

laboro

for the Caulfield Grammar School community | June 2023



Caulfield
grammar school



Acknowledgement of Country

Caulfield Grammar School acknowledges the traditional custodians of the land on which we reside, the peoples of the Kulin Nation. We pay our respects to Elders past and present, and their emerging leaders.

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

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

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

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



Wominjeka. Staff were invited to take a eucalyptus leaf as part of the Welcome to Country for 'Our Commitment to Reconciliation' staff Professional Learning Day.

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Students and staff at Wheelers Hill Campus were welcomed to 2023 with a smoking ceremony held by Wurundjeri Elder Ian Hunter for Wominjeka Welcome Day.

Inside front cover

Wominjeka. Staff were invited to take a eucalyptus leaf as part of the Welcome to Country for 'Our Commitment to Reconciliation' staff Professional Learning Day.



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From the Principal

by Ashleigh Martin

Pride. Quality. Belonging.

Pride, Quality and Belonging are themes that underpin our approach to the 2023 School year, with a palpable and renewed energy and optimism.

Resetting a sense of pride in all we do as a school is a major focus this year. It is vital that our students understand they are part of 142 years of history, never losing sight of what's gone before us, while ensuring we are a school that meets the needs of young people in 2023. This is an artful balance. If you live in the past, you become irrelevant. And if you don't respect and understand your history, you can lose your purpose.

“Legacy events, the ‘rite of passage’ moments that define a student’s experience at Caulfield Grammar School, keep us connected to our purpose.”

Our senior students are leading with passion this year and having an important impact on the younger cohorts. They are modelling that, at Caulfield Grammar School, you are a part of something more than yourself, and what you put in is what you will get out of your time. Daily interactions that will become treasured memories, evoking Caulfield Grammar’s admirable House spirit, partaking in activities that aren’t in your comfort zone, accepting other perspectives, and daily interactions with passionate teachers, all build School culture and this has been tangible throughout 2023.

Our Secondary School Learning Program changes this year have led to a more effective use of time in the school day, and a clear delineation between academic learning and our enviable co-curricular programs. Our investment in providing teachers with more space in their week to prepare engaging lessons, give point-in-time feedback, and focus on relationship-building are all having a positive impact.

Our new Community Life curriculum is a key component of our CaulfieldCARES approach to promoting wellbeing. Our School proudly structures the day to prioritise time for our students to understand their sense of self, how they learn, and foster their passions. At Caulfield Grammar School we are authentic when we say we want to educate the whole person, and our approach to the school day validates this.

Ahead of welcoming students for the 2023 school year, our staff community gathered for an impactful day of Professional Learning. Not only did it herald the start of a new school year, it also ended the 1,102 days that had passed since all staff from across our School were able to be in one place. It was an emotional day and reminded me of the importance of all staff, from all campuses, coming together in person, no matter our size. The theme for the day was ‘Our Commitment to Reconciliation’. We were privileged to have Aunty Joy Murphy Wandin AO deliver her Welcome to Country. Throughout her inspiring words, Aunty Joy shared a simple sentence from her father many years ago that helped frame her life’s commitment to reconciliation in Australia: “No one is more important than the other.”

Caulfield Grammar School believes strongly that we need to be having conversations, feeling discomfort, and educating ourselves alongside First Nations people to support understanding and perspective. The biggest risk in our Country’s desire for reconciliation is ignorance. We are proud to be normalising conversations relating to Australia’s history and we will continue to foster an environment where our students, staff, and our community are prepared to step into vulnerable interactions where we listen and learn.

“Good education is discomfort in a safe place.”

Our Kakadu Year 9 Program in Jabiru is becoming a cornerstone of who we are as a school. In a short time, already more than 800 students have been immersed in an on-country experience that places them outside their comfort zone. Our young people spend time learning with local students from the Jabiru Area School, partake in activities to learn more about the history and tradition of the traditional owners, work and reside on a cattle station in Katherine, and spend moments of solitude in the stunning World Heritage listed Kakadu National Park. To show our commitment to this program, we have 16 Caulfield Grammar staff who permanently live and work in Jabiru to lead our programs and also involve themselves in the local community. While our presence in Jabiru is mutually beneficial, we will always be there as guests on the invitation of the Mirarr people, Traditional Owners of the land. This is something we take seriously, as do all our students and staff that have experienced our Kakadu program.

“We have to listen. We have to learn. More than that, we want to listen and learn.”

Our Reconciliation Action Plan is an important step in our learning journey – one defined by actions. And we can already see our students, our staff and our broader community reflecting on their place and sense of belonging.

LABORA UT REQUIESCAS

‘Work hard that you may rest content.’



Explore our
Reconciliation
Action Plan.



(top left) Mr Martin chats with Ryan, Nathan and Stephanie (Year 2, Wheelers Hill Campus).
(top right) Speaking at the Term 1 staff day with special guests, AFL legend, Eddie Betts and singer-songwriter, Kutcha Edwards (the theme was 'Our Commitment to Reconciliation').
(bottom) Mr Martin with the ELC class from Wheelers Hill Campus. He has promised to read them 'The Wonky Donkey' on his next visit.

From the CGA

by Linda Sprott, Executive Director

Young Alumni Ambassadors Program (YAAP) wins international award

The first half of 2023 has been a busy one for the CGA, with many of our class reunions occurring, including the 40- and 45-Year Reunion Dinner. We also held one of two Golden Alumni Luncheons and launched our new three-year strategic plan for 2023-2025. We hope you've had a chance to read it on our website at caulfieldgrammarians.com.au/strategic-vision.

Recently the CGA received a CASE (Council for Advancement and Support of Education) Circle of Excellence Award - Best of Asia-Pacific (Alumni Relations) for our Young Alumni Ambassador Program (YAAP).

YAAP provides mentoring and networking opportunities to 18- to 35-year-olds. It encourages our young people to share their perspectives, bridges the gap after graduation, and:

- ensures our young alumni feel supported, confident and work-ready as they transition,
- creates young alumni engagement that lasts a lifetime,
- facilitates career and mentoring opportunities for our young alumni so they can expand their networks and connect with older Grammarians, and
- builds a sense of community and pride.

As one of only two Australian schools (and the only Victorian school) to receive an award in the Asia-Pacific region, we are extremely proud to have been benchmarked against top universities and international schools such as The University of Melbourne, Monash University and the National University of Singapore.

This prestigious award demonstrates that the Caulfield Grammarians' Association is a leading alumni association, not just in Australia but globally.

This award was presented at the CASE 2023 Asia-Pacific Advancement Conference in May. Executive Director Linda Sprott, and Associate Director Rachel Muir also presented a session on this award-winning initiative as part of the Schools conference.

We are also busy working on our 'Young Alumni Tell Their Stories' week, which will take place in August with a suite of new young alumni stories and a social media takeover. Keep an eye out for this exciting content soon.

Planning is currently underway for a community wall installation at the School's Malvern Campus (like the one already installed at Wheelers Hill Campus) as well as for our NGV Winter Masterpieces event and September Golden Alumni Society Luncheon.

In May we held our AGM for the 2022 calendar year and welcomed new President, Henry Jones who has served on the Committee since 2019 both as a general representative and then Senior Vice President.

We thank Past President, Emily Davis, for her significant contribution to the CGA. Under Emily's leadership, the CGA successfully navigated the COVID-19 pandemic, undertook a constitution review, implemented a new investment strategy, refreshed and reinvigorated the Committee, and developed a new three-year strategic plan.

With the election of a new president, the term of Andrew Aitken as Immediate Past President comes to an end.

Andrew's business and financial experience has been of great value to the CGA during his period on the Committee, particularly during his service in executive positions from 2014 to 2020.

We thank outgoing committee members John Sanderson, Ella Stonier-Watson and Fleur Katsmartin. John, a member of the Committee for more than 15 years, had made major contributions to both our affiliates and reunion programs. Ella, who had been Young Alumni Representative since 2020, has played a significant role in the development of the new initiatives for young alumni that the CGA has undertaken recently. Fleur's experience as a legal counsel and company secretary has been valued greatly by the CGA. Previously, she gave tremendous service as CGA Administrative Assistant from 2004 to 2006.

We also welcome the following new general committee members:

- Alex Kirchner (2015-20)
- Kate Hanly (2002-07)
- Nikki Davis (née Oppenheimer) (1996-2001)
- Paul Edwards (1980-85).

We are excited to have our new Committee on board and look forward to working with them on various projects in the coming months.

Linda Sprott, Executive Director,
with new President, Henry Jones.



Our Commitment to Reconciliation

by James Egan, Indigenous Ambassador

True reconciliation is about us all walking together equally

James Egan is Chair of Caulfield Grammar School's RAP working group, Indigenous Ambassador and Elder. A Grammarian with two Grammarian sons, James was also Head Coach of Cricket at Caulfield Grammar for 12 years. Outside of the School, he also works for Victoria Police. Here, James talks about Caulfield Grammar's journey towards reconciliation.

At Caulfield Grammar, we are committed to the reconciliation process. Reconciliation Australia's *Narragunnawali: Reconciliation in Education* program supports Australian schools and early learning services to develop environments that foster a high level of knowledge and pride in Aboriginal and Torres Strait Islander histories, cultures and contributions. Having a Reconciliation Action Plan (RAP) in place at the School makes it a formal agreement and sets out a number of commitments to achieve over a set period.

As Chair of the RAP working group, I've been proud to work with the committee that has looked at the process from its infancy; from preparing the first RAP to choosing actions that involve different areas of the School and then assessing the School's ability to complete those actions. My role helps bring the plan together, have it signed off by Reconciliation Australia, and promote its significance in the wider School community. The process from there is to be a part of the program that encourages staff and students to get on board and achieve the initiatives we've set out for each period of the plan. Our first RAP spans 2022-23, but we will review and resubmit each year as part of a continuous and ongoing journey.

Caulfield Grammar School is already achieving a lot of the things in the RAP. In addition to classroom teachings right across the School, a group of staff called the 'CGSMob' meet regularly to plan and assist in activities and events (e.g. Reconciliation Week). YJ Campus has been incorporating Indigenous education and learning programs for more than 20 years, and the move into the NT – all form part of the actions that contribute to the RAP.

While the School is already doing a lot, there is more that can be done. It's really a process of education. I challenge staff to educate themselves as best they can so that they become the champions of this cause. And I encourage all staff to do their own planning for how they think they can contribute to achieving the goals of the RAP. The more educated teaching staff are, the more it will flow to the students.

In my eyes, true reconciliation and true change will come through the next generations and through our kids.

The School comfortably acknowledges it is a very influential body with significant influence in communities. By offering opportunities to Indigenous students, this then expands into their families, into wider families and then into their communities. That's the School's footprint, spreading further and further. With the School's Indigenous Scholarship program, Caulfield Grammar is offering fantastic opportunities. We have eight students now that have graduated and seven more currently in the Scholarship program.

The School doesn't do it to be patted on the back. It's about the students and their extended families – parents and grandparents – all being influenced. The School is educating the whole community. And that's important.

The 'truth journey' is part of this education and is about unlocking the doors that history has been hidden behind, so that the wider community is much better educated about the true history of this country. Once that acknowledgement occurs, we can start to move forward as a joint community.

But don't just talk about it; actually walk the journey. There are so many things the School is already involved in and can extend further to become more immersed in. Events across metropolitan Melbourne through NAIDOC week, for example. Every time there is a significant event in our community, it's an

opportunity for individuals to immerse themselves in that space just a little bit more. And each time you do, you'll learn a little bit more.

Step into the space knowing you'll meet like-minded people in my community who want to educate the world about our culture, that's been hidden away for so long and has been heavily impacted by the colonisation process.

Be confident to want to know more – in your ability to approach people and start conversations. You might be corrected but you'll never be criticised, because you're making the effort to learn more. It will get to the point where you're no longer learning, you're teaching. When that happens, everything we'd hope to achieve by the RAP will actually self-generate through all of the good work being done.

Certainly in the last decade there has been considerable change within the wider community from where it was, but there still needs to be change going forward. Through education and through the makers of future change – our kids – I think the relationship will continue to get stronger. What I would like to see in my lifetime is a country that celebrates the oldest living culture in the world – and that culture exists within the Australian community.

I'm looking forward to the day we get every person in this country speaking proudly of our whole history – not just 230 years' worth – recognising and celebrating it. With what I've seen celebrated across the world, we have so much more worth celebrating.

But I would encourage everyone to take that first step. And once you've taken that step, keep walking forward.

Indigenous Ambassador, James Egan speaks at the staff professional learning day: 'Our Commitment to Reconciliation'.



CaulfieldCARES

by Hendrik Semmel, Year 12 Wheelers Hill Campus, student guest feature writer

A holistic approach to supporting well beings

As conversations surrounding wellbeing across campuses continue to evolve, CaulfieldCARES bridges the gaps between programs. Our School already implements a wide range of practices based on promoting wellbeing, but until now they have stood in silos.

