers Hill Campus Year 12 production, (third row) *Unplugged*, Wheelers Hill Campus, (fourth row) *Dance Raw*, Caulfield Campus, (bottom) *JUMP*, Wheelers Hill Campus.

Caulfield Grammar arts

Flora and fauna in art

Malvern Campus: Carolyn, Evie, Ewan, Lumi, Samantha, Zoe (Year 3).



Malvern Campus: Aki, Lawrence, Grace, Ruby (Year 4 Photography).



Malvern Campus: Georgia, Ted, Victor, Henry (Year 2).





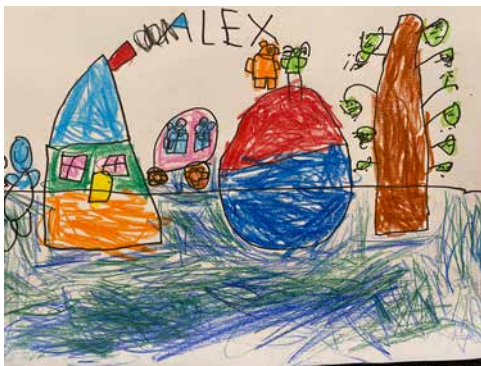
The Urban Explorer

Katia, Year 12 Caulfield Campus.



ELC Rainbow art

Wheelers Hill Campus: Adele, Ashwin, Maryanne. Malvern Campus: Kara.



The Lismore floods

ELC students at both Wheelers Hill and Malvern campuses have been interested to learn about the recent floods in Lismore. As a result, they have been collecting toys and books to go to the children of Lismore Pre School. Wheelers Hill students, shown packing 'Boxes of Kindness', have drawn some amazing pictures depicting the floods.

Flood pictures by Alex, Aurora, Caspar and Spencer.

Caulfield Grammar arts



Years 7 & 8 Art Exhibition Caulfield Campus

(top) Year 8 Visual Arts: 'My Sense of Place', with particular emphasis on one's identity. Students used artmaking as a way of understanding what identity can look like based on the place we live and the locations we visit that resonate with us. Although a similar aesthetic has been achieved within groups of work, the artwork produced is diverse in its application as students have used a variety of media and explored individual connections.

Sense of Place by Polly, *Oneself* by Peter, *Self Portrait* by Coco.

(bottom) Year 7 Visual Arts: The theme explored was 'Joie de vivre'. Students studied a range of artists who represented the theme of 'Joy' in their artworks, by exploring the technique these artists used in their art practice. Working through the Middle Years Programme strands, students produced their own artwork, using a variety of media and methods to represent the 'Joy' in their life.

Lilah, James, Hannah.



Portraits and still life

Wheelers Hill (top) Year 10: Anya, Audrey, Ethan, Natalie (far right) Jenny.
(second row) Year 7: Samuel, Zengrui, Year 8: Jaslene.



Garden Mural

Prep Wheelers Hill Campus: A standalone project as an extension of the Unit of Inquiry, 'Experimentation allows us to further understand the world around us', Prep students worked with the concept of a garden in studying imagery, identifying shapes, patterns, lines, colours and textures of a garden and the scale in which we find these elements. Working collaboratively in small groups, they made marks with different-sized texture tools and used cardboard off-cuts to create various garden objects. Colours were purposely chosen to create a sense of vibrancy and to experiment with contrast.

Caulfield Grammar arts

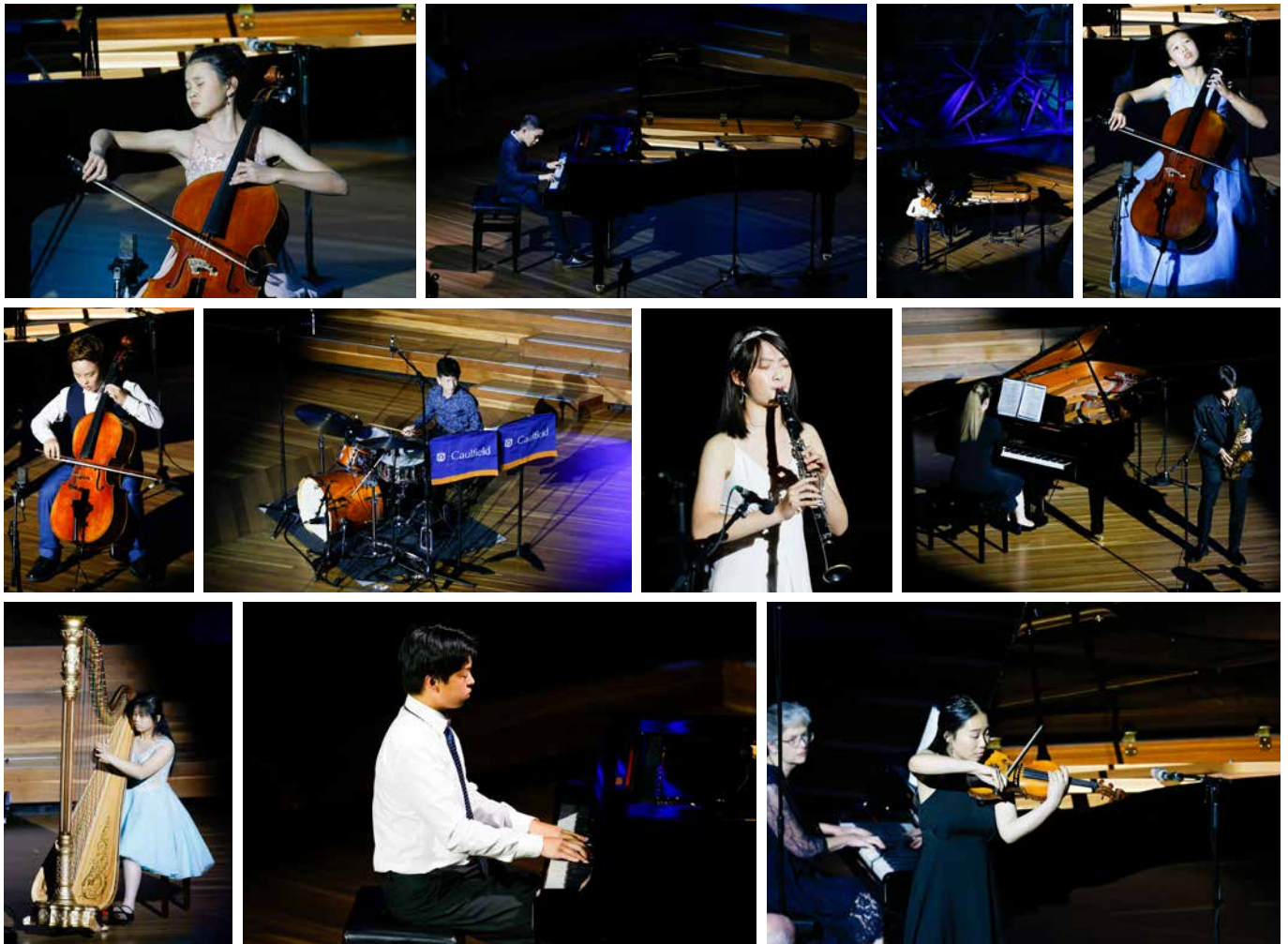


School Percussion Concert

Featuring both Junior and Secondary School percussion ensembles, drumlines, solos and an 'all-in' finale, the Percussion Concert was a great display of musical fun and ability.

Scholars Concert

Held on 17 March at The Edge at Federation Square, the Scholars Concert was an extraordinary display of talent.



Stage Band Tour

Caulfield Campus on tour in Dunkeld, the Grampians and Hamilton in May.

Caulfield Grammar creative writing

by Alice Masson, Year 10 Caulfield Campus

**Australis,
Latin,
'southern'**



Alice (left) in Jabiru, NT.

'I am as full as a boot.'
I don't understand.
She sees this and says
'it's one of Australia's many
colloquialisms.'
I've learnt a lot about this island,
so welcoming with open arms
brightness blinding you in early mornings
heat following you wherever like a
wandering puppy
what
a
country.
Relentless in wonders
including insects and warmth, noise and
laughter
I don't remember much
from before
white snow biting
ski jackets only showing faces

smiles betraying happiness
twin sets of pyjamas
but now
now do I rarely need a jacket.
Wherever I go
this country meets me
like showing up to an unplanned date
I look around,
mind scuttling to process
the sheer beauty
trees, bursting with colour
hills, marvellous shades of green
flowers and bushes all reaching for you
saying hi, hello, hey
the country's a cheeky child
she plays tricks on you
look in the distance
isn't it hazy in this heat?
you see a puddle ahead

you keep walking
she laughs when you realise it's just the
path
and you giggle along
what else can you do?

Sometimes she's indecisive
reflecting human nature
four seasons in one day
the moodiness of a teenager
it rains, thunder booms loudly
the wind shrieks
sometimes you gaze upwards
and blind the sky with your smile
a deep breath
and there
right there
it's fresh and new and wet and warm
it's perfect.

It's Australia.

Caulfield Grammar sports



Celebrating a full season of Summer Sport: APS Premierships

Congratulations to the Girls Swimming and Diving squads that each won the APS Competition this year. The win for our Swimming team was the 6th year in a row after an amazing and close competition on the night. Also an outstanding performance from our Girls Diving squad for our first victory since 2018. Our Boys Tennis Firsts team completed their season with a Premiership and the Girls Volleyball Firsts team won their last match, which also resulted in a Premiership.

In other awesome achievements for Summer Sport, our Boys First XI Cricket team finished in style with a win, but were just pipped for victory, coming second overall, while our Girls Touch Football team finished runners up after a very close final game.

Caulfield Grammar sports



APS Sport in action

(above) Cricket, Tennis, Badminton. (opposite) Softball, Touch Football, Futsal and Volleyball.



Caulfield Grammar sports



APS Sport in action

(top) Rowing. (centre) Swimming and Diving. (bottom) Cycling.

