

# labora

for the Caulfield Grammar School community | June 2024



Caulfield  
grammar school



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

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

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

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

#### **Acknowledgement of Country**

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



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## June 2024

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Ava (Year 3 Wheelers Hill) encounters an owl in STEM class while learning about animal life cycles and their environments.

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Krish and Jonah on the Year 9 Kakadu Program, being instructed to design and paint by artist Graham Kenyon at Pudukul Aboriginal Cultural Tours on Aboriginal owned and operated Limilngan-Wulna Land.



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# From the Principal

by Ashleigh Martin

## Embracing Diversity at Caulfield Grammar School.

**In moments of challenge, I often reflect on the virtues of authenticity and trust. While it's commonly said that leaders aim for respect over being liked, I believe it's even more important to be trusted. Trust is fundamental in a society increasingly marred by misinformation and divisive rhetoric. Schools must provide fertile ground to explore unexamined beliefs. We can either move towards understanding, or retreat because it is too hard.**

I'm proud of our community's vibrant diversity and the extensive tapestry of opinions and beliefs that flourish here. This diversity highlights the need for an environment where conflicting ideas can be exchanged respectfully. At the core of everything we do are our students. By fostering a culture where diverse perspectives are shared and respected – by students, staff and other members of the community – we set a powerful example for our students to carry into the wider world.

I want Caulfield Grammar School to be a place where there is a trajectory towards understanding.

**“Great leaders and teachers are exceptional learners first and foremost. This means being informed, walking towards ambiguity and discomfort and listening. Modelling this to current and future generations of Caulfield Grammarians is essential.”**

Being trustworthy means listening genuinely and recognising that it's okay for leaders not to have all the answers. Our focus should always be on staying true to our values, as they are the foundation of our culture.

At Caulfield Grammar, we proudly embrace our values. These values shape our culture and clearly define what it means to be part of our community, whether as a student, staff member, family member or Grammarian.

Our 'Embracing Diversity' value is central to this, guiding student behaviours such as:

- Learning from and being open to other perspectives
- Respecting others' opinions
- Ensuring everyone is heard
- Celebrating individuality

**“We encourage our students to embody these principles. We create spaces for respectful discussions and healthy debate, actively correcting misinformation.”**

This responsibility also presents a unique opportunity for the adults in our community. By maintaining unity within our School community amid diverse viewpoints, we strengthen our environment and demonstrate the importance of co-existing despite differing viewpoints. We aim to show our students that it's possible to engage in complex issues without fracturing our community. This micro-community serves as a model they can carry into the world, demonstrating how to engage with contrasting perspectives constructively.

Instilling a values-driven culture in our students relies on more than just education – it's about real experiences, opportunities and understanding each student as an individual. Our School's broad and balanced offering is a

cornerstone of who we are. We celebrate a diverse range of opportunities for students – from academic programs to sports, music ensembles and community service initiatives, to name a few. These experiences help shape well-rounded individuals with a strong sense of purpose and passion. At the heart of our educational approach is a commitment to quality learning, led by our Director of Teaching and Learning, Simone Reilly.

Our Student Experience team, headed by Mike Gregory, creates a supportive and engaging environment that fosters student wellbeing, creativity and growth. The collaboration between these teams ensures a holistic educational experience. I encourage you to read the feature article on page 8, highlighting the intersections between our Teaching and Learning program and Student Experience, and the vision Simone and Mike have for their leadership roles.

As a leader within the Caulfield Grammar community, I've seen firsthand the power of trust and mutual respect within and around our community. These principles are essential for the successful creation of an environment where every individual feels valued and heard. As we move forward, let us remember that coming together and knowing we're a part of something bigger is what makes our School not just a place of learning, but a respectful, trusting and authentically diverse community.

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‘Work hard that you may rest content.’



(top) 2024 School Co-Captains with Mr Martin: Liam, Jessica (Wheeler Hill Senior Campus), Siena, William (Caulfield Campus), Anastasia, Thomas (Malvern Campus), Dihein and Dihansi (Wheeler Hill Junior Campus).  
The annual Co-Captain lunch.

# From the CGA

by Linda Sprott, Executive Director

## Grammarian Wall wins international CASE Award

**The CGA has had a busy six months, with most of our class reunions occurring, including the first of two Golden Alumni Luncheons held back at Caulfield Campus. We enjoyed celebrating 100 years of teaching and learning at Malvern Campus by hosting a community event 'Cocktails and Conversations', a successful joint event with the School, which also unveiled The Malvern Grammarian Wall project.**

We are delighted to receive, along with the School, a Council for Advancement and Support of Education (CASE) Award for Best of Asia-Pacific Region – Alumni Initiatives for our Grammarian Wall project at Wheelers Hill Campus.

**The global recognition reaffirms our dedication to pioneering innovative initiatives that cultivate a connected and engaged alumni community.**

We are immensely proud to be the only Victorian school honoured in the Asia-Pacific region alongside other prestigious institutions and universities.

The Wall was created to inspire generations of students and families by demonstrating the value of a Caulfield Grammar School education and fostering pride in being an alumnus. The installation at Wheelers Hill serves as a focal point for showcasing the journeys of our alumni, featuring interactive screens that display profiles and videos, which are updated regularly to maintain engagement.

**We are thrilled to have recently launched our second Grammarian Wall project at Malvern Campus and are looking forward to beginning work on the third installation at Caulfield Campus this year.**

We have also been diligently working on our Reverse Mentoring Program which launched in May. The program, designed to challenge the traditional mentoring paradigm by reversing the typical mentor-mentee roles, provides a platform for young alumni to mentor established members of our community and share their unique perspectives on the workplace. This year, participants will voice their insights and perspectives on their respective industries during the program. Their discussions will be shared through podcasts during the second part of the program, set to be released during Heart Stories Week in September.

**Planning is currently underway for our Community Hub, an innovative online community app designed to facilitate peer-to-peer communication and provide opportunities for networking, mentoring and social interactions.**

In May, we held our AGM for the 2024 calendar year. Henry Jones was re-elected as President, alongside key members who will continue to lead our initiatives in 2024.

Our Affiliate Clubs have also been busy across various fronts. In April, the Caulfield Grammarians' Production Company premiered *Blackrock*, a powerful Australian play which delves into the complexities of youth, trauma

and societal expectations. The play delivered a successful season, thanks to the talented direction of Caulfield Grammar alumnus Will Hutchins.

In May, the Grammarian Singers captivated attendees with their '80s themed concert at the Wheelers Hill Campus featuring hits from iconic artists such as Queen and Sting.

The Caulfield Grammarians Football Club has also been thriving in their 2024 season, having hosted a Jumper Presentation Night attended by over 100 people to celebrate the season's kick-off. Meanwhile, all of the other clubs are also in full swing, holding regular meetings and activities.

Finally, the CGA is excited to be welcoming the Class of 2023 into our Association. We encourage you to keep connected with our community of 27,000 alumni through maintaining updated contact details, following us on our socials @cgscga and engaging in our programs.

Wherever Life Takes You. You Are Never Far Away



(top) The Grammarian Wall project installed in 2022 at Memorial Hall, Wheelers Hill Campus. A celebration of our alumni, it reflects the heritage and community inherent in our School's history. (centre and bottom) The new Grammarian Wall project recently installed at Malvern Campus, seen here as the backdrop for the 100 years of teaching and learning celebration.

# Cut Out Youth Homelessness

by Yasmin Bowden, Year 10 Caulfield Campus: student guest feature writer

### In collaboration with Lighthouse Foundation

**The Lighthouse Foundation ‘Cut Out Youth Homelessness campaign’ is the brainchild of Yasmin Bowden (Year 10 Caulfield Campus), who came up with the idea while planning her Year 9 Community Project last year. The aim of the Community projects is for students to find a cause they’re passionate about and take action within the broader community outside of school. Yasmin is the granddaughter of Susan Barton AM, who founded Lighthouse Foundation more than 30 years ago to provide therapeutic care and housing to children and young people experiencing homelessness in Melbourne. Numerous schools across Melbourne have signed up for the initiative, which Yasmin hopes will spread to schools nationwide. Yasmin explains how the initiative started:**

When we were planning our Year 9 Community Project at school last year, my friend and I had a discussion about what we could do. We considered some of the usual fundraising options, such as going to an aged care home or raising funds by planning a dress-up day and having students donate a \$2 coin.

But I knew there was more that I could do and more that I wanted to do.

So, I approached my Nanny [Susan Barton], who is the Founder of the charity Lighthouse Foundation who provide care for vulnerable babies, children and young people that can’t live at home because of abuse and neglect. I asked her if I could do something to help out and explained that I’d like it to be more than just students donating money. I wanted it to have a purpose and I wanted other students to put some thought into what it meant for young

people the same age as them to have no safe place to go home to.

We talked about it and did some research into how many kids were homeless in just the areas surrounding Caulfield Grammar School.

**“I was shocked to find out, through the 2023 Census data, that around our Wheelers Hill Campus, in the City of Monash, there are 528 young people who are homeless. And around Caulfield Campus, in the City of Glen Eira, the number is 129! In just those two areas that is a shockingly large number of young people sleeping rough.”**

We talked about how we could represent those young people in such a way that our School could really understand that this was actually happening in our own ‘backyard’; and that there were kids who didn’t have loving parents, and who probably didn’t go to school or even have access to food.

**“So in thinking of ways to represent these young people, I came up with the idea of having life-size cut outs that we could display on the oval for Caulfield Grammar students and their parents to see the scope of what it meant.”**

We then went to the Lighthouse Foundation marketing team to help us bring them to life.

I helped to design the cut outs, and included versions to represent people like LGBTQI kids, kids with a disability and children from other countries.

**“We then got a group of my drama class friends to tell their real stories through audio voiceovers. These were added as a QR code to the bottom of the represented cut outs, which allowed teachers, parents and students to hear the real stories behind the young people.”**

We first trialed the idea at Caulfield campus and raised \$6,428. Now Lighthouse Foundation is taking the idea out to every school in Victoria – and maybe in Australia. So far, they have raised over \$10,500 with another ten schools booked in to run the project.

I feel really proud that my school let me dream bigger and encouraged me. And I am proud that this project will make a difference and could change the life of a kid who is just like me but who didn’t get all the opportunities and love that I have.

Yasmin Bowden and her fellow students with the cut outs representing the number of homeless youth just in the City of Glen Eira.



# Teaching, learning & student experience

## Opening doors: from classroom to experience

**The Director – Teaching and Learning and the relatively new role of Director – Student Experience both play vital, but distinct, roles at Caulfield Grammar School. The two positions complement each other, and close collaboration is essential, with the primary focus of both being the academic aspects of student experience.**

“Beyond simply delivering content, we place a strong emphasis on how students actively participate in their learning,” says Simone Reilly, Director – Teaching and Learning, whose role is responsible for overseeing, improving and enhancing the teaching and learning experience, working collaboratively with school leaders, teachers, students and parents to ensure high-quality education for students. “While a well-designed curriculum with clear learning objectives remains the foundation, we are always exploring ways to make the curriculum more **interactive** and **engaging**.”

To this end, any Caulfield Grammar student experience needs to have a meaningful purpose fuelled by the curriculum. And for both Simone and Mike, this means having a consistent, shared approach.

**“An important synergy between the roles is that Simone’s job is about building students’ knowledge and understanding, while my job is to provide the context to where that classroom knowledge can gain real world meaning.” Mike Gregory, Director – Student Experience.**

This happens with student experiences.

“It’s all about creating a rich learning environment, helping students connect concepts to real-world applications,” agrees Simone, adding that any curriculum design needs to be future-focused.

Beyond curriculum development, Simone’s focus extends to future-proofing the student experience. “This involves reviewing teaching practices, the School’s professional learning framework and looking ahead to the kind of School we want to be in five, 10 or 20 years.”

“Mike’s role goes beyond traditional academics,” says Simone, “and our efforts are truly intertwined. Everything we do is driven by a shared vision for success, designed to provide students with the strongest possible foundation.”

Mike describes his role as providing students with extraordinary experiences outside the school gate that challenge and inspire them while also providing greater context and understanding of the world, and that are aligned to the School’s broad and balanced curriculum.

“I’m responsible for providing this in a way that is safe and reflective of common standards around students in residence.”

Student Experience includes six elements. The three established elements include: the Year 9 Kakadu Program, Yarra Junction Campus and Morcom House (the boarding house). And then there are three new ones, as Mike explains:

“The Adventure Program includes Odyssey in Year 10, but also all outdoor education and camps for students, particularly in younger grades. The Performance Tour Program includes all domestic and international tours students take to exercise a particular skill or passion – and includes tours for music, sport, academic or performing arts.”

The final element – Internationalism – is currently under development but will involve taking students overseas.

“They’re not about a sporting or music pursuit,” says Mike. “They’ll be more about

understanding and developing a network of people around the world.”

Simone and Mike are both passionate about student engagement and in full agreement that they present a unified front for the holistic development of students, rather than a disjointed approach that could confuse students and staff.