CARES itself stands for the five core elements of the framework:

C stands for Capabilities to enhance wellbeing for self and others.

A stands for Attitudes and behaviours reflective of School Values and community expectations.

R stands for Relationships that support connectedness and belonging.

E stands for Empowerment through agency, voice and leadership.

S stands for Support and safety through our network of care.

School Head of Wellbeing, Natalie Fanariotis, provides her insights on the new framework.

“Each of the letters in CaulfieldCARES reflects a key element that the research tells us support thriving in school communities,” explains Natalie.

However, each letter is not built separately. The elements are meant to overlap and interconnect to provide a holistic understanding of wellbeing, personalised to the needs of each student. This interconnected approach is also reflected in the role CaulfieldCARES plays in daily student life. THRIVE (our new weekly Community Life class), extracurricular activities and daily

classes all have an impact on a student’s wellbeing.

In a sporting context, a student may find empowerment in building leadership skills and being a Captain, but being part of a team also builds their relationships and support network. This acknowledgment of the vast and deeply individual experiences of wellbeing allows for students to develop a broad lens in their own awareness of what it means to be a ‘well being’.

CaulfieldCARES is designed to include many different student experiences and understandings of wellbeing.

“All the spokes in CaulfieldCARES will mean something different to every person. Where you find a sense of belonging will be different to somebody else. CaulfieldCARES is trying to take on individualistic views and needs while also being a wider community.”

Natalie Fanariotis, Head of Wellbeing

In this way, all students can be part of the programs and gain a greater understanding of their own needs and the needs of their communities.

CaulfieldCARES is designed to grow and change with the needs of students, acting as a guiding infrastructure for wellbeing practices and programs. In the coming years, more phases of CaulfieldCARES will emerge and the core elements will be expressed for staff and for families.

The essence of CaulfieldCARES is that it intends to be more explicit in its grasp of wellbeing.

“It’s more deliberate and hopefully students will feel that naturally, both in promoting and responding to wellbeing.”

In this way the framework equips students with the tools they need to navigate their wellbeing throughout and far beyond their school experience.

Head of Wellbeing, Natalie Fanariotis
and Hendrik Semmel, Year 12
Wheelers Hill Campus.

CaulfieldCARES

Enabling schoolwide wellbeing for students, staff and families.

C

Capabilities

to enhance wellbeing for self and others

A

Attitudes

and behaviours reflective of our School Values

R

Relationships

that build connectedness and belonging

E

Empowerment

and participation through voice, agency and leadership

S

Support

and safety through our network of care

We support students through:

Explicit wellbeing education

Integrated wellbeing *with and through* learning

School Values

Anglican Tradition

Shared community expectations

House Communities

Broad and balanced Experiences

Community Life

Respectful Relationships commitment

Student driven and led initiatives

Leadership opportunities

Pastoral Leaders

Student Services

Caregiver and community Partnerships

Child Safe Standards



Two Talk

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

Emma (Head of STEM Malvern Campus) & Annie (Year 5) chat about their shared love of STEM

Emma: What do you know about STEM?

Annie: STEM is an acronym for Science, Technology, Engineering and Maths – four different concepts but they're taught together. At Malvern Campus, it's a new 'specialist' and we see you every week for one hour. What made you want to teach STEM?

E: I love teaching STEM. The best part of being a STEM teacher is that I get to teach everybody from ELC through to Year 6. For many, it's their favourite subject, because it's so hands-on and they have fun. So, not only are we learning some really big concepts, but we do it in a really fun and interactive way. I think the children really enjoy the subject.

A: Yeah, it's really fun!

E: How did you become interested in STEM?

A: I've always had a passion for Maths and Science. Last year, we went to 'Twisted Science' and I realised that STEM has both of my favourite passions, so I was intrigued. This year, when we started having lessons with you, I realised I really enjoy STEM because there's so many opportunities – I love it. Did you enjoy STEM subjects when you were younger?

E: STEM wasn't a thing when I was your age. I wish it had been, because I think it would have been my absolute favourite subject. When I was at school, we rarely did Science – we maybe had three visits a year to the Science lab at the Secondary School, and obviously Maths was a subject. But we didn't have Engineering or the design process or anything like that, so I can't say whether I'd have enjoyed those subjects, but I definitely enjoy teaching those subjects. What do you enjoy most about our STEM unit here?

A: I love the Malvern STEM classes. We recently learnt about light and got to use hands-on materials, like a light box. It was interesting seeing how light refraction works and what light really is and how it happens.

E: It was really good, too, with that light unit, because we didn't just look at light as a form of energy, but we actually looked at different light occupations and the avenues that you could go down if you were really interested in light. That's something else we never did when I was at school. We wouldn't even have known those sorts of jobs existed! Jobs like the optical engineer, the materials scientist, and other occupations that would need light. In all my classes I try to show children the sort of jobs that they can get into in the future. Are you interested in a job in STEM?

A: Yes, I would love to. I think it's cool how you start the lessons showing the opportunities. I would love to be a materials scientist or an optical engineer because I think I've learnt so much at Malvern that I could definitely use in future everyday problems. STEM is just really fun, so I think that would be amazing and enjoyable to pursue.

E: I never thought I'd be a STEM teacher, mainly because I didn't know it existed. When I went back to university for my Masters in Education, after teaching primary for many years, one requirement was a research project. My project looked at why young girls aren't choosing STEM subjects when they go on to Secondary School, and why young women aren't choosing to pursue careers in STEM. Women are really underrepresented in the STEM space. So I decided I wanted to inspire young girls from ELC to Year 6 so that when they get to secondary school, they already have that passion and knowledge and maybe want to pursue STEM further. Do you think you'll continue to enjoy STEM and maybe pursue it in Secondary?

A: Yes! I would love to! I think there would be so many opportunities. I would get to do more complex investigations, Science reports and experiments. Because I already understand so much from here, I think that would be really fun to expand my knowledge and,

who knows, maybe pursue a career in STEM. What sort of careers do you see becoming popular or needed in future?

E: Do you know, there are SO many jobs that don't even exist yet! Jobs that we don't even know about. That's why we do STEM. That's why we do a lot of hands-on to find solutions to problems. We want to open your eyes to the possibilities of jobs of the future. In the future, we'll need people to problem-solve, we'll need people to think critically and creatively. And these are the skills we get from STEM. I can't really say what the jobs will be. I just know that the skills you're gaining in our STEM classes, you'll be able to use when you're out there in whatever job you choose to do in the future. What is one thing you have learnt or discovered in our STEM classes that's really interested you?

A: A few weeks ago, I learnt that viscosity is about how things move and how quickly or slowly they move. STEM has really opened my mind to realise that combining subjects helps you understand each subject a lot more.

E: Yes, one thing that we do here in our STEM classes is try to involve all four areas of STEM when we learn. We do a lot of coding but, within that, we also have design challenges where we use the design process. And then Maths – with measuring and other maths concepts. I really try to ensure we're covering all four areas, so that you really get the experience of STEM and we don't just have separate Science lessons and maths lessons – that it really is a combination of the four areas.



Watch Emma and Annie's full chat.



Annie Vosnidis (Year 5, Malvern Campus) and Emma Perrett (Head of STEM, Malvern Campus) talk about their shared love of Science, Technology, Engineering and Maths in the Malvern Campus STEM room.

Caulfield Grammar arts



The Drowsy Chaperone

An older musical theatre lover reminisces and provides a running commentary, transforming his dingy apartment into scenes from a feel-good (parody) musical from the 1920s, in the Caulfield Campus production of *The Drowsy Chaperone*.



Antigone

Year 12 Caulfield Campus Theatre Studies class portrayal of the ancient Greek tragedy, *Antigone*, by Sophocles (442BC).



The Sparrow

Year 11 Drama production (Wheelers Hill Campus).



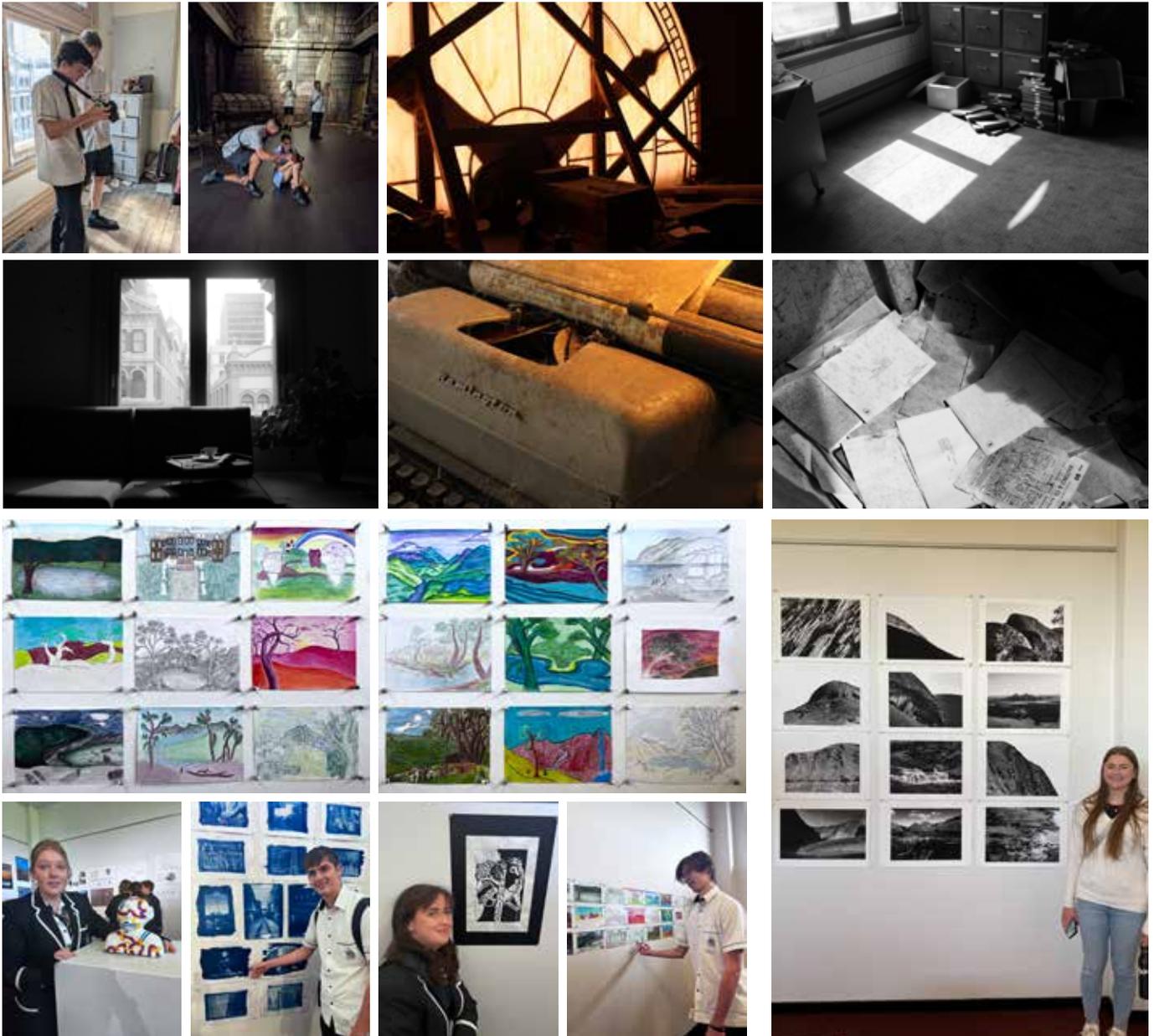
I Belong

JUMP Dance production (Wheelers Hill Campus) was a spectacular display of dance, choreographed by students and leading professionals and performed by students of all ages. We were excited to have the Junior School represented for the first time.

Caulfield Grammar arts

Art making and exhibiting

Year 11 students attended the Rone Exhibition at Flinders Street Station Gallery to explore gallery spaces and practise their photographic technical and composition skills.

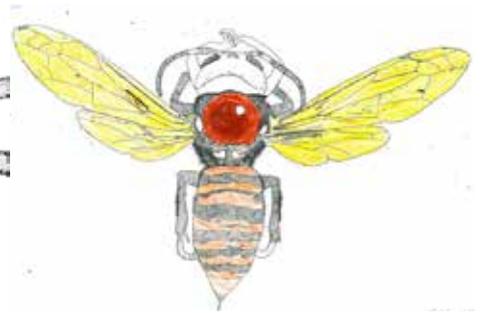
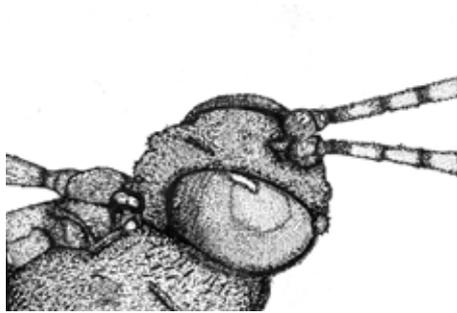


Top Arts 2023

Visual Communication Design Exhibition

Caulfield Campus Years 10 and 11 showcased a beautiful exhibition of their Visual Communication Design works at the Menzies Gallery in May.