House Spectacular

Whealers Hill Campus.



House Swimming Years 3-6

Malvern Campus.



House Swimming

Caulfield Campus.



House Athletics

Caulfield Campus.



Snapshots



'The olden days'

Malvern Campus Year 1 students embarked on a Unit of Inquiry based on the statement: 'Awareness of the past can help us understand the present' as they were led on a tour of Como House and its beautiful gardens. They learnt about toys, and how children's bedrooms were set up, and they participated in some old time dancing in the ballroom. They washed and dried clothes by hand, and were lucky enough to see one of the oldest record players in the country! A highlight was a game of 'Who did it?' - a hunt through the grounds to see who (out of the very large family) broke one of the children's precious porcelain dolls.



Lest We Forget

Malvern Campus students made poppies and Wheelers Hill Campus students displayed small crosses on the lawn in front of the Chapel to commemorate Anzac Day and remind us all of the meaning behind it.



Hear students and community members share their Anzac stories.



Jabiru

Expeditions to Jabiru in the Northern Territory continue, resulting in some very happy Year 9 students.



Medieval Montsalvat

Year 8 Wheelers Hill Campus students worked with the History Up Close organisation in the gorgeous Montsalvat setting in Eltham to experience Medieval activities in their home-made costumes.

Snapshots



Tackling Everest

Gabby Kanizay (Class of 2021), has become the youngest Australian to climb Mount Everest, scaling the summit with her mother in May.



World's Greatest Shave

Wheelers Hill and Caulfield Campus students (and a teacher) had their hair shaved to raise more than \$33,000 for the Leukaemia Foundation.



An hour of STEM power

In May, students across the Malvern Campus excitedly took part in an 'Hour of STEM Power'. Years 3-6 became engineers, using the design process to create an engaging and thrill-seeking rollercoaster to entice visitors to a new theme park. Years 1 and 2 designed a solution to a problem using only the materials found in their Mystery Bags, along with their problem-solving and innovation skills.

Students across the year levels worked together collaboratively: sharing ideas, listening to one another, compromising and working hard together to meet the brief.



Careers Day

Caulfield and Wheelers Hill campuses explore their future careers prospects.



A Tucky initiative

An initiative instigated by Year 6 students at Malvern Campus has resulted in each student being rostered on to serve their peers once a term for recess and lunch.

Snapshots - Community



A splash of colour

Wheelers Hill and Caulfield campuses participated in the annual Colour Run in February and March respectively.



A little red rose goes a long way

Wheelers Hill Langley House students went all out for the week dedicated to love.

Year 12 Assembly

Caulfield Campus.



Spreading love

Wheelers Hill Junior students created a court-sized, human, double love heart for Action Against Bullying Day.



Mother's Day Market

Year 9 Café students at Caulfield Campus embraced the nice weather with their outdoor market filled with all sorts of yummy Mother's Day treats.



Connecting across campuses

Year 8 students from Wheelers Hill and Caulfield campuses participated in their inaugural 'Making Connections Day' - an opportunity for students to connect with their peers across campuses to promote and emphasise School Values and shared experiences.



Jump Rope for Heart

Malvern Campus students enthusiastically participated in the 'Jump Rope for Heart' campaign, getting fit while raising funds for the Heart Foundation.







Yarra Junction Campus (YJ) celebrates 75 years of Education Outdoors. Photo: Wadambawilam (the Wurundjeri term for learning place) is a practical example of building design and technology to minimise our impact on the environment, using solar and wind power to meet electricity and hot water needs.

Living the rural YJ life

Tim O'Connor, Head of Yarra Junction Campus



YJ celebrates its 75th year anniversary this year and Tim O'Connor has been a part of its extraordinary legacy for 16 of those years.

"I was attracted to Caulfield Grammar because of its strong commitment to experiential learning and its clear purpose for a campus of this type. I joined for 12 months and I love it so much I'm still here!"

For Tim, giving students the opportunity to step outside their comfort zone and take risks, learn resilience, and spread their wings in a different learning environment has been immensely rewarding.

"YJ creates hands-on, memorable, authentic learning experiences for students - where they gain a deeper insight into themselves and their capabilities. It's rewarding coming to work each day feeling that for students the learning is meaningful and powerful, and possibly even transformative. I love that in the residential environment the focus is on the whole person and students can grow in ways they had not considered possible at the start of a program."

Initially "a place for city kids to experience rural life", Tim says the focus of YJ's program has been constantly refined to make it relevant to today's students.

"Today I feel there's a keener understanding of the benefits of exploring skills and

concepts that are transferable across learning areas. Students now practise skills such as collaboration, empathy, communication and problem solving, which stand them in good stead for their learning beyond the classroom."

A renewed interest in this type of learning experience has enabled the Campus to develop programs for the Junior School and offer students more activities to engage with the environment, such as camping under the stars. "Recent highlights for me have been introducing bike education and involving students in menu planning and food preparation to broaden their understanding of paddock to plate food production and ethical sustainability."

Recent years have also seen a significant shift to a far greater understanding of mental health and how it affects learning. "Mental health is now a routine part of our pre-program planning, along with student medical and learning needs. I'm a big believer in engaging with the right mental health professionals to support planning for (and responding to) student needs in the residential context. YJ staff now undertake Youth Mental Health First Aid training, which did not exist when I started."

Tim is proud of the way the YJ team - most of whom live on campus - showed flexibility and ingenuity in delivering the

program experiences during COVID. It is this very quality that Tim loves most about his role at YJ.

"By its nature working with people, especially students, is dynamic. But when you throw in the extra layer of an Outdoor Program that needs to be responsive to changing weather conditions, pandemic restrictions, student needs and staffing capability, you have to be flexible. I could be working with students in my polar fleece and gumboots in the morning and be in a suit and tie for a meeting in the afternoon."

Tim's day might start with a sunrise over the YJ dairy followed by an early morning bush walk with Indigenous Elder Ian Hunter, canoeing and a high ropes team-building activity, a healthy lunch harvested from the YJ garden followed by furniture making, a calf birthing, a nocturnal bushwalk and tales around a campfire before settling students to sleep in their eco-cabins.

So what on earth does one do for a holiday when having this wilderness adventure playground as a backyard?

"As a family, the beach is the best change of scenery from the hills. We're taking our children sailing in the Whitsundays where we'll sleep on the deck at night and snorkel every day. Saltwater is good for the soul."

Nurturing well beings

Natalie Fanariotis, Head of Wellbeing



When Natalie (Nat) Fanariotis joined Caulfield Grammar School in late 2019 as Head of Wellbeing, the plan was to ease into cross-campus life over a couple of months. But with the rapidly changing landscape of COVID, this was quickly adapted.

"I remember having a meeting with senior leaders very early in 2020 to discuss the potential impact of the virus on learning and life within our local community," says Nat. "At that stage, we couldn't have imagined the challenges the virus would present. Fast forward to the present day, and we know our efforts to amplify our proactive and responsive wellbeing actions have been integral for our community."

As Head of Wellbeing, Nat works across all campuses in partnership with pastoral and teaching and learning teams to strategically and systematically build school-wide wellbeing.

"Wellbeing has always been a priority at our School," explains Nat. "However, COVID has prompted us to review and refine our efforts. We know that wellbeing and learning are intrinsically linked. Students with higher levels of wellbeing achieve greater academic outcomes, are more engaged in school, have increased motivation and self-efficacy, demonstrate more pro-social behaviours and form stronger relationships with others, manage

periods of change and transition more easily, and experience better mental and physical health and life outcomes. When we prioritise wellbeing, we prioritise learning."

With the ever-changing landscape, Nat has had to be adaptive and agile while simultaneously grappling with the impacts of COVID personally and upholding her professional image as Head of Wellbeing. "COVID pushed me outside my comfort zone and into my courage zone," she says. "I put pressure on myself to be a pillar of strength in the community and to find solutions to address the wellbeing challenges faced by staff, students and families. There was a big gap between my expectations and the reality of COVID."

Nat shifted her focus to what was in her sphere of control and became aware of the need to set the example in a far greater and more personal way that would better serve herself and the community.

"I needed to practise more self-compassion, listen to and prioritise my needs more, and reach out to my community for support. I grew into a stronger leader, for which I am grateful."

These opportunities to connect and learn from others, whether that be staff, students, parents or caregivers, are what Nat loves about her role.

"I have witnessed myself and others

step into uncertainty with courage, determination, resilience and hope," she says. "I am all about making an impact and empowering others to take action, and when I notice wellbeing growth in an individual, a group or a specific area of the School, it brings me so much joy."

Prior to her role at Caulfield Grammar, Nat was the Implementation Lead for the National Mental Health in Education Initiative at Beyond Blue.

"Being part of the initial design, development and delivery of this initiative across Australia, working alongside the passionate people at Beyond Blue, and contributing to such a large scale and purposeful initiative was definitely a career highlight."

Our School's commitment to promoting gender equality and preventing violence against women through the Respectful Relationships Initiative has been powerful and inspiring work for Nat especially.

"I have also been proud of the progress we have made in further embedding our Visible Wellbeing approach and our prioritisation of staff, parent and caregiver wellbeing – being able to offer targeted wellbeing education for adults within our community has been very fulfilling. We know that for our children and young people to thrive, they need to be around thriving adults."

Gardening and Pilates for balance

Phil Walters, Groundsperson, Malvern Campus



As Phil Walters goes about his daily routine in the grounds surrounding Valentines Mansion, it's the juxtaposition of extreme quiet and noisy chatter that keeps him smiling.

As part of Malvern Campus' two-person maintenance team, Phil's day begins quite early. He's first to arrive at 6.15am, when he makes himself a coffee and sits in quiet contemplation of the day's tasks.

"At that moment, it's cool and fresh and dark," he says. "It's a peaceful feeling."

For the first hour, Phil vacuums the leaves and makes sure the paths are clean and presentable for when students arrive.

"Staff comment to me," he says. "So I'm happy it makes a good first impression."