**“As a learner myself, I’ve experienced periods of both immersion and disengagement from the learning process for various reasons. This has instilled in me a deep commitment to ensuring that every minute of teaching time is optimised.” Simone Reilly, Director – Teaching & Learning.**

“During their four 75-minute lessons each day, or a two-night camp or School tour or any experiential experience, students should be actively involved in complex, challenging and relevant learning experiences that move beyond mere compliance, and demand higher-order thinking skills.”

Since getting over the ‘hump’ of the COVID pandemic and the implementation of the new Community Life programs, Mike says that he and Simone are working closely on new strategic goals.

“We speak at least daily, and we’re currently working feverishly together on strategy and the push towards 2031 in terms of what our School is going to be and what it’s going to be about in our next phase.”

Simone agrees: “By collaborating closely and implementing a cohesive strategy, we can significantly enhance the overall student experience. When we address the whole student – their academics, experiential learning opportunities, social needs and emotional development – it creates a more positive and impactful learning environment.”

Mike Gregory, Director – Student Experience and Simone Reilly,  
Director – Teaching and Learning in Kakadu, NT.



# Spotlight on Leadership

## Fostering and growing student leadership

**The notion of leadership is built into the fabric of the School with the belief that all students can develop and demonstrate leadership, regardless of a formal title or badge. In terms of formal leadership, students can nominate for captaincy as well as student-led committees across Junior and Secondary Schools in their area of passion, including (but not limited to) Houses, community service, wellbeing, environment and sustainability, sport, theatre, music, debating and STEM.**

In Junior School, applications for Year 6 Service Leadership roles are open to Year 5 students. Their unit of inquiry, 'How we organise ourselves' gives a basis for students to develop and investigate their beliefs and thoughts on leadership.

**"Students are provided with service opportunities, and, through this, they learn to develop an understanding of the responsibilities that come with being part of a local and global community." Rachel Cresswell, Deputy Head of Malvern Campus.**

Once positions are announced, students collaborate to develop position descriptions for the roles. They can then self-nominate, write a leadership speech (responding to specific prompts) and vote for their peers.

"Leadership in the Junior School presents an exciting opportunity for all students," says Rachel. "The intent of the Year 6 leadership model is to demonstrate that all students are leaders."

Building on those offered in Junior School, Middle School opportunities differ between Year levels. "In Year 7, Learning Mentor classes are organised by House, giving students an opportunity to represent their class and their House," explains Georgie Jones, Head of Middle School at Wheelers Hill Campus. "In Year 8, classes are compiled of mixed Houses, so student leaders are nominated by their peers."

In Year 9, there is a House leader structure, which used to incorporate two Captains and two Vice-Captains. In 2022, the choice was made to have an equal group of four leaders for each House.

"This works for Year 9, as students might be involved with the café one week or on the Year 9 Kakadu program, so there's always someone to step up," says Georgie.

Year 9 Committee members and House leaders this year came together in a cross-campus focus group to develop their understanding of what it means to be a leader.

"They heard from School leaders, including Head of Campus Matt Corbett, prompting them to consider different leadership styles and when to use them, what it means to put the needs of a community ahead of their own, and some areas to focus on as a leadership team over the coming year," says Georgie. "They also created an environment where students could develop connections, focusing on trust and collaboration and role-modelling the School Values and behaviours to lead by example."

**"In the Senior School, our primary goal is to cultivate and nurture the leadership potential within our students." Claire Jenkinson, Deputy Head of Senior School at Caulfield Campus.**

"Staff spread the workload, enabling a large number of students to experience leadership as they move through their final years," adds Chris Appel, Head of Senior School at Caulfield Campus.

In Year 10, this presents as an opportunity to become YJ leaders for younger year levels.

"This experience is enriched through a comprehensive training program set within an environment that resonates with the challenges and experiences students faced in their earlier years," explains Claire. "It allows older students to act as mentors to their younger peers."

In Year 11, students can participate in the peer support and 'buddy' mentoring program and, as they head towards Year 12, they are encouraged to nominate for various leadership positions, with a chance to step into roles of responsibility and influence in their final year.

"Year 12 leadership roles are diverse and include Committee, House, Co-curricular and Sports captains," says Chris. "Year 11 students at both Senior campuses can attend an annual leadership conference, gaining insights into the responsibilities and experiences from current role-holders."

In a multi-faceted selection process, students nominate for positions, participate in an assessment centre and, depending on the role, engage in interviews with relevant school leaders.

"It includes teacher recommendations, student voting, observations of teamwork and creativity during the assessment centre and the quality of written applications," explains Claire.

"For the Year 12 Committee, students and staff vote on who they think would best represent the values of the School as Campus leaders," says Chris.

"Our strategy for fostering leadership skills revolves around granting student leaders the autonomy to pursue their initiatives and amplify student voice through assemblies and events," says Claire, adding that student-led committee meetings are the norm. "Whenever our School faces challenges, our leaders represent the collective voice of the student body, engaging in dialogue with School leaders – our ultimate goal being that we are working with and beside our students."

All leadership experiences cultivate essential life skills and play a pivotal role in role-modelling our School Values and Behaviours, as well as shaping our culture.

"There is no shortage of interest and passion for leadership at Caulfield Grammar School," says Chris.

## Leadership in action

(top) Malvern Campus leaders: Sasha and Scarlett (Marsden House); Olivia (Social Service), Piper (Community & Events) and Lucy (STEM) dress up. Wheelers Hill Junior Campus leaders: Mia (Skarbek House), Maisie (Community Service & Engagement) and Kristina (Music) watch Aarya (Arts) during the 'World's Greatest Shave'.

(centre) Founder's Day service: Dihein (Co-Captain, Wheelers Hill Junior); Dylan and Alessandra (Drama leaders, Malvern Campus).

(bottom) Induction of Year 6 leaders; Selena (Holmes Vice-Captain, Wheelers Hill Campus) with Holmes House members at the House Spectacular; Charlize McRae (Syme Co-Captain, Caulfield Campus) incites team spirit at House Swimming.



# Caulfield Grammar Arts



## The Insanity

Whealers Hill Campus's bilingual play is set in a psychiatric ward cloaked in perpetual darkness, where seven unacquainted 'patients' find themselves trapped after fainting from an unexpected mishap.



## Love and Information

In a series of vignettes, Caulfield Campus Year 12 Theatre Studies students bring more than 100 vibrant characters to life as they search for meaning in their lives.



## Checkmate

Years 10–12 Wheelers Hill students explored the world of corruption, greed and mistaken identity in this recontextualised piece originally titled 'The Government Inspector' by Nikolai Gogol. With commitment and comedy, the performing cast of 28 gave this work a foolishness that audiences loved.



## Metamorphoses

Set in and around a large pool of water onstage, Ovid's classic tales come to visual fruition as Year 12 Wheelers Hill students juxtapose the ancient and the contemporary in both language and image.

# Caulfield Grammar Arts



## Chicago

The Lindsay Cuming Auditorium was transformed into a prison, jam packed with the Roaring Twenties-style entertainment of murder, greed, corruption, exploitation, adultery, treachery and All That Jazz ... with the whole Caulfield Campus musical, *Chicago*.



## The Addams Family

Wheelers Hill Campus Years 7-12 students put in an energetic performance of the musical version of the classic TV show, *The Addams Family* - when Wednesday Addams brings her very 'un-Addams-like' boyfriend and his family to dinner.

# Caulfield Grammar Arts



## Animation antics

Years 9 and 10 Wheelers Hill Campus Visual Communication and Design students become fully immersed as they learn how to produce an animation thanks to a fascinating hands-on workshop at ACMI.



## Creative Practice

(from top) Brooke, Addison, Lucinda, Kitty, Asia, Chloe, Amelie, Sayuni, Flynn, Zilan and Olga.  
Year 11 Visual Arts, Wheelers Hill Campus.



## Young Archies

Malvern Campus students work on their portraits of people who play a significant role in their lives, in the hope of being chosen to enter the nationwide Young Archie portrait competition.  
(from top) Carolyn (Year 5), Diya (Year 4), Jemima (Year 3), Georgia (Year 4), Mia (Year 6), Ethan (Year 1).

# Caulfield Grammar Arts



## In Mondrian style

Malvern Campus Prep students delved into the iconic works of artist Piet Mondrian, exploring the fundamental elements of line – horizontal, vertical and diagonal – as well as the varying impact of thick and thin lines. Experimenting with stamp printing, students used cardboard and black acrylic paint, to create intersecting lines, and oil pastels to colour in the resulting shapes.



## Land art

Inspired by land artist Andy Goldsworthy, Year 3 Wheelers Hill Junior students used small natural materials to create indoor artwork – considering shape, balance, pattern and colour – and outdoor artwork – using larger materials, creatively solving problems to overcome the slope of the hill and to get objects to stand up or connect.



## Etching

(top left) Lochlan, Year 11 Caulfield Campus.

## Tonal portraits, acrylic on wood

(top right) Aniella, Year 11. (bottom) Giselle, Year 10; Lochlan, Leila, Abigail, Year 11 Caulfield Campus.



## A new perspective

A beautiful sunny morning in Jells Park set the perfect scene for sketching nature from different perspectives. Focusing on detail (close) and scale (further away), Year 1 Wheelers Hill Junior students used all their senses to strengthen their fine motor and observational skills.

# Caulfield Grammar Arts



## Generations in Jazz

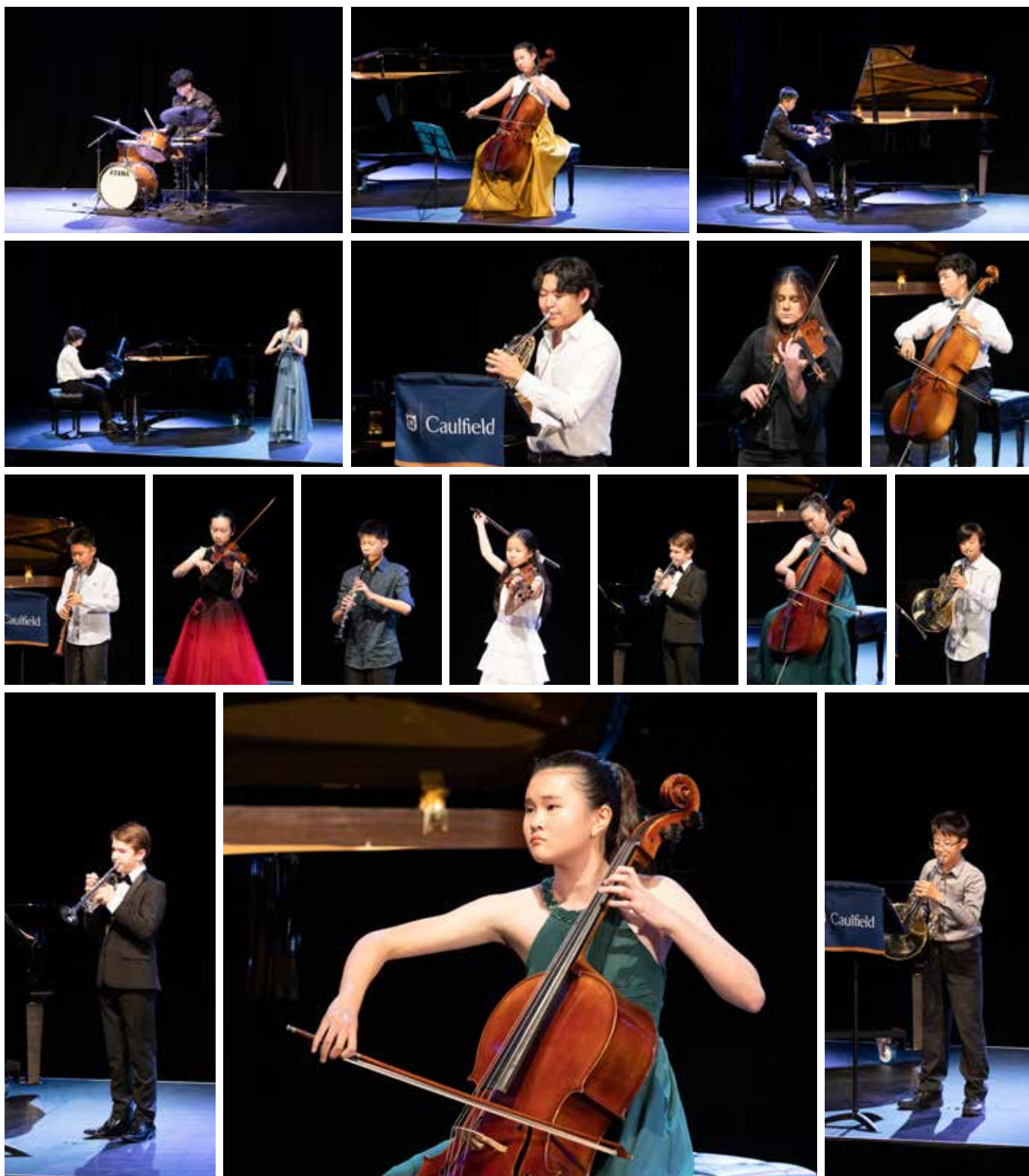
Competing against 146 other bands across Australia, 89 Music students participated in the National Generations in Jazz Festival in Mt Gambier, bringing home some outstanding results.