Congratulations to Grace Kennedy, Year 12 Caulfield Campus, whose photography has been selected for Top Arts 2023, showcased at The Ian Potter Centre, National Gallery of Victoria from 17 March to 23 July 2023.



Insects

(top) Year 8: Belinda, Elizabeth and Morris.

Principles of photography

(above) Year 10 Wheelers Hill Campus, exploring fast and slow shutter speeds: Maddy, Felix and Erin.



A Rural Abandoned town with some Unwanted guests.

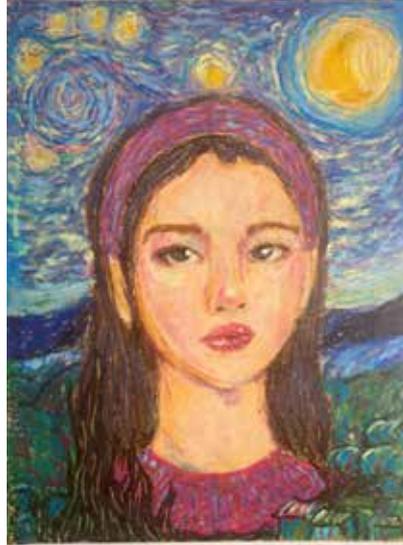
Textile insects

Harvey, Kingsley, Thomas and Janice, Year 7 Wheelers Hill Campus.

Graphic art

Ethan, Year 7 Wheelers Hill Campus.

Caulfield Grammar arts



Portraiture

The Young Archies is the junior version of the Archibald Prize where younger people enter portraits or self-portraits to be judged. These are some of the Wheelers Hill Junior entries.

(top) Luca Year 6, Lily Year 5. (below) Max Year 6, Eric Year 3, Sophie Year 3, Georgia Year 2.

Photography

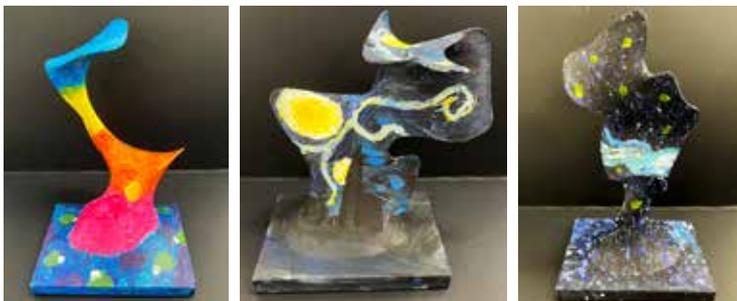
(bottom) Malvern Campus Year 4 Photography: Charlie, Josh and Jack.





Malvern Campus art

(left) Colour and shape: Ethan and Emmeline (Prep). (centre) Nauticals: Stella and Sophie (Year 2). (right) Prints inspired by Indigenous artist Jimmy Pike: Scarlett and Grace (Year 5).



Malvern Campus Lunchtime Art Club

(above left) Prep-Year 2 students: Flowers. (right) Prep-Year 4 students used Acrylic paint and paint pens to create this abstract mural focusing on shape, colour, line and pattern.

Sculpture

(left) Year 6 Sculpture: Charlotte, Scarlett and Sienna.

Caulfield Grammar arts



Top Class Performance

Directed by Lok Davidson, the Wheelers Hill Campus stage band, All That Jazz, performed in one of the Top Class 2023 concerts in March. These concerts feature the top VCE Music solo and group performers as well as the top student composers in the state.

Band member Kylie Cheah composed an original stage band work entitled 'Pasta Disaster'. The piece takes its name and inspiration from a not-so-successful cooking experience Kylie and friends undertook during the 2022 Bass Coast Jazz Tour. Thankfully, Kylie's composition skills are far superior to her cooking skills, and her composition was selected for performance in a Top Class concert.



Four stage bands, four days, for the first time in four years!

Accommodating 3,000 students from 82 schools, Mount Gambier's first Generations in Jazz Festival since 2019 was a resounding success, with 70 Caulfield Grammar students taking part. Four of our students were named in the 'Superband' - Emily and William (Caulfield Campus) and Max and Oscar (Wheelers Hill Campus).



Scholars Concert

Our Music Scholars from across the School performed a beautiful and inspiring evening at Memorial Hall, Wheelers Hill Campus.

Caulfield Grammar creative writing

by Sethmi Perera, Year 6 Wheelers Hill Campus

Escape



"Let's go, hurry up!" My mother whispers, her face tense with urgency. The midnight sky spits out bombs, ash strewing over black-streaked buildings. Our only bag is wrenched open, items hastily being put into it. Medicine, bread, water bottle, photographs, all stuffed firmly in. My mother snatches my hand, pulling me out the door and into the middle of a dangerous battlefield. The big smoke reaches out towards me, grabbing hold of my lungs and twisting them. Innocent people screaming, their desperate begging for help falling on deaf ears. I gripped my mother's hand tighter, heart pounding louder than drums. Her eyes dart like a scared rabbit as our footsteps clatter through the suffocating darkness. In the distance, I hear echoey cries of fear dying unanswered. Unknown shadows lurk in every corner. We pick up our pace, advancing into a jog.

"Come on, we're nearly there," my mother's voice urges me as I struggle to keep going. My muscles started to strain, each step bringing more and more pain to my legs. Suddenly she stops, her

ragged breathing slowing. Without a sound, she lifts me up and gently places me on a boat. She joins me and we nestle together. The boat rocks us and I feel my eyelids grow heavy.

"Wake up John," my mother's voice murmurs, filling my ears. The sun is high in the sky. The boat is filled with people. Babies clutching their teddies. Parents looking sorrowfully at their homeland growing further and further away. Grandparents coughing, wrinkles deeper than normal. Siblings huddling together for warmth. Uncles and aunts whispering to each other in unfamiliar tongues. I huddle deeper into my mother's secure arms. The hot sun beats down on us unmercifully. Each day is filled with our scared mutterings, miserable crying.

As days pass our water bottle reduces to small drops and all that is left of our stale bread are crumbs. My tummy aches, rumbling louder than a lion's roar. My throat is parched, the need for water evident. Endless seas surround us with no land in sight. My mother fingers the photographs we brought along with us; her eyes swollen with tears.

Soon the sun is replaced by a beautiful, round glow of silver. Dark clouds circle overhead, fierce waves jostling the boat, gulping the wood and disturbing the passengers. "It's all going to be all right," my mother whispered into my ear; her lips dry without water. Thunder cracks in the sky and puddles of rain gather in the bottom of the boat. Little kids started filling their water bottles with the rainwater, a small flicker of hope blossoming on their faces.

Countless hours pass, slowly merging into days.

Weeks,

Months.

When all hope seems lost, a cheer fills my ears. The sails overhead stop dancing and I feel the boat slow to a stop. I gasp as I see the lush green land ahead of us. My mother smiles, her whole face lighting up with joy. She spins me around in circles. "We're here," she cries with tears of happiness, "And we're off to a new beginning!"

Caulfield Grammar sports



APS Summer Premierships

In an extremely exciting evening at the Girls Swimming, there were two points between three schools going into the relays. Our Caulfield Grammar Girls teams won both the Diving and Swimming competitions. The Boys Volleyball also won the Premiership – their first since 2013 – while the Girls Touch Football Team were joint Premiers, their first-ever APS Premiership!

Caulfield Grammar sports



APS Sport

Students competed at the National State Athletics Championships, collectively achieving 11 gold, 2 silver and 2 bronze medals.
(below) Cricket.





APS Sport in action

Badminton, Tennis, Boys Touch Football, Girls Volleyball and Cycling.

Around the school

Caulfield Grammar sports



APS Sport in action

Netball, Futsal, Rowing and Softball.



House competitions

(from top) Malvern Campus Cross Country, Wheelers Hill Secondary Campus Spectacular, Caulfield Campus Athletics and Swimming.

Snapshots



Computational & Algorithmic Thinking

More than 40 Wheelers Hill Campus students competed in the Computational and Algorithmic Thinking (CAT) competition, a problem-solving competition that challenges students to develop critical thinking, creativity and computational skills.



MPavilion

Year 9 Architecture students (Caulfield Campus) met Rachaporn Choochuey from the All Zone female-led architectural design team, designer of the 2022 MPavilion (Queen Victoria Botanical Gardens).



Making Connections Day

Middle School students from both Wheelers Hill and Caulfield campuses connect with peers in a fun, engaging way; the start of many cross-campus interactions throughout their Caulfield Grammar lives. Learning Mentors lead the program, designing and facilitating the days' activities.



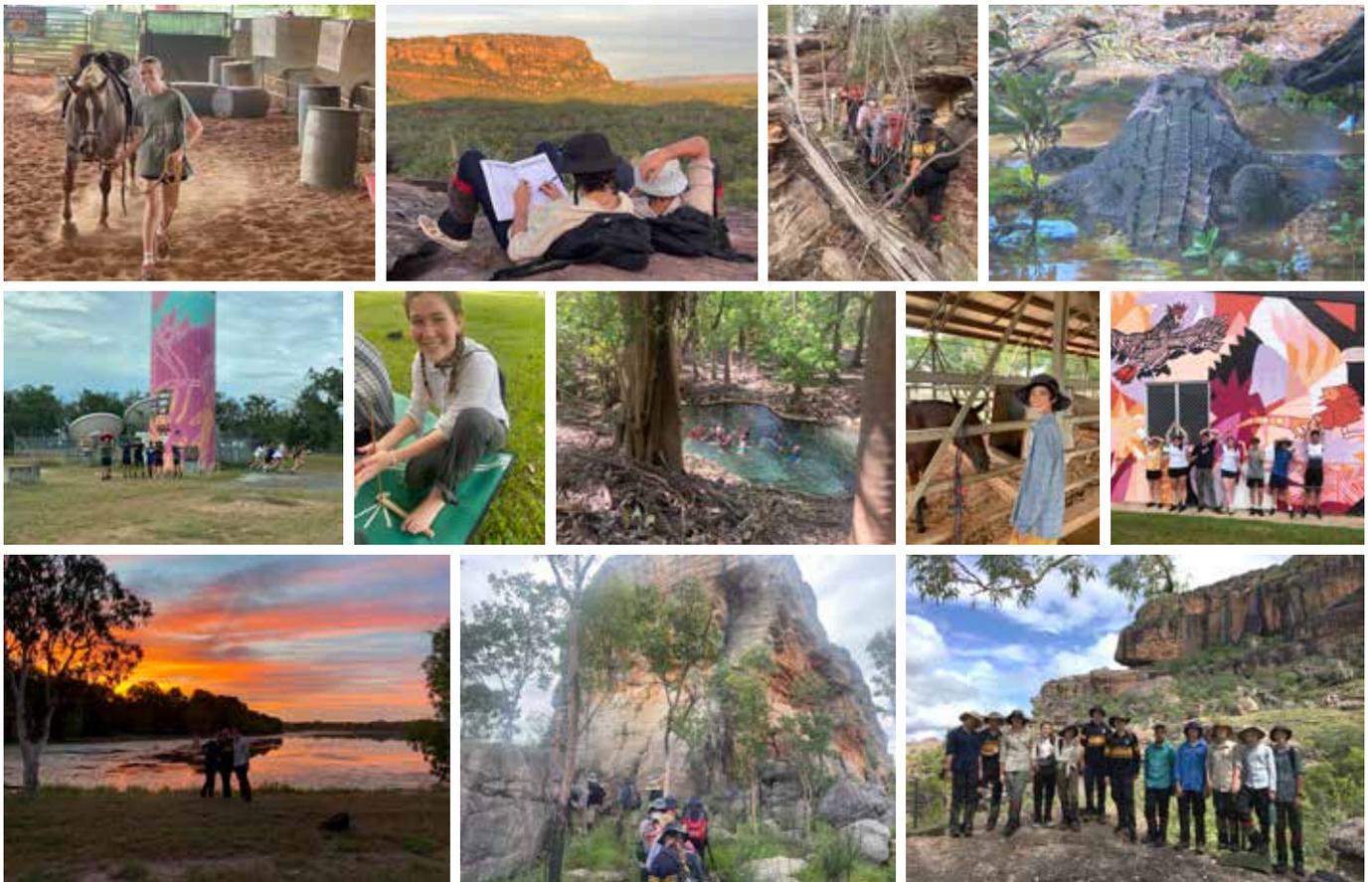


Careers Expo and National Careers Week

Caulfield Campus students participated in the Careers Expo in March and Wheelers Hill Campus held their Expo and Industry Alumni talks in May. These events are invaluable to Senior students in helping them make the most of School life and beyond.