While the quiet mornings are his favourite, there is a different dynamic once students start arriving and noise levels rise.

"It's lovely to hear them talking, laughing and playing," he says. "Lunch time brings chatter and laughter to another level with everyone out at once."

Phil previously spent 20 years at Wheelers Hill Campus, in charge of an 8-person team for ten of those years. There was a lot of office work, which he freely admits is not his forté. He finds being hands-on in the relatively contained space of Malvern more

serene and enjoyable. His role involves looking after the outside areas of Valentines Mansion, including the gardens, oval, passive areas and courts, as well as the fencing, ropes, sandpits and pathways. And making sure there are no OH&S issues.

"Kids play in the gardens - we factor that in," says Phil. "You can't stop them playing, so we monitor and adjust accordingly."

Phil was recently asked by a STEM teacher if students could help in the garden. While not technically part of his role, he was only too happy to teach them about growing and maintaining plants. This has the added bonus of giving them a healthy respect for the gardens.

"Showing them how to care for the garden helps them not want to destroy it," he says. "In time, they'll consider the flowers and not pull the petals off."

One thing Phil talks about with students is the role fruit scraps play in gardening - how the peel of an orange, for example, can keep pests away. He encourages them to bring over their fruit scraps and was recently surprised to see a student bring over an ("albeit mouldy") orange peel and asked Phil to show him how it worked. While the snails had already got to part of the garden, Phil was able to demonstrate the difference between using the peel and not.

The rest of Phil's day differs throughout the week, depending on what's required. Sometimes, he's mowing the passive lawns or the ovals, sometimes he dead-heads or prunes the flowers. At the end of each day, he cleans the equipment and puts the chooks away.

Phil is quite health conscious. In his youth, he played football and cricket "at a reasonable level" (VFA footy in the reserves and district cricket in the seconds) and, when his own kids were growing up, he coached their teams (footy, basketball and netball). He even toyed with becoming a PE teacher once upon a time. As he's got older, and working outdoors, he's aware he needs to maintain his fitness.

"My youngest son is a Physio," he says. "A few years ago, he suggested Pilates and I found I actually enjoy doing it."

After he was shown the exercises, Phil bought some Pilates books which, he says, helped hone his technique. He enjoys the relaxation and mindfulness it brings. This, coupled with working outdoors, does a lot for his mental wellbeing.

"I love that I get to work in a place that's so serene in the mornings, but also filled with noise and laughter during the day," he says. "Seeing people enjoying and using the space is really relaxing."

A wholehearted approach to coaching

Kim Mulhall, Head of Athletics and Cross Country, Sport



Head of Athletics and Cross Country, Kim Mulhall, coaches and manages the School's APS level programs for both Wheelers Hill and Caulfield campuses. Her personal path to elite sporting success started out at age six.

This path led her to (until very recently) represent Australia in discus and shot put. Coaching Caulfield Grammar's Athletics and Cross Country programs adds to this already impressive resumé.

"I started coaching because it helped me understand my event better which helped my training," Kim explains. Joining Caulfield Grammar in 2019, Kim brought more than ten years coaching experience from another independent school.

One of the benefits of a dedicated staff coach is the ability to understand all the responsibilities of the students.

"If I wasn't onsite, I'd assume the world revolved around the sport I'm coaching," Kim laughs. "It's easier to plan when you know and understand that students need to balance their sport with an academic load, arts and other commitments."

As well as ensuring parent communications are sent, organising coaches and planning sessions, Kim is also a hands-on coach.

"It's about building relationships so that

your students trust you, trust the training and trust the program."

While this was difficult during lockdowns, Kim aimed to simply deliver programs to keep students active.

"They didn't need equipment to go for a run, for example, so we managed to keep the wheels ticking over," she says. "But we haven't had a carnival in two years, and hope that in October the results show we've been on the right path."

Kim's own elite sport endeavours began young. She tried many sports before settling on Athletics around age 15 after garnering success with discus and shot put. While she has an aunt who competed at the Olympics for throwing, and her grandfather played football for St Kilda throughout the 50s, she didn't see them at their peak.

"It wasn't that I grew up watching them and thought I'm going to do that, but it helped having elite athletes to bounce ideas off."

Where statistically, many teens (especially girls) opt out of sport, Kim admits she loved participating too much to let outside judgement influence her.

"It wasn't cool to do Sport at my school," she admits. "I feel it's maybe a different culture and less judgemental [at Caulfield Grammar], but it probably helped that

I was reasonably successful at a young age. I could see a pathway for myself."

That pathway included a couple of World Juniors, World University Games and two Commonwealth Games, although she just missed out on competing in "the elusive Olympic Games".

"I got to travel to places you wouldn't normally see - like the corners of Russia," recalls Kim. "That's probably been a highlight - travelling with 50 of your friends to the weirdest parts of the earth."

While competing at Commonwealth level, Kim had a few different experiences.

"I was injured the first time," she says. "It was a stretch to even make the team and I got injured in the process, so it wasn't a great experience."

However, the second time was on the Gold Coast in 2018.

"Having that home country feel was incredible," says Kim. "The day I competed, there were 50,000 people at Metricon Stadium, barracking for anyone Australian. Walking around the streets and people stopping to talk made me feel like a little bit of a celebrity in my own country."

So what's next for Kim? "I've just retired from competing," she smiles, revealing that she's currently pregnant with her first child.

A vision shines brightly

by Judith Gibson, School Archivist

Happy 75th Anniversary Yarra Junction

Yarra Junction Campus holds a special place in the hearts of many Caulfield Grammar students and school families. In May 1944, a gift of 37 acres of land from the Cuming family started what has become a tradition and rite of passage for generations of students.

Affectionately known as 'YJ', the Campus was opened on Saturday 22 March 1947 by the Dean of Melbourne, Reverend Henry T Langley (CGS 1892-95) with 1,100 guests travelling by road, in cars, chartered buses or by train. Photographs and documents in the School Archives chronicle the excitement of the day and dedication of the first simple building.

As the first Outdoor Education campus for any school in Australia, it was a model for others to follow in challenging and inspiring students to live and work in a setting not normally possible in traditional schooling. Fourth Headmaster, Mr F H J Archer (1923-1954) hoped that bush and city students alike would develop a greater understanding of each other and a love of the countryside, while learning about the environment and farming.

Seventy-five years later we celebrate this courageous and far-seeing decision and marvel how the brave decision to take students to a rural setting for experiential learning and closeness to nature is relevant and vital today.

Sharing in the dream and labours back in 1945 were School fathers and Old Boys, staff and students. David Cuming who donated the cut-over bushland was appointed Chairman of a Committee of Management. Other members included the Headmaster and parent, Mr R W McKellar and two old boys, Mr Herb

McD Shaw (Chairman of Council) and Mr L J Adam, Mr C A Masterton and Mr F A Hansen from School Council. Also teaching staff, Mr W S Morcom, Mr H G Lamb Smith and School Captain, D I Chisholm and Senior Prefect, R B Rothel.

Mr Archer had conceived the value of a rural centre whilst Headmaster of Trinity Grammar School, Sydney (1917-22). It was during the 1918-19 influenza epidemic that he instituted home correspondence lessons and the evacuation of Trinity boarders to a seaside resort, Austinmer.

Archer realised the educational value gained, when an essentially urban community lived for a time in a rural environment, with opportunities for a working farm and rural site available for quarantine purposes.

Condensing seventy-five years of YJ stories and history is difficult and past staff and students will have many anecdotes and memories.

The first few years were rudimentary, with no onsite staff and accommodation for twenty-five to thirty-five boys in a timber framed, corrugated iron clad Army Hut transported from Braybook and reassembled.

In 1950, Geoff Lormer, then a Science Master on staff, was appointed as Resident Master and a pattern established with forms spending a week at a time with their Form teacher under the supervision of the Master on-the-spot. Daily squads of students were rostered as waiters, peelers, sweepers or to collect firewood.

In successive decades improvements led to the establishment of a dairy herd and milking contract and livestock including pigs, sheep and poultry and an increased

focus on outdoor education and hiking. Learning Programs were enhanced when funding allowed for permanent staff onsite and the introduction of a trainee scheme from 1967.

YJ has been an ideal base of operations for many camps such as drama, music and writing, sport and cadet exercises and confirmation retreat. The Malvern Dads YJ Working Bee Group since 1965 has undertaken maintenance and small construction tasks and nurtured a close-knit community of volunteers.

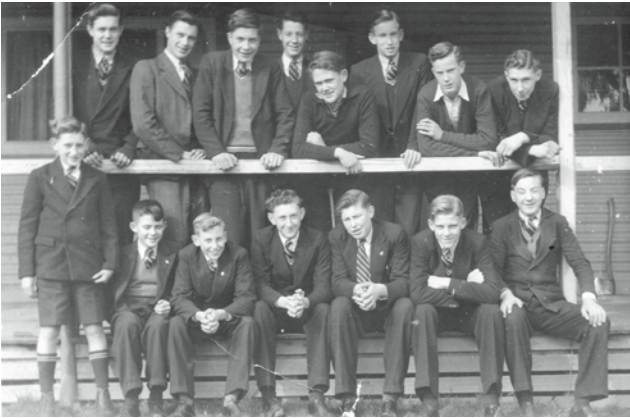
Today YJ is an integral part of our School with programs tailored for junior or secondary years with activities encouraging real-life decision making, community awareness, exploring the natural environment and learning about local Indigenous culture with Indigenous educator, Ian Hunter.

Student accommodation in eco cabins and 'Wadambawilam' (the Wurundjeri term for learning place), are practical examples of building design and technology which minimise our impact on the environment. These buildings use solar and wind power to meet electricity and hot water needs and encourage students to consider their footprint.

Mr. Archer would be pleased that his vision lives on. A truly experiential and hands-on campus now seventy-five years young. So much to celebrate and hold dear, and opportunities for thriving together. Continuously evolving.

Happy 75th anniversary, Yarra Junction.

