

# labora

for the Caulfield Grammar School community | December 2024



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:

PURSUIING *Excellence* INSPIRING *Creativity* THRIVING *Together* EMBRACING *Diversity* LIVING *Wholeheartedly*

### Acknowledgement of Country

Caulfield Grammar School acknowledges the traditional custodians of the land on which we gather, teach and learn, the Bunurong and Wurundjeri peoples of the Kulin Nation, and the Mirarr peoples in the Northern Territory. We pay our respects to Elders past and present.

Our Girls finished the APS winter and spring seasons with a total of five premierships: Basketball, Football, Netball, Cross Country and Water Polo.



## 2024 APS PREMIERS



# Contents

## December 2024

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The new Senior School Teaching and Learning Building opened for Term 3 at Caulfield Campus.

### Inside front cover

What a phenomenal winter and spring APS season for our Caulfield Grammar Girls, with a total of five premierships won.



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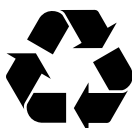
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# From the Principal

by Ashleigh Martin

## Inspiration: a source of pride

**Reflecting on the past year, I am filled with immense pride for what we, as a community, have achieved. Each year brings its own challenges and triumphs, and 2024 has been no exception. Inspiration drives me in my role, and I find it daily in our students' achievements, in the dedicated staff who shape and motivate them, and in our community, which tirelessly supports our mission.**

This year has been marked by events and milestones that underscore our shared journey. Notably, we celebrated the opening of our new Senior School Teaching and Learning Building.

**"As I walk through this light, open space and greet the students who've already made it their own, I see how it has become a hub of activity and collaboration."**

This contemporary environment fosters creativity and critical thinking, enabling older students to assist younger students, and younger students to call on older peers for advice. The open-plan design and break-out areas are conducive to this interactive learning experience.

Our commitment to innovation and sustainability is evident in this new space, which will be a model for future developments, including the upcoming Teaching and Learning Centre at our Wheelers Hill Campus.

Inspiration thrives not only in our facilities but in everyday moments. We celebrate an exceptional array of achievements by our students. When we review student success, conversations inevitably gravitate toward effort. Our School's broad offering, desire to create deep connection and encouragement to understand that we are part of something larger than ourselves are at our core. Yet, we cannot ignore that outstanding schools are competitive. Life is competitive. If you have ambition, competition is inevitable, and it doesn't always promise to be fair. Student performance can often be obscured by data, educational trends and new initiatives, but all are superfluous without effort.

The student who tries harder ultimately performs better: do the work, do the practice and do well.

I want to acknowledge the incredible achievements of our Girls sports teams this semester. Securing four APS Sport winter premierships – Basketball, Football, Netball and Cross Country (their first since 2000) – as well as a spring premiership in Water Polo (finishing the season undefeated) is truly remarkable. Furthermore, we also won two Summer Girls APS Premierships – Swimming and Diving – for a total of seven Girls premierships for 2024. Our Boys year of Sport ended with a Premiership in Volleyball and top three finishes in Swimming, Badminton, Football, Cross Country and Water Polo. These triumphs exemplify perseverance and the spirit of our School. Congratulations to all!

**"I can say without fear of contradiction, that effort is the difference maker. Do the common things uncommonly well. Little things matter. The harder you work, the luckier you get."**

Effort is a hallmark of the Class of 2024. Many teachers across both our Secondary campuses have remarked that our Year 12 students "are putting the work in". Their commitment is a powerful example for the entire School, setting a benchmark of dedication that we can all strive to uphold and build upon.

I recently had the privilege of interviewing candidates for our 2025 Co-Captain positions. One theme stood out – the impact our teachers have had on their lives. When I ask about a teacher who positively influenced them, students light up. They never mention what was taught but rather how those teachers made them feel. Great teachers understand that if learning was easy, we wouldn't need them. Our teachers know that things often get messy for students before they improve. They are makers of place, affirming to every student, "You belong here. You are part of the School because of your character and commitment, and our role is to provide the fertile ground for you to thrive."

Everyone remembers 'that teacher' and there is no greater privilege than to be 'that teacher'. In a world where instant gratification reigns, teaching leaves a long shadow. Sometimes, the impact teachers and all staff have won't be realised for years or even decades.

I'd like to acknowledge and recognise our long-serving staff members who depart this year. Andrew O'Hara, Andrea Nelson, Dee Taskinas and Peter Horacek have collectively dedicated 73 years to inspiring our students. To our departing colleagues: Your dedication, passion and wisdom have influenced countless students and colleagues, making you mentors, role models and friends. On behalf of the community, thank you for your immeasurable contributions.

I would like to express my gratitude to the staff members across our School who will be concluding their time with us. Thank you for the valuable contributions you have made to our community. I also wish to acknowledge and thank Leanne Guillon, Deputy Principal – Head of Caulfield Campus and Matt Corbett, Deputy Principal – Head of Wheelers Hill Campus who will leave us at the end of the year. I thank both Leanne and Matt for their respective contributions and wish them continued success in their educational leadership journey.

I thank all our staff for showing up, driving and modelling expectations and making space for each student to build confidence. Thank you for holding your nerve and for being calm, brave, humble and compassionate. And to those who work behind the scenes: every interaction – every lawn mowed, every Admissions question answered, every IT problem resolved, every phone call taken, every risk mitigated, every invoice paid – shapes our culture. It's often the unseen contributions that have the greatest impact.

2024 has been another year of progress and purpose for our School and as we celebrate our achievements, honour our past and look to the future, may we continue to inspire one another.

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



(top) Girls Football Premiership: Elissa Rankin (Year 11 Wheelers Hill Campus), Zoe Samuel (Year 12 Caulfield Campus), Ashleigh Martin, Charley Ansell-Jones (Year 12 Caulfield Campus).

(bottom) Ashleigh Martin with with our graduating Foundation Scholarship students: (left) Xavier Pitt and Alexandra Charlie (Year 12 Caulfield Campus) and (right) Aftaab Askary, Ragavan Jenaddarsan (Year 12 Wheelers Hill Campus) and Yen Siow, Ambassador, Foundation Scholarship & Community Relations Manager.

# From the CGA

by Linda Sprott, Executive Director

## A year in review

**The Caulfield Grammarians' Association (CGA) had another eventful year in 2024, filled with activities and milestones that fostered friendships, connections and growth within our alumni community.**

Some highlights of this year included numerous class reunions, celebrating 100 years of teaching and learning at Malvern by hosting a Morning Tea, Cocktails and Conversations function, and launching the Malvern Grammarian Wall. We also held two Golden Alumni Society luncheons and hosted a successful Annual General Meeting, which provided an important platform to reflect on our accomplishments and future direction.

**We are thrilled to warmly welcome Shelford into the CGA fold as an affiliate group and are excited to be working with the Shelford alumni committee in 2025 and beyond. We look forward to updating you with further information as details are finalised.**

This year we proudly received the Best of CASE Asia-Pacific Award for the Wheelers Hill Grammarian Wall, the first installation of a joint project with Caulfield Grammar School. This Wall showcases our alumni stories, celebrating the diversity and excellence of our community. The second installation of the Grammarian Wall was launched earlier this year at Malvern, celebrating 100 years of teaching and learning at the Campus. The third installation of the Wall is currently being designed at Caulfield Campus and will be launched in the new Senior School Teaching and Learning Building.

We celebrated our Reverse Mentoring program this year by releasing podcasts hosted by careers expert Leah Lambart during our Heart Stories week in September. The reframed intimate program now enables the wider CGA community to engage and learn from the conversations and experiences of

our mentors and mentees. The podcasts can be found on the CGA website.

The 2024 Paris Olympics further highlighted the range of talent, determination and ambition evident within the Caulfield Grammarians community. We congratulate the Grammarians who represented Australia in the recent games, including Melissa Tapper (Class of 2007), William Petric (Class of 2022), Brooke Stratton (Class of 2011) and Marena Whittle (Class of 2011). These individuals are featured on our website alongside other alumni who have competed in the Olympics in the past.

To ensure our Grammarians remain engaged and informed, the CGA has effectively maintained a strong digital presence. On social media, we have produced over 1,500 posts, stories and communications, along with 30 videos and podcasts. Our Media Hub now features more than 252 alumni stories, offering a valuable platform for sharing experiences and insights. Overall, our engagement statistics have increased this year as our content continues to resonate with the community. Specifically, we have doubled our website engagement whilst maintaining an impressive 50% email open rate, reflecting the growing interest and involvement of our alumni. Among efforts to continue growing our platforms and reach within the community, we eagerly await the upcoming launch of the Community Hub app.

Our Affiliate Clubs have had another busy year and have expanded their numbers. The Caulfield Grammarians Production Company has been a wonderful addition to our thriving community, allowing more of our alumni with an interest in the Arts to interact and engage with each other. The CGA is committed and determined to grow our Affiliate Clubs in the years to come and we sincerely thank those who gave up their time during 2024 to help run our football, cricket, rowing, athletics and lawn bowls clubs, the Grammarian Singers, The Fields Big Band and Caulfield Grammarians Production Company.

**In a continued commitment to supporting the School and contributing to the educational advancement of deserving individuals, the CGA supported three scholarships and played a vital role in the Foundation Giving Day as a matching donor.**

We extend a warm welcome to the Class of 2024 who join our strong and proud community of 27,000 past students. We encourage all Grammarians to become active members of our Association by providing your contact details at [www.caulfieldgrammarians.com.au](http://www.caulfieldgrammarians.com.au). We wish the Class of 2024 every success as they enter a new stage of life and look forward to supporting them in the future.

Finally, we thank all committee members for their wonderful contribution in 2024. We want to take this opportunity to thank the CGA President Henry Jones for his support and share our sincere appreciation for the service given by all our committee members. We also thank the CGA office staff, Nadia Shaikh and Bridget Gallop, who worked tirelessly during another busy year. In October, we welcomed Marketing and Events Specialist Henry Hoang. We look forward to working with Henry in our wonderful office.

As always, the CGA values the support we receive from the School. We thank, in particular, President of School Council Simon Gray, Principal Ashleigh Martin, Vice-Principal Andrew Strooper, Director of Community Engagement Sue Sonogo, Principal's Personal Assistant Jude Gray and School Archivist Judith Gibson.

Overall, 2024 was a year of significant growth for the CGA, characterised by successful events, awards, networking and an enhanced digital presence. The Association's dedication to fostering lifelong connections among its alumni and supporting their personal and professional growth remains unwavering, ensuring that Caulfield Grammar School's legacy continues to thrive.



The 10- and 15-year combined  
reunion event, held earlier this year.



# Building on academic excellence

## An inspirational new teaching and learning building at Caulfield Campus

**The beginning of Term 3 saw the much-anticipated opening of the Senior School building at Caulfield Campus. As the new home to 950 Senior School students and 50 staff, the building's design helps prepare school leavers for the reality of the workplace environment.**

"The building has immediately changed the learning culture for students," says Chris Appel, Head of Senior School, Caulfield Campus. "The study spaces, breakout areas and meeting rooms have been used to great impact in the early use of this brilliant new facility, and students seeing others work in groups to learn and challenge one another academically is inspiring and encourages all to strive for excellence."

The project purposefully focused on delivering a contemporary learning environment. Across five levels, the building includes 28 general classrooms, 8 Science laboratories, a Design Tech space, a function room, informal learning spaces and break-out hubs.

**"The open-plan design has not only revitalised enthusiasm for learning, but it also fosters a sense of ownership and pride in the environment. Students have taken to the space and quickly made it their own." Claire Jenkinson, Deputy Head of Senior School.**

Sophia Davis (Year 10) loves that the building is self-contained. "Apart from going to the tuck shop, there's no reason to leave. And having our own space as a House has brought us together, where different year groups interact."

"It seems the architects really thought about what the School was missing and designed the building to create a unique place that runs seamlessly with how Caulfield Grammar structures learning," says Milla Pearce (Year 12).

The open areas and flexible settings have become a hive of creativity and productivity. "Students are seamlessly integrating these spaces into their daily routines,

taking advantage of the various environments to enhance their study habits and group projects," says Claire.

"The focus on air flow and acoustics means that there is a terrific hub of excitement within the spaces without the hectic noise that over 900 students would be expected to bring," adds Chris. Sophia reveals that you wouldn't know the whole Senior School was there. "You're surrounded by everyone, but there's enough room to make it feel spacious."

**"It's easy to find a quiet space to focus without being disturbed, allowing students to be more productive. The open middle region should cause the sound to travel through all five levels, but it doesn't." Will Lourie (Year 12).**

Archer Sweeney-Johnson (Year 11) appreciates the noise-reducing acoustics. "The well-considered design reduces noise from the surroundings, which greatly improves my ability to focus and participate in discussions without interruptions."

"One of my biggest struggles before the new building was the noise level, especially in the library," adds Milla. "The meeting rooms are a perfect space for quiet study, particularly coming up to exams."

Students have also enjoyed the building being open before and after school hours.

"The areas designed to 'perch' are well-used by students to chat among themselves at recess and lunch," says Chris. "But they are equally likely to arrive early and stay after hours, as the building is a contemporary space that brings people together."

Sophia agrees. "The meeting rooms are good to study after school. They take some of the noise away and the whiteboards are good for getting ideas down. The building is also open later than the library."

In keeping with the School's commitment to innovation and sustainability, initiatives include rainwater and solar harvesting for re-use, the ability to control and collect data on water and power consumption,

high thermal performance façade glazing and energy-efficient building services. These initiatives create a healthy and thriving environment that integrates the School's wellbeing approach and enables the highest quality of teaching and learning.

"The surroundings are bright and inviting due to the plentiful natural light," says Archer, "which keeps me focused and alert all day. It also reduces eye strain, which greatly improves the comfort of extended 75-minute study periods."

Sophia also loves the natural light and open spaces, which, combined with spectacular views, gives a whole new perspective. "From the top floor you have a great view of Port Melbourne."

The Caulfield Campus Senior School Teaching and Learning Building will be the inspiration for future builds at the School. And next on the list is the upcoming new build at Wheelers Hill Senior Campus, currently titled 'The Enterprise Centre'.

"Future School developments should definitely include private spaces, such as meeting rooms and study booths," says Will. "They're already so valuable to ensure every study opportunity is productive."

Archer agrees, listing these spaces as a "number one inclusion for future builds".

"Access to quiet designated areas reduces distractions and fosters focus, both of which are necessary for sustained concentration and effective study sessions," he says.

"Additionally, these spaces facilitate group work by enabling students to participate in peer learning and group discussions, which can improve understanding and recall of the subject material."

He believes having Years 10, 11 and 12 in the same space promotes a lively, connected community with easy communication and support. "Our School's academic experience is enhanced by this arrangement, further strengthening our sense of belonging."

Chris agrees, adding, "We are very grateful for the Senior School building and believe it is supporting our goals of academic excellence, student wellbeing and connection with each other."