Remote Programs – Kakadu Year 9 program

Year 9 students immersing themselves in the unique Kakadu experience, exploring the stories, culture, histories and peoples within the beautiful landscape of these Northern Territory communities.



Snapshots



Colour Run

Students from both Wheelers Hill (top) and Caulfield (below) campuses participated in what has become a messy, but enjoyably well-received, Caulfield Grammar tradition: the annual Colour Run.



Year 7 go to YJ

Caulfield Campus Year 7 students experienced a range of outdoor activities for fun and connection, as they developed teamwork and leadership skills through participating in all that YJ offers.

Snapshots - Community



Neurodiversity Week

The Wheelers Hill Campus Learning Strategies team celebrate Neurodiversity Week.

World's Greatest Shave

Good-sported students and teachers got involved once more to shave or colour their hair in an effort to raise much needed funds for the Leukaemia Foundation.



Founder's Day

Students from Years 6 and 12 came together at St Paul's Cathedral for our annual Founder's Service. The service featured choir and music performances, as well as readings and reflections by students and members of the community.



'Our Commitment to Reconciliation' Term 1 Staff Day 2023

Caulfield Grammar School staff participated in an important day of learning, led by First Nations presenters. Staff switched off from the outside world and engaged with a willingness to listen, learn, experience and 'be' with peers and colleagues in both comfort and discomfort. Speakers included Aunty Joy Murphy Wandin AO, Indigenous Ambassador James Egan, singer-songwriter Kutcha Edwards and AFL legend Eddie Betts. Staff also nominated to participate in language, dance and art sessions throughout the day.





Founders' Day service: Reverend Canon Associate Professor Glenn Loughrey presents two of our Co-Captains Luke (Wheelers Hill Campus) and Natasha (Caulfield Campus) with a message stick based on Glenn's reflections about the Uluru Statement from the Heart. The message stick was presented to the School as a symbol of ongoing learning and relationships.

Enhancing the environment

Thomas Hamill, Gardener, Wheelers Hill Campus



Walking through the gates of Wheelers Hill Campus, you can't help but notice the stunning landscaping that frames the architecture. Even if you don't know specific plant and flower names, you can certainly appreciate the hard work that keeps them in bloom and maybe even wonder at the (largely) hidden faces behind the beauty.

Thomas Hamill (Class of 2019) is one of those hidden faces.

Thomas began his Caulfield Grammar journey as a Malvern Campus Prep student back in 2005. He continued on with his Secondary education at Caulfield Campus and (to round out his appearance at all three campuses) is now working as a gardener in the Facilities and Maintenance Team at Wheelers Hill Campus.

As a student, Thomas represented Caulfield Grammar in APS Sport, and particularly enjoyed participating in Cross Country. He also really loved the outdoor education experiences offered by the School.

"Visiting Yarra Junction Campus was one of my favourite Caulfield Grammar experiences," Thomas recalls, adding that he loved being in nature and wanted to get as much out of it as possible.

"I loved getting to work in the dairy and milking the cows - that was a highlight."

The five-week-long Year 9 Expedition to Nanjing, China, also ranks as one of Thomas' favourite experiences.

"China is so different culturally from Australia," says Thomas. "Some of the attractions were just magnificent - like the Great Wall. It was amazing to see that and such a good experience."

A lover of the great outdoors, it was perhaps no surprise that Thomas was pretty clear about his career path early on. Working outdoors was high on his list of priorities.

"I initially did some part-time work at Malvern and Wheelers Hill campuses while still at School and found I really loved working outdoors. The option for me to keep working came up, so I was able to accept that and take on an apprenticeship to build my skills."

Thomas started his Certificate 1 in Horticulture when he was in Year 11.

"I then finished my Certificate 2 and 3 in Parks and Gardens in 2022 and did my Apprenticeship in Horticulture at Caulfield Grammar after I graduated. I began my permanent role as a full-time gardener at Wheelers Hill Campus in 2022."

Thomas' day starts early, but it's satisfying to be alone in the quiet of early morn.

"When I get to work each day, my first job is to tidy the paths for when the students and staff arrive," he says, adding that a typical day has him completing a wide variety of tasks which keep him continually learning. He lists the awesome people he works with as his favourite thing about his job.

"Alex Taylor [Facilities and Maintenance Manager] is my boss and he's a great mentor," says Thomas. "And Seb [fellow gardener, Sebastien Bonvin] and I work together every day. He's a great mate and I've learnt a lot from him."

When not beautifying the gardens at Wheelers Hill, Thomas enjoys spending time with his family, watching the footy [Richmond Tigers] and gaming.

"I also enjoy photography, which is something people might not know about me," he reveals. "I especially like taking photos of animals and wildlife."

Thomas takes enormous pride in his work, which is evident with just one look at the Campus landscape. A pair of rainbow lorikeets happily settled in a grevillea tree clearly conveys that it's not just the staff and students who enjoy the fruits of Thomas' labour.

Kodály-inspired Music education

Renee Heron, Junior School Music, Malvern Campus



“Teaching music and performing in choirs outside of School are a passion, a vocation. I am so lucky I get to earn money doing what I love.”

Renee Heron’s greatest love as a child was the violin. She studied it at the University of Queensland and was a member of the Queensland Youth Orchestra for most of her formative years. “It wasn’t until I moved to Melbourne, took up a job at Xavier College as a choral teacher and studied Kodály music education that I really discovered a burning passion for singing. I guess I sort of fell into teaching it.”

Renee’s desire to share this passion with Primary School aged kids saw her join Malvern Campus in 2019 as a Classroom Music Teacher and Choral Director. “Kids just have so much energy and in turn give me so much energy. I might be having a particularly stressful day, and they recharge me. Last week a couple of my Year 2s who had been struggling suddenly had their lightbulb moment and everything fell into place. It’s those little moments that are so wonderful to witness, those baby steps that are the most significant.”

Renee’s classroom teachings are primarily focused around Kodály music education. Kodály believed that every person has musical aptitude and that, ideally, a music education should begin as early as possible in a person’s life – firstly at

home and then later within the school curriculum.

In 2022, Renee was one of only two Victorians to receive a Kodály Australia Award for Excellence in Music Education for her strong focus and alignment with Aboriginal and Torres Strait Islander Peoples’ perspectives in the music classroom.

“The Kodály philosophy is the foundation of all my classroom teaching. Then I layer it with many various lenses. For example, I wanted to embed First Nations perspectives in my classroom – one way I can achieve this is by shining a light on Aboriginal and Torres Strait Islander musicians and making sure they are represented in my program. I am also passionate about women and culturally and linguistically diverse musicians being featured and celebrated in our School program as they are also historically underrepresented; you can’t be what you can’t see.”

Renee’s love of singing and music extends well beyond the classroom. She has performed at the NGV, the Art Gallery of Ballarat, and at the NGV Triennial surrounded by giant skulls by artist Ron Mueck, which was “pretty cool”. She is also the Artistic Director of The Yarra Voices, which she founded in 2018.

“I always wanted to run my own choir and build a wonderful community around it. There were lots of youth and children’s

choirs in the south-east corridor, but there was a big hole in my local area of North Fitzroy, which has such a vibrant eclectic community.”

Although primarily still a children’s choir and community music education, The Yarra Voices has grown beyond Renee’s wildest expectations. Her vision is to expand the program to provide artistic and creative endeavours beyond just the youth.

“We started with seven kids and one choir and we now have 70 kids and three choirs. Most of the kids are from local public schools. There has been such immense collaboration and growth over that time – these are kids who had no music education and are now so advanced. I know that music will be a part of their lives forever and passed on to future generations. I see this in my students at Caulfield Grammar too, and I hope I’ve encouraged a lifetime love of singing and music.”

When asked to divulge what she does in her ‘spare time’ aside from singing and music, Renee laughs. “My students get a lot of joy discovering I had a secret life as a jelly maker. A few years back, I started an Instagram page with a friend that was devoted to showcasing beautiful jellies we’d made from scratch, such as champagne with flowers. We have over 5,000 followers and even got a write-up in the Herald-Sun.”

Teaching maths, the perfect balance

Karry (Mengmeng) Zhang, Maths Teacher, Wheelers Hill Campus



“If I could use one word to describe the students here, it would be energetic!”

Karry Zhang is new to Wheelers Hill Campus this year, teaching Maths to Years 10, 11 and 12, as well as a Year 7 Enrichment class. In addition, she is a Year 12 Community Life Mentor.

“Even though I’m new, it feels like I’ve been here forever. It just feels like home.”

Prior to Caulfield Grammar, Karry taught Maths and Physics at Nossal High School, where students start in Year 9. As her first time teaching Year 7, she’s enjoying interacting with younger students and seeing that spark of knowledge germinate and grow.

Karry initially started her working life as an engineer, after an undergraduate engineering degree in China – a fast-paced field with lots of challenges.

“I personally enjoy a challenge,” she reveals. “I’d be bored if I wasn’t learning a thousand different things every day.”

But fast paced and challenging doesn’t always equate to work/life balance and Karry eventually knew it was time for a change. “I didn’t know what else I could do,” she says. “All I knew was engineering.”

Taking time off, she travelled through Europe, Britain and Japan before coming to Sydney on a working holiday.

“I worked at all sorts of places, including a TV channel and Prada, before realising that I really like what I’d already been doing.

I like problem solving. I like completing tasks. I just really like engineering.”

Aware she needed to find a better work/life balance and a more positive environment, she thought she’d try teaching. “I didn’t know if I’d like it or even be any good at it, but did my Master’s in Melbourne in 2019. And when I got my first placement, it just felt right. You can really see the influence you have on students. I really love it. I just feel this is my job!”

Karry is a natural storyteller, and her students are genuinely interested, asking about her life and sharing their own stories. She uses this storytelling technique to bring her teaching to life – but also in general conversation.

“The best thing about Caulfield Grammar is the culture and people. And the best start to the day is a good chat with colleagues. It’s great to share stories and have a laugh before heading to the classroom.”

Fascinated by STEM, Karry is currently working on a research project at university, promoting diversity in STEM subjects, especially for girls. “I hope to bring STEM to more students’ lives and instil passion for a positive impact.”

When they ask why they’ll need Pythagoras’ Theorem in everyday life, for example, she likens it to playing sport for physical health and strength. “I tell them: problem solving is exercise for the brain. Everything in life is about problem solving, so we develop our brains to be smarter, stronger inside and solve the problems life presents.”

As a student herself in China, Karry says there wasn’t much choice in the combination of subjects like there is today, where a student can choose to study, say, Art, Physics, Maths and German together.

“Maths, English and Chinese were compulsory and you’d pick from the Humanities stream (Politics, History and Geography) or the Science stream (Chemistry, Biology and Physics). Humanities was stereotypically all girls and Science, boys. I liked Physics and History but not Chemistry or Politics, so it was hard to choose. In the end, I chose Science.”

It was hard not to be upset, however, when a teacher commented, surprised at her presence there as a girl, but this served to fuel Karry’s resolve. “While part of my effort came from love of the subject, part came from wanting to prove my worth.”

Outside of work, Karry is sporty, listing a half marathon as an achievement. “I’m a big fan of scuba diving and I’ve just got into snowboarding – it’s all about the centripetal force in physics.” She also loves to paint and, thanks to COVID-19, has recently taken it up again.

Karry feels like her students already know her well – probably due to her knack of telling great stories in class. “But one thing a student recently told me was that they didn’t realise how much I knew about them,” she says. “I feel I’ve done a good job when my students trust me with their stories.”

The pursuit of excellence

Gus Humphries, Humanities Teacher, Caulfield Campus



“It’s the difference we can make, not just in learning but in their lives more broadly, that matters most to me.”

When he grew up, Gus Humphries decided he was going to be a drummer in a hard rock band, or a teacher like his mother. When he realised the choice was between eating and not eating, he decided to follow in his mother’s footsteps. “Mum was a passionate, dedicated primary school teacher. And once I knew I wanted to be a teacher, it too became vocational rather than for employment. Teaching is so dynamic and has zero potential to become boring. It was what I was meant to do.”

Gus’ career at Caulfield Grammar began at Wheelers Hill Secondary, teaching Years 10–12 Senior Humanities with a focus on International Studies/Global Politics. “A rewarding aspect of teaching global politics is that it’s topical, it has visibility. Students go home and discuss what’s going on in the classroom with their parents, and this only serves to make their learning even more valuable and real.”

After three years in the role, the pull to learn first-hand about what he was teaching became too strong. Gus moved to London and for the next three years took guided tours around Europe, working for seven months each year and travelling for five.

“My passion is global politics and history, and part of my role as a tour guide was explaining the history and the politics of the places we visited. It was the perfect job, combining work with travel.”

In 2009 Gus came back to Caulfield Campus to teach Years 7–12 Humanities, followed by roles as Head of Middle School Humanities, Head of Senior School Humanities and Head of VCE. The responsibility is huge and the parameters ever changing, but Gus says this is what makes teaching so rewarding.