(from top) Opening Day - March 1947, river frontage 1951 by Don Wirth, on the verandah 1947, YJ Committee of Management 1950, on George Swan's truck with Mr Rymer (standing on right) 1948-1949.



A shoebox of memories

by Judith Gibson, School Archivist and Rod Moran

Rod Moran, Archives volunteer

When then student, Rod Moran, walked out of the Lloyd Gates for the last time at Caulfield Campus in 1974, it is unlikely that he imagined a continuing association of more than 55 years with his School.

And yet, this year we are the lucky ones with Rod commencing as an Archives volunteer bringing energy and ideas and a shoebox of school memorabilia as well as his Primary schoolbag, all carefully stored for many decades.

There's much to learn from everyday objects, not only on a personal level but on a wider public and social history scale. We learn about ourselves and how we lived, studied, worked and played. Artefacts offer a snapshot of a time and moment, and in a busy school environment it was quite usual that these day-to-day items were not kept.

So, it has been exciting to unearth the layers in his shoebox.

Form One to Form Six Record books with lesson timetable, parent signature, list of academic teachers and reminders for sport, homework or a 'Test in *Macbeth* tomorrow'.

Ticket stubs and programs for a Musical Evening or Band concert and the theatre,

such as the 1973 Review, *Hardly Done By* and 1974 play, *O What a Lovely War*.

Programs for House Sport and Swimming carnivals and inter-school Athletics and Head of the River rowing. Two Prep 5 exercise books filled with handwritten entries of dictation, spelling, writing, mathematics and creative writing.

There have been many wonderful discoveries, such as Rod's slightly creased navy schoolbag used at Shaw House Primary with monogrammed initials – the first such bag, donated to the Archives – and memories of boarding life such as invitations in envelopes for the 1974 Boarders' Dance and Final Boarders' Assembly on 14 November 1974 with supper in House Dining Hall.

Rod and his older brother, Daryl, have a long connection with Caulfield Grammar School. Both were foundation members of Kurrle House in 1966 and still maintain connections to the School via Daryl's grandchildren as current students and Archive volunteering.

Rod entered Grade 4 at Shaw House and, in 1969, moved to the Senior School campus, as a Form 1 student. In 1974, in

Form 6, he lived in the Boarding House for a year when his parents returned to live in the country. After university and a job at Melbourne Grammar, along with a stint at Launceston Grammar, Rod returned to his alma mater in 1997 teaching German part time, which later extended to Humanities.

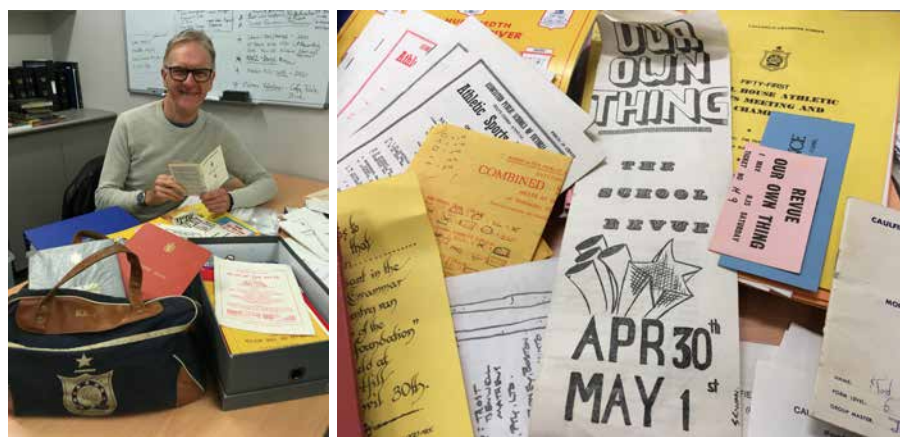
In 1998 he worked in the Melbourne based Internationalism program, and from 1999 to 2021 as a permanent classroom teacher in Commerce, Humanities and German. He also took on other leadership roles such as President of the Common Room, and periods as Head of Humanities 7-12 and Head of Davies 10-12. He retired in December 2021.

Archives volunteers are a vital resource for school archives, collecting institutions, museums, libraries, and historical societies. Volunteers offer expertise, fresh insights and an enthusiasm to make a positive contribution for a few hours each week.

Rod's knowledge as a past student and past staff member has already offered valuable insights on teaching and learning as well as filling in the gaps with names and events. He has also been identifying future projects to prioritise with 'what needs doing' and 'how are we going to do it'?

I'm really looking forward to helping Rod unpack the shoebox and capturing the oral history to go with the physical history.

“You're part of the School from the time you begin it. You're part of the School for the rest of your life.”



Rod with his shoebox of memorabilia and schoolbag. (right) Publications and theatre programs.

Vale John Landy AC CVO MBE

by Judith Gibson, School Archivist

Olympian and Malvern Grammarian

John Landy, middle-distance legend and the second man to break the four-minute mile barrier, passed away at his home in Castlemaine, Victoria on Thursday 24 February 2022.

John attended Malvern Grammar School from 1935 to 1944, then concluded his secondary education at Geelong Grammar. He commenced in Class 1 and received a Class IIB prize at the 1936 prize giving.

Reports in *The Malvern Grammarian* indicate that John's athletic prowess developed early, with a win in the Under 7 junior scratch 50-yards race in 1936. Success was again reported in the 1940 Junior Sports when John won the Under 11, 75-yard race and the 1941 Under 12 Championship. John did well again in 1942 winning the Under 13 Athletic Championship and was selected for the 1942 School team. His name appeared again in the Speech Night prize lists, a forerunner of his later ability.

John was the Under 14 Athletic champion at the 1943 School Sports easily winning the 100-yards, Long Jump and placing second in the 90-yards Hurdle.

But in 1944 a rival Malvern student, John Coombes won the 1944 Under 15 Championship despite John's first placings in Long Jump and Shot Put and second placings in the 100, 220 and High Jump.

In his last year at Malvern, John was in 1944 Middle V or Year 9 as it would now be termed. John moved to Geelong Grammar in 1945 to complete his secondary schooling as a boarder and the rest of his story is now history. His skill at long distance running would lead him to breaking the four-minute mile.

John enjoyed watching middle-distance track events and became a serious runner during his university years, joining the Geelong Athletic Club in 1949. His coach, Percy Cerutti, trained him to cut his time for running a mile down to 4 minutes 11 seconds, earning a place on the Australian Olympic team at the 1952 Summer Olympics in Helsinki.

Former Caulfield Grammar staff member, Len McRae (1962–79; 1981–89) was a fellow middle-distance runner in the 1950s and a good friend of John's. Both Len and John studied agricultural science and John graduated from the University

of Melbourne in 1954, with a Bachelor of Agricultural Science.

Len was one of the best half-milers in Victoria in the early and mid-1950s, often giving John lifts to athletic meets in his Austin Singer car. He was present when John ran his 4.02.1 mile at Olympic Park in December 1952 – the start of his quest for the 4-minute mile. Len was Head of Yarra Junction Campus from 1962–79 and was then persuaded by Bill Sayers to teach a primary class at the Malvern Campus from 1981–89. Len died in 2008.

John Landy maintained strong contacts with the Marsden Chapter. He opened extensions to the Marsden Gymnasium at Malvern on Sunday 19 June 1988 and was guest speaker at the Malvern Grand Reunion Dinner in 1991. During his term as Governor of Victoria from 2001 to April 2006, he was Guest of Honour at the 2003 Marsden Luncheon held in the 'Valentines' ballroom and was presented with two framed photographs of the Malvern Athletic teams of 1942 and 1944.

Condolences are extended to his wife Lynne and family. Vale to a wonderful Grammarian, Victorian and Australian.



Graham Farley, John Landy and David Lauritz, 2003. Malvern Athletic Team, 1944 (John Landy, back row, 2nd from the right).

Giving Day 2022 - a gift of education



A 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 and refugee backgrounds, as well as from 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 will be able to offer more Foundation Scholarships in 2023 to provide opportunities to

students whose financial circumstances would prevent them from coming to our great School. Special thanks to our multiyear donors who continue to support our Scholarship program: Caulfield Grammarians' Association, Merricks Capital, Redlich Family, The Rich Hart Foundation, The Humanity Foundation, Trainor Family, Teplin Family, Agosta Family, ARA Indigenous Services, Bob Stewart, the Marion Orme-Page Bequest, current parents, past parents and past students.

Donations to the Scholarship Program are welcome at www.charidy.com/cgsgiving2022 or contact AndrewCole@caulfieldgs.vic.edu.au

Giving students from diverse backgrounds the opportunity to join and be a part of Caulfield Grammar School enriches and strengthens our entire learning community. The experience for each Scholarship recipient is life changing and provides them with their chance to make a unique and positive contribution to our community, and then to wider society as they continue their journey beyond the school gates.



Scan to watch Sana's and Sarah's testimonials.

Footy boot donation drive

The Caulfield Grammar School Foundation initiated and implemented a footy boot donation drive across the entire School, with students Murphy Reid, Nikita Chandrasekhar and Yasuri Kamkanange leading the drive as part of their Year 9 Community Project.

Thanks to the overwhelming generosity of staff, current and past students, more than 200 pairs of footy boots were collected and donated to support Indigenous students in Kakadu in the Northern Territory.

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

Students participating in our Expeditions Program to the Northern Territory this year will hopefully see the impact of this philanthropic initiative for themselves and may even recognise their own pair of footy boots!

“I was lucky enough to visit Jabiru earlier with our Year 9 Regional Expedition program and while there I noticed that the kids could do with some football gear. My goal for this project was to make sure every child in Jabiru received a pair of football boots so they could enjoy playing AFL with proper shoes. I learned from this experience that the people in our community are generous and willing to donate to a good cause.”
**Murphy Reid, Year 10
Caulfield Campus**



The footy boots, along with 200 football jumpers donated by South Melbourne Districts Sports Club, were transported to the Northern Territory by Qantas at no charge. And Cecily Gregory, Sister Schools' and Community Liaison Manager, was delighted to distribute

them to Indigenous students in Jabiru earlier this year.