# Engaging in the extracurricular

## Clubs and competitions on campus

**The spirit of collaboration, creativity and competition thrives across our Junior and Secondary campuses through a diverse range of extracurricular clubs and activities. These clubs provide students with unique opportunities to explore their interests, develop skills, engage with peers and participate in competitions at local, national and even international levels.**

### Igniting innovation

Our STEM clubs lead the way in nurturing a passion for Science and Maths, starting from the Early Learning Centre with the First Lego League (Discover) and extending through Junior and Secondary levels. These clubs not only bolster academic skills but also promote critical thinking and problem-solving. Students engage in complex mathematical theories and scientific explorations, often collaborating on innovative projects.

Interest in STEM programs at the Junior campuses is high, with waitlists for many activities. The Gamers Club at Wheelers Hill Campus has 90-110 members. At Malvern Campus, the Minecraft Gamers Club for Years 1-6 meets during recess and lunch to collaborate on builds. Both campuses host the Science Talent Search, ICT Young Explorers, and the Da Vinci Decathlon, where selected Year 5 and 6 students compete in ten disciplines, including engineering, mathematics and creative arts.

**“While we do coding in class, these programs elevate skill development to another level and emphasis the importance of after-school programs,” says Emma Perrett, STEM teacher at Malvern Campus.**

At Caulfield Campus, the Maths Club meets every Monday and Tuesday, focusing on competition beyond the mainstream curriculum. This year alone, members achieved 425 individual entries

in various national and international math competitions. Former student Alex Huang pioneered this initiative, and current leaders are continuing his model to support younger students.

At Wheelers Hill Campus, the Jerry Mao Maths Club fosters a collaborative environment where students share their passion for problem-solving.

**“The club leaders promote recreational and competition mathematics, creating a supportive culture,” notes Sam Hannah, Learning Area Leader Maths, Caulfield Campus.**

Competitions abound, with students like Ayana Fridkin (Year 9 Wheelers Hill Campus) recently competing in the European Girl's Olympiad in Informatics (EGOI) in the Netherlands. The Robotics Club at Caulfield Campus, which recently moved to the Maker Space in the new Senior School Building, immerses students in technology and engineering, where they learn programming and robot construction.

Adrian Janson's Tech Design Group is a new entrepreneurial initiative focusing on 3D printing and laser cutting to create items for the School community. “We're building new VEX robots to compete in State and National competitions,” he shares, highlighting the club's aim to foster skills before entering competitions.

### Creative expression

Artistic extracurriculars flourish at Wheelers Hill and Caulfield campuses through the Visual Arts Committee and Art Leadership Committee respectively. Meeting Thursdays at lunchtime, these groups foster collaboration and artistic expression. The Art Leadership Committee, formed in 2015, comprises up to 50 students from Years 7-12 who explore various techniques and contribute to school art projects.

Arts Captain Alex Ton emphasises the community aspect: “It's a space where students can share and support each other, contributing to projects like the tram mural on the wall leading to the new building.”

### Cultivating critical thinkers

Debating Clubs provide an excellent outlet for those passionate about rhetoric. Teams engage in rigorous debates on current issues, sharpening public speaking and analytical skills. “Teams meet at lunchtime to prepare for the DAV Schools Competition,” says English teacher Brad Wood, speaking of the largest English-language debating event globally, with over 1,500 teams. “One Year 11 team reached the state quarter-finals this year, putting them in the top 8 teams in Victoria in their division.”

Debating Captain Daniel Clifford remarks, “Every motivation is an acceptable reason to join; whether it be to win, to improve public speaking, or just have fun.”

### Commitment to future

The Caulfield Campus Sustainability Committee embodies a commitment to the environment. Members engage in environmentally friendly activities and awareness campaigns, making a tangible impact on our community.

“It's an amazing opportunity to contribute to the wellbeing of the environment and society, both locally and on a wide scale,” says Audrey McGregor (Year 11). “We achieve this through beach clean-up excursions, informative segments in assembly and – my personal favourite – bake sales to raise money for charity.”

Fellow member Emily Drummond-Hall (Year 11) agrees. “Through our clothes swap and bake sale, we've been able to facilitate more environmentally friendly consumption and raise money for the Wilderness Society.”

### And many more ...

These are just some of the many clubs and competition opportunities that enrich our students' educational experiences and prepare them for future success. Through teamwork, creativity and resilience cultivated in these activities, students are empowered to excel in academics, artistic expression and community service.

We continue to celebrate our students' achievements in various competitions and foster opportunities to participate wherever interest lies.



Top: Robotics Club, Caulfield Campus.

Row 2 (L-R): Ayana at EGOI. Dihein and Rishab (Year 6 Wheelers Hill Campus) win 1st place in Minecraft Tournament. Debate Team (photo: Jade Wollf, Year 10)

Row 3: DAV debating.

Row 4: Art Committee mural: entrance to the new building, Caulfield Campus.



# Where are they now?

## Beyond student experience: inspiring future pathways

**For students, the Year 9 Student Experience is a pivotal moment that lingers in their memories long after they leave school. Since 1998, this immersive journey took students to Nanjing, China, where they engaged with cultural heritage and language. However, in recent years, the program has shifted focus to the unique landscapes and communities of Jabiru in the Northern Territory. This transition is not merely an adventurous detour; it has become a transformative experience that shapes personal growth and ignites passions that can lead to future careers.**

In Jabiru, students are given the opportunity to engage with Indigenous communities, learning firsthand about the history, art and deep connection to the land. They assist with community projects and immerse themselves in educational initiatives that promote local culture and sustainability. This hands-on involvement not only empowers students to contribute meaningfully but also deepens their understanding of life in remote settings.

Claudia Walter (Class of 2017) worked as the Youth Sport and Recreation Officer for West Arnhem Regional Council in Jabiru in 2023. Reflecting on her time in both Jabiru and Nanjing, she emphasises the significance of immersive experience.

**"The Year 9 student experience unlocked my love of learning about other cultures. It allows you to tap into a depth of understanding that doesn't come from a short-term holiday."**

This depth of engagement cultivates resilience, adaptability and empathy – qualities essential for navigating an increasingly interconnected world.

A noteworthy outcome of the Year 9 experience in Jabiru is the number of alumni who have returned to the area, taking on roles such as teachers, coaches and health workers. Their journeys highlight the lasting impact of this program and how it can inspire a commitment to service and education in remote communities.

Meg Hudson (Class of 2013), a founding teacher in Jabiru, articulates this sentiment. "Caulfield Grammar opened my eyes to so many different opportunities out there. My advice for future Grammarians who are interested in working in the NT is to say yes!"

Living in Jabiru also fosters a unique sense of community. Gus Styles (Class of 2017) notes that in a small town of around 500–600 residents "your actions and attitudes are amplified."

The sense of responsibility to act for the good of the community is palpable, and the relationships forged here are deep and meaningful. Tara Bennett (Class of 2022) is a Caulfield Campus Boarding House Supervisor, but spent 2023 as a Year 9 Kakadu Program Trainee.

**"The opportunity to live up in Jabiru allowed for so much personal growth. I was able to meet so many new people and embrace a culture that I may otherwise never have had the chance to experience."**

The experience not only influences career choices but also shapes personal identities.

"I took a leap of faith, and it's one of the best decisions I've ever made," says teacher Celia Grigg (Class of 2015). "The warmth, scenery and rich cultural history of Kakadu are all reasons I chose to stay."

For many, the experience has sparked interests that inform their educational and professional paths. Casey Day (Class of 2020) now works with the Stars Foundation out of Jabiru Area School. She credits her time in Nanjing for motivating her to explore different cultures and ultimately pursue a career dedicated to supporting Indigenous youth: "Being able to see the contrast of opportunities available to students in Jabiru compared to those I was offered at Caulfield Grammar has been eye-opening," she says.

Meg Allen (Class of 2013) is now a physiotherapist in Darwin: "I love the lifestyle, as well as exploring the wonderful area and enjoying the tropical weather."

Simone Tribe (Class of 2013), a dedicated podiatrist in Alice Springs, emphasises the profound impact of Nanjing on her choice of career. "It opened my eyes to the importance of healthcare access and effective communication as well as seeing the benefits of stepping outside my comfort zone," she shares. Now working in the NT, Simone is committed to developing and delivering equitable and culturally safe services with the aim of improving health outcomes and quality of life for Aboriginal and Torres Strait Islander people. Simone recently received an NT-wide Allied Health Excellence Award in Leadership which allowed her to reflect on her time at Caulfield Grammar, grateful for the array of opportunities provided to help her to grow as a leader and develop foundational skills to drive change.

After six years working in some of the most remote Indigenous communities in Australia, Simone strongly encourages other graduates to consider a career in healthcare in a rural or remote area.

The connections established during the Year 9 experience and the subsequent opportunities in Jabiru are invaluable. They foster a cycle of growth and mentorship, encouraging younger generations to engage with diverse communities. As Sam Hume (Class of 2020) puts it, "Living in a small community greatly strengthens the relationships with others and opens up so many opportunities to get to know people of all different ages and walks of life."

Extending far beyond the classroom walls, these experiences cultivate informed and compassionate leaders, ready to contribute positively to society. As we celebrate the journeys of our students beyond the School gates, we also recognise the enduring legacy of the Year 9 Student Experience as a vital bridge connecting them to a broader world. It instils a sense of responsibility, empathy and ambition that transforms lives.

As Meg Hudson advises, "Say yes!" – an invitation to embrace the unexpected and build a future full of possibilities in the Northern Territory.







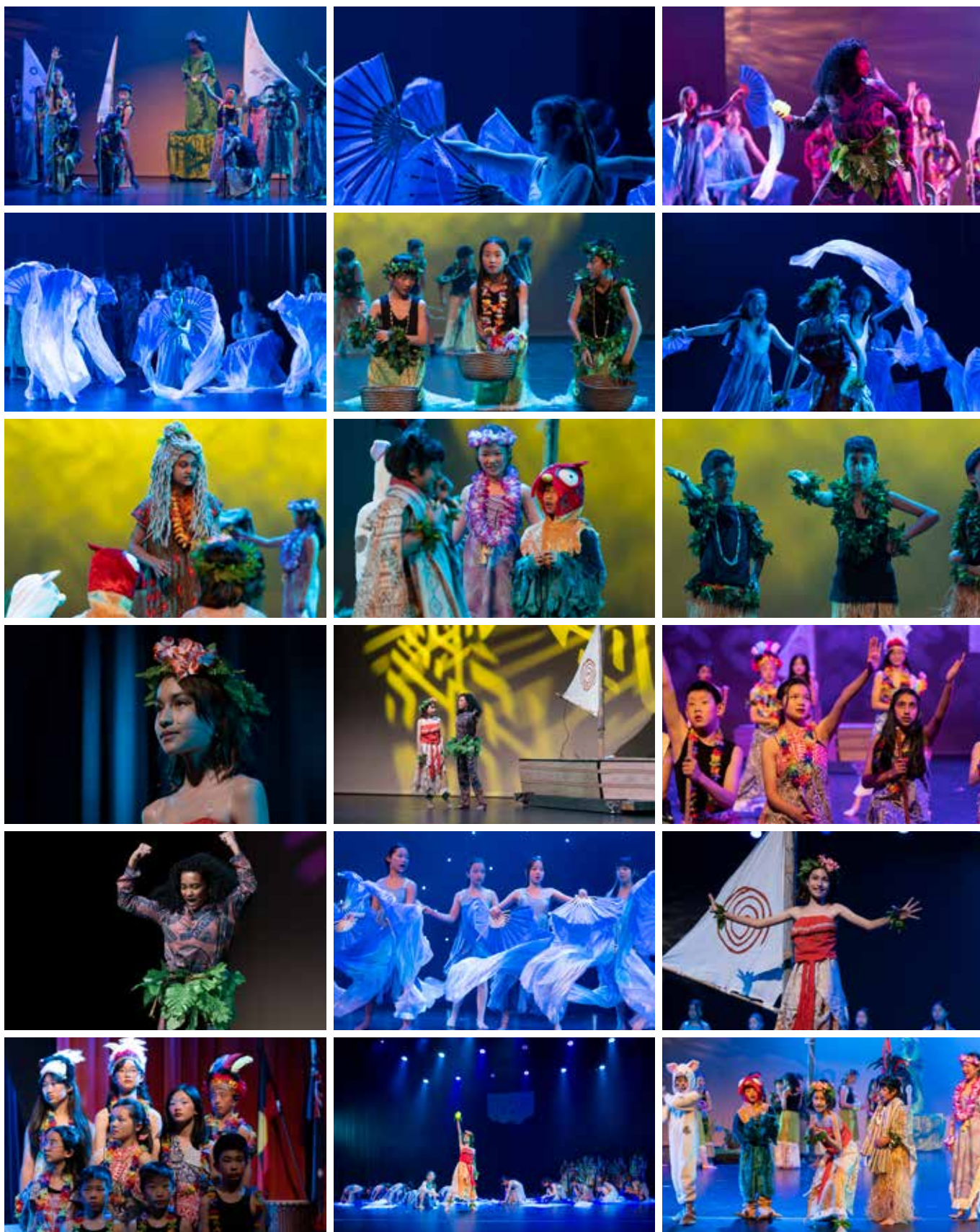
# Caulfield Grammar Arts



## Dark Carnivale

Choreographed by students and leading professionals, Wheelers Hill Campus students showcased spectacular talent in a dance performance based on the dark twisted underworld of the circus.





## Moana Jr.

Wheelers Hill Junior students immersed themselves in the music of Lin-Manuel Miranda and Opetia Foa'i to deliver an energetic performance telling the Disney story of Moana, the strong-willed girl chosen by the ocean to reunite a mystical relic with a goddess.



# Caulfield Grammar Arts



## Upstage: APEX

Caulfield Campus Dance students in Years 7-12 dazzled with lights, colour and energetic choreography in a theme-based dance extravaganza.





## Festival of the Arts (FOTA)

The House-based FOTA competition was run at both Caulfield and Wheelers Hill campuses at the end of Term 3. Showcasing the best of dance, drama and music, Holmes House (Wheelers Hill Campus) and Kurrle House (Caulfield Campus) emerged as overall winners.