“Challenging young people to be the best version of themselves is never one-dimensional. The process is different with each student. Sometimes you have to push relationships to a tense point and challenge students to step outside their comfort zone to help them be their best.”

Every year since he began teaching, Gus has taken a photo of his Year 12 class and, on the last day of school, asked them to write a note. “Reading those heartfelt messages reminds me why I do it. It’s the difference we can make, not just in learning but in their lives more broadly, that matters most to me.”

Gus says the nature of teaching means it’s hard not to become personally and professionally invested. Before COVID-19, he took a step back to go part-time

and look after his three young children. “There’s a constant tension between work/life balance. Being part-time gives me an opportunity to balance practising the craft of teaching while also investing more time in my own family.”

Part of this self-reflection and pursuit for excellence has seen Gus recently receive a Teaching Innovation Fellowship from the Victorian Academy of Teaching to develop his ‘Q4T’ project – Questions for Thinking. “Q4T is a partnership program involving working with a group of teachers one-on-one to investigate an area of practice they are interested in and, through observations, discussions and context and evidenced-based techniques, encourage reflection and development of practice.”

So, in between teaching, raising a young family and developing his passion project, what happened to that dream of being a drummer? Gus laughs. “Lack of talent! I still love music. I assess most of my students’ work while I’m listening to pretty hard rock.”

Even with so many years of experience under his belt, Gus admits to still having a sleepless night before the first day of each School year. “I always say to my departing Year 12s, if you see me outside of School in a few years and I’m not still nervous and excited about it, then I should give it away.”

A gathering place

by Judith Gibson, School Archivist

The Chapel of St Paul: 40 years of worship and hospitality

2023 marks a significant anniversary in the spiritual life of our School, with the Chapel of St Paul reaching its 40th anniversary as a spiritual home and gathering place.

As light filters through the stained glass 'Creation' windows, there is a welcoming atmosphere in this sacred place, where students and members of staff regularly gather for services of worship, and where milestones in life are acknowledged and celebrated by the wider Caulfield Grammar community.

For Caulfield Campus Chaplain and teacher, Amanda Lyons, every day offers new opportunities to be in class, in the Chapel or sharing her experiences with others.

“The Chapel of St Paul continues to be a sacred place of worship, hospitality, and learning. For some staff, students and families, it is their spiritual home of renewal in the midst of busy school life.”
Amanda Lyons, Chaplain

Yet the journey to build a school Chapel took many decades until 10 April 1983, when the building was dedicated by the Archbishop of Melbourne, the Most Reverend Robert Dann. Successive Headmasters had expressed a desire to build a Chapel that would be a visual symbol of the spiritual aims of Caulfield Grammar School. Yet other priorities intervened.

Fortuitously the Parish of St Mary's, Caulfield (now Oaktree Church) offered their church as a place of worship for services and assemblies. Past students will remember walking to the Church, and boarders attended each Sunday. Canon Henry T Langley (1892-1895), the Vicar from 1911 to 1942, assisted

as School Chaplain and served on the Caulfield Grammar School Council (1931-45). In 1961 Reverend Don I Frost (1961-66) was appointed as the first full-time School Chaplain.

The close relationship with St Mary's parish began when the Vicar, Reverend Hussey B McCartney, encouraged Mr J H Davies to open Caulfield Grammar School and to consider a religious vocation. Each Principal of Caulfield Grammar has been commissioned at the Church.

In 1979 the vision for a Chapel re-emerged. Seventh Headmaster, Reverend Angus S Holmes (1977-92) presented a list of building priorities to School Council, and approval was granted in the School Centenary Year (1981) and a site marker unveiled on 26 April 1981 by distinguished alumni, Air Vice Marshal Charles D Candy, CB CBE (1925-27).

“The Chapel will provide the school with a much-needed haven for quiet reflection, a place for prayer and a focus for our faith within the School.”
Reverend A S Holmes (1982)

The exciting decision was unanimously welcomed. Services of worship would be consistent with the teachings of the Anglican Church without a specific denominational style to welcome students and families from all faiths.

The Chapel, designed by School Architect, John Gribble, accommodated 170 people, with a narthex for use as a meeting room or classroom. Generous support from the School community funded the chapel furnishings, pews, and the 'Incarnation' stained glass window.

In 2006, the original Chapel was extensively refurbished, extended and then re-dedicated as the Chapel of

St Paul by the Right Reverend Dr John Wilson. Stained glass windows designed by David Wright, and new Chapel furniture designed by Bishop John Bayton, enrich the experience of Chapel for students and staff, enabling God's presence to be felt in the sacred space.

Forty years on, the Chapel of St Paul is open daily to staff and students. Caulfield Chaplains, Amanda Lyons and Jo Quinlan, offer hospitality, religious teaching and worship, including a Wednesday 8am service for staff that, post-COVID-19, alternates between Holy Communion in the Chapel and online service.

“Students come to the Chapel both communally and individually for a range of reasons and occasions. These include chapels, classroom learning, pastoral services, and quiet reflection.”
Amanda Lyons

The vision for the building articulated by past Principal, Reverend Angus S Holmes - 'to be truly for the Glory of God' - shines brightly.



(top) Dedication of the original Chapel, April 1983. (second row) Dedication of St Paul, March 2006.
 (bottom left) External view of the Chapel. (right) Re-purposed Incarnation window (1983).
 Internal stained glass panels by David Wright (2009) Caulfield Campus Valedictory Service 2022.

Sharing our story and history

by Judith Gibson, School Archivist

School Archives in the classroom

Caulfield Grammar School has a vibrant history spanning 142 years. Established in 1881, our School has prospered from nine students on the first day to a multi-campus and co-educational school situated in a local, national, and global context.

Each year, a new chapter begins in our School history, as students and staff walk through the gates of our campuses. Our School Archives and Heritage Collection holds much of our School memory dating from 1879, and is an essential bridge between past, present and future.

Archives preserve the memory of communities and are powerful social anchors and integral to decision making. Among other things, archives record the challenges, the aspirations and the experiences of today's staff and students and of the generations who preceded us.

Central to the daily archival work is connecting with current students and staff and community in both planned programs of outreach and incidental encounters. Sharing our School history opens students to different ideas and perspectives relevant to their lives, and this exposure can help develop higher critical skills and creative thinking.

A key aspect is engaging with Year 7 students during orientation activities

at the Wheelers Hill and Caulfield campuses. There, we share 142 years of Caulfield Grammar history in photographs and artefacts, with time for insights on 'history' and 'identity'.

Questions always include:

- **When did boarders commence? (1881)**
- **Why did the first headmaster, Joseph Henry Davies (1881-1889) chose the name 'Caulfield Grammar' when classrooms were in residential streets of Elsterwick and Ripponlea?**
- **Who are some famous Grammarians?**
- **What is the tradition of the navy Honour Blazer with embroidered pocket and trims?**

In Term 1, we took the opportunity to work with classroom teacher, Andrew Dodson and Year 7B at Caulfield Campus. As part of the Individual and Societies curriculum, students were introduced to the value of primary and secondary sources and their use

by researchers and historians. Andrew borrowed a set of 'discovery' bags filled with Caulfield Grammar artefacts representing primary and secondary sources, such as a Third Form 1906 Prize Book, 1950 1st XVIII Football photograph, and pair of Old Boys' enamelled cufflinks.

Students considered the purpose of each item and looked for inscriptions or supplementary information supplied on the artefact or in the discovery bag. Time was allowed as well for an irresistible opportunity to try on a school cap, boater hat or Old Boy's 1930s striped blazer.

"I was amazed at the breadth of the archival collection. I am keen for my Year 7 students to visit the Archives and Heritage Centre and view treasures in the collection as an extension activity next year."

Andrew Dodson, Year 7 teacher

The collaborative activity was memorable and worthy of further development. Encounters like this help every student to understand our history and traditions and then find their own place.



Holmes House community

by Mikayla Drury, Holmes Co-Captain, and the Holmes House Committee

30 years of Holmes

Holmes House is driven by the unity and passion that all members bring to the House, where students and staff feel a sense of belonging and family within the House. Since the founding of Holmes House, 30 years ago, not only has the love and pride for the House been maintained, it has also been strengthened and developed through the bonds of all students and staff who have passed through our House.

The legacy left by past Holmes members was very evident during the Holmes House Chapel service, where we celebrated 30 years of Holmes House. We were extremely grateful to have past Heads of House come back to join us at our chapel service. They were able to share stories with us and reflect on the foundation of Holmes House. We also had the opportunity to experience how the House has developed, as the panel had current students sharing their fondest memories from all different year levels. What showed through every speaker on the panel was the supportive community and uplifting culture that still remains strongly in Holmes House today.

“The Chapel Service was up another notch. I cannot remember when I have felt so touched and included and it was an honour to be invited to be part of it.”
Wendy McRae (past HOH)

We were able to reflect on what a strong community we have in Holmes, and were very grateful to have Mrs McRae, a former and long serving Head of Holmes, speak to us about her love for the House at our chapel service. She spoke of Holmes members always stepping out of their comfort zones, contributing to the House, and thriving together. We are extremely privileged to continue that House pride to this day, such as everyone in the most recent House event dressing up as blue

superheroes. This year Holmes House even brought in their first mascot, the Cookie Monster, designed to unite students.

Our goal for this year was to build on the culture of the House formed by the past House Captain: where we strive to create a community where Holmes is more than just wearing the royal blue shirt, and instead, focus on supporting one other like a family. The Holmes leadership team decided to adopt another slogan, ‘Holmes, hungry for the win’, designed to promote participation and involvement within the House.

We are hoping that all Holmes members are able to experience the unity and family feel within our House and make memories which they cherish, just as we have during our time in Holmes House.

“I loved seeing all the previous Heads of House reflect so fondly on their time in Holmes House. It makes you feel like you are part of something so special and that the legacy will always remain, now and into the future!”
Jane Mason (current staff)

Past Heads of House in front of portrait of Rev A S Holmes (absent from photo, Roger Creed). (left) Mikayla Drury, Holmes Co-Captain.



Giving Day 2023 – a gift of education



Thanks to the community support of our Giving Day this year, we will be able to offer more Foundation Scholarships to students who would otherwise not have the opportunity to attend Caulfield Grammar.

A gift of education to young people is one of the most powerful ways we can have a positive impact on our students and their future. Thanks to the generous ongoing support of the Caulfield Grammar School community, 34 Foundation Scholarships have been offered to students since the program commenced in 2018.

These students have come from Indigenous and refugee backgrounds, and regional families, and have greatly added to the diversity of our School community. All of our past 16 Foundation

Scholarship students have successfully completed Year 12 and moved on to university, TAFE and with some heading directly into the workforce.

Giving students from diverse backgrounds the opportunity to join and be a part of Caulfield Grammar School enriches and strengthens our entire learning community.

When discussing the impact our Foundation Scholarship students are having on our broader community, Principal, Ashleigh Martin reflects:

“Hearing them advocate and speak and challenge perceptions and assumptions, that is where real learning happens.”

Special thanks to our multi-year donors who continue to support our Scholarship Program:

- Caulfield Grammarians' Association
- Merricks Capital
- Redlich Family
- The Rich Hart Foundation
- The Humanity Foundation
- Trainor Family
- Agosta Family
- ARA Indigenous Services
- Bob Stewart
- Marion Orme-Page Bequest
- Current/past parents and past students.

Donations to the Scholarship Program are welcome at www.charidy.com/csgiving2023 or contact AndrewCole@caulfieldgs.vic.edu.au

Yen Siow, Humanitarian Ambassador

“I’ve noticed that when our students are able to articulate what they’ve been through, they begin to have a sense of the barriers they have overcome, and this is an important step in helping them to access the right support.”
Yen Siow, Humanitarian Ambassador



With a background in global education, working with NGOs and charities to support educational outreach programs, it was inevitable that the role of Humanitarian Ambassador would appeal to Yen Siow.

“When I first saw the position advertised and read the description, I was pleasantly surprised that an Independent School was moving in the direction of providing opportunities for students of refugee backgrounds,” says Yen, who has been the Humanitarian Ambassador since late 2021, providing support to our Caulfield Grammar School Foundation Humanitarian Scholarship students and their families. “Having worked in the education sector for some time and being a former refugee myself, I was excited to see a school be progressive in its values for diversity and equity.”

Yen’s role at Caulfield Grammar includes meeting regularly with the students and their carers, getting to know them, their stories and their way of life.

Our Humanitarian scholarship students come from all parts of the world, including African nations, Syria, Afghanistan and South Asia.

“Embracing these students and bringing them into the School community is very important,” says Yen. “As is understanding and sharing with the broader student community, the amount of courage, strength and challenges these students have faced as refugees.”

In her role, Yen works across departments to liaise with various teams, so that teaching and professional staff are aware of the needs of the students. While Yen helps the students and their families navigate and learn about all aspects

of Australian culture, she also sources supports and resources for cultural training for staff professional development.