This donation drive was a wonderful initiative across the entire School made possible because of the collective generosity of the broader School community and beyond.

Inaugural Business Breakfast





The intersection between the geopolitical crisis in Europe and its impact on global business was the first topic explored at the inaugural Caulfield Grammar School Business Breakfast in March.

More than 270 guests were welcomed to the spectacular setting at Carousel, Albert Park to then explore other subject matters related to the economy and the impact of the pandemic.

Guests were treated to an informative and compelling panel discussion with speakers, Josh Frydenberg, then Treasurer and Federal Member for Kooyong, and Anthony Eisen, Co-Founder and CEO of Afterpay.

Principal Ashleigh Martin thanked guests for their support. He confirmed that

in pursuing excellence as a school, he was pleased to introduce the Business Breakfast into the annual calendar of events and was delighted to have speakers of such a high calibre at the first event of its kind at Caulfield Grammar.

Adrian Redlich, Foundation President, and Talya Masel, Foundation Director, represented the Caulfield Grammar School Foundation and outlined its achievements since relaunch in 2018, focusing on the growth of the Foundation Scholarship Program.

Class of 2021 Sana Mosawi's story was shared with guests via video. Sana is one of the School's first Foundation Humanitarian Scholarship students, whose family fled from Afghanistan

to Pakistan and then on to Australia where Sana was offered a Foundation Scholarship.

In the video, Sana explains: "Being offered a Foundation Scholarship was like a dream, because I got to start a new chapter of my life. This was the best experience of my life and shaped who I am today. I will be forever grateful to Caulfield Grammar School".

Thanks to Business Breakfast sponsor Henslow Partners, current parent Scott McInnes, and the support of guests, more than \$100,000 was raised for our Foundation Scholarship program, which will add to the funds raised through our Giving Day - helping to support more students like Sana with a Caulfield Grammar School education.

Caulfield Aquatic Centre



We were delighted to welcome current parents, past parents, Grammarians and their families, who made a generous donation to the Caulfield Aquatic Centre, to view their plaque in recognition of their donation.

Families are excited to have a wonderful and tangible memory of their time at Caulfield Grammar School in this superb facility. They are proud to be playing an important role in supporting the health and fitness of our students and our highly successful aquatic sport program. As part of our commitment to providing

contemporary learning environments, the Caulfield Aquatic Centre showcases innovative advances in aquatic sports technology in a state-of-the-art facility, catering for learn to swim programs through to elite level training and competition.

The opportunity is still available for you and your family to take your place in history and help to support our students and their future by donating to the Caulfield Aquatic Centre.

Please visit www.charidy.com/cgsaquatics to make a donation. Your donation will

be tax deductible and recognised with a plaque.

James and Sage Mason made the decision to donate to the Caulfield Aquatic Centre and their donation has been acknowledged with a plaque on the Caulfield Aquatic Centre seating.

James and Sage (née Emerson) both attended Caulfield Grammar, Wheelers Hill Campus with their siblings in the mid 1990s (James from 1992-1995 and Sage from 1990-1994).

Their children, Bailey and Ava, have continued the journey with Caulfield



Grammar having started secondary school at Caulfield Campus in 2020 and 2022 respectively.

In reflecting on their time at Caulfield Grammar, James and Sage believe that the School provided broad opportunities for students to excel in whatever area of the curriculum was best suited to them, be that academic, sport, music or the arts.

They have fond memories of the friendships made, camps attended, social events and the major sporting events in which they participated. While James was focused on sports like basketball,

athletics and volleyball, Sage particularly enjoyed her swimming during her time at Caulfield Grammar.

Both Bailey and Ava are now involved in swimming at the School and have loved swimming at all School and APS events. With both children so dedicated to swimming, James and Sage saw donating to support the Caulfield Aquatic Centre as a great way to give back to the School, and have a small piece by way of the plaque linked to a place where the children will spend a lot of their time.

“The Caulfield Aquatic Centre is an amazing facility that we could only have dreamed of when we were at Caulfield Grammar,” say James and Sage. “We are extremely excited that our children will have the benefit of swimming in this incredible facility for years to come.”

(opposite) James Mason (1995) and Sage Mason (1996) together with their children, Ava (Year 7) and Bailey (Year 9).

(above) Caulfield Aquatic Centre at Caulfield Campus.

1881 Bequest Society

A lifelong connection with Caulfield Grammar is incredibly special to many in our School community and something that brings meaning and happiness to their lives.

As the School song goes, 'years may pass on, but our fond hearts will cling to thee', and so our School Foundation is relishing the opportunity to invite Grammarians, donors and special members of our School community to lunches and Campus tours.

The first event this year was held at Caulfield Campus with a group of Caulfield and Wheelers Hill past parents, current grandparents and past students ranging from 1949 to 2022, accompanied by Jim Hayman (Council President), Judith Gibson (Archivist), Ian Wilkinson (CGA), Andrew Cole (Foundation Executive Director) and Melissa Grenville (Bequest Program Manager).

The campus tour provided valuable insights into various facilities and buildings,

including the new Caulfield Aquatic Centre followed by lunch in the Cripps Centre where Jim and Andrew updated guests on the School and the Foundation. The group then descended to the Archives. There they were regaled by Judith and Ian with stories, and delighted in treasures uncovered by Judith, including photos of guests and memorabilia from their time at Malvern, Caulfield and Wheelers Hill.

The Richards family, a multi-generational Malvern and Caulfield campus family dating back to 1940, greatly enjoyed the day, with Rick Richards, David and Robin Richards, and Margaret Marchant (née Richards) attending.

David and Robin's grandson Oli joined during his lunch break, his enrolment at Caulfield Grammar continuing the family link that began with his great grandparents Ulysses and Gwen Richards sending their five sons to Malvern Memorial Grammar and Caulfield Grammar.

Ulysses, or Ulys as he was known, was a representative of MMGS on the Caulfield Grammar School Council from 1967-77. Gwen was on the Malvern Mothers' Auxiliary, including serving as President. David Richards served as the Foundation Director in the 1980s, and the family continue to support Caulfield Grammar as grandparents, Foundation donors and members of our 1881 Bequest Society. They regularly attend CGA events. Margaret Marchant is also a very proud grandmother with numerous grandchildren attending Caulfield Grammar as boarders in recent years.

Melissa Grenville, our Foundation Bequest Manager, is coordinating tours and lunches to all campuses including Yarra Junction. Those interested in joining her and supporting Caulfield Grammar through the Foundation can contact her: melissagrenville@caulfieldggs.vic.edu.au 03 9524 6147.



Past students, past parents and current grandparents: David and Robin Richards, Margaret Marchant (née Richards) and Rick Richards.

Yarra Junction – The Pedigree of the Herd

Denis Hyland, a Grammarian (1954–1965) and member of our 1881 Bequest Society, has taken a keen interest in Yarra Junction Campus and in particular our herd of dairy cattle.

Early last year Denis approached us to enquire if he could 'buy a cow in calf' through our School Foundation to assist in developing the farming program, as he is passionate about our current students learning and appreciating all the dairy farm has to offer.

This led to a conversation with Tim O'Connor (YJ Head of Campus) and Julian Bennett (YJ Farm Manager) generating a range of ideas on how Denis' support could enhance the farming program in a sustainable and effective way.

Julian has been working at YJ since 1991 and has done an incredible job in developing the farm. We estimate in that time he has given more than ten

thousand Caulfield Grammar students a teaching and learning experience in dairy farming – one they will remember for the rest of their lives.

After numerous emails, research and investigation by Julian and a visit by Denis to YJ, it was agreed the dairy herd would be registered with the Friesian Holstein Society.

Over the past nine months this process has taken many twists and turns including proving the genetics of an important Bull named Jo Flo and his five daughters, all since deceased. Happily, this has now been resolved, the Friesian Holstein Society has accessed all our breeding files and will soon confirm registration of the relevant animals, invoice us for the work and once paid will release the pedigree information and certificates.

'Pedigreeing' the herd will allow all new animals to be registered and not only

improve the quality of the herd over time as future generations are born, but also the value of the herd and potentially the price of milk at market. This investment will have a long-term benefit for YJ and is the first example of our Foundation making an impact at Yarra Junction Campus.

Thinking back to the establishment of the YJ campus, created by the donation of land by Lindsay Cuming's family in the 1940s, we look forward to continuing this philanthropic story by working closely with Julian, Tim, our Foundation and YJ supporters to bring other projects to fruition.



Julian Bennett, Farm Manager Yarra Junction, and Grammarian Denis Hyland, with the herd at Yarra Junction.



Veronica Sullivan, gender equity

“My years at Caulfield Grammar School involved lots of laughter and making countless memories, with a dose of serious hard work along the way. I learned lessons in the classroom and beyond that were formative in ways both tangible and oblique. Most importantly, I made THE most incredible friends at Caulfield Grammar, many of whom I’m still extremely close to.”



Read more about Veronica's creative arts work.

Veronica Sullivan (Class of 2007) has dedicated her time post-Caulfield Grammar to the written word. Now the Head of Programming at the Wheeler Centre, she holds an incredible career defined by addressing the gender disparities present within the creative arts sector.

Veronica's Caulfield Campus experience was centred around the beautiful friendships she created, and she is grateful these have remained throughout the different stages of life after high school.

“My years at Caulfield Grammar involved lots of laughter and making countless memories, with a dose of serious hard work along the way. I learned lessons in the classroom and beyond that were formative in ways both tangible and oblique. Most importantly, I made THE most incredible friends at Caulfield Grammar School, many of whom I'm still extremely close to.”

Veronica's passion for writing was fostered during these VCE years when she took the

opportunity to study as much English as she could. Namely, all three VCE subjects available: English, English Literature and English Language, as well as University Extension English Literature at the University of Melbourne in Year 12.