For each division, the best players on each instrument were selected to form a 'superband'. Harrison Kallergis (Year 12 Caulfield Campus) was selected as the bass player for the division 3 superband.



## LMusA (Licentiate in Music, Australia)

Late last year, Martin Chen, Piano (Year 8), Kingsley Hsu, Piano (Year 7), Lieun Park, Cello (Year 10) and Claire Qian, Violin (Year 8) achieved their LMusA (Licentiate in Music, Australia), attending AMEB Victoria's Conferring of Diplomas Ceremony held at the Hawthorn Arts Centre on Sunday 17 March. This is a wonderful achievement for our young musicians.



## Scholars' Showcase

Held at an iconic reimagined performing arts and events space – the heritage-listed Meat Market in North Melbourne, the highly anticipated Scholars' Showcase did not disappoint as the first of many formal music performances for 2024.

# Caulfield Grammar Sports



## Surf Lifesaving Competition

In February, competitors from Caulfield Grammar bussed down to Cosy Corner in Torquay for the School Surf Lifesaving Competition, which caters to competitors of all skill and experience. Achieving first placings in the 11-12 girls swim, the 9-10 boys sprints and the 7-8 beach flags, along with numerous other podium placings, posed Caulfield Grammar as fierce competition.



## APS Summer Sport premierships

Congratulations to our Girls Swimming & Diving team – Premiers for 2024, while the Boys came 2nd in Swimming and 5th in Diving. Our 1st Boys Volleyball team won against Xavier College to take out back-to-back APS Premierships. Well done also to the 1st Girls who finished 2nd in the AGSV/APS competition.

## APS Sport in action

Badminton, Cricket, Futsal.



Around the school

# Caulfield Grammar Sports



## APS Sport in action

(opposite) Softball, Tennis, Touch Football.  
(this page) Cycling, Heads of the River.

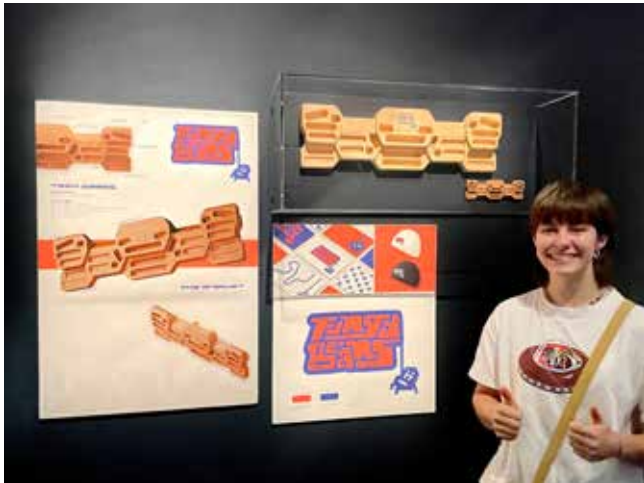


# Snapshots



## A step back in time

As part of their unit on Migration, Year 5 students at Wheelers Hill and Malvern campuses experienced history first hand at Sovereign Hill, as they panned for gold, made candles and toured gold mines.



## Top Designs 2024 exhibition

Designed by Sophie (Wheelers Hill Year 12) and on display at the Melbourne Museum alongside other outstanding VCE and VCE VET design and technology designs is 'Fingy Beans' - a fingerboard rock-climbing training tool that can be bolted to a wall in a garage or gym.



## European Girls' Olympiad in Informatics (EGOI)

Ayana (Wheelers Hill Year 9) has been selected for the inaugural Australian team competing at EGOI in the Netherlands. EGOI is a prestigious computer programming contest designed to inspire young women in the field. Along with three other talented young women from around the country, Ayana will represent Australia against more than 180 competitors from around the world.



## An orange welcome

Morcom students forming bonds and having a ball at the Morcom orientation activities weekend for 2024.



## In the environment ... naturally

Under the guidance of naturalist Gio Fitzpatrick, Year 11 Caulfield Campus Environmental Science students learned the importance of water quality testing and habitat restoration at Yalukit Willan Nature Reserve in Elsternwick, planting over 150 native grasses and shrubs.



## Lunar New Year

Festivities in full swing at our Malvern Campus with a vibrant array of cultural activities to celebrate the Year of the Wood Dragon.

# Snapshots



## World's Greatest Shave

In a day that has fast become a School favourite, brave students and staff from our Wheelers Hill and Caulfield campuses once again cut, coloured or shaved their heads in a bid to raise much needed funds for the Leukaemia Foundation.



## FORaMEAL

In an initiative to help provide emergency relief meals for those impacted by natural disasters, staff member Matt Lander worked with more than 150 Year 10 Caulfield Campus student volunteers to prepare emergency relief meals for the FORaMEAL project.



## Overseas student camp at YJ

Overseas students from Wheelers Hill and Caulfield campuses enjoyed team-building activities at YJ Campus to help forge new friendships and develop a sense of community before settling into their busy school year.



## Year 9 Kakadu Program

Year 9 students have been very busy up in the Northern Territory, with many groups this year already immersing themselves in the experience with the opportunity to provide service to the Jabiru community.

# Snapshots - Community

## Caulfield Grammar Supporters' Association (CGSA)



**The Parents and Friends (P&F) groups, as well as all the Parent Support Groups within the Caulfield Grammar community, are the hidden cheerleaders; the solid foundations that underpin the many and varied campus and co-curricular activities around the School. There are currently 21 groups that make up the CGSA – supporting our campuses, music, sport and performing arts programs.**

The Caulfield Grammar Supporters' Association (CGSA) is the overarching body established to initiate and maintain a point of contact for the P&F Branch Subcommittees (one for each of the three Melbourne-based campuses) and the Supporter Group Subcommittees.

"We have an incredibly strong and engaged parent community supporting our School. In addition to promoting the activities of the groups, the Caulfield Grammar Supporters' Association fosters and encourages a spirit of connection, communication and goodwill across our School community," says Sue Sonogo, Director of Community Engagement.

Our parents lend incredible support, and sometimes lead, many activities including our campus welcome functions, season launches, presentation nights and soirees. They also organise formal and informal events, class and year-level parent get-togethers, all the way through

to activities that directly support and benefit our students.

Our CGSA groups are an integral part of the Caulfield Grammar community and we welcome interest from parents who wish to get involved, in any capacity.

Whether raising funds or building connections, P&F organise many parent events around the School: The Pennefather Club; Open Day sausage sizzle; the Kellaway Club breakfast and a parent coffee morning.

# Nick Mulder: 1973–2024

In loving memory



**The Caulfield Grammar School community deeply mourned the passing of Nick Mulder on 9 March 2024. A wonderful man, an incredible music teacher and an inspiring leader within his field, Nick was a masterful musician who impacted countless students and staff, as well as many others within and beyond the Caulfield Grammar community.**

A past student as well as a valued member of staff, Nick attended Wheelers Hill Campus as a student from 1981–1990, and returned to the School in 2021 to join the Music Department.

Known for his kindness, generosity, humility and compassion, Nick was an

accomplished and passionate musician (trombonist, composer and adjudicator), who was committed to making a difference in the lives of others and bringing out the best in his students.

Nick's wife Rebecca, daughter Evie, and sons Milo and Hugo are in our thoughts and prayers as they grieve for their husband and father. Evie, is a member of our Wheelers Hill Early Learning Centre (ELC) community, and both Milo and Hugo are recent graduates of our Caulfield Campus.

Our school has lost a highly revered and very much-loved colleague. Nick's

passing will be felt by many within our community, and many more outside of it. Through his music, he touched the lives of many and leaves behind an enduring legacy. Nick will be deeply missed and fondly remembered.



Malvern Campus ELC students Noah and Charley exploring through play.



## For the love of the game

Julia Mijatovic, Office Manager and Daily Organiser, Malvern Campus



**I was born in Brazil but have spent the majority of my life living abroad. This international experience has given me a broad perspective on life and led me to my ideal destination – Australia – where I've found the perfect balance between work and life that aligns with my aspirations.**

My passion for sports, particularly tennis, has been a driving force throughout my life's journey. Tennis has been a beloved pastime from a young age, and it has also been a profession. Playing college tennis in a foreign country, along with my experience in operations and administration at a tennis centre, taught me discipline, teamwork and resilience.

Transitioning into the education sector was a natural progression for me. I thrive in environments where organisation and systems play a pivotal role. Whether it's implementing efficient scheduling systems, streamlining processes, or utilising the power of tools like Excel.

Joining Caulfield Grammar School marked a significant milestone in my

career journey. From the beginning, I felt a profound sense of belonging, a sentiment that has only deepened over time. Collaborating with various departments within the School on diverse projects and initiatives has provided me with invaluable insights into the inner workings of our School. Working alongside such inspiring individuals continues to fuel my passion and drive for excellence.

Interacting with students, parents, nurses, teachers and leadership is a highlight of my current role. This allows me to cultivate strong relationships, gain valuable insights, and collaborate effectively on initiatives that benefit the entire School community.

In 10 years time, I envision myself building on my experiences in operations and administration. I see myself taking on leadership roles within educational institutions or sports organisations and I hope to continue fostering meaningful collaborations and making impactful contributions to the communities I work in.

## A lifelong sense of belonging

Ross Nankervis, Learning Strategies Teacher, Wheelers Hill Campus

**After my own school days, I followed in my brother's footsteps and became a teacher. Little did I know, but I was about to embark on a life in education at Caulfield Grammar School.**

In 1984 I taught Prep at Malvern Campus and then taught the next eight years in Year 4 in a classroom in Valentines Mansion. It was all boys back then (very different to today), and I was nurtured by great colleagues, students and families.

In 1993 an opportunity arose to teach Years 3-6 at Wheelers Hill Junior. And I'm still here! Classroom teaching for 40 years in one school might sound somewhat repetitive, but every year is different. In fact, every day is different and that's to be embraced. As teachers, we're constantly learning and growing so we can help our students do the same. I feel fortunate to be part of such a caring, learning community.

A big part of life at Caulfield Grammar is the opportunities that often pop up. I recently seized an opportunity to join the Learning Strategies Team. I get to work with students both individually and in groups, helping each other to learn and grow.

An enjoyable aspect of my role is spending time in different classes, seeing programs in action and watching my colleagues apply their craft with skill, compassion and care. Witnessing their expertise and effort is a rare gift and now I can categorically state just how amazing they truly are!

My Caulfield Grammar journey has been a family affair, with my son John graduating in 2013, before joining the Caulfield Grammarians Football Club as a player then coach. As a student, John met his (now) wife Shayna, and they recently brought baby Ruby into the world. My wife Jill and I now have new roles as grandparents!

The notion of 'belonging' is important in a school. Hopefully, other community members feel that sense early in their journey here and continue to feel it. As our School Song goes: 'You're part of the School from the time you begin it, you're part of the School for the rest of your life.'

Whatever roles I have, whoever I work with and wherever Caulfield Grammar takes me, I know I'll belong. I'm forever grateful for that.



# Teaching: a rewarding performance

Damien Quinlan, Theatre & Dance Teacher and Middle School Head of Lumsden House, Wheelers Hill Campus



**My love for performing began in the early '80s when I saw my sister as the lion in her school production of *The Wizard of Oz*. She was very entertaining and made the audience laugh, which seemed like lots of fun. I was also inspired by many childhood memories of watching 'Countdown'. It sparked a passion for dancing, dressing up and attempting to sing. I'd spend hours in the kitchen breakdancing and trying to moonwalk, which drove my mother mad.**

Participating in school productions was one of the highlights of my education – the friendships gained, the many laughs, the collaborative process and the journey itself were always so unique and special.

I graduated from Deakin University with a Bachelor of Education in Drama and Dance and taught both in secondary schools for five years, before living and teaching in London for three. While there I met my wife (also a teacher) who is from Finland. I then taught in Helsinki for several months before returning to Australia.

Since joining Caulfield Grammar in 2008, I have been spoilt with many learning opportunities and experiences. The facilities

alone are incredible, and Memorial Hall is an absolute dream workplace for any Theatre and Dance teacher. I have had the privilege of teaching students beyond the traditional classroom – Nanjing Campus in China, the NT, YJ and in London with the Theatre and Dance Tour. These experiences further cemented that learning can be done anywhere at any time, and students will often thrive and learn more.

As teachers, we sometimes forget the impact and influence we have on students. It's important to remind ourselves to continuously ignite that spark that engages students and quenches their thirst for learning. My desire for wanting to build stronger connections and prioritise student wellbeing is what led me to my current role as the Middle School Head of Lumsden House. I thoroughly enjoy being able to support students pastorally and assist them in their day-to-day routines.

When I'm not teaching, I like playing sport, riding motorbikes and DJing. I've been lucky to play some amazing gigs and meet some iconic stars such as Elton John, Michael Jackson, Robbie Williams, Kylie Minogue and KISS.