Yen’s long-term aspiration for the program is to build on a culture at the School that encourages asking brave questions, while being tolerant and interested in other people’s life experiences and culture.

“I’m excited about the future growth of the program and providing more students with the incredible opportunities Caulfield Grammar School has to offer.”

Impact of Giving

Event hosted by Diana Cregan, Foundation Director



Sharing the impact of donor giving was the aim of a recent Foundation event to celebrate the Scholarship Program and thank donors who have supported the program since commencement in 2018.

The event was generously hosted by Diana Cregan, Foundation Director, and husband Tom Cregan, who are strong supporters of the Scholarship Program.

“The opportunity to support the Scholarship Program is one which we are grateful to be involved with,” says Diana. “It is evident that the School has worked hard, and continues to do so, to evolve its offering to Scholarship recipients to ensure the whole being of the child is supported. Knowing how much both we, as guardians, and our children have to learn from the students is immense

and hearing their (and their families’) stories is always interesting, invariably inspiring and often humbling. To play even just a small part in the lives of these extraordinary young people through a contribution to the Scholarship program is a genuine privilege.”

Moderated by Yen Siow, Humanitarian Ambassador to the Scholarship Program, guests were treated to an incredibly moving account from past Foundation Scholarship students, Sana Mosawi and Frankleen Newah-Jarfoi, of their journey to Caulfield Grammar School and their wonderful experience at our School.

“It was like a dream for me, because I got the opportunity to start a new chapter. Caulfield Grammar was the best experience of my life, not only because I got the best opportunities for

my education but also for my personal growth,” shared Sana.

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

Frankleen Newah-Jarfoi

We are very grateful to our students for sharing their personal experiences with us, and confirming what a profound impact the support of donors has had on their lives.

The gift of music

by Andrew Cole, Executive Director, Caulfield Grammar School Foundation

As Melburnians established monotonous routines during the first long lockdown of the pandemic in the middle of Winter 2020, I received an unexpected call from a past grandparent. The gentleman, Don Hawkins, offered a unique gift to the School: a magnificent cello of significant providence and value.

The family chose to donate the cello to Caulfield Grammar to express their gratitude for the School's incredible support they received following a tragic family event more than ten years ago. Don, his daughter Elizabeth and her two children (now past students), remain grateful to the staff and School who assisted them at that time of personal grief and financial stress.

Don's only wish was for the instrument to be offered to a worthy student who had the skill and ability to uncover its potential and one who would appreciate the generosity of the opportunity.

In conjunction with Head of Music Sharon Meehan and members of her strings team, the cello was offered to a then Year 9 student, Natasha.

Natasha had just received an A+ for her Grade 6 cello and piano exams and was thrilled and honoured to play the beautiful instrument.

Her first performance to an assembly of Middle School students was received in complete awed silence - very rare for an auditorium full of Middle School students!

Natasha, now our Caulfield Campus Co-Captain, continues to play the cello with grace and expertise and, along with our Music team, remains grateful to Don, Elizabeth and their family for the wonderful gesture of kindness and generosity.



Current Caulfield Campus Co-Captain Natasha Ekkelmans plays the cello.



Natasha Ekkelmans
playing the cello.

**For more information on supporting
Caulfield Grammar philanthropically
please contact:**

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Thought Leadership

Business Breakfast 2023 funds two Scholarships



The current economic climate and the future of commercial real estate were explored by our panel of leaders this year at the inspiring Business Breakfast hosted by the Caulfield Grammar Foundation. Panelists included Miranda Wilson (QIC Real Estate), Chris Langford (Newmark Capital) and Fiona Mackenzie (Coles).

The Business Breakfast was moderated by President of the Caulfield Grammar School Foundation, Adrian Redlich, who confirmed the objective of the Business Breakfast to drive thought leadership.

The discussion of the panel focused on the benefits of mixed-use property,

which caters to different segments of the market, providing a more diverse revenue stream and flexibility in adjusting the uses over time to respond to changing market demands.

Coming off a historic sales environment in 2022, the sentiment of the panel was that growth will taper off with the bite of the interest rate rises, resulting in a couple of tough quarters. However, with resilience built into business balance sheets, they were cautiously optimistic, anticipating that the impact will not be as dramatic as it seems. Risk appetite has changed somewhat with individuals

more cautious about the placement of capital, seeking income security, which on the flip side creates a good opportunity to acquire good property with less competition.

Principal Ashleigh Martin discussed his views on true philanthropy being something that resonates, and confirmed that, as a School, we are proud of our 18 students who are currently in the Scholarship program, being supported by philanthropy.

With our program in the Northern Territory, students are being challenged to work with Traditional Owners in



a different environment, and this is where we are seeing authentic learning happening.

Class of 2020 Deakyn Smith's story was shared with guests via video. Deakyn saw a huge opportunity to come to Caulfield Grammar and, while initially daunted, he felt comfortable over time to share his story and culture.

"I grew in many ways and am super proud of the relationships I built and how welcoming the School has been."

Attending students represented the School with pride and no doubt gained valuable market insights that will assist their final Business studies.

Thanks to our sponsor Merricks Capital and the support of more than 290 guests, proceeds from this year's Business Breakfast will enable us to offer two new Foundation Scholarships to young people.



Facilities update

Caulfield Aquatic Centre Scoreboard

A wonderful new scoreboard has recently been installed in the Caulfield Aquatic Centre at Caulfield Campus, thanks to the 100+ donors who supported this project through the School Foundation.

The new scoreboard, which is connected to timing pads and judges' pads will enable scoring and timing for Water Polo, Diving and Swimming competitions, and assist teaching and learning during PE classes and other aquatics programs.

The first of its kind at Caulfield Grammar School, the 3m x 5m LED screen has split-view video capability and will also regularly display branding and messaging for Caulfield Grammar and Caulfield Aquatics.

The screen is made up of a series of multiple small panels, placed together to make one large uniform surface.

Caulfield Aquatic Centre has been a wonderful development for the School and is being used for everything from 'learn to swim' for our youngest students right through to national level swim squads.

Our School aquatics program continues to post impressive results in Swimming, Diving and Water Polo - the girls taking the APS Premiership again this year.

The School Foundation would once again like to thank our donors for their kindness and their generosity. Donors to the Caulfield Aquatic Centre were recognised with seat plaques in the grandstand.



Victorious Swimming Co-Captains, Annabelle Embelton and Neve Thompson, hold the Premiership Cup, along with (from left) Andrew Cole, Executive Director of the Caulfield Grammar Foundation, and Boys Swimming Co-Captain, Matthew Gibbons.

1881 Bequest Society



In the late 1940s a group of boys joined Caulfield Grammar as enthusiastic, fun loving and ambitious young students, eager to make the most of their opportunity at our great School. Happily, in the years that followed, Richard Marocco OAM, Staff Evans, Gary Tishler, Phil Crabtree and Ted Masur have all gone on to live full and successful lives, retained their sense of fun and, furthermore, remained firm friends.

These five gentlemen recently took a tour of Caulfield Campus and had lunch as guests of our Caulfield Grammar Foundation and in support of the Foundation's 1881 Bequest Society.

Judith Gibson, the School Archivist, was delighted to co-host, and she unearthed an array of memorabilia from the 1940s

and 50s that was fascinating for our group of Grammarians.

Another highlight occurred while strolling around the Campus. After saying hello to a cluster of Senior School students, an impromptu joint singing of the School song began, much to the amusement of both generations. Boom Boom Boom!

Their lifelong connection with Caulfield Grammar is incredibly special to them all, and the Caulfield Grammar Foundation welcomes the opportunity to host Grammarians, donors and special members of our School community to lunches and Campus Tours, including Yarra Junction.

These tours and lunches are designed to engage in the School's future plan and generate support for future Caulfield Grammarians from members of our School community interested in leaving

a bequest to Caulfield Grammar School or making a tax-deductible donation through the Foundation.

(above) Past students, Richard Marocco OAM, Staff Evans, Gary Tishler, Phil Crabtree and Ted Masur visit the Archives at Caulfield Campus.

To explore bequests, please contact:
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Emily Angwin, international news anchor

“While not all the stories I cover are positive and light-hearted, I enjoy speaking to a variety of remarkable people and learning something new about the world on a day-to-day basis.”



Read Emily's story online.

Emily Angwin's journey from Caulfield Grammar School (Class of 2005) to becoming an international news anchor for Al Jazeera English is a testament to her hard work, dedication, and passion for journalism.

Emily remembers her time at Caulfield Grammar School fondly and looks back at her high school experience with gratitude and appreciation.

“Education is a critical initial step for any career,” says Emily. “And I feel incredibly privileged to have been able to attend Caulfield Grammar as the first great step to my career.”

She is thankful for the many opportunities offered at Caulfield that paved the way for self-discovery and led to a plethora of cherished memories. One such memory was travelling to Nanjing Campus in Year 9.

“Nanjing ignited my love for travel and exploring new cultures,” she reveals, adding that this life-changing trip saw her return to China post-graduation to live in Beijing for 18 months.

“While you're there, studying and navigating friendships, it can be all consuming. But the reality is, it's just one brief moment of your life.”

From a young age, Emily always knew she wanted to be a journalist. After school, she went straight on to university at RMIT to study a Bachelor of Communications.

“I thoroughly enjoyed my ‘hands on’ university course, as it gave me great practical training for broadcast news and working in both audio and visual mediums,” Emily recalls. “However, I remember thinking I'd never need to use some of the lessons I learnt.”

Today, she is convinced that of all of it has been crucial to solidifying her knowledge and excelling in her career.

“In journalism, contacts are everything when it comes to getting your foot in the door,” Emily reveals, adding that she got her start in 2009 when her best friend and fellow Class of 2005 student, Natasha Gledhill, left her job in radio. Natasha suggested Emily as a suitable replacement.

The job at Nova Radio Station as an assistant producer for Dave Hughes and Kate Langbroek led to Emily spending several years in radio. Eventually she made the move to Channel 7 television at age 23 where she continued to build her extensive network and make the most of career opportunities afforded her.

There Emily covered numerous major sporting events such as the Australian Open, Australian Football League and Rio Paralympic Games 2016. In 2015, she was awarded Best Breaking News Coverage.

In 2019, Emily moved to Beijing and worked as an anchor at China Global Television Network.

“At CGTN, I hosted its international news during the outbreak of the COVID-19 pandemic,” says Emily.

Two years later, Emily moved to Doha, Qatar, as an international news anchor for Al Jazeera English. While in Doha, her days usually involved working with producers and the news desk to discuss upcoming programs, story ideas, guests and correspondence.



“Every day was different, with no amount of planning preparing me or the team for the unexpected breaking news,” Emily explains. “We were always kept on our toes!”

One aspect Emily loved about working at Al Jazeera was giving ‘a voice to the voiceless’. This sums up perfectly

what inspired her to get into journalism initially.

“While not all the stories I cover are positive and light-hearted, I enjoy speaking to a variety of remarkable people and learning something new about the world on a day-to-day basis.” Being able to shed light on tragedy,

discrimination, difficult life circumstances and other cultures can often enact meaningful change.

A change Emily hopes to see in her industry in the future is more diversity in the people presenting commercial news. As her career continues to develop, she looks forward to learning more about

“While you’re there, studying and navigating friendships, it can be all consuming. But the reality is, it’s just one brief moment of your life.”



long-format news programs, such as feature news reports and documentaries. “I’m also eager to learn as much as possible about the Middle East as well as international politics and western bias,” says Emily.

Currently Emily and her husband are in the process of moving to the Philippines.

They plan to spend several years in Asia, where Emily will continue to work with Al Jazeera and pursue freelance opportunities.

Emily recommends that young alumni take the time to go out and explore the world.

“With so many adventures to be had, memories to be made and delicious food to be eaten, I’m sure this is something they will never regret.”

Media Hub



The CGA is excited to introduce our new online Media Hub. The Media Hub is the home of all our alumni content, enabling us to synthesise and streamline it for ease of use. This project came to fruition as we recognised the way we consume content now has changed.

By co-locating videos, webinars, podcasts, magazine and e-news articles, along with written profiles, we are better able to tell the diverse and dynamic stories in our community.

Whether you are interested in learning about a particular career path or individual, revisiting the photos from your last class reunion, or hearing about an Affiliate Club or alumni segment, we believe there is something for everyone.

We hope the Media Hub will be a useful ongoing tool for our community to identify potential speakers, mentors and connections. Below you can see some of the different categories of stories and content available for you to explore.



Alumni Profiles

Emily Angwin's journey from Caulfield Grammar School (Class of 2005) to becoming an International News Anchor for Al Jazeera English is a testament to her hard work, dedication, and passion for journalism.



Featured

Bruce Waxman attended Caulfield Grammar from 1961 through to 1967. After a 30-year career as a colorectal surgeon, Bruce transitioned to medical administration and now focuses on the education of medical students and junior doctors.