Cultivating a passion for writing

Veronica completed her Bachelor of Arts (Creative Writing) at RMIT University with Honours in 2012, and later completed a Master of Creative Writing, Publishing and Editing at the University of Melbourne. As many writers do, she honed her skills through freelancing as a writer and editor, whilst simultaneously juggling her study commitments.

Post-study, Veronica has gained an incredibly vast amount of literary experience driven by years of hard work. She was a Creative Producer with the Emerging Writers' Festival, fostering a passion for literary festivals and cultural events. She also worked as Online Editor for *Kill Your Darlings*, Prize Manager for the Stella Prize, and Program Manager for the

Feminist Writers Festival. Amongst this, she has guest lectured on writing, publishing, editing and gender at the University of Melbourne and RMIT University.

Now Head of Programming at the Wheeler Centre for Books, Writing and Ideas, Veronica is grateful for the opportunity to bring audiences together with writers in a face-to-face format, and provide creators with a platform to share their work.

Veronica owes a lot of her professional growth and development to pushing herself to chase further opportunities, casting aside the doubt that often creeps in when pursuing that next step.

“I put myself forward for opportunities even when I knew, or felt, I was hopelessly underqualified or would be up against an unforgivingly high number of other contenders. Sometimes I've missed out, but just as often I've been successful. Either way, the process of approaching or applying has invariably contributed to furthering my ability to understand and articulate my work and my ambitions.”

Gender equity within the writing, publishing and editing industry

A large part of Veronica's career has been devoted to uplifting the words written by women, First Nations women, women of colour and non-binary creatives. There is currently a huge gap within the creative sector of equitable representation, and this is a factor Veronica hopes to see change.

“The devaluing of creative work is endemic in this country. We need increased arts funding that recognises the value that the creative sector offers to the wellbeing of all Australians, and nurtures future generations of writers and other creatives – particularly those who come from historically marginalised communities and speak from underrepresented perspectives.”

Veronica hopes to see more mentorship programs, paid internships, training opportunities and succession plans implemented, to better support creatives. She's also shaped avenues herself, through the podcast *Sisteria* and The Kat Muscat Fellowship.

Co-founding *Sisteria*

Veronica is co-founder and previous co-host for *Sisteria*, a podcast that invites women and non-binary creatives to share their experiences throughout their artistic journeys with listeners.

“My co-host Steph Van Schilt and I wanted to create a space for conversations that were intimate, warm and vulnerable, offering deep dives into the daily realities and challenges experienced by prominent creatives from marginalised genders.”

The podcast has been host to creatives including comedian Geraldine Hickey and *Hey Aunty!* Podcast host Shantel Wetherall, playwright, actor and screenwriter Michelle Law, and even Veronica herself.

The Kat Muscat Fellowship

Veronica is currently Chair of the Custodial Committee for The Kat Muscat Fellowship, and has been involved



since its 2016 inception. This offers professional development up to the value of \$5,000 for an editorial project or work of writing by a young person of an underrepresented gender, between the ages of 16-30.

“To date, we’ve awarded seven fellowships to poets, fiction writers, playwrights, memoirists and essayists, who have all taken up the financial, mentoring and professional opportunities offered through the fellowship in different and inspiring ways, producing work that is powerful, original and distinctly feminist.”

The tangible impact of this award has been felt strongly amongst the creative writing community. Their 2016 inaugural fellow, author Bri Lee, was able to sign with a literary agent and publisher and gain access to mentors, later leading to her publishing three books. Her non-fiction memoir, *Eggshell Skull*, went on to receive the People’s Choice Award at the 2019 Victorian Premier’s Literary Awards.

Advice for budding writers

When first embarking on your career, striking the right balance between advancing and feeling content with where you’re at professionally can be incredibly difficult. Veronica’s advice is to take careful note of when to say yes, but also when to say no.

“Say yes to any opportunity that comes your way that you’re excited about, even (especially) if it makes you nervous. Ignore the inner voice of your impostor syndrome, which tells you to doubt yourself, or that you don’t have the necessary skills or insights to succeed. You’ll probably surprise yourself.”

“But equally, it’s OK to say no to opportunities that you don’t have

capacity for – far better to do fewer things and do them well, than to try to take on everything and find yourself burnt out or hopelessly overwhelmed. I learnt this lesson the hard way, far too many times. You won’t cut yourself off from future advancement or burn bridges by declining, and something else will pop up when the timing is right.”

Veronica would also encourage young creatives to reach out and connect with the people and communities they want to be involved with. Having contact with the industry, even early on in your career, can be incredibly valuable.

“View your fellow writers and creators as your support system, not your competition. They’re the only ones who really know how it feels to be at the start of your creative career. It may not always feel like it, but there is room enough for you all to succeed and elevate each other in the process.”



Innovation & Entrepreneurship

We are focusing on the innovative and entrepreneurial spirit of our alumni. In a rapidly changing environment, it's important to see challenges as opportunities. With the right knowledge, outlook and motivation you can use good ideas and create new businesses to solve problems in the world. Innovators and entrepreneurs often display characteristics such as:

- Creativity
- Risk-taking
- Problem-solving
- Hard work
- Self-confidence
- Self-motivation



Jessica Coldrey (2016) – Humanitarian Engineer and Founder, New Botanic Designs

“To me, being innovative means coming up with new ideas and creations, while entrepreneurialism captures how creative you are at finding the opportunities to realise things in the outside world. Often, innovative inventions or new perspectives on world problems, market issues, or day-to-day life come from combining different schools of thought. Studying art, geography, and engineering has helped equip me with a kaleidoscopic view of social issues. Try shifting your idea of entrepreneurialism to how you can serve and connect with others – what people or platforms can help you share something sitting in your inner world?”

Meher Viridi (2012) – Head of Innovation and Technology, The Meher Group

“One thing that an innovator and entrepreneur have in common is that at some point in their journey, they were laughed at. Both concepts involve getting out of your comfort zone, looking at the bigger picture, and challenging those people that have said ‘it has always been done this way.’”

“It is not difficult to be innovative or to have the entrepreneurial spirit. Just taking a simple step back and re-imagining a concept can spark innovation.”





Henry Jones (1989) – CEO, MD and IT Industry Executive

“It is about the execution, not the idea. Ideas are plentiful – those that succeed have grit, a growth mindset and usually the ability to collaborate with others. Enjoy the entrepreneurial ride! The exponential growth of tech capabilities coupled with significant global challenges make this a golden time to be involved in entrepreneurial pursuits – the world needs you!”

Zoe Alexiades (2014) – Owner & Operator, ZRA Designs

“Creativity and innovation have so often been at the core of my work, whether it’s to empower students, inform audiences or have a widespread positive impact. If you’ve ever considered working in a creative environment, I’d encourage you to keep your creative practices outside of work. Having a creative job but also having other hobbies, such as enjoying music, exploring fashion and architecture, taking photographs and visiting galleries, have all helped me develop my creativity away from the desk. Being creative for my sense of self and not just for work, has been as equally important as having a fulfilling and creative job.”



Watch Zoe's Alumni Conversation.



Billy Green (2008) – Founder, Make-Out Meals

“Start networking now. I was definitely a quieter kid in school and have always shied away from networking opportunities until recently. It can be with schoolmates, Uni-mates, parents of friends, anything. They’ll be the first ones to buy your product. They could one day be running a company you want to partner with – they might even be the ones to invest in your idea or introduce you to the ones who will.”

“I go into every conversation thinking about what I want to learn from that person, and this has helped make the business more efficient and plan for the future growth we’re looking to make, as well as having others I could lean on when there was a gap in my own knowledge or skills.”

David Cawthorn, equal accessibility



David Cawthorn, Class of 1986 alumnus and proud disability advocate, is avidly working towards a future where access for people with disabilities is a requirement for all newly purposed buildings.

David spends his days providing builders, governments and developers with advice on how to better the access of their constructions. His guidance stems from years of professional work

and his own firsthand experience. David is paraplegic and uses a wheelchair for mobility.

“People with a disability do not expect special treatment,” says David. “We just want to be able to access the same services and venues as everyone else does and being able to enter the front door of a facility not the back door or, even worse, have no access.”

David is involved with numerous committees, including the Ministers Disability Consultative Group. For his work, he was recently recognised in 2021 with the Experience in Advocacy Award by the Tasmanian Disability Festival Awards.

Now a Tasmanian resident and recently featured on the *ABC 7.30 Report*, David is arguing for equal access for all people with disabilities to Parliament Square.

“People with a disability do not expect special treatment. We just want to be able to access the same services and venues as everyone else does and being able to enter the front door of a facility not the back door or, even worse, have no access.”

The \$200 million-plus public plaza being developed behind Parliament House is located in Hobart. Namely, what David wishes to see is the installation of a lift for people with mobility requirements.

David initially lodged a complaint with Tasmania’s Anti-Discrimination Commission in 2016, and the case was referred to the Anti-Discrimination Tribunal. The tribunal determined it could not hear the matter, as it involves both Federal and State legislation issues.

David appealed that decision to the full bench of the Tasmanian Supreme Court, winning 3-0 as the bench ruled that the Tasmanian Tribunal could hear the case.

This decision was then appealed by the developers to the High Court of

Australia, claiming the Tasmanian tribunal lacks the jurisdiction to hear the matter.

There are 10 parties involved, including every state in Australia, the Commonwealth Government and the Human Rights Commission.

As such, the case is a landmark one for whether it is discriminatory to not provide equal access to a public place, and determining the jurisdictions of state anti-discrimination tribunals.

“One cannot overestimate the importance of the case of Citta Hobart v. Cawthorn progressing to the High Court of Australia,” says David. “Should Citta be successful, it would have severe ramifications on the jurisdictions of such tribunals in all states.”

Unfortunately, the High Court recently sided with Citta, ruling that the state tribunal did not have the power to hear the issue.