# Teaching – keeping it in the family

Baljit Marwa, Head of Teaching & Learning – Middle School, Wheelers Hill Campus

**It was inevitable that I was going to join the family business of teaching. It is in the genes. I think, with the many teacher role models in my immediate and extended family, covering a diverse range of subjects and in various parts of the world, teaching was a natural step.**

My dad was a Science teacher and my uncle, a Biology teacher. They instilled that thirst and curiosity for science and teaching. When I first stepped into the classroom as a pre-service teacher in Warwick, England, I could immediately understand their passion and love for imparting skills, knowledge and understanding throughout my life. I have so much gratitude for them.

Most of my family are still in the UK, so I do not get to see them very often, although I do like to travel back there when possible. Travelling and spending time with my family is so important to me.

I taught in London for 10 years and moved to Melbourne, Australia in 2011.

Having taught at Carey Baptist Grammar School for 12 years, as well as running a large Science department, I saw the role of Head of Teaching and Learning – Middle School at Wheelers Hill as an opportunity for growth.

The role itself is incredibly busy; however, with the variety it provides, I would not want it any other way. And teaching Year 9 Science this year allows me to continue to improve on my practice. As teachers we always need to work on our craft, to make learning fun and accessible in our ever-evolving world. To continue to keep busy, I am studying the final year of my Master's degree in Educational Leadership. So life is quite a juggle.

I am so grateful for the opportunities this role has provided so far. I work closely with David Mason (Head of Teaching and Learning – Senior School) and Georgie Jones (Head of Middle School). Working with my colleagues – with the professionalism, care and compassion they provide – astounds me daily.



## All about the 'a-ha' moments

Melissa Frencham, Maths Teacher, Caulfield Campus



**When I was a student, I thought that being a teacher would be a great job. I had many amazing teachers that I learned from, and I wondered if I could contribute to students wanting to come to class the same way that I looked forward to my classes.**

As often happens, my life headed in a different direction. After completing my first degree, I spent 17 years overseas living, working and studying in Singapore, Switzerland, USA, Hong Kong and the United Arab Emirates. When we came back to Australia, I returned to work in a corporate environment.

But my interest in teaching had not waned and I decided that a career change would offer some interesting challenges.

So here I am, part of the Maths team at Caulfield Campus, and I am so glad that I embraced the change. I enjoy sharing my enthusiasm for solving problems with the students – I love watching them experience those 'a-ha' moments and seeing them grow and mature as

people and as learners. I am grateful for my colleagues, whose experience, passion and guidance have helped me on my teaching journey. And I love the opportunities for learning that Caulfield Grammar offers – I am particularly looking forward to going to the Northern Territory this year with one of the Year 9 Kakadu Program groups.

When I'm not working, I enjoy travelling, reading and sport. I try to go to the gym at least three times a week, which is a bit like cleaning one's teeth – I don't exactly enjoy it, but I know it's good for me and I feel great after I have done it.

In the future, I'd like to be able to look back and reflect on how much I have grown and developed as a teacher and a person. I'd like the students I've interacted with to remember me as someone who helped them on their journey and helped them to feel that school is a safe and interesting place.

Most of all, in 10 years I'd like to still be having as much fun teaching as I am now.

## Learnings that linger

David Freier, Head of Kakadu Program

**I grew up in an Aboriginal community in Western Cape York called Kowanyama where I gained a love for the First Peoples of Australia. I was integrated into the kinship system of the Kokobera tribe, and many of my fondest memories are of playing and learning outdoors – free of worry and the norms of society.**

After school, I studied Marine Biology and Zoology at James Cook University, freshwater turtle reproduction biology at the University of Canberra and then education at Southern Cross University.

After gaining a solid teaching foundation at Emmanuel Anglican College in Ballina, I needed a new challenge. So I pursued my goal of impacting First Australian education, which led me to Shepherdsdon College in Galiwin'ku on Elcho Island in North East Arnhem Land. There, I set up an Aquaponics system and taught the Australian curriculum in a bilingual setting and later, I set up a Maritime Academy teaching students to drive boats commercially.

This experience was life changing. I learnt to speak Djambarrpuynu (Yolngu Matha) and gained a deep understanding of the issues

affecting the people and the cultural and socioeconomic pressures that challenge them achieving mainstream success.

Many more roles working with remote communities in the Cairns region finally led to my current position as Head of Kakadu Program. Learning the operations of this program has been exciting. It allows students to get out of their comfort zone and experience a part of Australia vastly different to Melbourne in demographics and culture. I can see that the learnings students gain will linger in them. It was this that convinced me it was the role for me.

Caulfield Grammar students are more likely to be in positions of influence later in life than students from remote schools in the NT. I dream that the experiences they have here will lead them to make meaningful changes to social policy and legislation that can help people of lower socioeconomic status – particularly the First Peoples of Australia.

I look forward to meeting the exceptional young people of Caulfield Grammar when they come up.



## Immersion and adventure

Sarah Klein, Head of Campus, Yarra Junction Campus



**One of the things I've loved about working at Caulfield Grammar School is the range of opportunities that are available, not only for students but also for staff – provided you're willing to say 'yes'.**

I've had many highlights working here, all of which have led me to where I am – moving to Nanjing Campus as the Deputy Head of Campus, Teaching and Learning; the privilege of holding positions of leadership, most recently (prior to YJ) as Deputy Head of Wheelers Hill Campus, where I was able to serve our community and grow immensely; and sharing my tumultuous journey as a passionate long distant runner with the community, to name but a few!

Making the move to YJ from Wheelers Hill Campus was about saying 'yes' to a new opportunity. The impact and growth that young people experience in immersion and adventure programs, such as YJ, have been some of the most powerful learning experiences I've been part of at Caulfield Grammar.

The way young people can grow and transform after experiences that stretch their comfort zone or challenge something they once believed is what education and learning is about. To have the opportunity to lead a program that delivers these experiences, and a team of highly qualified and professional educators, was one too good to pass.

The rural lifestyle was also appealing, especially post-COVID, and there are many great running trails around YJ. In addition, Linda – our YJ chef – is also a great cook, and I'm not, so the meals are a bonus!

Setting goals and having a vision is important to me. I am currently working on the vision for the Yarra Junction Campus and building learning experiences that are positively transformative for our students. As a teacher, the impact that we can have on young people is a privilege – whether it be in the classroom or in a paddock. It's something I never take for granted.

## Go hard (but enjoy it)

Darcy Wruck, Head of Rowing, Caulfield Campus

**I always had a passion for sport and was fortunate to go to a school that offered rowing. I used rowing as an outlet to test myself and, as I improved my skills and competency, I was driven to see how far I could go. This became a strong positive feedback loop that I loved.**

For six years I pursued rowing professionally. I represented my country, travelled to amazing places to compete and learnt from experiences – positive and negative – that come with unreservedly pursuing a goal. My rowing career culminated in a Silver Medal at the 2017 World Rowing Championships, but it was the friends I made and lessons I learned that are still with me.

When I stopped competing, I began coaching in Brisbane and enjoyed wonderful guidance working at a variety of schools. One such mentor was three-times Olympic rower Sally Callie, who encouraged me to consider working with school-age rowers as a career. I started a Bachelor of Secondary Education and worked alongside Sally as Head Coach at Brisbane Girls Grammar School. When Sally left, I took over as Head of Rowing at BGGGS and Anglican Church Grammar School. It gave me great

satisfaction offering programs to students that I had enjoyed so much as a teenager.

In 2023 we moved to Melbourne for my partner's work and I started at Caulfield Grammar as Head of Rowing, just in time to enjoy my first experience of an APS rowing season!

From the start, I felt immense support from the School and enjoyed working with the Sports team. I'd love to continue building a Caulfield Grammar rowing program that is seen as a positive aspect of the School and I'm buoyed by what I have seen from the students and coaches this season. I've been especially impressed with the desire of our rowers to make the program as strong as possible and their willingness to adopt new ideas and adapt to changes. Working with students is most enjoyable when they apply themselves and accept that lessons come through successes and failures.

When I'm not coaching, I still enjoy exercise and compete in marathons and ultramarathons. It took me a long time to change my expectations and no longer approach training like an elite athlete. I used to think 'all or nothing'. My mantra now is 'anything is better than nothing'.



# 100 years

by Judith Gibson, School Archivist

## A centenary of teaching and learning at Malvern Campus

**This year marks the centenary of Malvern Grammar School relocating to its new premises at Valentines Mansion, Glen Iris – on 12 February 1924 – and Malvern Campus celebrating 100 years of teaching and learning excellence. Today, the National Trust-listed mansion and learning spaces welcome 430 students from Early Learning to Year 6.**

**The much-loved campus is a ‘jewel’ of our School community of students, staff, past alumni and School families.**

We can only imagine the excitement that took place 100 years ago, as classes began with new Headmaster, Mr Albert J Marsden, settling into the grey stucco ‘Italianate’ mansion. With its elegant ballroom, soaring ceilings and impressive western façade, Valentines Mansion was originally built for prominent lawyer and politician, the Hon. John Mark Davies.

Fittingly, our Centenary celebrations were launched at a student assembly on Friday 8 February. Elements included the gift of a commemorative ‘100’ pin badge to students and staff, 100 iced cookies (eagerly devoured by Year 6 classes) and my participation as a guest storyteller, sharing the rich history of the campus and answering questions such as: What uniform was worn by boys 100 years ago? How did students learn in the 1920s? When did girls come to Malvern?

On Monday 12 February – exactly 100 years to the day since classes began – a Centenary Rose was ceremoniously planted at an intimate alumnus gathering. Head of Malvern Campus Prue Petsinis welcomed special guests including past staff, David Howard, the Deputy Head of Malvern Campus (1980–1986) and Malvern alumni from

the 1940s, Rick Richards OAM, Brian Frost, Reverend Ray Elliott, and David Richards. Also in attendance were Principal Ashleigh Martin, Vice Principal Andrew Strooper, Executive Director of The Caulfield Grammarians’ Association Linda Sprott, Director of Community Engagement Sue Sonogo, President of School Council Simon Grey and President of Malvern P&F Association Rebecca Truong.

The Co-Captains of Malvern Campus Annie and Tom and Leaders of Marsden House Scarlett and Sasha also participated in the ceremony.

**“I cherished the School Captains coming out and greeting us as we went back into the building following the tree planting. They introduced themselves and held out their hands so I could shake their hands. How good is that?”  
Malvern alumni Ray Elliott.**

Grounded in new beginnings for Malvern Grammar in 1924 was an optimistic future. The new site was well situated and served by transport, but it wasn’t perfect with lighting by old-fashioned gas jets, an inadequate sports oval and an air of neglect having been leased as private rental accommodation. Enrolment was 112 boys and two boarders, with new Headmaster Mr Albert J Marsden (1923–1955) replacing School founder Mr Charles McLean.

Many difficulties were overcome with the support of parents, benefactors and wise planning of the Malvern School Council. In 1960, Malvern Grammar School entered an affiliation agreement with Caulfield Grammar. Malvern Headmaster

Mr David Boyd Coutts reflected in the December 1960 magazine, “Now we must think of the future and plan how the students of the years ahead must be served. If we do this well, there can be no cause for regret.”

Over the next couple of years, both School Councils met to administer Malvern and prepare for a final agreement in 1967. In 1961, Malvern Campus reverted to accommodate classes from Junior Primary to Form 2 (Year 8). Malvern Headmaster Mr Coutts retired at the end of 1962 and Mr Bill Sayers was appointed Master in Charge from 1963.

From 1980, Malvern accommodated Junior Primary to Year 6. The introduction of co-education in 1993 had a profound effect on students and staff along with the appointment of Mrs Jody Neylon as the first female Head of Malvern Campus in 1995.

If the walls of Valentines Mansion could speak, there would be many stories to share over the 100 years. Whether innovations in learning, or friendships formed, or the happy union and affiliation of two schools into one. The future is optimistic and confident with passionate students and teachers and a wonderful sense of belonging. Happy Centenary!

*Prefects with Mr A J Marsden (1948), Malvern Grammar School (late 1920s), Malvern staff with Rev. S W Kurrel and Mr Bill Sayers (1963), Junior School students (1993), Malvern Staff with Mrs Jody Neylon (2002), Centenary Rose planting with Rick Richards OAM (2024).*



# A global impact

by Judith Gibson, School Archivist

## Our Founder, Reverend Joseph Henry Davies

**In the daily life of our multi-campus school, it's easy to overlook the international outreach and significance of our school and its staff – such as the lasting impact of School Founder, Headmaster and Missionary, Joseph Henry Davies, who established Caulfield Grammar on 25 April 1881 and his impact beyond Australia.**

Mr Davies saw his mission in founding Caulfield Grammar as a way of 'rendering Christian service'. At the age of 20 he felt a calling to mission work and followed his older sister, Sarah, to South India, volunteering for the Church Missionary Society from 1877-1878 until illness forced his return to Melbourne.

Yet his passion for being a missionary never left him. While Headmaster of Caulfield Grammar, he assisted with services and preaching at St Mary's Caulfield and St Clements Elsternwick, finally relinquishing his school in 1888 and selling the freehold to Reverend Ernest Judd Barnett.