Young Alumni Ambassadors Program (YAAP)

Graduating from Caulfield Grammar in 2020 was particularly challenging for Casey and her peers due to the pandemic and lockdown restrictions. Despite this, her Secondary School experience was a positive one including lifelong friendships and happy memories such as her visits to the Nanjing Campus in Year 9 and on the Year 11 Language Tour. It was this experience that solidified Casey's love of travel and her desire to apply for a traineeship after school.



Latest News

As the 2023 VAFA season kicked off on Saturday 15 April, the Caulfield Grammarians Football Club were led by a stellar leadership group. Both the Women's and Men's teams have welcomed a new leadership group who will steer the club towards the ultimate goal of a premiership.



Podcasts

Marketing with Kate Hanly and Emily Davis.



Visit the Media Hub.



Videos

The 20- and 25-Year Reunion for the Classes of 2008 and 2013 was held on 23 March 2023 at The Deck, Brighton. As we look forward to the next one, take some time to watch the highlights!



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Bruce Waxman, 'making a difference'

"How lucky I was to be surrounded by such a high achieving bunch of blokes."



Read Bruce's extended profile.



Bruce (third from left) and the Caulfield Grammar School First VIII team, 1967.

"It was Bill Sayers, my Year 8 teacher, who saw potential leadership skills in me at Yarra Junction and set me on a course in Cadets leading to senior Cadet Under Officer in my last year at school," says Bruce Waxman, Caulfield Grammar student between 1961 and 1967. "And what a year that was!"

Bruce Waxman was born with a hole in the heart, which required surgery when he was in Year 7. He credits this with inspiring him to become a surgeon. The vertical scar on his chest from the surgery led then Headmaster Stan Kurrle to nickname him 'Zipper'.

In 1967, Bruce deferred a place at Monash University on the advice of Headmaster Bruce Lumsden.

"He offered my parents a half scholarship for me to gain extra leadership experience," recalls Bruce. "At the time, I was a prefect, a member of the First Rowing crew and Seconds Football team, organiser of the school dance and I had gained better academic results than in 1966."

That year Caulfield won both the APS Cricket and Football competitions.

"The same group of footballers contributed to an A Grade Premiership

for the Caulfield Grammarians' Football Club in 1970 and I was a member of the squad!" says Bruce. "How lucky I was to be surrounded by such a high achieving bunch of blokes."

Following graduation from Monash with honours in 1974, Bruce trained in general and colorectal surgery, both in Australia and overseas. He wasn't drafted while at university but later joined the Royal Australian Air Force Specialist Reserves, with deployments to Bougainville and East Timor as a military surgeon, and to Banda Aceh as civilian surgeon.

After a 30-year career as a colorectal surgeon, he transitioned to medical administration and now focuses on the education of medical students and junior doctors as Clinical Dean, Monash Rural Health, Monash University, Wonthaggi Hospital, and Clinical Lead, Accreditation Team, Postgraduate Medical Council of Victoria. Over 33 years, he held many executive positions with the Royal Australasian College of Surgeons and the Colorectal Surgical Society of Australia and New Zealand, organising several international conferences.

A Board Member of the Royal Flying Doctor Service of Australia (Victoria)

for 22 years, Bruce was also a Group Leader with Scouts Australia (mainly at 1st Malvern) for 15 years and Medical Director of the Victorian Contingent at five Australian Jamborees.

According to Bruce, "making a difference" has been the credo of his professional and volunteer work but having to spend long periods away from family has been an unfortunate consequence.

In addition to his roles in medical education, Bruce now manages the family wildflower farm at Kalympa Park, growing a variety of Proteaceae on the Mornington Peninsula.

"I have a son, a granddaughter and my late brother who are all Grammarians."

Awarded an OAM in the 2014 Australia Day Honours 'for service to medicine as an administrator, educator and clinician', Bruce has made an outstanding contribution to the Victorian community. He is currently a member of the Caulfield Grammarians' Rowing Club and is often up early for a row with his Caulfield mate, Rock Watson. He is a regular attendee at CGA and School functions and is a donor and supporter of the Caulfield Grammar School Foundation.

The power of Alumni networking



Hear from our very own CGA Careers Expert, Leah Lambart.

Leah is a Career and Interview Coach, Founder of Melbourne-based career coaching business, Relaunch Me, and host of the Relaunch Your Career podcast. In 2014, Leah set up Relaunch Me to help others find their 'best fit' careers: work that suits their personality type, utilises their natural strengths, and is aligned to their interests and values. The CGA is incredibly excited to be continuing our fulfilling relationship with Leah as she hosts our Group Career Coaching sessions, providing our alumni with invaluable advice on the steps to take to further their career prospects. Recently, she has been leading our reverse mentoring initiative, where young alumni are invited to 'mentor' Caulfield Grammar School stakeholders.



Join our LinkedIn Group today.

Networking is a vital skill when it comes to career progression and future-proofing your career. It is your network that will help you navigate any bumps in your career such as an unexpected redundancy, relaunching your career after a career break, a career pivot or even helping you find staff when there is a talent shortage.

The CGA alumni network currently has more than 26,000 members and presents a significant opportunity for Grammarians to utilise this expansive cross-section of industry knowledge and experience for career advancement or business growth.

A key objective for the CGA going forward is for alumni to benefit from this expansive community for their own professional and personal growth. One way this can be achieved is by improving the ability for you to interact and communicate with each other in relation to career opportunities.

The ideal platform for this is LinkedIn; in particular, the Caulfield Grammarians' Association Group on LinkedIn (not to be confused with the Caulfield Grammar Association Company Page).

Here are some ways you can use this group in the future:

Network with alumni in your industry:

Joining the Group allows you to connect with fellow alumni who are working in your desired field or industry. You can send them messages to ask for business advice, discuss potential job opportunities, or expand your network in this field. Many alumni groups have career mentors who can provide excellent guidance on job search strategy, resumé development, interviewing, and more.

Obtain career advice: Use the Group to identify more experienced alumni working in your desired field. Reach out to them for advice, to organise an informational interview, or to seek potential mentorship opportunities. Hot tip: Being a member of a Group allows you to email someone directly through the group without sending them a connection request first (which only allows a message with a limited number of characters).

Request internship or work experience opportunities:

The best way to get clarity about whether a career is the right fit is by securing some work experience in the field. Due to many people working from home and COVID-19 restrictions, many young alumni have missed the opportunity to gain practical experience in their fields. This would be a great way for more experienced alumni and business owners



to give back to young alumni while also potentially building a talent pool for their organisation.

Identify and secure talent: On the flip side, hiring managers and business owners are struggling to find staff across many industries, so the LinkedIn group could also be used to identify and recruit potential young talent.

Expand your business: There is also a significant opportunity for entrepreneurs and business owners to use the Group to increase brand awareness, uncover potential business opportunities, build a referral network, and identify opportunities to collaborate with other business owners within the Group.

Share your career updates: Alumni groups on LinkedIn also allow you to share your updates with your fellow alumni, such as job changes, promotions,

business news or achievements. This can also help you stay top-of-mind with your network and potentially lead to new opportunities.

Overall, your alumni group can be a powerful tool for career networking and advancement. By networking with alumni, attending events, seeking advice from mentors, participating in discussions, and giving back, you can leverage the power of your alumni network to achieve your career goals.

If you haven't already, log onto LinkedIn and join the Caulfield Grammarians' Association Group today.

By networking with alumni, attending events, seeking advice from mentors, participating in discussions, and giving back, you can leverage the power of your alumni network to achieve your career goals.

Abbey Gallop, neonatal intensive care



Read Abbey's story online.

Abbey Gallop (Class of 2015), reflects fondly on her time as a student at Caulfield Grammar School. Despite remaining at the one school for her entire education (from three-year-old kindergarten through to Year 12), Abbey doesn't feel she missed out on a thing.

Abbey participated in Sport during her Junior years and was heavily involved in the Art and Music departments during Senior School.

She experienced personal success in the arts, with her band winning their division in the 'Generations in Jazz 2014' competition, and her artwork receiving recognition at her Year 12 Art Show. Abbey was even commissioned to replicate her original artwork for the school after graduation.

"Even though arts is not a significant part of my current career, I would count those experiences among the highlights of my schooling," she says.

Abbey believes that a specific part of her schooling had a direct impact on her career. Her Maths teacher, Derek Kinsella, provided the necessary support and understanding to help her make it through the Year 11 course.

"Maths was definitely not my strongest suit," she admits, adding that she found it to be a chore. "But I'm forever grateful for the assistance and guidance Mr Kinsella provided that resulted in me pushing through to complete it."

This enabled Abbey to study nursing at university and eventually achieve her dream job as a neonatal intensive care nurse.

After finishing Secondary School, Abbey went into a Bachelor of Nursing at the Australian Catholic University (ACU) and worked casually at a homeware store.

"In what would have been my third year of nursing, I took a gap year and travelled through India, Nepal, Sri Lanka

and a lot of Europe," she says. Before leaving, she picked up additional jobs to fund her trip, including working in the boarding house at Caulfield Campus. Abbey is grateful that she took a year off, as she knew that it was best that she completed the final year of the degree uninterrupted.

Abbey's entry into neonatal intensive care nursing occurred through a stroke of luck. Her first preference for a graduate year at the Royal Children's Hospital didn't result in an interview, but the Royal Women's Hospital offered her a 12-month position in the Special Care and High Dependency Unit of the Neonatal Intensive Care Unit (NICU), which turned out to be an ideal situation for her and her dream job.

"Working in the healthcare system throughout the pandemic taught me a lot about getting work done, along with the importance of having the courage to step away and do something for

myself,” Abbey recognises, adding that it helped her grow as a person more than she could ever have imagined, and learn many valuable lessons early on.

“Of course, financial stressors come into play. However I surprised myself in working a job and hours that suit me as someone who works to live, and doesn’t live to work.”

What surprised Abbey most post-Secondary School was that she didn’t have to conform to what she assumed ‘adult’ life would be like.

“I realised that school holidays and university breaks didn’t have to be the only extended periods of rest I took from work.”

Abbey considers completing her nursing degree as the first critical decision she made in pursuing her current career. Despite not having any interest in nursing adults, she had to complete 800 hours of placements in adult and geriatric nursing, which was a significant challenge.

“All I wanted to do was work in paediatrics, particularly neonates (newborns), which wasn’t available to sole nursing students.”

Remaining in special care and high dependency throughout the pandemic was also a decision that came with challenges every day. Ultimately, overcoming these hurdles allowed Abbey to pursue her plans to complete her postgraduate certificate.

Despite the challenges, she is grateful for the invaluable experience and knowledge she gained from the program. Abbey is proud to have achieved her high school career goal of becoming a neonatal nurse by the age of 25, which she considers a significant achievement.

Abbey’s inspiration to pursue NICU nursing mainly resulted from her grandparents’ involvement in foster care while she was growing up.

“Being around babies with disabilities or illnesses throughout my childhood helped me develop a strong desire to support and advocate for such a vulnerable demographic,” she says.

Her interest in health, how the body works, and the desire to make a difference in people’s lives, alongside needing a solid career plan, were the main reasons that led her to focus solely on neonatal nursing. At the time, it was the only career that made sense to her.

Today, Abbey works in intensive care within the neonatal sphere, caring for some of the most premature and critically-ill neonates in Australia.

“My job provides many positives,” she says, “including the excitement of adrenaline rushes, problem-solving that engages my mind, and the opportunity to collaborate with multidisciplinary teams to save the lives of the youngest patients and their families.”

Additionally, Abbey finds great satisfaction in helping families during their most challenging and anxiety-inducing times.

“I enjoy making the babies in my care as comfortable as possible, which has a positive impact on both the baby and their parents. I love working with like-minded individuals in such a specialised nursing field, having trust and confidence in my large team.”

Nevertheless, the pandemic brought added stress and pressure to healthcare workers and, like many, Abbey found it extremely challenging. Challenges including night shifts, holiday work (such as during Christmas) and long weekend shifts add immense pressure. She hopes to see changes in her industry, including better recognition and support for nurses, especially in terms of pay. She also advocates for staff retention plans and incentives to retain current nursing

staff, to avoid even greater short staffing and the overreliance on junior workforces that she has experienced many a time.

Although Abbey has a passion for working in NICU, she envisions a career change in 5-10 years to suit a better work/life balance, while still maintaining her nursing qualifications.

“Caring for premature babies is something I will always hold dear to my heart, but the demands of the job – mentally, physically and emotionally – can take a toll because of the incredible amount of time and energy required.”

Outside of work, Abbey wakes up early most days and takes her 11-month-old kelpie, Wally, out for a run and a coffee. When they return home, she enjoys finding a creative or DIY project to work on while watching reality TV. If she has work, however, her entire day is consumed by it. She works 12.5 hour shifts in the NICU, and when she comes home, she spends some quality time cuddling with Wally before heading to bed to rest up for another workday.