However, David’s fight is far from over. The appeal may have been won, yet the matter of equal access has not been decided. This leaves David’s opportunity for the issue to be re-heard wide open.

David hopes, though, that these fights for equal access will soon be no more and that equal accessibility will simply be the norm.



“Maybe some of these developers need to spend a day in our shoes and see some of the things that we miss out on because we cannot access premises, venues and employment, etc and have the same experience that most other people take for granted.”

David is an avid athlete, having completed five Sydney to Hobart yacht races. Here he is skiing in New Hampshire on the East Coast of America.



Read David’s extended profile.

What we can learn from the younger generations in the workplace



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' CGS stakeholders.



Watch
our career
webinars
now.

It is widely cited that the concept of mentoring originated with the character of Mentor in Homer's *Odyssey*. In this Ancient Greek epic poem, dating back around 3000 years, Odysseus entrusted his young son Telemachus to the care of Mentor, his trusted companion, when he went to fight in the Trojan War.

Just like in Homer's *Odyssey*, traditional mentoring in the workforce typically takes the form of an employee from the older generation sharing information and knowledge with a younger person.

The mentor listens and acts as a sounding board, asks questions and encourages the mentee to look at issues from a variety of perspectives and supports them with problem solving and decision making.

Introducing the concept of 'reverse mentoring'

Since the 1990s, some of the major corporations have seen the value in

turning this model upside down by allowing the novice to teach the master. In fact it was Jack Welch, former CEO of General Electric, who is credited with first inventing the concept of reverse mentoring.

Jack recognised the lack of technology skills in his executive team and asked 500 of his top executives to seek out mentors from among their recent graduates to discover more about using the internet.

At global investment firm BNY Mellon Pershing, the CEO had a big problem. Millennials didn't appear to be interested in working in financial services and those who did were leaving the company at much higher rates than their older colleagues. The reverse mentoring program was implemented with the CEO being paired with a Millennial mentor.

From their discussions, they co-developed 'fireside chats' to increase the CEO's connection with employees.

These chats ran over three years and were the most highly attended company event. Following this, the company experienced an impressive 96% retention rate for the next cohort of millennial employees.

In addition, the CEO used his mentor to help him with social media which he had not previously integrated into his working life. Following this, he became an avid social media user, active on the firm's internal social media platform as well as actively promoting the firm's work on LinkedIn.

Law firm Herbert Smith Freehills was one of the first companies to explore reverse mentoring in Australia, introducing a pilot in early 2018. As part of the pilot, the firm's executive partner for Australia was taken under the wing of a junior lawyer. The first round of mentoring had a tech focus with the young lawyer teaching the CEO how to build the firm's web page in HTML and CSS. She also

Our younger generation are more entrepreneurial, more digitally savvy and connected and far better at personal branding both professionally and personally. They take risks when it comes to changing jobs and/or careers and are more resilient, flexible and adaptable.



took him to a blockchain session and to visit the CEO of a start-up so that he could better understand how to build an innovative workplace culture.

Procter & Gamble paired senior leaders with employees with disabilities in its reverse mentoring program. Through these mentoring relationships, leaders quickly learned that internal videos were not accessible to employees who were hearing impaired. This was easily addressed with captions once senior leaders understood the full impact on this underrepresented group.

Why is reverse mentoring so important?

The concept of 'reverse mentoring' has become increasingly important in today's workforce, given that most workforces now include up to five generations. As a result, our workforce has become more diverse and is made up of many underrepresented groups. However, this is not so prevalent in the C-suite,

and consequently, organisations can fall into the trap of stale thinking and outdated policies that alienate minority groups and may lead them to fall behind their competitors. The concept of listening to the younger generation and implementing reverse mentoring programs is a way in which we can seek to close this knowledge gap to ensure that organisations are inclusive and stay ahead of the game.

What we can learn from our younger generations?

The world of work has changed significantly over the past decade with increasing digitalisation, globalisation and the rise of the gig economy (a labour market where contractors and freelancers are paid according to short-term assignments and tasks, rather than full- or part-time jobs).

As a result, younger generations are more entrepreneurial, digitally savvy, connected and far better at personal

branding both professionally and personally. They take risks when it comes to changing jobs and/or careers and are more resilient, flexible and adaptable. In addition, they tend to be more inclusive of minority groups and more open to different perspectives and ways of living and working. There is so much that we can learn from listening to what they have to say and to what is important to them.

In 2021, the CGA had a kick-off breakfast to introduce the concept of a reverse mentoring program and to highlight the perspectives of our young alumni and their importance in our community. The CGA looks forward to running more reverse mentoring events in 2022 in an effort to provide young alumni the opportunity to discuss and share issues affecting young people today.

Aidan Kempster, fire artist, environmentalist and cyclist



“I am so glad to have found art as a hobby, a therapy, a practice, and I think everyone has artistic potential. To me, a successful artist is somebody who realises that life is art, art is life, and somebody who finds happiness in their art is a successful artist.”



Read Aidan's extended profile.



A self-described scientist, writer, environmentalist, artist and cyclist, 2008 alumnus Aidan Kempster has always had ‘a willingness to look and walk down the paths less travelled’.

On most weekends, Aidan can be found taking bike riding tours through Victoria's proposed Great Forest National Park. He enjoys inspiring others to ride their bike and appreciate the natural environment by getting out and exploring their own backyard.

Aidan's passion for environmental protection has also driven him to discover ways to respond meaningfully

to climate change and he deals with many of these issues in his artwork.

Initially, Aidan fell into art when he was called upon by a friend to help build and burn a sculpture. This drove him to delve into the world of woodworking, developing a skill set and confidence to pursue his own creative visions. Nowadays, Aidan spends time building art and furniture out of recycled materials and collaborating with other artists and build crews to assemble and burn large artworks.

Ngarrang (pictured) is one such piece Aidan delivered alongside Wiradjuri

man Pete Ingram, backed up by a team of talented contributors. Created from sustainably sourced natural wood from local forests and farms, the piece pays tribute to how it always was, and always will be, Ngarrang Country.

Seeing himself building art every other day and enjoying a simple life in the forest, Aidan recommends building your life on listening to and trusting your intuition.

“There's been a few false starts and pitfalls along the way, but it's made me a better-rounded individual and taught me to find pleasure in the simple, little things.”

Jacqui Kitchen, conservation and bushfire management



Read Jacqui's extended profile.

“My favourite part of the job is that rewarding feeling of making a positive difference and safeguarding communities. I get to meet amazing people from different locations, agencies, and backgrounds. I enjoy hearing about their experiences. I also love the complexities of bushfire behaviour and the science; it blows my mind.”

Jacqui Kitchen (Class of 2008) says that seizing opportunities, getting out of her comfort zone, and following her passion for the environment has paved the way for her to live and work her dream.

After high school, Jacqui completed a Bachelor of Environmental Science at Deakin University. In May 2013, she landed her first role in the Country Fire Authority (CFA) as a project officer, focusing on Strategic Land Use Planning. She was able to secure this position after working a fire season at the State Control Centre (Victoria's primary control centre for the management of emergencies).

Jacqui has also worked in many other roles such as planned burning and vegetation management, before getting to where she is now.

Currently Jacqui works in Risk Intelligence as a project manager, a position she has been in for more than three years. This team focuses on risk-based intelligence which uses a combination of knowledge, experience, research and data.

“This enables evidence-based decisions to prioritise risk mitigation activities and target service delivery.”

Moving forwards Jacqui wants

emergency services to take a more active approach to climate change.

“A successful emergency service is one that doesn't need to respond to events because they have reduced the risk by working with the community to target the problem and deliver successful mitigation programs.”

Jacqui looks forward to future on-the-job training as a fire behaviour analyst during fire seasons. She also wants to expand her knowledge on the ability to predict where and when fire will spread in landscapes through the understanding of weather, atmospheric conditions, vegetation and topography.

What do you love about your club?



Daryl Moran (1969/70)

"Having retired from teaching a few years ago, I took up Lawn Bowls just before the pandemic hit and was able to play and learn from experienced CGA players. I have thoroughly enjoyed playing in the APS monthly competitions against other schools and especially note the good-natured spirit in which all matches are played. To be able to play on the MCC rinks with lots of CGA friends is a special treat, only matched by the quality of the afternoon teas!"

Club: Lawn Bowls

Bio: Daryl took up teaching after leaving Caulfield Grammar School and became a Foundation Staff member at the Wheelers Hill Campus in 1981, later becoming Head of Junior School. He became the Executive Director of the CGA before moving to Headships at Haileybury and Eltham College. With wife Jenny, he taught for two years at an International School in India before returning home and completing his PhD in Educational Leadership at Melbourne University. Daryl currently has a son-in-law teaching at Wheelers Hill and five grandchildren at Caulfield Grammar School, three at Caulfield Campus and two at Wheelers Hill. He is currently the Rotary District Governor for District 9810 which encompasses eastern Melbourne, but with that job ending in June this year, is looking forward to resuming his Lawn Bowls with the CGA teams later in the year.

Campus: Caulfield (Student); Wheelers Hill (Staff)

House: Kurrle (Student); Wilsmore (Staff)

School Achievements: School Committee 1970, First Eighteen 1970, RSM Cadet Unit 1969.



Marcus Brandt (1979)

"In 2018 I attended a CGRC learn to row day, had heaps of fun, so decided to take up a rowing position and was warmly welcomed. Joining CGRC has been a wonderful experience, making new connections with past students, parents and friends of Grammarians. Regular mid-week and Sunday rowing sessions further strengthening those relationships formed in the boat. Early morning and Sunday rowing doesn't conflict with my sailing commitments, which I am also heavily involved in. If you're interested at all, give it a go - come along to our Sunday social rowing."