On 5 August 1889 he was ordained a Presbyterian minister at Scots Church, Melbourne and wrote in his diary as he prepared to visit Korea: "With all the prayer that is going up for me, we cannot fail."

Staying in Seoul he learnt the language before embarking on a 20-day journey to Busan. Tragically he died from illness while walking and sharing his faith. He is remembered as the first Australian Missionary to Korea.

In Term 1, 25 ministers and lay leaders from South Korea visited Caulfield Campus, keen to explore the historical footsteps of mission work between Korea and Australia.

A special welcome to the group was organised by Middle School teacher, Mrs Chelsie Yeung with Year 10 student Jin greeting them in Korean language. Reverend Josephine Quinlan shared information on the use of the Chapel of St Paul by students and staff for quiet reflection and chapel services. Artefacts of the Davies family including the family Bible and a passport permitting entrance to Korea (Corea) were displayed.



The delegation from Gyeongnam Holy City Movement presented appreciation gifts of an engraved plaque and a volume of three books, authored in Korea, sharing the history of the first Australian Missionaries in Korea and acknowledging our founder, Reverend J H Davies.

One highlight noted by Reverend Quinlan and Ms Chelsie Yeung was the opportunity to learn from, and with, those beyond our community, sharing faith stories and giving us both perspective and inspiration.

In conclusion, the visit reminded me of the lifelong connections inspired from the courage and determination of our School Founder, Joseph Henry Davies. The offering of oneself as a missionary and living in poverty and service is no longer fashionable and counter cultural, yet his witness is valued abundantly.

**"It was a pleasure to be involved. I completely underestimated how significant Caulfield Grammar is to the Christian Community in Korea." Mrs Chelsie Yeung.**

Ministers and lay leaders visiting from South Korea were greeted in Korean by Jin, Year 10 Caulfield Campus.

# The Langley connection

by Judith Gibson, School Archivist

## Ties between Shelford and Caulfield Grammar School

**With the announcement of the Caulfield Grammar and Shelford merge in 2025, it's interesting to consider the common values and Anglican tradition shared through the influence of The Reverend Canon Henry Thomas Langley, MA – past Caulfield Grammar student and past Vicar at St Mary's Church, Caulfield (Now Oaktree Anglican Church).**

A boarder from 1892 to 1895 along with his four brothers, Henry Langley competed in Athletics and Football and proceeded to Trinity College, at the University of Melbourne, graduating with a Bachelor of Arts in 1900.

In 1901 he was ordained a Priest in the Anglican (Church of England) faith and gained valuable ministerial experience in New South Wales and Gippsland. In that year, he married Ethel Maud Du Vè.

In 1911, he became the Incumbent at St Mary's Church, Caulfield, the parish he attended while he was a boarder at school. As Vicar of St Mary's (1911-1942), he acted as Chaplain to Caulfield Grammar and served on the School Council from 1931 to 1945. In 1918 he became a Canon of St Paul's Cathedral, Melbourne.

Canon Langley assumed a key role in the future of Shelford when it became a Church of England School in 1922. In 1911, Reverend Langley began his association with Shelford Girls' School teaching Divinity classes to Miss Blundell's pupils at 77 Allison Road.

Gifted the name and goodwill of Shelford by Miss Blundell at her retirement in 1921, Canon Langley attached the school to his church and founded Shelford Church of England Girls' Grammar School. Langley's daughter Grace attended Shelford during the late 1920s and early 1930s.

Langley regularly contributed to Shelford's magazine, *Quaerite*, writing articles of encouragement: "We all have something we can do well. The great thing is to discover our talents and courageously use them."

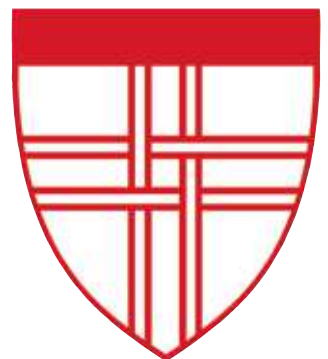
When the House system was introduced at Shelford in 1928, the first four Houses were named Blundell, Langley, School and Thomas. In 1942 when Langley was elected Dean of Melbourne, the green from the Dean's vestment robes was added to the existing yellow in the Langley House colours.

Two of Canon Langley's sisters founded St Catherine's School in Toorak and there is also a Langley House, as part of their House system.

When the Wheelers Hill Campus of Caulfield Grammar opened in 1981, the four new houses were named after respected alumni, Bruce Clyde Lumsden, Herbert McDonnell Shaw, Norman T M Wilshire and Canon H T Langley.

And what of the man? Canon Langley was described as intelligent, musical and a good churchman, involved with many church agencies – such as Ridley College, the Mission of St James and St John – and promoting Christian education in Schools. He retired in 1947 and died in 1968 aged 91.

A family represented at Caulfield Grammar through four generations, the Langley legacy saw his four sons (Charles, Henry, Phillip and Thomas) at Caulfield Grammar School, between 1911 and 1924, followed by his grandsons (David, Timothy and Henry) in the 1930s to 1950s. Charlie Langley returned as a teacher and sports coach from 1934 to 1960.



Three generations of Caulfield Grammarians (1941):  
C E Langley, Master T Langley, Canon H T Langley.  
Badge of Langley, Shelford.  
Badge of Langley, Caulfield Grammar School.

# Business Breakfast 2024

by Andrew Cole, Executive Director, Caulfield Grammar School Foundation



**The Caulfield Grammar School Foundation Business Breakfast 2024 was held at Carousel in March and successfully raised funds to enable the school to offer two new students Foundation Scholarships for enrolment in 2025.**

Panellists Virginia Trioli, an esteemed Australian journalist, presenter, and writer, Suzana Ristevski, Chief Marketing Officer of NAB and Robert Redlich, former IBAC Commissioner, engaged in a thought-provoking discussion on the increasing societal emphasis on trust and integrity within corporate, governmental, and media spheres.

Former Foundation Scholarship recipient Tara Bennett graciously shared her journey, reflecting on her experiences both as a student and later as a Kakadu Program staff trainee where she worked closely with our Year 9 students and the local Jabiru community.

We were also honoured to have special guest and current parent Eddie Betts join us, who emphasised the critical importance of establishing safe learning environments for Indigenous children, fostering a sense of belonging and enabling them to thrive. Eddie also shared anecdotes illustrating the positive impact of a Caulfield Grammar education on the life of a new Year 9 student whose family home is in remote Western Australia.

School Principal Ashleigh Martin closed the event and expressed his gratitude to the more than 250 guests who attended the event. The wonderful generosity of our guests has created the opportunity for the two new Foundation Scholarships, for students that would otherwise not have the opportunity of joining Caulfield Grammar.

Over the past six years, our community's support has transformed the lives of

41 students through our Foundation Scholarship program. These students, from Indigenous and refugee backgrounds, and regionally based families, have enriched the diversity of our school community significantly.

**Learn about the Caulfield Grammar School Foundation:  
Contact Andrew Cole  
[andrewcole@caulfieldgs.vic.edu.au](mailto:andrewcole@caulfieldgs.vic.edu.au)  
0499 076 074  
[www.caulfieldgs.vic.edu.au/foundation](http://www.caulfieldgs.vic.edu.au/foundation)**

(from left) Ashleigh Martin, Eddie Betts and past Foundation Scholarship student Tara Bennett speak at the Business Breakfast. String Quartet.

Adrian Redlich (Foundation President), panellists Suzana Ristevski, Virginia Trioli and Robert Redlich with Ashleigh Martin.

# A celebration of success and unity

## Inaugural past staff event triumphs at our Caulfield Campus

**In a remarkable display of camaraderie and teamwork, the inaugural past staff event proved to be a resounding success. Held for the first time in the Lindsay Thompson Centre and hosted by the 1881 Bequest Society, the event brought together past staff members from across our campuses who had worked at Caulfield Grammar for 15 years or more, for an evening of shared enthusiasm and reminiscing.**

The event aimed to reunite and strengthen relationships among past staff members, promote a sense of belonging, and recognise the collective achievements of the School community.

Despite being the first of its kind, the event exceeded expectations and left a lasting impression on all who attended. Several past staff members enjoyed a tour of the campus ably led by the Executive Director of the Foundation, Andrew Cole, who pointed out new buildings and the wonderful philanthropy of donors at the campus.

The evening commenced with a warm welcome from our Principal Ashleigh Martin setting the tone for what would be an inspiring and uplifting experience. This was followed by our Director of Community Engagement, Sue Sonogo, a Grammarian, staff member and current parent, who gave an update on current and future Caulfield Grammar School activities.

The event also served as a platform for acknowledging the outstanding contributions of past staff members to the School community.

Beyond the formal agenda, the event provided invaluable opportunities for informal networking and relationship-building. There was a consensus that staff would like an annual event, likely next time at our Wheelers Hill Campus.

Looking ahead, the School is committed to building upon the success of this event and making it an annual tradition. By continuing to prioritise staff engagement,

collaboration and recognition, the School aims to create an environment where every staff member present or past feels valued, empowered, and inspired to contribute to the collective success of the school community.

More than just a gathering, the past staff event was a celebration of success, unity, and unwavering commitment of staff members to excellence in education. As Caulfield Grammar continues to thrive and evolve, events like these will undoubtedly play a vital role in shaping our future.

(below) Past staff Lynne Davies and Rod Moran, Joan Goode and Kay Mitchell.



# 1881 Bequest Society

## Government House tour

**The 1881 Bequest Society continues to attract our wonderful supportive members and the wider Caulfield Grammar School community to its annual calendar of special events. One of our most recent events was held at Government House in March. We had 40 guests – some who are members of our Society – gather at the gates to tour the magnificent home and gardens.**

Government House is the official residence of the Governor, currently Margaret Gardner. It was opened in 1876, on land that had originally been set aside in 1841. Previous Governors' residences included La Trobe's Cottage (1839–1854), Toorak House (1854–1874), and Bishopscourt (1874–1876). It was designed by William Wardell in the Italianate style, and modelled to some extent on Queen Victoria's Osborne House residence, to which it bears a strong resemblance.

The group toured the main building including the south wing with its extravagant single storey State Ballroom, the formal State rooms, and smaller dining and drawing rooms to the north. Rising from the building is a 145-foot belvedere tower. The mews – a paved area surrounded on three sides by stables and coach houses – is nearby.

Our members and guests were delighted to take in this beautiful imposing building ably led by the guide Deborah Nicholson and one of her research volunteers, they spoke about the fascinating history of the building and the 'Peace and Prosperity' kitchen garden.

The garden was designed to be used by refugees who come and prepare meals from the produce that is grown there. They enjoy seeing the fruits of their labour and exchanging stories. This program is a wonderful opportunity for women in our community hubs to connect share and learn.



The tour was followed by a light lunch and our guests were delighted to be able catch up at the Domain Brasserie.

We are always pleased to see some of our 1881 Bequest Society members and importantly some new faces, and we look forward to welcoming everyone again at our next event.

(above) Foundation staff with 1881 Bequest Society members and guests at Government House.

(opposite) 1881 Bequest Society guests, Grammarians Andrew Connard and Peter Hendrickson at the Fox Classic Car Collection Museum.

**If you would like to find out more about leaving a bequest to the School, contact Debra Stiebel, Bequest Manager**  
**[debrastiebel@caulfieldgs.vic.edu.au](mailto:debrastiebel@caulfieldgs.vic.edu.au)**  
**0411 497 154**  
**[www.caulfieldgs.vic.edu.au/foundation](http://www.caulfieldgs.vic.edu.au/foundation)**

# 1881 Bequest Society

## Fox Classic Car Collection Museum



**In April, a group of excited car enthusiasts were invited by the 1881 Bequest Society to visit the Fox Classic Car Collection Museum. Housed in what was a Royal Mint heritage building, the collection of more than 250 rare and exceptional vehicles stands as a testament to some of the most prestigious and rarest cars seen under one roof globally.**

Curated by Lindsay Fox (founder of Linfox), who's family has alumni connections to Caulfield Grammar, this wonderful collection opened in 1997. It showcases almost a century of automotive technology, including models

from Mercedes Benz, Jaguar, Porsche, Ferrari, Bentley, Volkswagen, Ford, Lexus, Nissan and MG made between 1923 and 2023.

Our members and guests were taken on a special tour by two passionate volunteers at the museum who spoke about the history of the vehicles and their importance to the collection. Guests marvelled at the sleek designs the brilliant automotive engineering and the cutting-edge technology.

The tour was followed by lunch and our guests were delighted to be able to catch up and connect with their fellow Caulfield Grammarians.

Our next event will be the Capitol Theatre tour and afternoon tea to be held on the 23 July 2024.

These events are designed to engage with our Society members acknowledge and thank them in their lifetime and encourage others to join them and leave a legacy.

A bequest is the ultimate gift. A way of expressing the affection you have for the School and ensuring that the educational values of Caulfield Grammar School can continue well into the next century.