Reflecting on her career journey, Abbey imagines what her 17-year-old self would think.

“I’m proud of my accomplishments and I know that my younger self would be in awe of how quickly I achieved my goals. I imagine many young alumni will experience a very similar feeling.”

“Keep striving for what you want and where you want to be, and keep zoning out everyone else’s opinions,” she advises. “Especially those that believe that you’re pigeonholing yourself in. It might just pay off!”

Abbey is grateful for her career so far and excited to see where it takes her next. We look forward to seeing what Abbey can achieve in the future.

Casey Day, Kakadu Trainee



“My role involves supporting young Indigenous girls to attend school, so they can complete Year 12 and move into work or further study.”



In March 2021, Casey accepted a traineeship with the School's Kakadu Year 9 Remote Program and moved away from Melbourne for the first time. She spent a year learning how to deliver the on-country program to Year 9 students, living in a small community, working as part of a team, and leading activities.

“Living in a community where everyone knows each other allowed me to build incredible connections with others,” says Casey. “And the strong friendships I forged provided me with a solid support system while away from home.”

Working with Indigenous people also presented Casey with an opportunity to gain a deeper understanding of their culture and the land they live on, as well as a fresh perspective on her own life.

After her traineeship, Casey found the transition back to city living, existing

friendship groups and university life challenging. Not long into her Psychology degree, she decided to switch to part-time study online, so she could accept a job offer as a mentor with the Stars Foundation back in Jabiru.

“My role involves supporting young Indigenous girls to attend school, so they can complete Year 12 and move into work or further study,” says Casey, adding that she gets great satisfaction from seeing the improvements the girls make, whether it be in attendance, behaviour or academic performance.

One thing Casey has learnt is that it's crucial to push yourself out of your comfort zone, even if you feel hesitant or nervous about a new experience. “There's a common misconception that a degree is essential to gain adequate work experience,” says Casey, “but my journey

has shown that there are many other pathways available.”

In the future, Casey hopes to complete her Psychology degree and possibly pursue a career in clinical psychology or obtain a diploma in teaching in order to work with young children in remote communities.

Casey's advice to her younger self would be to not doubt your dreams and aspirations for fear of being left behind or being different from others.

“If I hadn't done the traineeship, I would never have realised I liked teaching and working with kids.”



Read Casey's extended profile.

Daniel Lambert, engineering innovation



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

Daniel Lambert (Class of 1996) has honed his passion for helping others through engineering innovation. Now a leader in his industry and a driven humanitarian, Daniel’s career has had a positive impact on both individuals and communities.

Originally, Daniel’s vision for his future ranged from “being a policeman, to a fireman, to an AFL player, to a superhero, to an engineer!” Most of all, though, he wanted to have a positive impact on people and the world.

“I discovered my passion for water and the impact it has on people’s lives while travelling in South America,” Daniel reveals. “The time I spent volunteering on water and sanitation projects in remote Quechua communities in Ecuador was life changing”.

Daniel’s reach and impact have certainly spanned far and wide, from the Yarra Park Water Recycling Scheme in local Melbourne, to the Bandar Lampung Water Treatment Plant in Sumatra, Indonesia. “The latter focused on increasing access to water in a community where only half the residents would otherwise have a water supply.”

What has really driven Daniel’s career throughout all of this has been a willingness to step outside of his comfort zone. “Saying yes to moving cities and countries and adapting to roles in which I have been stretched beyond my existing skill level, have been crucial in my professional and personal growth.”

For Daniel, stretching the comfort zone has also involved throwing himself into public speaking opportunities. While this hasn’t been an easy road, it has

accelerated his confidence, giving him the freedom to represent his industry, the Army and the various organisations to which he devotes his time.

To those just starting out in their careers Daniel would give the following advice: “Carpe Diem - make the most of every opportunity in high school and beyond. Discover the world, live in different countries, and chase your dreams. Discover and passionately pursue your purpose in life.”



Read Daniel’s extended profile.

What do you love about your club?



Ashish Bhatt

"I've been a cricket fanatic since childhood. I started my journey with the cricket club in 2009, playing my first game against Melbourne High. Cricket has always been more than a game for me. It's been a place where I have found some of my lifelong friends. Over the years I've been lucky enough to be part of some of the great contests on the field. Winning three premierships in the last eight years has been the highlight so far of my association with the club. I look forward to my continuing involvement on the field."

Club: Caulfield Grammarians'/North Caulfield Glenhuntly Cricket Club

Bio: Ashish came to Australia in 2006 to study accounting. He graduated from the University of Ballarat in 2008 but it took him until 2015 to gain permanent residency. He married Henisha, who has been the 'lucky charm' in his life, in 2013 and they bought a house in Glen Huntly in 2018. Their daughter Ira was born in 2020 and their second child Meer came along in April 2023. After playing his first game of cricket in Australia in 2009 for Wantirna, Ashish was introduced to the Caulfield Grammarians'/North Caulfield Glenhuntly Club by Vishal Brahmbhatt. The club has become a significant part of his life during the last ten years, and he thanks Vishal for bringing him to it. Ashish is now part of the leadership group and has made some notable contributions with the bat over recent seasons.



Georgia Portelli (2010)

"I love how through singing I can share a poetic story while connecting with an audience. When performing, the feeling is captivating, and all sense of time disappears. Singing with a group of people who share this passion is a true privilege."

Club: Grammarian Singers

Bio: Georgia manages the marketing for Jellis Craig Projects, where she brings off-the-plan residential developments to life through strategic branding and photo-realistic renders. She also runs a photography business, Allegro Photography, specialising in weddings, newborns, and family portraits. Along with singing, Georgia enjoys playing guitar, travelling, and baking.

Campus: Wheelers Hill

House: Shaw

School Achievements: School Snowsports Captain. Outstanding Academic Achievement for Studio Arts Photography. Double Colours: House, Snowsports, Colours: Music, Service to Music, Service to Public Speaking.



George Jozsa (1985)

“At the 2022 CGA Thank You function I meet Mark Upton (1985), a classmate of mine, who introduced me to the Caulfield Grammar Rowing Club (CGRC). I also meet the Rowing Club President, Greg Pineo, and a number of committee members. Mark had mentioned previously at a CGA reunion dinner how much he enjoyed rowing and encouraged me to come along to Albert Park Lake on a Sunday morning and give it a try. I was warmly welcomed by both the Caulfield Grammarian and non-Grammarian members of the club and, being a non-rower, I listened intently to instructions received from those in the club with a vast knowledge of rowing. I have since rowed in an eight, quad and double at both Albert Park Lake and on the Yarra. I am yet to try a single but looking forward to the challenge.”

Club: Caulfield Grammarians' Rowing Club

Bio: Following graduation from Caulfield Grammar, George pursued a career in sport and recreation that led him to the position of recreation officer for more than 20 years at Victoria University in Melbourne's CBD and the West. He has three daughters, Olivia, Zara and Giselle.

Campus: Shaw House Primary School/Caulfield

House: Davies

School Achievements: Captain of Davies House 1985; First Basketball team 1983–85 (Captain 1985); First Cricket Team 1983–85.



Graeme Lamb (1960)

“I am a lawn bowls member at the Elsternwick Club and joined the CGA Bowls team in 2014. I enjoy the fellowship of the CGA bowlers, the camaraderie between competing school alumni and the sociable and lively interaction between bowlers during game time.”

Club: Lawn Bowls

Bio: Post secondary school Graeme commenced full-time employment with a Victorian Statutory Authority and worked in the Public Service environment until his retirement.

Campus: Caulfield

House: Buntine (Boarder for seven years)

School Achievements: School Colours for Cricket and Swimming.

Births



1. **Sophia Formoso** (2005) and husband Zahid are delighted to announce the arrival of their daughter Seraphina born 11 August 2022.
2. **Alex Grant** (Class of 2005) and his partner Skye Larson welcomed their second child, Oscar Yenuku Grant, on 28 September 2022. Younger brother of Alfie; nephew for Chris (Class of 2007), Simon (Class of 2009) and Robert (Class of 2014); grandson for Michael (Class of 1977); and great grandson for Brian (MMGS Class of 1945).
3. **Magdaline Pothitos** (1995–99), and her husband Roberto are pleased to share the exciting news of the arrival of their daughter Giselle Helena on 24 November 2022 at Epworth Freemasons, Melbourne. A baby sister for big brother Francis.

Admissions Policy

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

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

Wheelers Hill Campus 03 8562 5222
admissionswh@caulfieldgs.vic.edu.au

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

Australia Day Honours

We congratulate the following Grammarians who received awards in the 2023 Australia Day Honours:

Lenny Gross (Class of 1979) received a Medal of the Order of Australia in the General Division 'for service to the community through a range of roles'.

David Michelson (Class of 1981) received a Medal of the Order of Australia in the General Division 'for service to the Jewish community of Victoria'.

Engagements/Marriages

The CGA wishes to congratulate **Prashan de Mel** (Class of 2008), who married his long-term partner, Maya, at Vines of the Yarra Valley on 10 December 2022.

The following Grammarians formed part of their bridal party; **Leon Holdsworth** (Class of 2008), **Amanda Pozzobon** (Class of 2008) and **Ricky Mok** (Class of 2008).



Vale

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

Brent Baxter (1989–90): 20 May 2023

John Chaponnel (1958–61): 13 April 2023

Andrew Coffey (1959–64): 22 April 2023

R G (Graeme) Downing (1949–53): 2 February 2023

John Gage (1946–57 MMGS): 6 May 2023

Chris Gahan OAM (1947–57): 13 December 2022

Andrew Gerrard (1952–63): 23 September 2022

Jeff Gordon (1965–70): 10 March 2023

Peter Gorey (1963–67): 11 November 2022

Russell Hannan (1964–68): 13 March 2023

Nigel Jackson (staff 1967–74): 29 July 2022

D H (Doug) Jenkin (1947–49): 10 February 2023

Ian Kitson (1935–38): 26 October 2022, aged 99

R Michael Knight (1969–71): 11 May 2023

Daniel Lasky (1943–44): 13 October 2022

Robert Leslie (1938–45 MMGS): 3 May 2023

Marcel Leereveld (staff 1962–82): 21 February 2023, aged 105

W P (Bill) Lewis (1937–44 MMGS): 11 June 2022

Warwick Looker (1954–55): 1 February 2023

Ken Lyons OAM (1932–35): 13 March 2023

R L (Leigh) Manley (1944–47): 16 April 2023

R C A (Dick) McDonald (1954): 10 July 2022

Russell McLeod (1970–72): 27 July 2022

Ian Morton (1950–53): 11 March 2023

John Mosman (1935–38 MMGS): 10 May 2023

L E (Laurie) Muir (1950–55 MMGS): 4 November 2022

Geoff Pullman (1931–35): 17 November 2022, aged 103 years

Dr F J (John) Richards OAM (1942–51 MMGS): 28 April 2023

William Roger Bell Rogerson (1964–67): 7 January 2023

Janet Slattery (staff MC 1973–88): 9 January 2023

Dale Smedley (1960–66): 23 December 2022

R L (Loris) Tucker (1937–47): 22 November 2022

Peter Unwin (1964–70): 27 November 2022

David Williams (1967–76): 23 January 2023

Caulfield Grammarians' Association • Reunion and event news

Class of 1988 35-year Reunion



Class of 1993 30-year Reunion



Caulfield Grammarians' Association • Reunion and event news

Class of 1998 25-year Reunion



Class of 2003 20-year Reunion



Class of 2008 15-Year Reunion



Class of 2013 10-year Reunion



Golden Alumni Society Luncheon



CASE Award for our Young Alumni Ambassador Program (YAAP)



Calendar of events – Semester 2, 2023

Thursday 1 June	Reverse Mentoring Breakfast	Quat Quatta	7.30pm – 9.00pm
Tuesday 22 August	Reverse Mentoring Drinks and Canapes	Lindsay Thompson Centre, Caulfield Campus	6.30pm – 8.30pm
Friday 25 August	Winter Masterpieces	National Gallery of Victoria	6.00pm – 8.00pm
Thursday 14 September	Golden Alumni Society Luncheon	Quat Quatta	12.00pm (for 12.30pm) – 3.00pm
Thursday 16 November	Welcoming the Classes of 2022, 2021 & 2020 (including 2019 & 2018 Reunions)	The Deck	6.30pm – 9.00pm
Thursday 30 November	CGA Thank You Function	Cripps Centre, Caulfield Campus	6.00pm – 8.30pm

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

CGA Committee 2023

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



Wherever *life*
takes you, you are
never far away



Stay connected with the Caulfield Grammarians' Association:

caulfieldgrammarians.com



@cgscga

#CaulfieldGrammarians



YJ is an invaluable part of the transition into Secondary School, developing connection and a positive sense of self and belonging. Year 7 Caulfield Campus students, Yarra Junction Campus Education Outdoors Program.