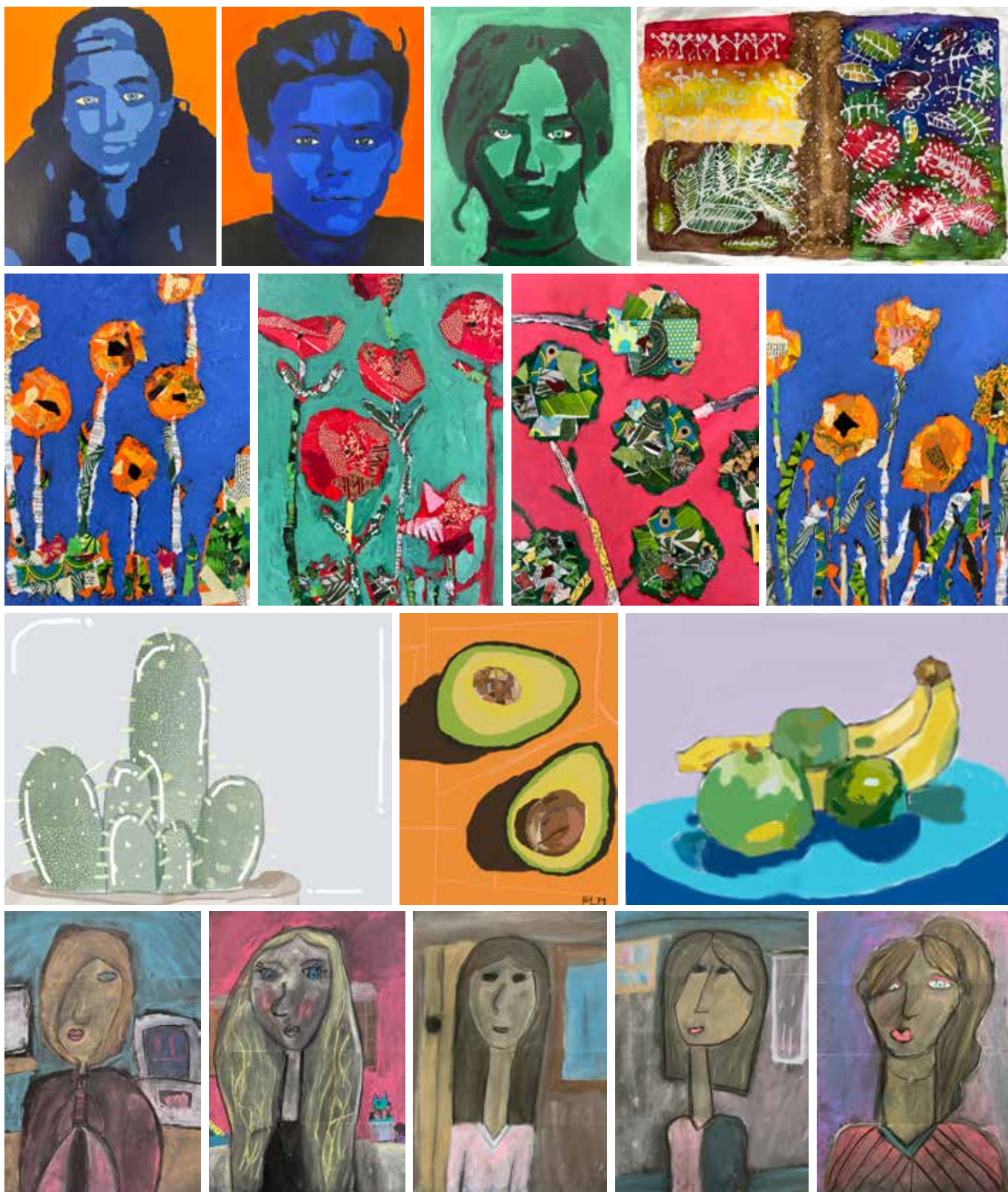
# Caulfield Grammar Arts



## Visual Art

Year 10 Wheelers Hill Campus: Cindy (top), Jackson (middle), Jessica (bottom) 'Concertina'.





## Portraits and still life

Malvern Campus (from top) Year 6 Portraits: Grace, Scarlett, Valentina. Year 5 Collaborative Batik.  
 Year 3 Flower Collages: Stella, Scott, Sofia, Liya. Year 4 Still Life: Hazel, Poppy, Willow.  
 Year 3 Self Portraits: Florence, Hilda, Isabella, Arie, Zoe, .



# Caulfield Grammar Arts



## Sculpture

Year 6 Malvern Campus: Grace K, Ariana, Grace H, Ryan.

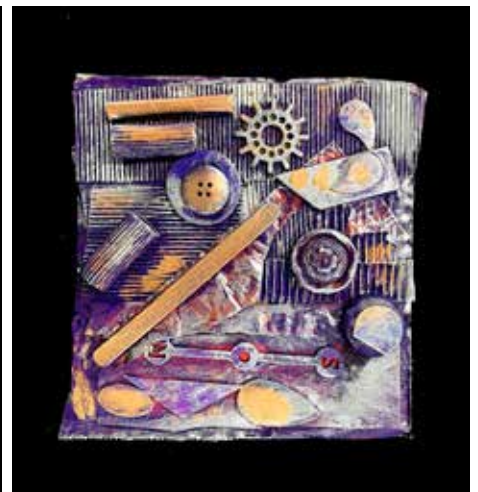
## Mixed media nature-inspired collage

Year 2 Malvern Campus: Dennis, Mia, Audrey, Harvey.



## Mixed media collage

Prep Malvern Campus: Leon, Milo, Flossy.







### Inspired by Ben Quilty

Year 10 Wheelers Hill Campus (above from left): Kiara, Emersyn, Mia, Kiara, Jackson.

### Who am I?

Year 9 Caulfield Campus: Composition inspired by surrealism. Benji, Jessie, Zoe.





# Caulfield Grammar Arts



## A Little Night Music

A special chamber music highlight on the Music calendar, A Little Night Music is an evening of solo and ensemble performances from our senior musicians from both secondary campuses.



## Ensembles Concert

The wide range of beginner and intermediate instrumental and vocal groups from Wheelers Hill Secondary Campus came together in July to present a varied program of music they'd been rehearsing throughout the year.





### Battle of the Bands

Talented Wheelers Hill Campus students put their all into heart-and-soul performances with proceeds from the event raising funds for Very Special Kids, a remarkable organisation dedicated to supporting children with life-threatening conditions and their families.



### Caulfield Campus Concert

A diverse concert program showcasing the wide range of instrumental and vocal ensembles at Caulfield Campus.



# Caulfield Grammar Sports



## APS Winter and Spring Premierships

Winter and spring were phenomenal seasons for Caulfield Grammar Girls, with a total of five Premierships. Congratulations to our Girls Basketball, Football, Netball, Cross Country and Waterpolo teams for a hugely successful 2024 season.





**APS Sport in action**  
Basketball, Cross Country.



# Caulfield Grammar Sports



## APS Sport in action

AFL, AFLW, Hockey.





**APS Sport in action**  
Netball, Soccer.



# Snapshots



## ELC Gallery Walk

ELC students at Malvern and Wheelers Hill campuses were excited to show their families around their Gallery Walk. While the artwork on display was beautiful viewing, it was the proud smiles and enthusiastic explanations that were the real highlight.

## Philippines mission trip

During term break, Mark Mao (Year 10 Caulfield Campus) participated in an international volunteer medical mission trip to Cagbalete Island in the Philippines. The trip included informative sessions and conducting health checks for more than 100 island residents. "Giving back filled me with a deep sense of purpose, and, for the first time, I truly felt the value I could bring to others."







## PYP Exhibition

Year 6 Wheelers Hill and Malvern campus students shared their passionate inquiries at the PYP Exhibition, exploring significant issues, such as inclusion and diversity, animal welfare, community connections, First Nations culture, environmental concerns and disadvantaged communities.



## STEM curiosity

Malvern Campus students took a deep-dive into some interactive STEM activities, including creating and racing Sphero Chariots with the Design Process (Year 6) and learning about nutrition and heat energy to make veggie soup and pizza using produce from the Malvern Campus vegetable patch (Year 3).



# Snapshots

## World Athletics Championships

Year 12 student Siena Farrell – School Co-Captain (Caulfield Campus), athlete and member of the 2024 Girls First XVIII Football Premiership team – put in an incredible performance at the World Athletics U20 Championships in Lima, making it to the Semi-Finals of the 400 Hurdles with a personal best time of 59.58s.



## Economics Olympiad

Annie Zhou (Year 11 Wheelers Hill Campus) was awarded a certificate of Distinction in the Australia-wide Economics Olympiad organised by the University of New South Wales. The certificate recognises the knowledge and skills she demonstrated and her strong performance in the competition. Annie has also been selected to participate in a six month Mentoring Women Program run by the Victorian Department of Finance and Treasury. The program is aimed at connecting young women from university and high school with economists for the Victorian Government.



## Soup kitchen

Launched in 2023, the Caulfield Grammar School Soup Kitchen comes together once a term to provide more than 300 meals for those in need with groceries donated by the CRA. Here, Caulfield Campus staff prepare meals for local charity organisation 'The Soup Angel'.



## Book Week 2024

Malvern and Wheelers Hill campuses went all out with colourful costumes, lunch-time activities, book-themed performances and author visits including Felice Arena, Katrina Nannestad, Alice Pung and Anna McGregor.





# Snapshots



## Speech Night

(above) More than 700 students, families and staff attended the Melbourne Convention and Exhibition Centre to celebrate our Year 12s with inspiring speeches, award presentations and a showcase of outstanding musical, dance and theatre performances.

## Valedictory Dinner

(below) Taken at the Valedictory Dinner, Wheelers Hill Campus Class of 2024 graduates pose with parents who are also Caulfield Grammar School alumni.







## Tanner's trek for Lyme Disease

In a refreshingly raw and open exchange, Tanner McMillan (Year 11 Caulfield Campus) shares his harrowing journey with Lyme disease – a journey marked by struggle, resilience and an overwhelming determination to raise awareness for others suffering in silence. At just 17 years old, Tanner's experience encapsulates the challenges faced by many who grapple with this misunderstood illness in Australia.

Tanner began his story with a glimpse into his childhood, characterised by adventure and bravery.

"I challenged myself, pushed my limits and experienced anything I could," he recounts. However, this vibrant life took a drastic turn following a simple tick bite just after his 11th birthday. The diagnosis came with disbelief and stigma. Despite the overwhelming pain that caused him to lose consciousness hundreds of times a day, Tanner was met with scepticism. "Doctors told my devastated parents they needed to 'toughen up'," he shares, illustrating the heartbreaking disconnect between his reality and the medical community's response.

For Tanner, the physical toll was brutal. He describes one harrowing episode: "Sent home from hospital, I fell unconscious a minimum of 10 times between the nurses' station and the car park."

As he battled illness, the lack of recognition for Lyme disease in Australia left him feeling isolated. He couldn't explain to his friends why he would collapse from touch or why he was absent from school. It took nearly a year for Tanner to receive a formal diagnosis, and even then, acceptance within the medical community was a struggle.

"Later, I found a medical team that was able to validate every symptom I had," he explains, emphasising the importance of support and understanding.

Tanner's treatment journey was gruelling, involving numerous trips to Sydney and extensive medical procedures.

"I underwent a life battle that 11-year-old me would never have expected," he says. The arduous treatment regimen included 98 trips, catheters and IV drips, leading to physical exhaustion and mental strain. "I vomited all over myself on my first day of high school," he recalls, adding that this led to constant anxiety about vomiting during class. It's a poignant reminder of the everyday battles faced by those with chronic illness.

Despite these challenges, Tanner emerged with a renewed sense of purpose. "I came out a better person: a strong, healthy, driven teenager who wants nothing more than for no other child in Australia to experience what I experienced," he says, underscoring his commitment to advocacy.

To drive change, Tanner is organising a monumental walk along the iconic 90 Mile Beach in Gippsland, Victoria, with his friend Edward.

"I'm doing this to raise awareness and funds in order to make a change," he explains. The trek will cover 151 kilometers and aims to support the Lyme Disease Association of Australia, a vital organisation that aided Tanner during his fight against the illness.

Tanner's call to action is clear: "I need a community of support and the kindness of all you lovely humans."

He appeals for sponsorships, donations and support, emphasising the urgency of improving the healthcare system for Lyme sufferers.

"All proceeds from the 90-mile trek will go to the Lyme Disease Association of Australia," he confirms, highlighting the importance of collective action.

Through his journey, Tanner not only shares his personal story of resilience but also shines a light on the pressing need for awareness and empathy toward those battling Lyme disease.

His message resonates: Together, we can foster understanding and create a supportive community for all.









The new YJ yarning circles were built by staff and student attendees over the last few months. Significant in indigenous culture as a space to share knowledge and reinforce a sense of community, students, staff and visitors alike find themselves sitting around a fire at a yarning circle at all stages of the day, sharing a yarn.



## Lessons that last

Jamie Staib, Health & PE Teacher and Basketball Coach, Caulfield Campus



**I grew up in South West Queensland as the child of two teachers. My father was a small-school Principal and moved around between different schools (some of which had fewer than 20 students). He was often sent in to schools to 'fix them up'.**

While an iron-fisted disciplinarian, he was a gifted teacher whose pedagogy and focus on learning was exceptional.

I can look back now and give him credit for building high standards and strong habits in a generation of young learners (myself included), but at the time I couldn't think of a worse career choice than being a teacher.

Later I was enrolled in a secondary school where my mother was a PE teacher and Sport Coordinator. She was also a skilful classroom teacher, but I quickly came to realise that in stark contrast to Dad, Mum was adored for how she interacted with her students and the rapport she had with them.

While I initially started down a different tertiary path, it's obvious from the fact that I'm here that the pull of teaching was inevitable, and the approach I've developed is testament to the influence of both my parents.

While I've since had many roles in my career (including Maths/Science teacher, Head of PE and Sport Coordinator), what I keep coming back to is the difference you can make when you work directly with young people. Hence you'll find me enjoying teaching PE and coaching basketball for a long time yet. This year, I reached the milestone of coaching 100 APS Basketball matches.

While every educator knows the thrill of 'the moment' (when a concept clicks with a learner and they make progress), I think I take more joy in knowing that a habit or lesson I've imparted might endure in a student I've worked with well beyond the time when they remember my name.

## A hidden wealth of historical knowledge

Judith Gibson, Archivist, Caulfield Campus

**Let's dispel the image of a cataloguer among dusty boxes. I'm more an interpreter, custodian, part-detective and storyteller. Every item I touch has a story and it's a privilege to share the proud history of both Caulfield and Malvern Grammar Schools with the community.**

Growing up, I felt destined to be a librarian or teacher. I loved reading and hearing family stories and at least three generations of my mother's family were teachers. Mum encouraged my interests in music and sewing and, post school, I completed a Bachelor of Art and Craft (Secondary) at Melbourne State Teachers College. I enjoyed teaching in Benalla and Hamilton for 12 years, including a role as Head of the Art department.

Seeking a new direction incorporating my interests in history and research, I completed a Graduate Diploma in Archives and Records Management in 1995, then moved to Brisbane as Assistant Archivist at The University of Queensland. It was fascinating and cemented my love of archives.

Back in Melbourne, I implemented record-keeping systems and procedures at The Metropolitan Fire Brigade, before

becoming the first full-time archivist of Caulfield Grammar in 2006. Since then, I've had the unique opportunity to sort, catalogue and document items and accept many donations of photographs, diaries, old registers and textile items.

Our heritage collection dates from 1879 and, whether it's a past student's badge, a teacher's class list, the diary of our Founder or (recently) the donation of a long play (LP) record of the School choirs found at an op-shop, each piece is a story.

My role has changed dramatically, from being a collector of paper records to managing the digital collections and identifying long-term value. I'll field questions about the meaning of the School motto, the co-education milestone, or the legacy of past staff. I'll share a 'history slam' of interesting facts with Year 7, or talk about Valentines Mansion (with original hand-drawn architectural plans) with Year 1. A special joy is speaking with past students and staff: telling a daughter about her father's years living as a boarder in the 1950s (and hoping we have a photo); hearing memories of how a grandchild is now enrolled; or greeting visitors to our school.