# Giving Day 2024

## Transforming lives through education

**Thanks to the incredible support of the Caulfield Grammar community, the Foundation will be able to offer more Foundation Scholarships to students who would otherwise not have the opportunity to attend Caulfield Grammar next year.**

Providing students from diverse backgrounds with the chance to join and contribute to Caulfield Grammar School enriches and strengthens our entire learning community. We take immense pride in the quality of our Foundation Scholarship program and the outstanding calibre of students we have welcomed into our School.

A special acknowledgement goes to our matching donors, whose generosity quadrupled the impact of donations:

- 1881 Bequest Society
- Agosta Family
- ARA Indigenous Services
- Bob Stewart
- Caulfield Grammarians' Association
- Cregan Family
- Current and past parents
- The Humanity Foundation
- Merricks Capital
- Past students
- The Rich Hart Foundation
- Trainor Family

A heartfelt thank you goes out to our Senior School committees, Heads of House staff, and all the students and staff who participated in our Ice Bath Challenge at Wheelers Hill and Caulfield campuses. Your support, sense of fun and dedication made it a tremendous success.



Past Foundation Scholarship student Medika Bonney (Class of 2019) and Sue Sonogo, Director of Community Engagement.

# Facilities update

## Senior School Teaching & Learning Building

**Construction of the first of Caulfield Grammar's new innovative Teaching and Learning Centres has been completed at Caulfield Campus and students are excited to move into the new Senior School Teaching and Learning Building in Term 3, 2024.**

This incredible facility has a commanding presence, its five levels towering over the Campus from the northeast corner at Merriwoola St.

This wonderful new Senior School Centre is now ready to deliver an exciting and striking aesthetic that will be the heart of the Campus for generations to come, accomodating classes for more than 900+ Senior students and commensurate staff.

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

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

- The ground level foyer (under offer)
- The atrium and learning living space
- Ground floor multi-purpose event space (reserved)
- General and adaptable learning spaces (four reserved)
- Specialist Science labs
- Maker Space room
- Incubator Hub



- Digital Tech room
- Design Tech room Media room (reserved)
- Model United Nations room
- Indoor/outdoor learning terrace (under offer)

Not since the Twin Halls project of the early 2000s has a generational project of this scope been undertaken at the Caulfield Campus. With philanthropic support, additional features will be made possible to reduce the burden on school fees and fasttrack other projects.

We know the difference a Caulfield education can make in the world.

We cannot do this alone: this facility is an opportunity for Caulfield Grammar School families to honour our values and history and show our belief in and support for Caulfield students and staff.

**For opportunities to tour the new facility and more information on supporting this transformational project, please contact Andrew Cole: 0499 076 074 [andrewcole@caulfieldgs.vic.edu.au](mailto:andrewcole@caulfieldgs.vic.edu.au)**

# Foundation Scholarships

## Lauren and Aftaab – tutoring to support learning journeys

**As a past scholar from our class of 2020, Caulfield Grammarian Lauren Tran was offered the role of tutor, working closely with current students and supporting their learning journeys at Caulfield Grammar. Through this wonderful program that connects past and current students, Lauren was introduced to Aftaab, one of our Foundation Scholarship students who is completing VCE this year.**

Aftaab came to Australia as a young boy. His family are originally from Afghanistan and they are now settled in Melbourne. He is supported by a family foundation connected with Caulfield Grammar through a Humanitarian Foundation Scholarship.

We asked both Lauren and Aftaab a series of questions, to shine a light on this terrific initiative that brings together our current and past students in a way that enriches both academic education and their wider appreciation for our school community.

### **Lauren, what were your first impressions of Aftaab?**

When we were first introduced over email, I was impressed by his communication. Students are not always good at responding to emails so I was pleased we were able to organise a session relatively quickly.

My first impression of Aftaab in person was that he was a reliable person. At our first session, we couldn't use the main part of the library because of an event, so he took it upon himself to talk to the library staff, who then let us use the podcast room instead. He knew exactly what he wanted to work on that day and we got right into the work.

### **Which subjects do you work on together?**

We mainly work on Maths Methods together. It is a tricky subject with a lot of content so there is usually always something for us to work on. We also occasionally spend some time working on other subjects, like English.

### **What is something you have learnt from Aftaab that isn't related to the study?**

Something I have learnt from Aftaab is that it's important to know what your limits are on any given day. Life throws a lot at us every day and sometimes the demands are different so we have different tolerances for things.

The other thing I've learnt is how important it is to have things that you look forward to every day. Hearing Aftaab talk about getting to ride his motorbike at the end of our sessions always reminds me how much it helps to have something you love doing and to make sure you get to do it as much as possible.

### **What is something you admire about Aftaab?**

I admire Aftaab's hard work and perseverance. It is not easy balancing everything that goes on in VCE, and I admire that when it gets hard and he wants to give up, Aftaab always perseveres in whatever way that looks like at the time.

### **What is your favourite aspect to being a Caulfield Grammarian?**

The thing I enjoyed the most about being a student at Caulfield Grammar was the breadth of experiences I had. Being able to do sports, music, outdoor experiences and leadership and community-building experiences all within the School is

something I absolutely loved. These experiences were really formative to who I am today – the good and the bad.

### **What are your plans and hopes for the future?**

I am currently in my honours year at Monash University, so I will graduate at the end of the year with a Bachelor of Science – Advanced, Global Challenges (Honours), majoring in Physics and a minor in Maths. I am planning to take a gap year next year to explore new things and hopefully travel a bit. I am still unsure whether I want to continue research in Physics, by pursuing a Masters or PhD, or to look at more industry experiences instead, but it will be something I explore in the new few years.

### **Three words to describe Aftaab?**

Bright, reliable, surprising.

### **Aftaab, when did you first meet each other?**

We were introduced in the beginning weeks of Year 12. Having chosen Mathematical Methods, the assistance I receive by a one-on-one tutor is extremely beneficial.

### **What were your first impressions of Lauren?**

Working together and learning from someone your age is quite a different experience than what we are used to normally, especially knowing they have been through and done the same subjects only a few years before us.

### **Which subjects do you work on together?**

I mostly receive help in Maths Methods; however I also occasionally get help in

other subjects of her specialty, such as English.

**What is something you have learnt from Lauren that isn't related to the study?**

Other than study, it was great learning about Year 12 and the life that awaits us beyond school. I learnt to cherish my time and to always appreciate the little moments I have with my teachers and peers, as sometimes time may pass us quicker than we realise.

**What is something you admire about Lauren?**

I appreciate how she always puts in the extra effort, is on time and sometimes stays for longer. She also prepares, to ensure I thoroughly grasp and understand the concepts.

**What is your favourite aspect of being a Caulfield Grammar student?**

The thing I love the most is the community that surrounds the School. There's something about being part of a community that is so connected and engaged, that pushes you every day to be kind to yourself and others.

**What are your plans and hopes for the future?**

For the future, I aspire to pursue law and grow into the best version of myself so I can bring about a positive change in this world.

**Three words to describe Lauren?**

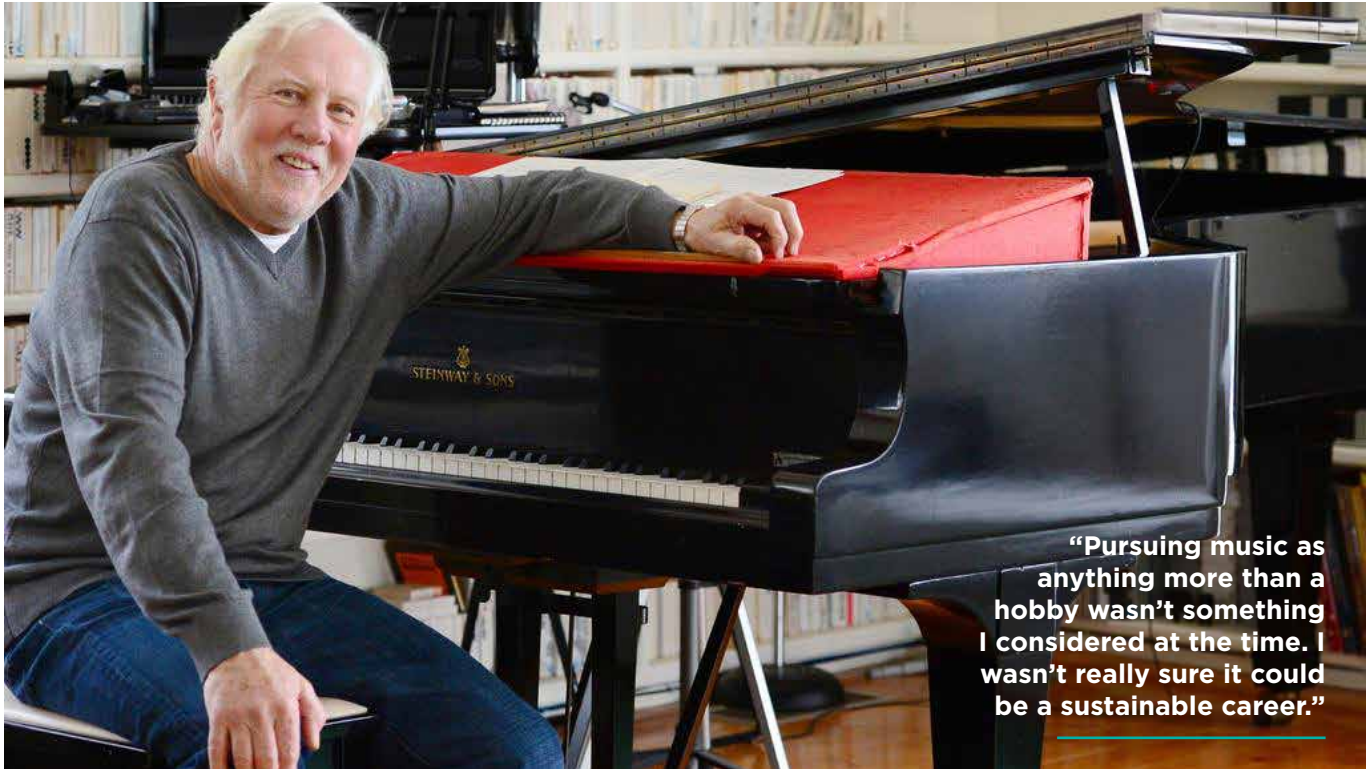
Kind, cheerful and considerate.



Foundation Scholarship student Aftaab (Year 12) and Grammarian tutor and Grammarian, Lauren Tran.



# Bruce Rowland: Instrumentally inspired



**“Pursuing music as anything more than a hobby wasn’t something I considered at the time. I wasn’t really sure it could be a sustainable career.”**

**Bruce Rowland fondly remembers spending most of his Caulfield Grammar School days on the oval with a toy aeroplane, dreaming of becoming a pilot. At other times during this period, he similarly aspired to become a research chemist. Yet, amid these pursuits and considerations for his future, one thing remained a constant passion: music.**

“Pursuing music as anything more than a hobby wasn’t something I considered at the time,” Bruce admits. “I wasn’t really sure it could be a sustainable career.”

Growing up, Bruce fulfilled his dream of becoming a pilot and spent four or five years based at Melbourne’s Coldstream airfield. However, he quickly realised that piloting was more of a hobby than a lifelong career. Likewise, prior to this, his short venture into chemistry also proved unfulfilling.

And yet, throughout all of his career explorations, his love of music remained

a constant – largely due to his family’s significant musical heritage.

“My parents were musicians, and my grandparents ran an entertainment business during the war,” he reveals, adding that this musical environment aided greatly in nurturing his love for music.

Additionally, he had a keen interest in basketball and was part of the YMCA team.

“The YMCA was close to the YWCA,” says Bruce, “which is where social events often occurred.” And it was through basketball and hanging out at the YMCA and YWCA that Bruce discovered social groups and made new connections.

A memorable moment for Bruce was when he used his musical ability to overcome his shyness at a social event by playing the piano. This act attracted some attention and consequently led to the formation of a joint YMCA and

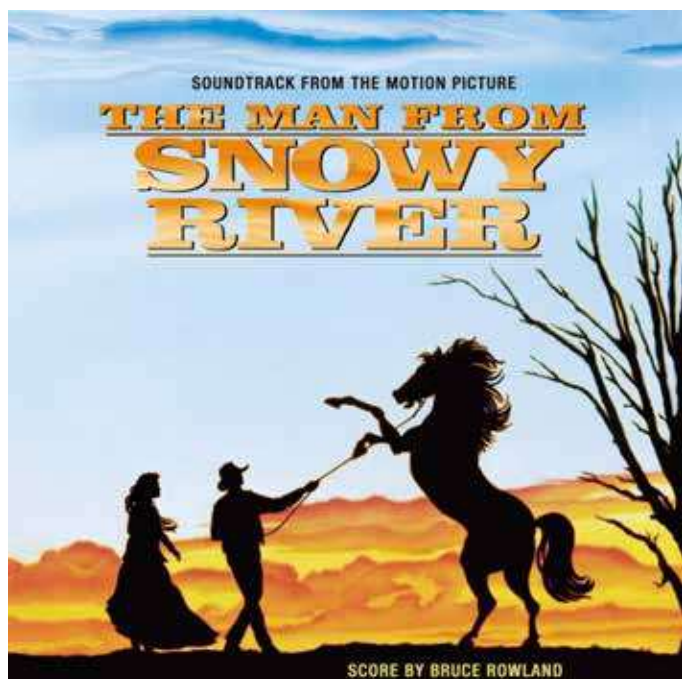
YWCA band. A significant part of his life, Bruce continued to play in the band for about five years.