Club: Caulfield Grammarians' Rowing Club (CGRC)

Bio: Following graduation Marcus pursued a career in sales that led him to industrial real estate, focusing on Melbourne's south east. Some 17 years ago he joined his wife (Amanda) working in her family business importing and wholesaling gifts and homewares, now in its 30th year. Their son Ben Brandt (Class of 2019) loved school rowing and this led Marcus to join the Pennefather Club (Caulfield's parent support group for rowing) as a committee member and his role as Boat Race Official took him to every regatta. Marcus and Amanda's second son Harry is currently in Year 10 at Caulfield Campus.

Campus: Caulfield

House: Kurrle

School Achievements: First Hockey Team 1976-79



Vishal Brahmhatt

“Cricket has been a place of competition, meditation, relaxation and exercise for me. Hanging out with the boys before and after the game and playing a hard game has been my style. The smell of the fresh cut grass and the moments with friends on and off the field is the ultimate relaxation and meditation that gets me through the whole week easily.”

Club: Caulfield Grammarians' North Caulfield Glenhuntly Cricket Club

Bio: After graduation from RMIT, Vishal worked for several banks and has run a couple of businesses. Taking advantage of his contacts in the community and finance background, he eventually became a mortgage broker and currently runs his own business with his wife Natasha.

Vishal lives in Murrumbeena and has been a member of Caulfield Grammarians' North Caulfield Glenhuntly Cricket Club for more than 10 years. During this period he has made a wonderful contribution both as a team captain and player. He also played an important role in the amalgamation of the Caulfield Grammarians' Cricket Club with the North Caulfield Glenhuntly Club in 2011.



Youssef Sabet (2015)

“The greatest way we can understand one another is through storytelling. Through The CGA Theatre Project, we want to make a positive social contribution to the Arts and to our community. We aim to be a leader that champions inclusion and diversity in the Theatre as well as drives change. We aim to tell truthful and gritty stories that resonate with the masses, so the idea of doing *Così* seemed like a no brainer.”

Club: The CGA Theatre Project

Bio: Youssef Sabet's post-high school journey saw him initially jump straight into full-time work as a F45 instructor in the morning and late at night, filling the gap between with administration at a medical centre. This period of his life provided Youssef with invaluable real-world skills. After a stint travelling that saw him complete a six-week acting summer intensive in NYC, and appearing in shows such as *Nowhere Boys*, he moved to NYC to study full-time for two years at the Atlantic Acting School. Since returning to Melbourne, Youssef has become the key creative mind behind The CGA Theatre Project, founding the affiliate club in 2022. The project is a culmination of years of intensive acting study, industry experience and passion to leave a lasting impact through the Arts. *Così*, which ran recently in May 2022, was the group's debut performance. Keep a keen eye out for Youssef's next project with the affiliate – it's sure to be one you don't want to miss.

Campus: Wheelers Hill

House: Wilsmore

School Achievements: Wilsmore House Captain

Births



1

1. **Sara Moore** (2001) and Matthew welcomed their first child Billie on 23 September 2021 at the Angliss hospital.



2

2. **Shawnee Arranga** (2010) and her partner Mat are thrilled to announce the arrival of their daughter, Layla Adele Arranga, born 21 December 2021.



3

3. **Dr Jennifer Herrick-Myers** (2000) and **Dr Glenn Myers** (2000) are delighted to welcome little Charles into their family, born 15 October 2021. Big sister Lillian and big brother Alexander are smitten.

Admissions Policy

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

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

Wheelers Hill 8562 5222

admissionswh@caulfieldgs.vic.edu.au

Malvern & Caulfield 9524 6333

admissions@caulfieldgs.vic.edu.au

Engagements/Marriages

1. **Stéphane Guillaume** and **Alex Rafaniello** (both Class of 2014) were married on 4 December 2021 in the beautiful borough of Marylebone, London.



1

2. Congratulations to our own CGA President **Emily Davis** (Class of 2012) and CGFC Secretary **Nick Tonkin** (Class of 2011) on their recent engagement.



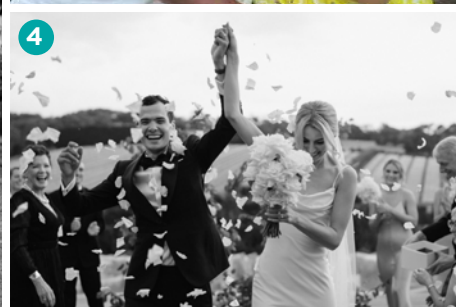
2

3. On Friday 17 December 2021, **Jared Risol** (Class of 2008 & current staff member at Caulfield Campus) married Rebecca Kelly at Lindenderry Winery in Red Hill.



3

4. **James Oliver** (Class of 2012) married Katya Russell on 4 March 2022. Katya is the niece of **John Long** (Class of 1965).



4

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.

Wendy Allinson (staff 1973–91 MC): 16 December 2021

Graeme Allum (1948–52): 21 October 2021

Russell Badham (1965–68): 3 January 2022

Stephen Boothroyd (1968–76): 12 February 2022

Martin Carlson OAM (1951–64): 25 May 2022

Irving Davidson (1943–45): 14 April 2022

Bryan Davis (1943–53): 5 August 2020

Adam Doherty (1976–87): 30 January 2021

Keith Duggan (1948–49): 11 January 2022

Ian Felsenthal (1943–46; School Council Emeritus; CGA Fellow): 19 December 2021

Jon Gorr (1971–76): 28 September 2021

David Hanlon (1962–68): 22 November 2021

Carl Haas (1945–47): 22 January 2022

Geoffrey Harcourt (1937–44 MMGS): 6 December 2021

Ian Henderson (1956–61): August 2021

John Herron (1948–54 MMGS): 19 April 2022

Ian Howard (1931–39): 31 October 2021

Bruce Howell (1947–51): 20 September 2021

Alan Irwin (1953–58): 20 July 2021

Naum Johns (1966–76): 28 December 2021

John Landy AC CVO MBE (1935–44 MMGS), Governor of Victoria 2001–06: 24 February 2022

Trish Leigh (staff 1982–2002 MC): 10 December 2021

Ralph Ludeman (1958–62): 9 December 2021

Alan Maggs (1954–60 MMGS): 4 February 2022

Rod Menzies (1957–63): 25 April 2022

Bruce Neal (1939–41 MMGS): 8 February 2022

Gregory Newman (1967–71): 22 February 2022

Max Pay (1938–43): 1 May 2020

Owen Quayle (1952–55): 6 December 2021

Colin Riley (1963–68): 6 December 2021

Captain Robert Shortridge (1963–69): 15 February 2022

Tom Swanson (1945–57): 30 December 2021

Robert Tesoriero (1986–95): 7 September 2020

Tony Vanderkelen (1956–60 MMGS): 21 January 2022

Barry Vincent (1941–44): 15 March 2022

Ray Walsh (1952–55): 22 September 2021

Hon. Jim Webster (1931; 1937–40): 3 April 2022

Ronald Wrigley (1931–43 MMGS): 29 January 2022

We also extend our sincere condolences to the Kurrle family. Lorna Kurrle, wife of long-serving Principal Stanley Kurrle (deceased), passed away on 9 December 2021.

Australia Day Honours

We are immensely proud of our alumni who have been recognised with Australia Day Honours:

Rosemary Popa OAM (Class of 2009), received a Medal of the Order of Australia in the General Division in the 2022 Australia Day Honours 'for service to sport as a gold medallist at the Tokyo Olympic Games 2020'.

Ian Davis OAM (Class of 1961), received a Medal of the Order of Australia in the General Division in the 2022 Australia Day Honours 'for service to the community, and to the law'.

Summer Masterpieces



Class of 2010, 2011 & 2012 10-Year Reunion



Class of 2005, 2006 & 2007 15-Year Reunion



Golden Alumni Society Luncheon



Class of 1990, 1991 & 1992 30-Year Reunion



Class of 1987 35-Year Reunion



Caulfield Grammarians' Association • Reunion and event news

Class of 2000, 2001 & 2002 20-Year Reunion



Class of 1997 25-Year Reunion



International Virtual Reunion



Class of 1982 & 1977 40 & 45-Year Reunion Dinner



CGFC



Congratulations to Belle Connor (pictured centre) who became the first female CGFC player to reach 50 games for the Fields.

Belle achieved this feat in Round 1 of the VAFA season when her Women's Reserves side dominated St Mary's to win by 103 points. Belle was an inaugural member of the women's program and has been instrumental in the CGFC's build to Premier Grade.

To top off this outstanding day for Belle and CGFC, she managed to kick the last goal of the game, before being chaired off the ground.

Well done, Belle!

International Women's Day Breakfast



We recently had three amazing alumni speak at the Caulfield Grammar School International Women's Day Breakfast.

Kara Henderson (Class of 2015) shared her experiences being part of the VFLW Hawks team and pursuing paramedicine, and her love for her personal growth over the past few years.

Dr Pip Karoly (Class of 2007) is currently developing a patient-specific approach to epilepsy management and spoke of her experience in STEM research.

Professor Sherene Loi (Class of 1990) is a medical oncologist devoted to breast cancer research. All three alumni shared incredibly poignant insights for both students and staff alike.

The CGA Theatre Project



Our newest affiliate, The CGA Theatre Project, was recently founded by Youssef Sabet (Class of 2015).

Youssef and the rest of the creative team poured their creative souls into their debut production of the Australian play *Cosi* by Louis Nowra, delighting audiences over a three-night run in the Black Theatre at Caulfield Campus.

Calendar of events – Semester 2, 2022

August	Young Alumni Tell Their Stories Month		
Friday 12 August	Reverse Mentoring Breakfast 2	The Deck	7.30am – 9.00am
Friday 7 October	Golden Alumni Society Luncheon	Quat Quatta	12.00pm (for 12.30pm) – 3.00pm
Friday 18 November	Welcoming the Classes of 2021, 2020 & 2019 (Including 2018, 2017, 2016, 2015 Reunions)		6.30pm – 9.00pm
Friday 2 December	CGA Thank You Function	The Deck	6.00pm – 8.30pm

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



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
- Grammarians 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

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Education Outdoors: Students camp with the kangaroos at YJ (Yarra Junction Campus).