## When a leaf becomes a boat

Amna Iqbal, English Teacher, Caulfield Campus



**English has always been my favourite subject. Since I was a child I had a real appetite for reading, always finding myself absorbed by words, stories, perspectives, poetry and the possibilities that different texts evoke. Books offer us a window into ourselves, as well as the world we inhabit, and I find this an endless source of inspiration, sparking wonder and joy.**

I completed a Bachelor of Arts with Honours, majoring in English Literature and Spanish, at The University of Melbourne. After graduating, I spent a few years working in learning design for a well-known corporation, as well as a boutique consultancy firm. I realised that as much as I enjoyed designing content, I missed the human connection that comes with working with young people.

My pathway into teaching was through Teach for Australia. I studied for my Masters in Teaching (Leading Learning) while working in a government school. I still carry in my heart the lessons that my wonderful students taught me – my students are as much my teachers as I am theirs.

I relish that I get to spend every day teaching

my favourite subject and working with young people. I am inspired by and grateful to my students, their quirks and idiosyncrasies, the privilege of watching them evolve and explore their place and purpose in our world. The authentic, micro conversations, high-fives across the oval and smiles bring me immense joy and a fullness to my heart. Most importantly, I am reminded of the gift teachers are given in helping young people navigate these formative years. I don't take this for granted.

I have a four-year-old son who keeps me busy with his endless energy, sense of wonder and the cheeky laughter that fills our household. Where an adult sees a leaf floating in the pond, a child creatively perceives it as a ship. To experience the world through my son's eyes has brought a nuance and beauty to my life that I am so grateful for. In between teaching and parenting, I am also completing my Masters in Education (Research) from The University of Melbourne, which keeps my mind open to how teaching and learning continues to evolve. When possible, I also love to attend yoga, dance class, and reading of course!

## From tropical islands to solving puzzles

Jonathan Twigg, Deputy Head of Campus, Wheelers Hill Junior

**My teaching career began with a newspaper ad looking for 'teachers to teach and live on a tropical island'. What young graduate could resist that? The island ended up being Nauru. And so my overseas teaching life began.**

Over the next 25 years I experienced 10 different schools in 10 different countries. I lived and taught in international schools, with my backdrops changing from the temples of Korea to the desert sands of Qatar, from the magic of Istanbul to the snow-capped mountains of the Swiss Alps. In 2018 my daughter, Chloe, graduated and we came home. I applied for the Head of Teaching and Learning position at Wheelers Hill Junior, where I found a school honoring the past and looking to the future. That progressive outlook allowed me to challenge my skill set and constantly consider the needs of all our students.

This year I took on the role of Deputy Head of Wheelers Hill Junior Campus, a role best described as 'the ultimate puzzler solver', focusing on the wellbeing of our community. Each day brings adventure. I could count windows in the morning with Prep, then

hop on a bus to the city with Year 4 and end the day with a parent session on wellbeing. For me, seeing students rise to a challenge and share their stories is special. The impact my position has had in assisting students with their learning is what has kept me here for six years and counting.

Part of my role is building a strong community that communicates and collaborates with a clear purpose. I enjoy interacting with parents and caregivers through our 'Caulfield Connects' morning teas, and incorporating wellbeing strategies that provide a strong understanding of who we are and what we stand for.

My life journey has given me a profound appreciation for the richness that different cultures and perspectives bring. Having lived in many countries, I've experienced life through a variety of cultural lenses and I appreciate the power of perspective and the importance of acknowledging and celebrating differences.

Embracing diversity is not just about acknowledging differences; it's about leveraging those differences to create a stronger, more cohesive community.





## The ultimate influencer

Chris Kaliviotis, Learning Mentor, Wheelers Hill Campus



**Like most of us, my parents were a major influence on my life. Both my parents had teaching experience and my mother was a primary school teacher for her entire career. The idea of teaching had always been a profession I could see myself in, but initially I resisted. Teaching was my parents' profession and part of me wanted to cut my own path. So, I was a little unsure of the direction I should take.**

The advice I was given was: 'If you follow what you enjoy and give it time and effort, it will lead to a profession you will love.' That I had so many interests made this difficult. As I tried to find my path, I chose to study Science, majoring in Psychology. After that, I worked in hospitality, ran and hosted events, travelled the world solo for a year, worked a ski season in Canada, recruited abroad in the travel industry, came home and became a travel agent.

Throughout it all, I continued to feel a pull toward teaching. Eventually, I went back to university to study education. Having a breadth of experience and further growing my areas of interest, I decided on primary teaching, which would allow me to connect to the curriculum and my

students in different ways across a wide range of subjects.

I found myself at Jells Park Primary School, where, 'coincidentally', Mum was Assistant Principal (so much for cutting my own path). I only intended to be there for the start of my career, but I fell in love with the school and the community.

A decade later, after going through all the big life events – marriage, buying a home, having a child, winning two silver medals for Australia at the World Championships for Ultimate Frisbee – I decided that it was time to look for new opportunities that would help me continue to grow as a teacher.

The Learning Mentor role seemed a perfect fit. I was able to use my diverse experience to connect with and support my students while, at the same time, learn from the network of teachers I'd be working alongside in the classroom.

I'm only one year in, but it's been the year I was hoping for: full of challenges and growth. Looking ahead, I'm excited about how this role will continue to shape me as a teacher and, conversely, how I can use my distinctive experiences to shape the role.

## From quiet achiever to adventurer

Lara Ah-Tye, Yarra Junction Trainee, Yarra Junction Campus

**I have been at Caulfield Grammar School for practically my whole life, starting as a little girl in Pre-Prep at the Wheelers Hill Campus ELC. I have now just spent my 'Year 13' working as a trainee at Yarra Junction (YJ). Having been at Caulfield for a while, I had visited YJ many times, but it wasn't until Year 8 camp at YJ that I decided I wanted to return later as a trainee.**

My older brother Zach was a trainee at Jabiru in the Northern Territory in 2021, so when the time came to put in a trainee application, I jumped at the opportunity. But I always knew that YJ was the place I wanted to be.

Working as a trainee at YJ is an experience like no other. Not only have I built a whole new skillset with all the activities we run here at YJ, but I have also grown considerably as a person.

I came out of Year 12 having not had a great year, and I didn't have any strong confidence or self-belief. But coming here to YJ, I have learnt how capable I really can be. Despite being an introvert,

I can still stand in front of a group of students and run an activity with them.

My favourite part about being a trainee is getting to spend most of my time in the outdoors doing canoeing, expo, high ropes and all the other activities. But I also get a lot out of seeing the impact that I can have on students. I remember when I was a student, the relationships I made with the trainees on camp were one of my highlights, so the fact that I can make a positive impact on a student's experience is a great feeling.

As the year comes to an end, I'm sad that I have to say goodbye to this place. I've come to love the little community we have here at YJ, and the fact that each day I get to do something I enjoy, whether that's hiking 16km on Day 2 of expo or helping Linda in the kitchen.

I'm not entirely sure what I'll end up doing in the next few years. I've always wanted to do psychology, but after this year I'm thinking I may want to become a teacher. We'll see.





## The tutor transformation

Jackson Sandler, Foundation Scholarship Tutor, Caulfield Campus



**My time at Caulfield Grammar gave me a deep understanding of the value the School places on community and support in education. Fostering an environment where students are encouraged to strive for excellence, while surrounded by teachers who genuinely care about their success and wellbeing, led me to want to remain a part of this community after I graduated.**

After completing a 3/4 subject in Year 11, I was asked to tutor a friend's sibling in that same subject. I instantly loved it. I then discovered Caulfield Grammar's Foundation Tutoring program and immediately wanted to apply. It was a chance to contribute to the community in a meaningful way and remain a part of the school that had given me so much.

As a Foundation Tutor, I support students on the Foundation Scholarship, guiding them through academic challenges and helping manage study habits and timetables. Many students engage in extracurricular activities which can be hard to balance, so I assist in specific subjects or providing general advice on organising workloads and commitments.

I love seeing the transformation in students. There's nothing more rewarding than witnessing someone who feels overwhelmed and stressed gain confidence as they grasp the material and develop skills to tackle challenges. Being able to make a positive impact in their academic lives is what makes the role special.

Driven by curiosity and a passion for growth, I thrive in environments where I can learn and challenge myself. I'm interested in exploring different cultures and I've travelled extensively, which has broadened my perspective, but also honed my adaptability and open-mindedness. I'm currently pursuing a double degree in Commerce and Law at Monash. Next year, I'll participate in an exchange program, allowing me to broaden my global perspective and learn from diverse environments.

After university, I aim to build a career in banking, where I can apply my commercial and legal knowledge to navigate complex financial challenges. I'm drawn to the industry's fast-paced nature and the opportunity to contribute to impactful financial solutions on a large scale.

## A sense of community

Prue Petsinis, Head of Campus, Malvern Campus

**I grew up in country Victoria where a sense of community was the heart of the town or district. The local football, netball, tennis and cricket teams provided consistent connection and purpose. There was a sense of working together and everyone 'looked out' for everyone else.**

Mum and Dad were teachers, then principals, in the local schools. This brought with it a responsibility for my brother and I, but also a privileged position of being part of a family that loved learning!

Throughout my life and career, I've had strong role models: grandparents who valued family and led lives of service in their local community; parents who instilled a strong sense of identity and self-belief; principals who were fierce in their commitment to improving education; friends who showed care and love. Alongside this is the experiential learning that is life! Travelling, reading, visiting galleries and museums all challenge me to be curious and to learn.

I knew from a young age that I wanted to become a teacher. I have been fortunate to teach and lead in many independent schools in Melbourne. I firmly believe that high expectations establish a culture where intellectual capacity is valued.

The pastoral care and wellbeing of every student goes hand in hand with this and needs to sit and be developed alongside teaching and learning.

Arriving at Malvern Campus at the beginning of this year felt like 'I'd come home'. Living the School values everyday resonated with me and means that when you arrive at Malvern Campus you immediately feel welcome and included. I love visiting the classrooms, meeting with parents and the broader community and getting to know the staff. In my role, every day is different!

I look forward to my leadership at Malvern Campus providing intellectually challenging learning opportunities for staff and students to be brave, to lead and question and work closely with others, all within a nurturing, caring community.





# The lost art of letter writing

by Judith Gibson, School Archivist

## Letters in our Collection: A Powerful Time Capsule.

**Recently I was reminded of the immediacy and power of letter writing and correspondence after reading a Friday Essay column by author Edwina Preston (2023) lamenting the lost art of letter writing and "... what a powerful time capsule a letter could be."**

It prompted me to look again at the letters, postcards and air mail aerograms in our Archive Collection, authored by past students and staff, families and Headmasters of Caulfield Grammar and Malvern Memorial Grammar School.

I grew up in a world before the immediacy of the internet and emails. Writing letters – a skill taught in primary school along with spelling and handwriting – was the normal way to communicate. I remember learning how to address an envelope in the post office-required format (including return address on the back), composing a 'thank you' note to my aunt for a gift, or writing to a pen-pal or grandparent.

**Traditionally, boarders were expected to write a letter home each week, as stated in the Morcom House diary (1974). Junior boarders were encouraged to seek help from residential staff with content and spelling. Parents were encouraged to tell the Housemaster if letters weren't sent. While most Senior boarders ignored the rule to write home, many still keenly anticipated a regular letter and parcel.**

A bundle of letters written by Caulfield boarder, the late Dr John E Gardener (1956–60), provide fascinating snippets of news to his mother. John lived in Welshpool, Gippsland and was a Prefect in 1960.

Over 50 letters, still in their envelopes, share details of learning, sport and the routine of boarding life. Along with milestones – a dancing lesson or a first shave – there was "grateful thanks for Dad's letter enclosing stamps and ten shillings" (1957) or praise for "a new very good science master, Mr Rechter" (1957).

One letter shared that the rowing "training session used a machine resembling a boat" and, later, the joy of being "on the water the first time with Wilson" (1958). Another told of a visit to Wesley College on a Saturday that included "playing in the U15 football team, a swim in their pool and a buffet tea of soup, a couple of buns and some cake". (1959)

Letters from past students enlivened the Old Boys notes in both *The Caulfield Grammarian* and *The Malvern Grammarian*. Contributions, whether personal, general or literary in nature, were appreciated. Noted architect Robin Boyd (MGS 1930–35) shared news of an architectural scholarship taking him to England and America in December 1948.

**Particularly precious are letters written during World War II to the Headmasters of Caulfield and Malvern Grammar, Mr 'Frank' H J Archer (CGS 1923–54) 'and Mr Albert J Marsden (MGS 1924–55). More than 200 letters were received from School parents and Grammarians, sharing greetings, enlistments or sad news of deaths. Some extracts were printed in the School magazines to update and support the School community.**

In September 1943, Leslie W White (CGS 1927–31) shares in a letter to his teacher Mr Hugh G Lamb Smith (CGS 1913–51): "... this letter writing business comes pretty hard to me these days, so please excuse if I write a lot of bull. If Dave and I could meet you in person we'd probably get you in a corner and ear bash you for hours, but when it comes to letter writing, I'm no bleeding good these days."

During WWII, Mr Lamb Smith took on the responsibility of posting books and school magazines and maintaining a master list of enlistees and their regiments.

Postcards and pre-folded blue aerograms were a popular form of communication, being space-saving and cost effective. Past student and staff member Walter Waller (1934–38: 1939–51) was a regular correspondent with his past Headmaster Mr 'Frank' H J Archer (1923–54) and wife Lillian. In early 1955, Walter writes congratulating Mr Archer "... on the 1954 school magazine and speech night booklet", commenting, "what an outstanding report to make for your last". Letters written to Walter by Mr Archer share news of mutual acquaintances, the School, family and travel to England.

Change is inevitable and the ease of emails, texts and mobile phone calls have freed us from traditional forms of letter writing. In the end the format does not matter. Whether writing a 'newsy' email or a greeting card, we share something of ourselves. Shining brightly in these archival letters is pride, a sense of true belonging, and joy to be connected to our School community.



(from top) John Gardener (circled) and the 1960 Prefects;  
 letter from John Gardener to his mother;  
 Aerograms between Walter Waller and Mr Archer;  
 Judith Gibson, School Archivist sorts through various letters.





# Teaching: paying tribute to our staff

by Judith Gibson, School Archivist

## Farewell and thanks to long-serving staff

**At Speech Night on 10 December 1936, Fourth Headmaster, Mr Frank H J Archer (1923–54) reported on the “... growing complexity of modern school life”, and closed his report with “... a tribute to the sincerity and interest of all staff in working for the welfare of the boys.”**

Mr Archer understood the importance of recruiting staff with a passion for their subject areas and willingness to contribute to the School community, values that are still relevant today in providing the best education for all our students.

As the school year closes, we warmly thank the departing long-serving staff who have given 15 years or more of service to our School and were acknowledged at Speech Night.