Looking back, Bruce appreciates how the varied experiences have shaped him into who he is today. His journey – from aspiring pilot and chemist to finding his true passion in music – reflects his adaptability and openness to exploration.

“These experiences gave me a unique perspective on life and have played an instrumental role in my personal growth,” he says.

Bruce cherishes his days at Caulfield Grammar School for the convenience of living with his grandparents nearby and the lasting impressions of two remarkable teachers – the Assistant Headmaster, Billy Morcom, and the French and German teacher, Dr Billigheimer, profoundly impacted his life.

In his professional life, Bruce’s schedule is anything but typical. His work hours



extend beyond the conventional nine to five, and are often filled with composing music and managing various projects.

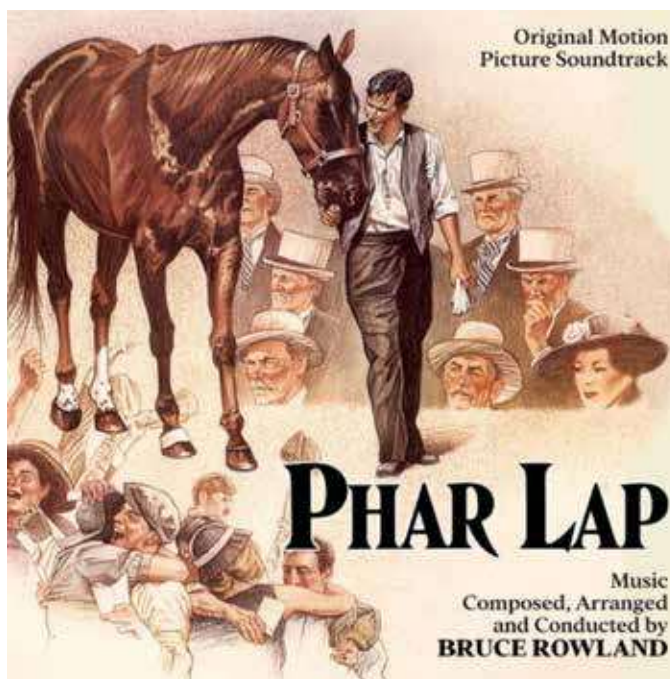
Bruce's illustrious career encompasses various creative endeavours, from motion pictures and cable movies to his work on series, mini-series, animations and unique live events. His outstanding contributions to the film industry have earned him numerous accolades, including a prestigious APRA International Achievement Award in 2006.

Bruce's career is marked by his cinematic compositions and significant contributions to grand live performances. A major milestone was the honour of composing and conducting the music for the Opening Ceremony of the 2000 Summer Olympic Games, held in Sydney. And recently, in celebration of its 40th year, Symphony orchestras around

Australia have been performing his award-winning score for the iconic film, *The Man from Snowy River* (1982). A sell-out in Melbourne, it is set to soon open at the Sydney Opera House, featuring the Sydney Symphony Orchestra, before continuing its tour around Australia, hitting stages in Adelaide, Perth, Brisbane and Tasmania, then returning to where it all began in Melbourne.

Bruce's music career trajectory has been shaped by several key decisions. These include learning to conduct, studying orchestration, and turning his hand to jingle writing – all niche skills that have enabled him to work independently and maintain high standards. For a time, he also co-owned and operated Flagstaff Studios where he focused on composing and recording thousands of jingles.

One of the aspects Bruce loves most about his work is seeing how music can make an impact.



"I delight in the transformative power of music and its ability to evoke emotions in viewers," he says.

Looking ahead, he envisions himself aging gracefully and potentially mentoring others, while continuing to contribute to his creative industry.

Bruce draws his inspiration from witnessing brilliance in any form. More than 45 years ago, he made his first trip to the United States to meet the renowned pianist Floyd Cramer, a figure he deeply admires.

"That encounter left a lasting impression on me and further fuelled my belief in the power of music to create enduring memories," he reveals.

Continuously inspired by that experience, Bruce continues to inspire others through his work.

Website: <https://brucerowland.com>



## CGA Podcasts

The CGA is excited to launch the first season of our podcast series 'Alumni Conversations'. This season, we are featuring a line-up of remarkable alumni including Kara Henderson, Liam McIntyre, Emily Angwin, Georgia Maclaren and Tahir Hunter. Tune in as they reminisce about their favourite memories from school and discuss the unique career journeys they have embarked on since graduating.

### Season 1 – Alumni Conversations



#### Kara Henderson (2015) Fair play: insights on gender equality in sport

After graduation, Kara completed a year-long traineeship at Yarra Junction Campus and a Biomedicine degree at The University of Melbourne. She currently plays for the Hawthorn VFLW team but is recuperating from a training injury. During her recovery, Kara developed a keen interest in paramedics and started pursuing a Bachelor's degree at ACU, aspiring to work with Ambulance Victoria. In her podcast, she openly discusses her thoughts on gender equality in sport and how she manages her dual passions for football and paramedicine.

#### Liam McIntyre (1999) Acting journeys: Spartacus and beyond

Liam has fond memories of his time at both Caulfield and Malvern campuses. He began his acting career in short films and appeared in guest roles on Australian television series *Rush* and *Neighbours*. Liam made his American television debut in HBO's miniseries *The Pacific* which led to his lead role in the 'Starz' series, *Spartacus* and involvement in numerous other projects. In this podcast, Liam reminisces about his days at school, his journey to landing a role in *Spartacus* and reflecting on the challenges and highlights of his acting career.



#### Emily Angwin (2005) In the Newsroom: journalism journey

With dreams of becoming a journalist, Emily studied a Bachelor of Communications at RMIT. She worked at Nova radio station and later Channel 7 television. Currently, Emily is a freelance journalist with Al Jazeera English in the Philippines. In this episode, Emily shares her journalism journey, describing a typical day in the field and what she finds most rewarding about her career.



## Georgia Maclaren (2013) and Tahir Hunter (2018) Paths diverged: navigating life after school

In this episode, Georgie and Tahir share insights on transitioning from school to the workforce and navigating early career challenges.

After completing her studies in Communications and Graphic Design at RMIT in 2013, Georgia worked for Stanley Black and Decker before recently deciding to travel Australia in her van, exploring teaching as a new creative career path.

Tahir, originally from London, describes his post high school journey as somewhat unconventional. After deciding that study wasn't for him, he began designing after-school care programs at Melbourne Grammar School. His career has since evolved through roles in various start-ups, and he now manages Winning Appliances' flagship showroom in Victoria.

## Scholarships

The Caulfield Grammarians' Association acknowledges the importance of ongoing partnerships between past, current and future Grammarians, and proudly offers Scholarships awarded to children of past students. The CGA has a long and proud history as one of the oldest past student associations in Australia, having served our alumni community since 1885.

For more information, please visit [www.caulfieldgs.vic.edu.au/scholarships/caulfield-grammarians-association-scholarships](http://www.caulfieldgs.vic.edu.au/scholarships/caulfield-grammarians-association-scholarships)

### Cam Kellaway (2020)

"Many of my most enjoyable memories have come from my time at Caulfield Grammar and I've been lucky to form friendships that will last a lifetime. The values the School instilled have held me in good stead in my pursuits since I graduated.

Since then, I've gone on to become a professional cricketer, playing for Victoria, the Melbourne Stars, and Australia A over the last 12 months. I owe a lot of my cricketing success to the Cricket program at Caulfield Grammar, through which I honed my skills and grew my love for the game. While I've been lucky enough to play in front of packed crowds at venues including the MCG, SCG and Adelaide Oval, nothing compares to the nerves I would get before heading out to bat on the Alf Mills in front of a roaring Caulfield Army!

I'm currently studying a Bachelor of Business at Monash University, which is interesting and ensures I maintain a balanced lifestyle."



### Marcus Pennefather (2014)

"Entering the Boarding House in Year 10 as a sheltered coastal kid with no city experience, I could never have imagined the opportunity I was about to be exposed to: the opportunity to meet the most wonderful community – people that, 10 years on, I still consider to be some of my closest friends; and the opportunity for exposure to life's possibilities, knowing what's achievable and feeling equipped enough to do so. I believe you can only dream as far as you can see!

At present, I'm an Osteopath working in Occupational Rehabilitation, but I am terribly far from figuring it all out. I'm currently making some moves towards some new passions I've discovered outside of school. And I'm very fortunate in feeling confident and competent enough to do so. Check in with me in another 10 years, I should have some exciting things to add!"



# Glenda Fagan, passionate participation



(back row) Roy Hoult, Rob Hepworth, Glenda Fagan, Walter Dowell, Geoff Archer.  
(front) Walter Crabtree, Lindsay Thompson, Ken Dowling, Peter Morcom.

(opposite page) Stephen Newton, Grant Poulter, Glenda Fagan and Ashleigh Martin. Glenda at YJ. Glenda with Bill White.

**“My involvement with Caulfield Grammar began in 1988 when my son Christopher was a student at Malvern Campus,” says Glenda Fagan. “My son Timothy and daughter Sarah followed at the School, with Sarah completing her Year 12 studies in 2005.”**

And so began Glenda's long association and active participation in the life of the School and the activities of the Caulfield Grammarians' Association. It's a bond that has continued long after Sarah left school and, in fact, continues to this day.

Glenda's generous spirit, along with her passion and purpose to make a difference in supporting her beloved Caulfield Grammar community, is extraordinary. In February, the CGA was delighted to recognise Glenda's contribution by awarding her the prestigious Fellowship Award (the highest honour the Association can bestow) at the Golden Alumni Society Luncheon.

Glenda has been President of both the Malvern and Caulfield campus branches of the Parents and Friends' Association, President of the Ladies Auxiliary, Malvern, and inaugural President of the Friends of Music support group. Currently the President of the Past Parents' Association, she has been active in building community links within the School, leading many major school community events and volunteering on numerous committees.

Glenda first became a member of School Council in 1996 when she was elected President of the Malvern Campus Parents

and Friends' Association. From 2006 to her retirement from Council in May 2021 she served as a representative of the School Company. During this time she was a member of the Council's Nominations Committee that makes recommendations regarding prospective new members to both Council and Council sub-committees.

In addition to being a regular attendee at many CGA functions, Glenda has worked closely with the CGA Executive Director and staff on many School projects that have had CGA involvement. Most notable of these were the 5-year Anniversary Balls organised to celebrate the School's 115th (1996), 120th (2001), 125th (2006), 130th (2011) and 135th (2016) for which Glenda was the convenor and major organiser.

Glenda has always been keenly interested in all aspects of the CGA's activities, including the reunion program, communication strategy and affiliate groups. She has helped promote the CGA and its activities to the wider School community, offered encouragement and advice on the development of new initiatives, assisted with events and programs, and helped to ensure that the CGA's activities are coordinated with those of the School. Glenda has invaluable insights and knowledge about the CGA/ Caulfield Grammar community – she is a CGA champion and community legend!

Glenda has also been a strong supporter of the Caulfield Grammarians' Football Club for many years.

“My volunteer involvement at the club includes helping organise and run many of the match day functions,” she says, “including luncheons and afternoon teas.”

Glenda has also helped organise, and been the major sponsor of, the annual Trivia Night. She was a member of the Centenary Sub-Committee in the lead-up to the club's centenary celebrations that were eventually held in 2022 (delayed from 2020 due to COVID).

Glenda's interest in the School's Arts program is well known. She has been a long-time member of the Society for the Arts and is Patron of the Grammarian Singers, a group of past students formed in 2017 and based at the Wheelers Hill Campus, who perform a series of concerts each year.

Glenda and her husband Elton are also strong supporters and members of the Caulfield Grammar School Foundation, where Glenda volunteers her time and experience and recommends contacts.

A qualified ICU-Coronary Care Nurse, Glenda is the founder and owner of Boutique Tours and Travel, an independent travel operator that has been in existence since 2007, offering international luxury and deluxe escorted small group tours to a number of destinations.

# Building genuine connections

by Leah Lambert, Career & Interview Coach

## The key to networking success

**Most savvy professionals understand the first steps of networking – identify key people who can help advance your career, reach out to them, and remain in contact. But the problem is that despite 'knowing' hundreds or even thousands of people across social networks, how many of those people truly know you? And how many of them are truly connected to you in the real sense of the word?**

If you want to use networking as a strategy for career advancement, it is time to clear out the networking clutter and instead, identify and nurture relationships with a small number of individuals who will add value to your professional and personal development.

### How to identify the right people?

The key to successful networking lies in connecting with individuals who can directly have an impact on you achieving your career goals, whether this is landing a dream job at Amazon or being a successful entrepreneur.