We also acknowledge and thank all staff leaving Caulfield Grammar School at the end of the year, no matter how long they have been with us. Your care and commitment to enhancing the lives of all students, fellow staff members and parents in our school community is greatly appreciated. We thank you, and we wish you all the very best for the next stages of your life.



# A Brother/Sister School

by Judith Gibson, School Archivist

## Part 2: Ties between Shelford Girls Grammar and Caulfield Grammar School

**Caulfield Grammar and Shelford Girls' Grammar share an enduring relationship as a brother/sister school pairing, with shared common values and a proud history of teaching excellence.**

Students and staff of each school will have fond memories of many shared occasions including academic learning, debates, judo classes, an annual netball match, school plays and a shared mother's auxiliary event.

Indeed, the geographic closeness was appreciated by families as it provided an easy 'drop off' of a brother or sister, excellent public transport and shared bus routes (we forget that most families did not own a car until well after the 1950s).

Cooperative learning efforts date from the 1960s, yet some Caulfield Grammar boys attended Shelford Girls' and Kindergarten from 1923. Neville Brown (Caulfield Grammar School 1937-43) recalled that Shelford scholar Joan Prinnett was in his Senior Mathematics class, taught by Mr Arthur Asche (1925-26; 1941-46).

The Schools ran a cooperative timetable for Years 11 and 12 students until 1995, apart from a break lasting a few years in the late 1980s when Shelford changed to a seven-day timetable. This worthwhile interchange accommodated small class numbers with Caulfield Grammar offering Year 11 and 12 Mathematics, Physics, Economics, German and Accounting and Shelford offering French, English Literature and Australian Studies.

Socially shared events, such as Prefect Dances, were hosted jointly or by each School 'at home', the Tudor Court function centre or a local Town Hall. The 1944 annual combined dance welcomed 600 students!

Dance classes beforehand were chaperoned in the 1950s. A Shelford student recalled "... the Shelford Headmistress and the Caulfield Grammar Headmaster sat up the front, keeping a strict eye on everything."

In the late 1950s, an invitation was extended to Shelford to visit Caulfield Grammar's new outdoor country centre at Yarra Junction. Shelford Biology and Science classes stayed for a few days to experience farm life and undertake field work, usually overseen by inaugural Master in Charge Bob Bickerdike (1956-64).

Shelford students acted in many Caulfield Grammar productions, such as *Bullumbimbi* and *Androcles and Lion* (1958) and *Wait until Dark* (1970), directed by Norman Kaye (Caulfield Grammar School staff 1958-77), featuring Katrina Brown and Debbie Kendall. Limited space precludes a full listing of other shared drama plays, but some others included *Death of a Salesman* (1965), *The Seagull* (1971) and *Fiddler on the Roof* (1975). Several Caulfield Grammar boys acted and assisted in the 1970 Shelford play, *Our Town*.

Rev. Angas Holmes (Caulfield Grammar School Principal 1977-92) advocated for shared professional learning and invited Shelford staff to occasional seminars. Some Caulfield Grammar staff taught at Shelford, including English teachers Nigel Wilkinson (1979-90; 1995-2015) and Russell Jackson (Peer 1962; 1982-2007), who recalls that period as "... four years of what were among the happiest of my forty years of teaching."

Lastly, there have been many friendships and connections in both School communities, some generational, and even 'matches', leading to marriages and the births of little Shelfordians and Grammarians!

I look forward to sharing further stories in the years ahead!



Caulfield Grammar School  
Honour Dance 1959.  
Shelford at Yarra Junction, c. 1962.  
Cast of *Wait until Dark*, 1970.



# Foundation Scholarships

## Fem & Ragavan – The Rich Hart Foundation

**Fem Hunter is the Co-Founder (along with husband Andrew) and Chair of the Rich Hart Foundation, a Private Ancillary Fund providing education opportunities through scholarship. Fem and her family escaped the oppressive regime of Idi Amin in Uganda in 1972. Arriving in Australia with no worldly possessions or extended family, they were welcomed with kindness, generosity and warm hearts.**

Ragavan Jenaddarsan is a recipient of a Rich Hart Scholarship currently completing Year 12 at Wheelers Hill Campus.

We spoke to Fem and Ragavan about their involvement and the collaboration between the Rich Hart Foundation and Caulfield Grammar School.

### **Fem, tell us about your connection with Caulfield Grammar School?**

My family's connection with the School goes back over three generations. My father-in-law, Jim, my husband Andrew and our sons, Imy and Tahir, all had the opportunity of an education at Caulfield Grammar.

### **What is the story behind the Rich Hart Foundation?**

The Rich Hart Foundation is a family foundation we established in 2013. The names 'Rich' and 'Hart' are the acronyms of Imy and Tahir's initials and all of us are very involved in the Foundation.

We set it up to provide opportunities to those less fortunate, because we believe that everyone deserves the opportunity for meaning and happiness. One avenue to provide this is through the opportunity of an education.

My family and I had escaped Uganda in 1972 during the Idi Amin regime. We were welcomed in Australia by many kind people, and because of my father's education, the transition to start a new life in Australia was easier than if he was not educated.

Providing the Rich Hart scholarships with Caulfield Grammar School aligns with our values of Celebrating Diversity, Creating Opportunities, Fostering Leadership and, importantly, Enhancing Communities.

### **What is your motivation to support young people from refugee backgrounds?**

As a young child, I personally experienced having to escape my country of birth and leave my extended family. From my experience, I believe having the opportunity of an education can make starting a new life in another country much easier.

Our motivation is relatively simple, and that is: to give back. Providing the Rich Hart Scholarships benefits not only the scholarship students and their families, but also the entire Caulfield Grammar School community.

### **Ragavan, what does it mean to you to be on a Foundation Scholarship supported by the Rich Hart Foundation?**

For me, it means that I have been provided with an opportunity to study at one of Melbourne's most prestigious schools. This has enhanced my opportunities within my high school education and will set me up for the future. Also, being a recipient of this scholarship means that I can continue the Rich Hart Foundation legacy. I am extremely grateful for the ongoing support and chances that the Rich Hart Foundation has provided me with.

### **How would you describe your family's relationship with Fem?**

My mum and I have known Fem since I was in Year 6 when I received the Scholarship. Just recently we had her over for lunch to catch up and discuss the end of Year 12. One of my favourite

memories with Fem was of her taking me to Melbourne Museum to look at the dinosaur exhibit. I am very grateful for the continued support Fem has provided to my family and the chance to develop a relationship with the Rich Hart Foundation.

### **What did you most enjoy about your experience at Caulfield Grammar?**

I thoroughly enjoyed my experience at Caulfield Grammar, and this has been further supported through the various activities and opportunities the School provides to students to allow them to follow their passions. Caulfield Grammar has allowed me to connect with the most wonderful people that I'm proud to call my friends and has allowed me to feel supported in every aspect of my high school journey.

### **What were the main challenges for you and how did you overcome them?**

Towards the start of my journey at Caulfield Grammar, it was challenging for me to be open to sharing my story and background. I often felt different to other students, as they hadn't had similar experiences. However, through the ongoing support of my friends, I now know that even though I come from a different background all of us are equal.

### **What do you like most about the School?**

Something that sets Caulfield Grammar School apart from other private schools is the willingness of the community and school to provide Foundation scholarships which educates less advantaged children and provides them with the opportunity to have more experiences and opens more doors for them in the future.



Fem Hunter, Co-Founder and Chair of the Rich Hart Foundation, and scholarship recipient Ragavan Jenaddarsan, Year 12 Wheelers Hill Campus.

**Give an example of how Caulfield Grammar supported you and other scholarship students over the years?**

Every month, the Foundation provides each student with enough financial support so they can not only have an opportunity to attend Caulfield Grammar School but also socialise with friends within this community. This allows us to not feel left out when it comes to paying for activities such as going to the movies or going out with friends.

**What are your plans after school?**

After Year 12, I plan to study a Bachelor of Electrical Engineering at university. While studying, I hope to coach cricket and basketball at Caulfield Grammar, passing on the knowledge I gained through my own experiences in these sports. After I have completed my study, I plan to work aboard one of the Navy's most prestigious ships as an Electrical Engineering officer.

**What would you like to say to Fem and the donors of The Rich Hart Foundation who supported your education?**

I would like to thank each donor for helping me receive such a high level of support throughout my high school journey. I hope you can bless other students with your grace and amazing generosity.

To Fem and her family, I would like to thank you for everything you have given me as a way to continue your father's legacy and kindness in being a Foundation Scholarship student. When I am older, I hope to repay you by carrying forward your generosity in providing the same opportunity to a student who will benefit from a similar experience at Caulfield Grammar.

**What advice would you give to new students coming through our Foundation Scholarship program?**

I would encourage each new student who comes through the Foundation



Scholarship Program to embrace every opportunity presented to them and to seek out their passions.

**Fem, what are your hopes for Ragavan and his mum Mano post-Caulfield Grammar?**

I hope they always find meaning and happiness in their lives. I also hope that, one day in the future, they can also be in a position to provide an opportunity for someone less fortunate than them.

We also hope that Ragavan's experience at Caulfield Grammar sets him up for a fantastic future. We wish him every success.

**Fem, what advice do you have for families and Foundations interested in supporting Foundation Scholarship students at Caulfield?**

I would say that if you can support Foundation Scholarships, our personal

experience is that not only does the student and their family benefit, but the greater Caulfield Grammar community develops and benefits from having these students in their community. We have seen this first-hand and that makes it all worthwhile.

**As a major donor to our Foundation Scholarship program, what have been some of the most rewarding aspects of supporting Ragavan and other students?**

There are so many rewarding aspects, but if I were to name one, it would be seeing the pride in the eyes of the students' parents when they are offered this opportunity. It is, indeed, life changing for the parents and the student to have an education at Caulfield Grammar School.

# Giving Day 2024

## Ice Bath Student Challenge: a chilling success!



**Earlier this year, 159 students and staff from our Caulfield and Wheelers Hill campuses pushed themselves to the limit by participating in our very first Ice Bath Challenge as part of Giving Day.**

In this ultimate test of endurance and resilience, they immersed themselves in freezing water for a full minute, stepping far outside their comfort zones – all in the name of raising funds for our Foundation Scholarship Program.

A special shout-out to Team Archer from Caulfield Campus, who claimed the title of highest fundraising team, and Charlotte Bremner, the top individual fundraiser at Caulfield Campus. From Wheelers Hill Campus, the highest fundraising team was Team Holmes and Max Pellicano was our highest individual.

Thank you to everyone who took part – whether you braved the ice, donated to support your peers, or cheered them on from the sidelines. Your efforts made a big difference.

We can't wait to see you next year for an even bigger and better challenge!





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# Frankleen Newar-Jarfoi

## Representing Australia at the World Youth Athletics Championships in Peru

**Caulfield Grammarian and past Humanitarian Foundation Scholarship student Frankleen Newar-Jarfoi recently represented Australia at the World Youth Athletics Championships in Peru.**

Frankleen was the Caulfield Grammar School Athletics Captain in 2022 and was part of the successful 4 x 100m relay team that placed 5th at the Championships.

He has been awarded a scholarship to attend Washington State University and will commence his studies there this coming January. His family is understandably incredibly proud of his achievements and his dedication to both his studies and athletics.

Frankleen came to Australia with his mother, having escaped the civil war in Sierra Leone just before he was born. Their family story, like many other refugees, is one of immense courage, perseverance and sacrifice, and, happily, it is also one of success.



Frankleen Newar-Jarfoi with 2024 Caulfield Campus Co-Captain Sienna Farrell at World Championships Peru.

# Kakadu Trip

## An insight into the Year 9 Kakadu Program

**Late in August the Caulfield Grammar School Foundation team, along with 16 members of our School community, embarked on a unique five-day trip to Kakadu. This experience gave them first-hand insight into the journey our Year 9 students undertake and highlighted the importance of investing in the future of our Kakadu program.**

During the trip, they also had the opportunity to learn more about how their support will contribute to the Jabiru community, reinforcing the value of cultural exchange and environmental stewardship.

A huge thank you to Mike Gregory (Director – Student Experience) and Cec Gregory (Community Partnerships Manager – Kakadu Program) from our Kakadu team, for taking time out of their busy schedules to host the group. Their passion and dedication to the future of this program are truly inspiring, and we are grateful for their continued support and commitment.

Over the next three years, the Foundation will be raising funds to expand our Student Experience Programs in Kakadu and Yarra Junction. By donating to this program, you will be helping to create an environment where young minds can explore nature, engage in creative projects, and learn the value of teamwork and perseverance. Your contribution will ensure that every child, regardless of their background, has the opportunity to step outside their comfort zone, embark on adventures, and build lifelong memories.

We will be organising another Kakadu trip in August 2025 for anyone interested in joining us.

**For more information or to express interest, please contact Andrew Cole, Foundation Executive Director [andrewcole@caulfieldgs.vic.edu.au](mailto:andrewcole@caulfieldgs.vic.edu.au).**







# The Denis Tricks AM Scoreboard

## Alf Mills Oval, Caulfield Campus

**The Tricks family has had an ongoing connection with Caulfield Grammar for more than 120 years. It began with the enrolment of Denis' father Frederick Tricks and his uncle Vivian Tricks in the early 1900s.**

During his time at Caulfield Grammar, Denis was a member of the First XI Cricket and First XVII Football teams for two seasons, Football Captain and Ruck in 1944 and the School Athletics Shot Put Champion. In addition he was a School Prefect that year, completing Matriculation then continuing on to obtain a Bachelor of Commerce from The University of Melbourne.

Denis went on to have a very successful career in stockbroking (Chair of both the Melbourne and Australian Associated Stock Exchanges). He served on various Boards and Committees, including The Victorian Arts Centre Trust and Foundation, The Melbourne University Council, The John

Truscott Foundation and Rural Press.

After stockbroking, Denis established a wildflower horticultural business in Gippsland, growing and exporting cut flowers. While on the farm, he was Committee Chair for Wildflowers Advisory Committee for the Rural Industries Research and Development Corporation (RIRDC).

It was through his stockbroking career and committee work that Denis met Hugh Williamson CBE, the General Manager of the ANZ Bank in the mid-1950s. Hugh Williamson died in 1985 and under the terms of his Will the Hugh D T Williamson Foundation came into being in 1986. Denis was appointed as a founding Trustee and Chair. He retired in February 2015. This Trust was a highlight of his committee work.

In 2023, Denis chose to make a wonderful philanthropic gift to Caulfield Grammar, to fund the installation

of the new electronic scoreboard overlooking the Alf Mills Oval at Caulfield Campus. The scoreboard has been an exciting addition to the School. It is not just a scoreboard – it shares messages, images, music and events for the students and Caulfield Grammar community. Earlier this year Principal Ashleigh Martin, past Principal Stephen Newton AO (now Chair of the Hugh D T Williamson Foundation) and the Tricks family celebrated the new electronic scoreboard. Denis' wife Priscilla and two of their four children, Belinda and Meredith, were present, along with his granddaughter Georgia Dick, who completed Year 12 at Caulfield Grammar in 2020.

Caulfield Grammar School gratefully acknowledges the generous philanthropic support of Denis Tricks AM (Class of 1944), who made the scoreboard possible.



(left) The Denis Tricks AM Scoreboard: Ashleigh Martin, Belinda Tricks, Priscilla Tricks, Georgia Dick, Meredith Tricks and Stephen Newton AO.

(above) Caulfield Grammar School 1944 Football Team. Denis Tricks AM (circled).



# 1881 Bequest Society

## Tours: Bishopscourt and Capitol Theatre

### **The 1881 Bequest Society and the Caulfield Grammar School Foundation recently hosted a couple of events for members and guests.**

In June, the Society hosted a tour of Bishopscourt – home of the current Archbishop of Melbourne, the most Reverend Dr Philip Freier, and his wife Joy.

One of the first homes built in East Melbourne and set in a charming garden, the Italianate villa mansion remains one of the largest intact urban estates. Principally a private home, Bishopscourt was built based on the model still practised by English Bishops – where his home is also his office.

The first occupants, Bishop Charles Perry and his wife Frances, moved into the house (although unfinished) in January 1853 and from that time it has been the residence of each Anglican Bishop – and later the Archbishop of Melbourne.

There were many modifications but, although the interior has been refurbished many times, the main bluestone residence has been left largely intact.

Archbishop and Mrs Freier added their own personal touches and saw to the restoration of the house's interior, beginning with the main reception and dining rooms, used extensively for church and community purposes.

Guests were treated to morning tea, followed by a comprehensive tour of the house and the gardens by Bishopscourt historian John Botham. Liz Marsden, a dedicated volunteer at Bishopscourt, then showed the extensive gardens, pointing out special trees, plants and the vegetable and herb garden.

In July, the magnificent Capitol Theatre in Swanston Street, Melbourne, was the venue for our most recent Society event.

Designed by renowned architects Walter Burley Griffin and Marion Mahony Griffin, this Art Deco theatre is an iconic venue known for its unique architectural design and fascinating history.

Our tour guide was the cultural historian Kenneth W Park. Kenneth makes well over 130 presentations annually for universities, museums, conferences and cultural organisations all over the world.



Kenneth took us on an enthralling journey of the theatre (100 years old this year), showcasing the interior conservation and the incorporation of a very impressive new lighting system, which brings to life the fabulous geometric theatre ceiling to resemble a crystalline cave. The vibrant coloured illumination of the ceiling enhances its otherworldly effect.

Since 1999 the theatre has been managed by RMIT University and used for lectures, events and film screenings. It is a hub for arts and cultural events, live performances and creative workshops. The Capitol has also hosted various events for the Melbourne International Film Festival (MIFF) and other prominent arts organisations.

Some of the event proceeds were donated to support the Capitol Theatre's reinstallation of the original organ, the history of which was shown to guests through a short film. The Capitol was also home to the first large Wurlitzer Organ in Australia. Used to provide music and sound effects for films when the orchestra was not used, the Wurlitzer was used for



musical entertainment in between shows when 'sound' films took over.

Guests later enjoyed a delicious Devonshire tea at the Collins Café House, situated in the National Trust-listed Bank of New Zealand Building which dates back to 1867.

We are always pleased to have our Society members and, importantly, some new faces join us at our events. These events and activities are designed to engage with our Society members and to acknowledge and thank them and encourage others to consider leaving a legacy.

We look forward to welcoming everyone again at our next event.

**If you would like to learn more about the 1881 Bequest Society, please contact either Andrew Cole or Debra Stiebel in the Foundation office.**





# Carolynne Marks: a Wheelers Hill original



**Carolynne Marks (right) was one of the foundation students at Caulfield Grammar's Wheelers Hill Campus when it opened in 1981 – the centenary year of the School. With the establishment of the new Campus that bordered Jells Park and overlooked the Dandenong Mountain ranges, Caulfield Grammar also simultaneously launched co-education, although this was initially only at the new Campus. Caulfield and Malvern campuses remained all boys until 1993, when co-education was introduced schoolwide.**

In addition to being a foundation student at the new Campus, Carolynne can lay claim to being the first female student to win a Scholarship to attend the School.

In its first year, students were only enrolled in Years 3, 4, 5, 6 and 7 at Wheelers Hill. Over the next six years, however, the Campus expanded so that in 1986 there were classes all the way through from Prep to Year 12.

Carolynne and the other foundation students who commenced with her in Year 7 in 1981 were therefore the first cohort to graduate from Wheelers Hill Campus in 1986. They also had the unique experience of being the oldest students at the Campus each year of their Secondary School years.

"This placed my group in a very privileged position," reveals Carolynne. "As our year was very small (only about 90 students), we all knew each other and

the teachers knew us very well. As we were always the oldest in the school we had many opportunities that forged the way for those who followed."

## **Secondary School years**

Carolynne was involved in a variety of activities during her Secondary School years at Wheelers Hill Campus. Her best memories are of playing in the orchestra and her time at Yarra Junction.

"I particularly enjoyed Music, House activities and Sport, and I participated in the Duke of Edinburgh Awards program," she recalls.

She was awarded prizes for 'Leadership at Yarra Junction Campus' and 'Service to the School' in 1985, and the 'Dougie Rankin Prize for Progress in Studies and



Success in Sport' and the 'Inter Alia' Prize for student essays in *Labora* in 1986.

Carolynne also won a number of academic prizes, as well as the Gold, Silver and Bronze Duke of Edinburgh Awards.

Studying mostly Maths and Science subjects in her final Secondary years, Carolynne readily admits that, while she achieved good grades, they didn't exactly pique her excitement.

"Although they weren't really where my interests lay, they offered the broadest opportunities at university," she says, adding that she initially had plans to become a veterinarian or a journalist.

During this time, she also studied German, which was a subject she found much more enjoyable.

"Studying German enabled me to receive a language scholarship and travel to

Germany immediately after I completed my Year 12 exams," she says.

She found the German scholarship experience invaluable and it gave her a thirst for travel that would push her to visit many more places around the world over the next few years.

"As an experience, it was truly amazing and one I would wholeheartedly recommend to any school-leaver."

#### **A career in psychiatry**

Once at university, Carolynne studied Medicine, later specialising in Psychiatry. "I've now been a consultant psychiatrist for 20 years and work exclusively in the public hospital setting," she says, revealing that her current position entails providing critical care and rehabilitation to people who have unremitting and severe symptoms of mental illness or disorder in a secure inpatient unit in

a Melbourne hospital. She does this three days a week, with another day spent at a rural outpatient location. She is also required to participate on-call, ensuring her expertise is available during emergencies.

At the secure unit in Melbourne, she works with a Senior Mental Health Nurse, Grammarian Jacqui Evans, who also attended the Wheelers Hill Campus (Class of 2008).

"One of the most rewarding parts of my job is being able to engage with some of the more difficult psychotic patients," says Carolynne. "And I also enjoy attending court as an expert witness."

In addition, she admits that the opportunities she is afforded to travel overseas – which she is able to do on a regular basis – are also up there as a favourite perk of the job.





"My least favourite aspects of the job are probably public hospital politics, as well as dealing with layers of middle management and working on-call," she laughs.

In her downtime away from work, Carolynne enjoys gardening, watching foreign language films, buying art and travelling. She also keeps up her love of music by listening to "inspiring '80s music".

In five to ten years' time, Carolynne expects to be working less (maybe just two days a week) and foresees a move away from Melbourne, possibly to the Byron Bay Hinterland region.

#### **Reminiscing**

Carolynne rates her involvement with Yarra Junction Campus as one of the biggest highlights of her time at Caulfield Grammar School.

"I think more people should know what a great education outdoors program Caulfield Grammar has in YJ Campus," she says. "I had an amazing time there; firstly with the camps and then later, coming back as a YJ Leader. It was probably my absolute favourite memory from school."

If she could give her 17-year-old self some advice, she would have to say "don't stress so much", but she'd also advise her to "put more time and effort into studying humanities subjects, including languages and history, as these will be more useful overall".

As we celebrated the 40th anniversary of the establishment of the Wheelers Hill Campus in 2021, we also celebrated the 40th anniversary of co-education at the School and the contribution that many of our female past students have made, and continue to make, to the community.

Read more alumni profiles celebrating the excellence, innovation and diversity of our female Caulfield Grammarians: [www.caulfieldgrammarians.com.au/alumni-profiles](http://www.caulfieldgrammarians.com.au/alumni-profiles).

# Reverse mentoring podcasts

The CGA is excited to present our Reverse Mentoring Podcasts, where career expert Leah Lambart engages with remarkable Caulfield Grammarian alumni who have participated in this years reframed program. Leah explores and discusses mentor/mentee industry experience and perspectives, along with highlights and learnings of the program.



**Daniella de Koster-Hill**  
(Class of 2011)

*Indigenous  
Education Teacher*

**Fleur Goulding**  
(Class of 1989)

*Executive Officer, Corporate  
Governance, Risk and Strategy*

## Daniella mentors Fleur

Daniella is an experienced educator with over 10 years' experience within Indigenous education. As a qualified primary educator, Daniella began her career in a remote Aboriginal community in the Northern Territory and has developed multi-age curriculum, bilingual education, trauma-informed education and leadership. Over the past two years, Daniella worked at Haileybury Rendall School in Darwin, progressing into the role of Head of Ochre in November 2023. The Ochre program is a bespoke intensive literacy and numeracy educational support program, which is tailored for our First Nations students.

Fleur has over 25 years' experience in the tertiary education sector, predominantly in technical and further education. As a qualified secondary teacher, she moved into tertiary education as an early career professional and has worked as an instructional designer, curriculum developer, teacher and institutional researcher. For the past ten years she has supported the executive and Board at Holmesglen Institute in the development and execution of the institute's strategy and in meeting its governance obligations. She has a leadership role within the Office of the Chief Executive and oversees the institute's corporate governance, risk and strategy functions, alongside its government relationships.

## Aly mentors Vanessa

Aly is a multidisciplinary creative based in Melbourne, Australia. Working as a producer, communicator and creator, she delivers engaging cross-collaborative projects across the arts, media and advertising industries. With expertise in art practices, strategy, project management and client relations, Aly brings a keen eye for storytelling to every endeavour. Currently, she serves as the Product Manager (Digital) at one of Australia's largest FMCG companies, with previous roles including Head of Delivery, Interactive Producer and Senior Producer in creative and experiential spaces.

Vanessa's first love is singing and she has performed opera in Australia and internationally. She is currently re-staging her one-woman-show 'The Puccini Effect' in June. Vanessa has juggled her creative side with a corporate career in advertising and has worked in Australia's best agencies on clients such as Google, Telstra, YouTube, and Suncorp. She currently lives on the Sunshine Coast with her husband and two sons - and she calls surviving two kids under two as her greatest life achievement.



**Aly Zhang**  
(Class of 2011)

*Product Manager (Digital) &  
Multidisciplinary Creative*

**Vanessa West**  
(Class of 1993)

*Client Partner at Publicis  
Worldwide Australia, Opera  
Singer, Playwright*





**Kalani Thomas**  
(Class of 2008)

*Associate at  
Dellios West & Co*



**Richard Harris**  
(Class of 1980)

*Barrister, Accredited Mediator  
CGFC President*

## Kalani mentors Richard

Kalani is currently an associate at Dellios West & Co. She practises primarily in commercial litigation with a mixture of insurance-based litigation work. She is a strong supporter of settling matters commercially and believes mediations to be a vital component of the litigation process. Outside of work, she enjoys travelling, reading, cooking and spending time with her 2-year-old Italian greyhound.

Richard A Harris attended Caulfield Grammar from 1969 to 1980 and went on to study a Bachelor of Law and Economics at Monash from 1981 to 1985. Thereafter, he worked at Lander and Rogers, then Home Wilkinson Lowry as a solicitor. He has been a Barrister since 1996 and practises in a wide range of commercial related matters, including building, insolvency, property and insurance claims. Richard has advised and appeared in complex commercial disputes in all jurisdictions and appears regularly in the Supreme Court of Victoria and the Federal Court of Australia. Richard is also an Accredited Mediator with access to Mediation facilities within his chambers. He is also President of the CGFC, was President of the CGA Parents & Friends from 2011 to 2015 and is also the Director of the JMB Foundation. He has three children – Max, Oliver and Isabelle.

## Linda Sprott discusses the Program

A high-level community engagement and relationship specialist who delivers innovative and strategic solutions with proven success, Linda has been working in the education sector for over 20 years. She is passionate about supporting young people and championing their issues.



**Linda Sprott**

*Executive Director, Caulfield  
Grammarians' Association,  
Caulfield Grammar School*



**"My journey from a young scholarship student to a seasoned professional exemplifies a life enriched by passion, independence and a steadfast commitment to excellence."**



# Colin E Stear, engineering ergonomics

**Colin E Stear's remarkable journey began as a wide-eyed 12 year old, confidently stepping through the gates of Malvern Grammar with a government scholarship.**

"The grandeur of the School, with its parquet floors, majestic stairways and expansive classrooms, left a lasting impression on me," he says.

Coming from Murrumbidgee State School, the transition was both exhilarating and daunting, but Colin embraced it enthusiastically. The small First Form class of just 22 students offered him a tight-knit community that fostered a sense of belonging and camaraderie.

The memories of Colin's time at the School are still vivid in his mind and he fondly reminisces about the teachers who had a lasting effect on him.

"The gymnasium sessions were run by the energetic and supportive Sports Master, Mr Smith," he recalls. "He was instrumental in instilling my love for physical activity and discipline."

Then there was Mrs Reynolds, his English teacher, who opened the world of literature to young Colin, nurturing his appreciation for language and storytelling. Bill Sayers, known for his strict yet fair approach, became a figure of admiration for Colin, teaching him the values of discipline and respect.

"Fred Dore and Nick Thurbon – affectionately nicknamed 'The Moth' – were equally influential and their unique teaching styles profoundly impacted my educational journey," he says.

The friendships Colin forged during these formative years have endured the test of time. He still cherishes connections with David Fitts and John Williams, alongside more recent reconnections with John Temple, Ron Williamson, Errol Malta, Steve Richardson and Leigh Parker. Colin marvels at how these relationships have lasted, noting how the core characteristics of his friends have remained unchanged over the decades.

The move to Glen Eira Road (Caulfield Campus) marked another chapter in Colin's school life, allowing him to engage in a broader range of activities.

"This larger and slightly intimidating environment pushed me to explore



gymnastics, swimming with coach Ken Box, football, rowing, athletics and cadets," he says. Each activity contributed to his personal growth, teaching him teamwork, perseverance and leadership.

"The daily assemblies in Memorial Hall, where the enthusiastic singing of hymns resonated through the hall, remain a vivid memory," Colin recalls. "Especially the tune set to the melody of the German National Anthem [*Gott erhalte Franz den Kaiser*, by Joseph Haydn] – a poignant reminder of the historical context just 20 years post-World War II."

Despite his love for school life, Colin faced academic challenges, ultimately leading to his departure after failing his Leaving exams. This setback, however, set him on a path of resilience and determination. He entered the workforce while attending night classes at Taylors College, where he studied Organisational Behaviour.

"This experience solidified my belief that traditional bureaucratic roles were not meant for me," he admits.

At 30, Colin took a bold step back into full-time education, which laid the groundwork for a distinguished career in corporate health and ergonomics. He thrived as an independent consultant for three decades, focusing on occupational ergonomics.

"My work involved redesigning and re-engineering workplace environments to prevent injuries," he explains. "And this

was a field that allowed me to blend my passion for innovation with a commitment to improving workplace safety."

Colin's dedication to his craft and his belief in freedom of choice defined his professional ethos and allowed him to approach each assignment with enthusiasm and creativity.

Throughout his career, Colin never missed an opportunity to mention his time at Caulfield Grammar School, holding it in high regard for shaping his self-confidence and pride.

"The School remains a pillar of my identity, influencing both my personal and professional life."

In recent years, Colin has actively participated in 'Old Boy' lunches, where he revels in rekindling friendships and reliving cherished memories.

"These gatherings reaffirm the bonds formed in my youth and underscore the timeless impact of my education at Caulfield Grammar School," he says.

For Colin, Caulfield Grammar represents more than just an academic institution.

"It's a foundation of lifelong learning, personal growth and enduring friendships," he says. "My journey from a young scholarship student to a seasoned professional exemplifies a life enriched by passion, independence and a steadfast commitment to excellence."

# Future-proofing your career for 2025

by Leah Lambart, Career & Interview Coach

## Embracing evolution

**When I launched Relaunch Me in 2014, my initial focus was on building my coaching skills and providing excellent service to generate repeat business. However, 2020 brought unprecedented changes with the onset of the COVID-19 pandemic. Suddenly, career change conversations were everywhere in the media and, while my business remained steady, the competition in the market grew significantly.**

This new landscape forced me to re-evaluate my approach, especially in terms of branding and marketing. I realised that I needed to become more digitally savvy or invest heavily in outsourcing.

I decided to embrace the digital world, learning to set up and edit podcasts, acquiring HTML and Divi skills to update my website, and improving my marketing knowledge. These steps were crucial to my business's survival, and they got me thinking about how important it is to continuously upskill in order to future-proof one's career.

Whether you are an employee, contractor, or entrepreneur, staying relevant and competitive in today's job market requires constant learning, adaptability, and building a strong personal brand.

Here are the key strategies to future-proof your career:

### 1. Embrace digital skills

Technology is reshaping industries across the board, and those who can leverage digital tools will dominate the future job market. Whether you're a seasoned professional or just starting your career, continuously enhancing your digital skills is essential. Technologies

like AI, automation and data analytics are transforming roles, and businesses are seeking individuals who can innovate using these technologies.

Start by identifying the digital tools that are becoming essential in your industry. For example, if you work in marketing, learning AI-driven customer segmentation or mastering automation software can keep you competitive. Platforms such as Coursera, LinkedIn Learning, and Udemy offer affordable courses on AI, coding and data science, helping you stay ahead.

You don't need to become an AI expert, but understanding how AI impacts your field is critical. Learn how to work with AI-powered tools to increase efficiency, such as those that automate data analysis or streamline content creation. This will make you more effective in your role and set you apart from others in your field.

### 2. Strengthen people-centric skills

While technology is transforming technical roles, people-centric skills like collaboration, critical thinking, empathy and emotional intelligence are irreplaceable. These skills are crucial for managing relationships and engaging clients or customers.

Emotional intelligence, in particular, can significantly enhance workplace interactions. Being self-aware, managing emotions under pressure and fostering empathy can give you an edge. Skills like conflict resolution, empathetic leadership and effective collaboration will remain valuable, regardless of how much technology advances.

To hone these abilities, consider leadership development courses or

coaching to help build these key competencies. Strong people-centric skills will position you for leadership roles and improve your overall effectiveness in any work environment.

### 3. Build a strong personal brand

In today's digital world, creating a strong personal brand is no longer optional. Your personal brand is the unique combination of your skills, experience and personality. A compelling personal brand differentiates you in the job market and highlights what makes you stand out.

LinkedIn is a crucial tool for personal branding. It's often the first place employers or clients check, so maintaining an updated profile with your latest achievements and industry insights is key. A well-curated LinkedIn presence positions you as an authority in your field. Many clients I've worked with have landed better opportunities through having a complete and 'future-focused' LinkedIn profile.

Networking is also critical for building your brand. Research shows that more than 80 per cent of jobs are filled through networking rather than traditional job search methods. However, today's networking is about forming authentic, meaningful connections, not simply accumulating contacts. Focus on building relationships with individuals who can help you grow and aim to add value to their network as well.

### 4. Nurture your network

Your professional network is one of your greatest assets when it comes to career longevity. Networks offer support, provide new opportunities, and serve as a safety net during unexpected



**“While technology is transforming technical roles, people-centric skills like collaboration, critical thinking, empathy and emotional intelligence are irreplaceable. These skills are crucial for managing relationships and engaging clients or customers.”**

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career transitions. Maintaining these relationships over time is crucial, not just when you need them.

Regularly engage with your connections, contribute value and stay visible by participating in industry conversations. A consistent presence ensures that when new opportunities arise, your name will be top of mind for your network. It's important to remember that networking is a two-way street; it's not just about what you can get, but also what you can offer. Share insights, introduce people within your network and look for ways to create win-win scenarios.

To future-proof your career for 2025 and beyond, you must be proactive, adaptable and committed to continuous learning. Focus on enhancing both digital and people-centric skills, building a strong personal brand, and nurturing a robust network. By doing so, you can stay competitive, whether you're an employee or an entrepreneur. Technology and automation may be shaping the future, but human skills, adaptability and a strong professional presence will ensure you thrive in an ever-evolving job market.



Join the CGA  
LinkedIn group.



# Tara Bennett, embracing growth & balance

**Reflecting on her formative years at Caulfield Grammar, Tara (Class of 2022) recognises the impact social interactions and community involvement had on her, both academically and in nurturing her social skills and general wellbeing. She excelled in netball, rowing and touch football and represented the School at the highest level, playing in the Firsts Netball team in Year 12 and Seconds for Rowing.**

If she could share wisdom with her younger self it would be a call to "embrace life as it unfolds", a reminder to review the high standards she sets for herself and understand that excellence in every endeavour isn't always possible.

"What's important is to have balance and recognise that being commendably good across various aspects of life often outweighs the pursuit of perfection in a single domain," she says.

Looking back at some of the lessons learned during and after school, she emphasises the importance of relationships.

"More than academic achievements or personal bests in sports, the connections I've cultivated with family, friends and acquaintances play a crucial role in my wellbeing and happiness," she says.

Tara reflects on the School's inclusive and welcoming nature. While on a school tour, witnessing the students' sense of belonging and pride significantly influenced her decision to attend Caulfield Grammar.

"Their genuine enthusiasm and care for their School community left a lasting impression. It distinguished Caulfield Grammar from other institutions my family and I had considered."

She appreciates how the School embraces individuality, encouraging students to leverage their strengths while supporting them in areas where they may struggle.

"Whether in arts, academics or sports, the commitment to fostering an inclusive environment where every student feels valued and supported significantly impacted my positive experience."

This approach assisted with her integration into the School community in Year 9 and reinforced the importance of inclusivity and individual attention in creating a

nurturing educational environment.

One of her fondest memories at Caulfield Grammar was her rowing experiences during Year 11. Initially struggling with the demands of the sport and finding early, cold training sessions challenging, her attitude shifted dramatically in her second season. The Head of the River Regatta in 2021 was a significant event that brought her and her teammates closer together.

Her decision to take a gap year and work in the Northern Territory for Caulfield Grammar stands out as a significant departure from the predictable path of moving straight from school to university. This choice broadened her horizons and fundamentally altered her perspective on life.

"Initially outside my comfort zone, this experience in a regional town helped with my personal growth. It shifted my worldview and challenged my preconceived beliefs and ideas about what I wanted from life."

Fast-forward to 2024, Tara navigates a busy yet fulfilling life as a university student and part-time worker. Pursuing a double degree in Commerce and Economics at Monash, her academic pursuits find her at the Clayton campus several times a week, immersed in the university challenges and opportunities.

Tara draws inspiration from various sources across different aspects of her life, with her parents at the core of her inspiration.

"Their unwavering support and encouragement have instilled in me the confidence to explore and excel in all I do."

Beyond her immediate family, Tara finds inspiration in the resilience and perseverance of people who overcome challenges to succeed. She admires those who persist in their efforts and eventually attain their goals, whether defined by financial success, happiness or personal fulfilment.

Her current interests have led her to seek out stories and insights from female investors, a field where she finds both inspiration and relevance to her economic ambitions. The male-dominated nature of economics and business emphasises the significance of these figures in her eyes, as they represent both role models and trailblazers in an industry where women have historically been underrepresented.



**"Their genuine enthusiasm and care for their school community left a lasting impression. It distinguished Caulfield Grammar from other institutions my family and I had considered."**

Tara Bennett, proud Foundation Scholarship recipient,  
[www.caulfieldgs.vic.edu.au/foundation](http://www.caulfieldgs.vic.edu.au/foundation)



# Will Hutchins, an actor's journey



**During his Caulfield Grammar days, Will (Class of 2020) dedicated much of his time to cocurricular activities, particularly sports and the performing arts. These activities gave him a sense of belonging and allowed him to forge strong connections with his peers.**

He discovered a passion for volleyball, which quickly became a favourite sport.

"I initially joined the volleyball team after realising cricket wasn't for me," he says, adding that he went on to consistently play volleyball and basketball throughout his school years.

Performing arts was another favourite activity and Will was actively involved in various productions the School produced.

"During Middle School, I took part in *Shrek*, *The Lion King* and *Fame Jr.*

And during Senior School, I was in productions of *Dirty Rotten Scoundrels*, *The Addams Family* and *Big Fish*."

Additionally, he engaged in the 'Upstage' dance productions – despite "not being a strong dancer" – and other plays that were part of the Theatre Studies curriculum.

Joining Caulfield Grammar for Year 5 in 2013, Will believes the two years at Malvern Campus made the transition smoother and helped him adapt to the new environment and build friendships.

As a child, Will's career aspirations evolved significantly.

"At first, I wanted to be a paleontologist due to my fascination with dinosaurs," he laughs. "And later, my interest shifted to marine biology, which was driven by my love for marine life."

However, as he grew older, he realised that both fields required extensive scientific expertise.

Currently, he leads a life he describes as "organised chaos". Having left home, he works at a local cinema and as a theatre assistant at a school. His full-time work is in the entertainment industry, primarily as an actor.

"My schedule is highly variable, often dictated by the needs of the film projects I'm involved in," he says. "This can mean periods of intense activity followed by stretches of downtime."

Most of his work occurs in Melbourne or greater Melbourne, though the locations are never consistent.

"My projects have evolved from student films and independent films to independent TV series and feature films, mainly involving screen work in the independent film and television sector," he says.

As an actor, his role involves adapting to the schedules and agendas set by others, making routine a challenge.

"I trained extensively as an actor and continue to work in this field," he says, adding that he finds joy in the unpredictability, despite its challenges.

Will envisions a future where he can make a living by collaborating and creating with others, combining their skills and passions into something meaningful. While he desires to see more of the world, he currently sees himself staying in Australia, as it feels like home.

His primary sources of inspiration are his family – including his mum, dad and sister – as well as his mentors and peers.

"The art I've been exposed to by them all, including books and plays, fuels my passion and creativity," he says.

For fun, Will admits he enjoys playing games such as Mario Bros. with friends.

"They remind me of the importance of separating work from leisure, despite my chaotic schedule."

Link to Will's IMDB:  
[www.imdb.com/name/nm11337540/](http://www.imdb.com/name/nm11337540/)

# Q.

# “

## What do you love about your club?

# ”

### Nisarg Pancholi

**“Cricket is more than just a game for me – it’s where I recharge, to keep both my body and mind healthy. The joy of stepping onto the field, playing hard and sharing memorable moments with my awesome teammates is what fuels my enthusiasm week in and week out. The camaraderie and friendships I have built over the years by playing at this club has been instrumental in shaping me over the years. I have been a resident of Carnegie and Glen Huntly for over nine years. I love being part of the Glen Eira community, where cricket is a family affair – my son also shares this passion for the game, joining me in every match where possible. He is also a dedicated cricket player. This makes it even more special.”**

**Club:** Caulfield Grammarians' Cricket Club

Nisarg has been a proud and passionate member of the Caulfield Grammarians Cricket Club for more than 12 years. This year he has been honoured with the affiliate member award, a recognition of his enthusiasm, leadership and constant support on and off the field.

For Nisarg, Caulfield Grammarians is not just a cricket club. He's proud to be part of an awesome community where he's made lasting friendships with people who enjoy the game and where the joy of playing alongside mates makes every moment on the field unforgettable. He looks forward to many more years with Caulfield Grammarians.

Professionally, after more than a decade in finance, Nisarg took the leap to start his own finance broking business, bringing the same energy and commitment to his clients as he does to cricket.





# CGFC: A season in review



## Women's season

The 2024 season brought a wave of exciting changes! Joining the club was a new coaching team, with Dani DiStefano taking charge of the Seniors and Lachlan Worthy leading the Reserves. We welcomed many fresh faces – from new recruits brought in by coaches, graduates from Caulfield Grammar and local talent eager to try a new sport.

Competing in the VAFA Premier Division is no small feat, but the CGFC Women's teams rose to the challenge. The Seniors, led by their passionate coach, fought hard all year. A stellar second half propelled them into the finals, where they reached the Preliminary Final – a tremendous achievement!

The Reserves took a bit longer to find their rhythm, but when they did, they played thrilling football. Although a late surge wasn't enough to make Finals, the team showed great potential.

With so many new players and coaches, both teams exceeded expectations. Two players, Charlie Anderson and Zoe McCurdy, were nominated for the VAFA Rising Star award – an outstanding result for one club. Charlie went on to win the award, making CGFC incredibly proud!

We also had two players represent Caulfield in the prestigious VAFA Big V squad: Kate McCarthy and Ella Baxter travelled to WA and helped secure a one-point victory against the Perth Football League.

The bond between players, coaches and the wider club community grew stronger throughout the season, as did the talent across all levels.

The addition of many VFL players added depth to the team, and they fully embraced the club's culture. With so much growth and potential in the Women's program, we can't wait to see what next year brings!



## Men's season

A strong recruiting campaign led by Aiden Clarke and Chris Mathieson saw Caulfield Grammarians Men's Football Club numbers swell to unparalleled levels. The influx of school leavers meant that for the first time in the club's 105-year history, a second Under 19 team would be fielded.

With an emphasis on youth and a squad predominately aged under 21, the Mens Senior Football team entered 2024 in Premier B grade. Led by AFL Hall of Famer Guy 'Bluey' McKenna, the young team raced away to a fast start with four victories and led the very even competition after Round 5.

However, a series of narrow losses and the lure of European sun rather than a frosty Melbourne winter saw almost 40 players out of the starting line-ups and the elusive fifth win would still be sought entering the final round. A win was necessary to avoid relegation and the team saved their very best for last, winning by 53 points and securing our B Grade place for 2025.

The concluding round also provided a glimpse to the future as our Reserves team, which all season had struggled against bigger, older and stronger bodies, turned out its best side of the year and triumphed by 10 goals. Thanks to first-year coach Jason Bek for his unwavering dedication and commitment to the team and club.

The Under 19 Premier line-up saw many of its players promoted to play senior football meaning its depth was tested throughout the year, but the team remained highly competitive and the players will be well prepared for the year ahead.

Our second and newest Under 19s had a stellar season well supported on occasions by Caulfield Grammar Year 11 and 12 students. Having completed the home and away fixtures in 4th place, the Marc Cassidy coached side would win four finals including the Premiership decider, a remarkable achievement in the team's inaugural year.

Congratulations to our individual champion award winners: Sam McInerney (Seniors), Nick Van Der Linden (Reserves), Hamish McInerney (U/19 Premier) and James Milton (U/19).

The club looks forward to 2025 and all players interested in pulling on the blue-and-white jumper are encouraged to contact Aiden Clarke 0439 368 588 or [aiden@weareposi.com](mailto:aiden@weareposi.com). Go Fields!

## Celebrating our Olympians

**The CGA take immense pride in the extraordinary achievements of our Olympians. These remarkable individuals inspire us with their commitment to excellence and serve as role models for our community.**

### Marena Whittle (Class of 2011)

Born and raised in Melbourne, Marena Whittle's talent for basketball was clear from a young age. She excelled in the sport throughout her school years, earning multiple medals at National School Championships and being named MVP in 2011.

In 2012, she made the bold move to the USA, joining North Dakota State University, where she played more than 100 games in her four-year college career.

In 2024, Marena reached another milestone, making her Olympic debut in the 3x3 basketball at the Paris Olympics. Competing at the highest level, she and her team secured an impressive 5th place in the Women's 3x3 Basketball Tournament.



Merena Whittle at the 2024 Olympics



Brooke Stratton at the 2024 Olympics

### Brooke Stratton (Class of 2011)

Brooke Buschkuehl (nee Stratton) began her journey in athletics at just five years old, following in the footsteps of her older brother, Jamie, at the Nunawading Little Athletics Centre.

Her passion for long jump ignited early when she claimed the U9 state title, paving the way for a standout junior career. Brooke's international debut came at the 2009 World Youth Championships, where she placed 10th, followed by appearances at the World Junior Championships in 2010 and 2012.

A seasoned competitor, Brooke represented Australia once again at the 2024 Paris Olympics in the Women's Long Jump, where she placed 12th in Group B during the qualification rounds. To explore more of her achievements, visit our website.



## William Petric (Class of 2022)

A natural athlete, William Petric's sporting journey began with Golf and Australian Rules Football, and he remains a passionate Richmond Tigers fan. At age nine, he discovered his true calling in swimming and joined the Nunawading Swimming Club.

William's rapid rise in the sport saw him compete at his first National event at just 11 years old at the Pacific School Games. By 14, he had already broken a Victorian record and set a new Australian record in the 200m breaststroke, a title previously held by Olympic champion Zac Stubblety-Cook.

William earned his spot on the Australian team for the 2024 Paris Olympics after a stellar performance at the Olympic trials, winning the 200m IM with a time of 1:57.54. At the Olympics, he competed in both the 400m Individual Medley, placing 12th with a time of 4:13.58, and the 200m Individual Medley, finishing 10th with a time of 1:58.13.



William Petric at the 2024 Olympics



Melissa Tapper at the 2024 Olympics

## Melissa Tapper (Class of 2007)

Melissa Tapper, a pioneering figure in Australian sports, attended Caulfield Grammar's Caulfield Campus from 2005 to 2007.

Following a brachial plexus injury early in life, which resulted in Erb's palsy, she overcame significant challenges to excel in table tennis as a class 10 player.

Her determination and talent led her to make history as the first athlete to represent Australia at both the Summer Olympic Games and the Summer Paralympics.

After competing in the Rio 2016 and Tokyo 2020 Olympics, Melissa made her third Olympic appearance at the 2024 Paris Games.

In the Table Tennis Women's Singles, she advanced to the last 64, while in the Women's Team event, she and her teammates finished 9th. Melissa has also competed in four Paralympic Games since her debut in London 2012.

## Two Good Soldiers, One Great War

Published in May, the book 'Two Good Soldiers, One Great War' by Hugh Jones (Class of 1976) was featured at the recent Williamstown Literary Festival. Having retired recently from his work as a journalist/communications consultant, Hugh has thoroughly enjoyed completing this project with his newfound time.

While the story is distinctly Tasmanian, it does provide some insight into the impact of WWI on all Australians.



## Have You Ever, Ever Felt Like This ...

Matthew Hetherington (Class of 1987) will star in the lead role of Tony Twist in the World Premiere of *Round the Twist: The Musical* at the Queensland Performing Arts Centre (QPAC) in November 2024. As a very popular TV show in the early 1990s, *Round the Twist* remains close to many people's hearts.

Matthew is excited to be part of new Australian work and is hopeful that the production will find its way to Melbourne in the near future after this November's premier season in Brisbane.



## Scholar's Awards

Alison White (Class of 2020) has received two scholar's awards from the University of Melbourne for the degree in Bachelor of Biomedicine: The Ian Holmes Medal for Virology and the Exhibition Prize for Microbiology and Immunology, including a gift of \$1000.

Alison is currently doing an Honours in Immunology at the Doherty Institute, studying the role of unconventional T-cells in Crohn's Disease. She hopes to continue her medical research with a doctorate next year.





## Make History

Mike Deam (Class of 1976) has always been passionate about basketball, playing under coach Harry Clarke and now participating in 'Walking Basketball' in Geelong. His involvement extends to a leadership role as Deputy Chair of the Association (2019-current) and being part of the consortium that brought a WNBL team to Geelong. Mike is now rallying the community to support Geelong United's WNBL team.

Join Mike now and make history by becoming a Geelong United Basketball WNBL Founding Member!



## Milton Architecture Achievement

Tim Milton, principal architect at Milton Architecture, has recently achieved a significant milestone with one of his Byron Bay residential projects. The home was featured in the September Issue of *House and Garden Australia*, showcasing its blend of coastal design and contemporary living. Adding to its success, the project has been shortlisted for the IDEA (Interior Design Excellence Awards), a prestigious national award recognising exceptional interior design. This recognition highlights Milton Architecture's dedication to creating beautiful, functional spaces that reflect Tim's commitment to both style and liveability.



## Shrine of Remembrance: Boer War Day

The guest speaker at Melbourne's Shrine of Remembrance to mark Boer War Day in May 2024 was Dr Daryl Moran (student 1966-70 and staff 1981-93). Dr Moran spoke about the involvement of Tullibardine's Scottish Horse, a mounted unit partly recruited in Melbourne in 1901.

Numbered among these troops were two Malvern Grammarians, Henry Gascoigne Davies and Henry Hamilton. Caulfield Grammarian members of the Scottish Horse were George Frederick Roberts (1899-1900), George Raleigh Stewart (1886) and Gerald Massey Ivor Wilkinson (1895-96) who was killed in action on 3 July 1901 having turned 21 just two months before.

## Births



**Cameron Scholten** (Class of 2006) and Rhiannon Clohesy are excited to announce the arrival of their first child, Ollie William Scholten, born on 4 April 2024. First grandson to **Matthew Scholten** (Class of 1984) and great grandson to the late **William Scholten** (Class of 1951).

### Admissions Policy

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

For more information, please visit [caulfieldgs.vic.edu.au/enrolment](http://caulfieldgs.vic.edu.au/enrolment) or contact the Admissions Office:

Wheelers Hill Campus 03 8562 5222  
[admissionswh@caulfieldgs.vic.edu.au](mailto:admissionswh@caulfieldgs.vic.edu.au)

Malvern & Caulfield campuses 03 9524 6333  
[admissions@caulfieldgs.vic.edu.au](mailto:admissions@caulfieldgs.vic.edu.au)

## Engagements/Marriages



1. **Ally Minto** and **Angus Mitchell** are excited to announce their engagement! The couple, who began dating in Year 10 back in 2015, took the next step in their journey together on 24 February this year. Both proud members of the Class of 2017, they are delighted to share their happy news with the School community.



2. **Clarisse Tissot** (née **Celik**) (Class of 2011) married Lambert Tissot on 15 June 2024 in Charlieu, France, at St Philibert Church (Lambert's home town). The reception followed at Chateau d'ailly, Parigny, France. The bridal party included **Tessa Weerasooriya** (Class of 2011) and **Katrin Volk** (Wheelers Hill Campus, 2002-2006).



3. **Alex Stone** (Class of 2010) and **Daniel Meddings** (Class of 2012) have just celebrated their wedding together at the Botanic Gardens, Melbourne. Both started dating not long after finishing school and have been together for over a decade before tying the knot. Congratulations to Alex and Daniel!



## Vale

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

**John Robert Clark** (1957-69) 11 August 2024

**Dr John Day AM** (1945-50; staff 1954-68) 20 January 2024

**Gregory Winspear Dean** (1936-1945) 24 April 2024

**Dr Alfonso Di Battista** (staff 1958-91) 6 July 2024

**David Hartnett Dyson** (1948-51) 2 May 2024

**Maxwell Earle** (1932-44) 7 January 2022

**Ronald Flint** (1943-48) 28 April 2024

**Keith Forbes** (1956-60) 27 September 2023

**David John Forrester** (1970-74) 14 July 2023

**William (Bill) David Harby** (1948-1950) 7 October 2024

**Philip Hilliard** (1956-62) 24 July 2024

**Stuart James** (1968-74) 24 July 2024

**Robert E Johnston** (1954-57) 10 June 2024

**Adam Lacey** (1986-90) April 2024

**Geoff Linton** (1945-46) 27 December 2022

**Stuart Martyn** (1957-65) 24 September 2015

**Trevor Martyn** OAM (1957-61) 14 May 2024

**Jack McKenna** (2011-15) 16 July 2024

**Richard Metcalf** (1944-1944) 4 May 2024

**Donald Noelene Moore** (1940-42) November 2023

**Neville Morrison** (1952-55) 21 April 2024

**Bradley John Nagle** (1972-77) 2 November 2023

**Norman Francis Pollack** (1950-58) 24 August 2024

**Glen (Glenister) Michael Richards** (1948-60 MMGS)  
17 September 2024

**Kevin Riley** (1958-63) 1 May 2024

**Peter Rushen** (1961-66) 21 August 2024

**(Alan) John Schultz** (1951-55) 1 September 2024

**Barton Seebach** (1949-55) 6 May 2024

**Brian Alfred Tanner** (1950-56) 25 April 2024

**Kenneth Gordon Turner** (1957-60) 8 December 2023

**Donald Turner** (1952-57) 25 May 2024

**Kester Vorrath** (1986-91) 30 July 2024

**Bob (Robert) Clyde Webster** (1961-1964) 11 August 2024

**Doug (Snowy) Whyte** (1955-1966) 17 October 2024



### Peter L Kellaway

The Caulfield Grammar School community mourns the passing of Peter Kellaway. Peter and his wife Annette were significant supporters of the School's football program and gave generously of their time.

The School's parent support group for football is named the Kellaway Club in recognition of the significant contribution made by the Kellaway family over many years. The Kellaway Club, established in 2001, assists with the development of Australian Rules Football at the School and to encourage the involvement of parents and friends in the sport.

The Caulfield Grammar School community gives thanks for Peter's life and extends its sincere sympathy to Annette, Lachlan, Duncan, Andrew and their extended families.

## Caulfield Grammarians' Association • Reunions and Events

### Class of 1984 40-year Reunion + Class of 1979 45-year Reunion





## Caulfield Grammarians' Association • Reunions and Events

### Golden Alumni Luncheon



## Calendar of Events – Semester 1, 2025

Wednesday 26 Feb	Golden Alumni Society Luncheon (including 1965, 1970 & 1975 reunions)	Quat Quatta	12.30pm – 3.00pm
Thursday 13 Mar	Class of 2015 & 2010 10- & 15-Year Reunion	Gloria's	6.30pm – 8.30pm
Thursday 20 Mar	Class of 1965 60-Year Reunion	Caulfield RSL	12.30pm – 3.00pm
Thursday 27 Mar	Class of 1995 & 1990 30- & 35-Year Reunion	Gloria's	6.30pm – 8.30pm
Thursday 10 Apr	Class of 2005 & 2000 20- & 25-Year Reunion	Gloria's	6.30pm – 8.30pm
Thursday 15 – Saturday 17 May (TBC)	HK & Shanghai Community Event	TBC	TBC
Monday 26 May	CGA AGM	Online	6.30pm – 7.30pm
Thursday 29 May	Class of 1985 & 1980 40- & 45-Year Reunion	Gloria's	6.30pm – 8.30pm

Please check our website for the most up-to-date information: [caulfieldgrammarians.com.au/event](http://caulfieldgrammarians.com.au/event)

## CGA Committee 2024

- President** • Henry Jones (1979–89)
- Senior Vice President** • Grant Poulter (1998–2001)
- Vice President/ Honorary Treasurer** • Louise Lambeth (née Li) (2001–06)
- Honorary Secretary** • Fleur Goulding (1981–89)
- Younger Alumni Representative** • Alex Kirchner (2015–20)
- Immediate Past President** • Emily Davis (2007–12)
- General Representative** • Nikki Davis (née Oppenheimer) (1996–2001)
  - Paul Edwards (1980–85)
  - Kate Hanly (2002–07)
  - Lachlan Van Styn (2003–15)
  - Sam Tuck (2011–14)

## Affiliate Clubs

- Athletics** • Andrew Hall  
ahall6543@gmail.com  
[www.facebook.com/groups/cgaathleticsclub](https://www.facebook.com/groups/cgaathleticsclub)
- Big Band** • Karen Bouyer  
KarenBouyer@caulfieldgs.vic.edu.au
- Cricket** • Cameron Scholten  
cscholten88@gmail.com
- Football** • Richard Harris  
camelot@vicbar.com.au  
cgfc.com.au  
Socials: cgfc1920
- Grammarian Singers** • Barbara Iakovidis  
grammariansingers@gmail.com
- Lawn Bowls** • Philip Crabtree  
crabtree03@gmail.com
- Netball** • Sophie Thomson  
sophiethomson8@gmail.com  
cgfc.com.au/club/netball
- Rowing** • Greg Pineo  
gpineo@dx.com
- Caulfield Grammarians Production Company** • Emily Hawdon  
EmilyHawdon@caulfieldgs.vic.edu.au  
Socials: @cgproductioncompany



Listen to the remarkable journeys of our alumni and  
discover the inspiring stories of those who once  
walked our halls.



Now available on Spotify and via the CGA Website



With more than 27,000 Grammarians we are always working hard  
to keep you connected. Update your details via our website and stay  
informed about the latest news, events and networking opportunities.



[caulfieldgrammarians.com](http://caulfieldgrammarians.com)

[@cgscga](https://www.instagram.com/cgscga)



Moana, Wheelers Hill Junior.