In Janine Garner's book, *It's Who You Know*, she discusses the importance of connecting with five key people who can significantly impact one's personal and professional growth:

- **The Teacher:** someone who serves as a mentor or guide, imparting valuable knowledge, wisdom and advice to help you navigate your career journey.
- **The Pit Crew:** people who support and encourage you and cheer you on through the highs and lows of your professional endeavours.
- **The Butt-Kicker:** someone who challenges you to step out of your comfort zone and push your limits.

They motivate you to set ambitious goals, hold you accountable and inspire you to strive for excellence.

- **The Sponsor:** this person actively advocates for your advancement within your organisation or industry. They use their influence and connections to create opportunities for you, such as securing a promotion, recommending you for projects, or endorsing you to key decision-makers.
- **The Friend:** the friend is someone who knows you on a deeper level beyond your professional identity. They provide companionship, camaraderie, and a sense of belonging, offering a supportive network outside of the workplace.

### How to nurture key relationships?

Once you have identified the right people, the magic happens when you can turn those connections into meaningful relationships that can open doors you never thought possible. The concept of networking might sound like a straightforward process of reaching out and building relationships, but there is no one-size-fits-all formula or quick fix. And because of that, most people end up getting it all wrong.

### Here are the mistakes that I see most often:

- Quantity over quality – while it is impressive to have hundreds, or even thousands, of LinkedIn connections, these are meaningless if you are not concentrating on nurturing the relationships with the key people identified above. Always focus on quality over quantity.

- Asking for a favour right off the bat – “Can you give me some career advice?” or “Can you please provide feedback on my resume?” While the recipient may agree to provide advice or review the resume, it is unlikely that this will grow into a long-term relationship as it comes off as transactional. Be a ‘giver’ before being a ‘taker’.
- Don't understand how to add real value – while many professionals understand that networking requires building a mutually beneficial arrangement that involves offering help, they may do so without any context or without offering useful solutions. While ‘Give, Give, Ask’ is better than just ‘Ask’, the recipient is more likely to respond to someone offering ideas and solutions rather than asking for a favour.

### What approach should you take?

Ryan Holiday suggests using The Canvas Strategy. This is where the focus is on actively finding outlets to make people better, rather than just helping them look better, therefore, the concept ‘find canvases for other people to paint on’. Instead of asking for someone's help, he suggests adding value by doing any of the following:

- Provide insights: offer fresh perspectives, ideas, or solutions related to their interests or industry.
- Make connections: introduce them to relevant people or resources that could benefit them.
- Identify opportunities: spot inefficiencies or areas for improvement and propose actionable solutions.



**“It’s time to clear out the networking clutter and instead, identify and nurture relationships with a small number of individuals who will add value to your professional and personal development.”**

### **How can you apply this?**

Instead of wasting time attending the next business networking event, focus on identifying the key relationships that you need to focus on.

Concentrate on nurturing two or three key relationships that can help you advance your career. Research each person thoroughly using LinkedIn, press articles or their website and look for ways to add value based on their interests and needs. Some ideas include:

- Listen to their podcast and then email some thoughts or ideas for future episodes.
- Write a blog post or LinkedIn article and link to their website or LinkedIn profile.
- Review their business and propose some new ideas about how they can improve their products or services.
- Offer to make an introduction that may be beneficial to their career or business.

If you are ready to ditch traditional networking strategies and embrace a more authentic approach, start by offering value, nurture relationships and then watch as the doors start to open to new opportunities.



Join the CGA  
LinkedIn group.

# Sasha Salemba, building a strong foundation

**An avid rower during his time at School, Sasha Salemba's favourite memory is the 2017 Head of the River competition in which his crew made the A Final in the First Eights. It was through sport that Sasha thrived and learnt incredibly important life lessons.**

"I still remember and cherish the hours the whole squad put into the sport and the lessons learnt through the process. It taught me about consistency and discipline, being part of something bigger than yourself, and really how capable I am."

After graduating in 2018, Sasha tried a few different things before finding something that was the right 'fit'. He commenced a Bachelor of Business at Monash University while also continuing to row at Mercantile Rowing Club. A few years in, Sasha transferred into a Bachelor of Commerce and a Bachelor of Finance and began working as a rowing coach at Caulfield Grammar.

In 2021, Sasha and fellow alumnus Tom Slorach started a business with the sole intention of 'giving it a go' and gaining experience. The pair founded a clothing brand called *duzh vug*. A year later, the brand gained popularity and it wasn't long before they were putting more time and effort into the business.

In the second half of 2022, Sasha took the opportunity to study abroad. He was away for six months studying and living in the United States. "I was genuinely challenged by my time abroad, but I loved it and developed greatly in various ways. For anyone considering an exchange, I highly recommend the experience."

Since Sasha's return to Australia, *duzh vug* has taken the world by storm, being involved in markets at both the 'Beyond the Valley' and 'Pitch' music festivals. The whole journey has proven to be a big learning experience for Sasha but the freedom to create something is so worthwhile. Sasha's favourite thing about owning a business is meeting people and seeing their brand out in the wild. His least favourite? "Looking after the accounts and taxes!"

Although Sasha's journey to becoming a business owner wasn't straightforward, there were a few critical steps in building a solid foundation: knowing that things won't always be perfect, brutal communication, taking thought-out risks, being disciplined and consistent, and being willing to try new things and 'fail'.

In the future, Sasha hopes to be working and living in the US in either finance, start-ups, as an entrepreneur or in the venture capital space. In terms of the fashion industry, Sasha would love to see greater adoption of recycled materials and eco-friendly manufacturing.

Looking back on his earlier years, Sasha recommends getting out of the 'school bubble' when you can. "Meet new and different people, experience different things, take risks, get comfortable being uncomfortable, be vulnerable and be unapologetically you."



**"Meet new and different people, experience different things, take risks, get comfortable being uncomfortable, be vulnerable and be unapologetically you."**

# Persephone Waxman, radio star and content creator



**As one of the School's few tuba players, Persephone Waxman was often seen carrying their instrument on campus. Heavily involved in the music program until graduating in 2015, their highlights include playing in the brass quintet at St Paul's Cathedral, performing 'O Fortuna' at Speech Night and participating in several Ballarat Eisteddfods.**

"One of my favourite memories was playing the bass of 'Seven Nation Army' by the White Stripes in front of the entire School."

While Persephone's time at School carries fond memories, they feel it would be remiss not to acknowledge the difficulties of being a closeted queer person. Not feeling able to express their true self during what is often a key period of self-discovery added to the already demanding nature of school life.

After graduation, stepping into the 'real world' and adjusting to life outside of school was an overwhelming and nerve-racking experience – not without challenges. But through further education at Monash University, Persephone took steps towards building a career and achieving their goals.

Volunteering in the leadership committee at Radio Monash (student radio station)

was a critical step that changed the trajectory of Persephone's life.

"It was there I discovered my passion and love for radio," they said, adding that if not for this experience they might have pursued a completely different career path, such as print journalism.

Another inspiration was Persephone's older brother Nick, who volunteered at Student Youth Network (SYN) radio station. Nick invited Persephone (then 13) to appear on his program, which had a profound impact. Later, Persephone also joined SYN where she served as an executive producer for the comedy program 'In Joke' and also worked as the station's digital producer overseeing the station's DAB+ network.

Several years later Persephone took on the role of talks manager for the music video TV program '1700', booking live performances and interviews. This practical experience, along with film studies and journalism at Monash, provided Persephone with the professional foundation necessary for a successful media career, although they admit their favourite favourite aspect of working in radio is the people.

"I enjoy interacting with volunteers who are passionate about broadcasting and dedicate their time to creating content," says Persephone. "They're genuinely kind and caring. I appreciate the camaraderie and sense of community that comes with being involved in a small radio station."

However, the fast-paced, chaotic nature of community radio can be overwhelming, and Persephone acknowledges that the high-pressure environment can be stressful and challenging to manage and it's difficult to maintain a work-life balance.

"There has been talk for decades that radio is dying, and that young people especially aren't engaged by it, but I think it will always be around."

Persephone is excited to see what other possibilities exist in the world of media. With a love of film, television and podcasts, they feel radio isn't the be all and end all. Having recently left a role at 3ZZZ, Persephone is now the Social Media and Content Officer at the Centre for Multicultural Youth. While the radio community will remain close to their heart, Persephone is both excited and anxious to try something new.

While Persephone holds their time at Caulfield Grammar close at heart, they realise how sheltered they were and is thrilled now to have been able to enjoy life through such an open lens.

"School can be regimented, with a tight schedule and the same set of people every day," they say. "On the other hand, adulthood offers diversity and plenty of new experiences, but it can be tough and challenging in other ways."

Advice Persephone would give to their 17-year-old self and other young people is that they are valid. "The more emphasis you put on other people's ideas and thoughts about you, the more you are going to put yourself down. You are going to find a community of people who love and cherish you. Don't care about what other people think about you, unless they're the special people in your lives."

Find Persephone: @perturbedperse and LinkedIn

Q.

“

What do you love about your club?

”

## Mario Rosa

**“In short, I love the camaraderie! The support over the past two seasons has provided me the platform to compete in the Associated Public Schools Old Collegians (APSOC) and gain championship medals in the handicapped races which highlighted with me being the first to win three times in a row.”**

**Club:** Athletics

**Bio:** Mario, a Motorbike Technician from Portugal, moved to Australia back in 2020. His fitness passion was sparked by his desire to lose weight and live a healthier lifestyle. This enthusiasm peaked during COVID and offered a productive outlet, resulting in dramatic weight loss (36kg) and the gaining of a community. Some competitions that Mario has participated in are: Iron Man 70.3 Melbourne, 2XU Series and Duathlon Series Victoria. He's also competed overseas and plans to compete in the Full Iron Man in May.





## James McFadden (2020)

**"I am very proud to be a part of this show under the newly reformed Caulfield Grammar Production Company. It has been great to work on such an important and impactful show with fellow Grammarians and also see such talented actors from around Melbourne that the Company has brought together. I hope the Company can continue to put on great shows that provide excellent opportunities for grammarians and others in the community to pursue their interests in theatre after graduating."**

**Club:** Caulfield Grammar Production Company (CGPC)

**Bio:** James McFadden was part of the graduating class of 2020. Upon graduating from Caulfield Campus, he began a double degree of Science/Arts at Monash University. In 2023 he also began studying dance under Robert Sturrock and continues pursuing his interests in the performing arts through the CGPC and other companies.

**Campus:** Caulfield

**House:** Newton

**School Achievements:** Achieved a Silver Certificate of Excellence and The School Drama Prize in 2020.



## Graham Craven (1963)

**"I started playing lawn bowls in 2012 and was surprised by the skill required. I love the challenge of improving my play through practice and competition. I enjoy the friendship amongst the CGA bowlers, and the alumni bowlers from other APS schools, both on and off the green. The games are competitive but played in a great spirit. There is also plenty of socialising after play."**

**Club:** Lawn Bowls

**Bio:** After leaving school, Graham worked as a sales representative and in marketing. He has maintained a close connection with the School since his student days. His two sons attended from Prep to Year 12, his granddaughter is a recent graduate and his grandson is currently in Year 11 at Caulfield Campus. Graham played for the Caulfield Grammarians' Football Club from 1964 to 1974 (including in its only A Grade premiership year - 1970). He is a life member and former committee member of the club, and continues to be a keen supporter. For many years he represented Caulfield in the annual APS Past Students' Golf Day.

**Campuses:** Malvern and Caulfield

**House:** Barnett

**School Achievements:** First eighteen football team (1963)

## Farewell and best wishes, Ian Wilkinson



After almost 24 years of dedicated service, Ian Wilkinson announced his retirement as Project Officer for the Caulfield Grammarians' Association at the end of last year. In recognition of his exceptional contributions, the wisdom he has imparted, the encyclopaedic knowledge he has shared and the invaluable support he has provided, the CGA is pleased to announce the renaming of our annual Affiliate Awards to the Ian Wilkinson Affiliate Service Awards.

## Cassandra Champion (Class of 1995)

Cassandra Champion (nee Kirkwood-Scott) recently launched a new business named My First Job. This business is dedicated to ensuring teens start their work journey on the right foot because 'everybody starts somewhere'.

The platform showcases job opportunities for teenagers that fit their age, availability, location and interests. Whether you are an employer, parent or teacher, My First Job has something to offer you.

Find out more at [www.myfirstjob.au](http://www.myfirstjob.au) or email [contact@myfirstjob.au](mailto:contact@myfirstjob.au)



## Michael Skarbek (Class of 1995)

Michael graduated from Wheelers Hill Campus in 1995 as the School Co-Captain. Upon visiting the office to work with the Caulfield Grammar School Marketing team, Michael found his Co-Captain message in *The Grammian* yearbook from 1995.

## Ben Whitmee (Class of 2020)

Congratulations to Ben Whitmee for recently competing in the Australian National Rowing Championships held in Sydney. Ben won two Golds and stroked the Victorian lightweight men's four to Silver in the Penrith Cup.



## Joy Zou (Class of 2019)

Joy recently graduated from RMIT after winning the Dean's Award for the Bachelor of Design (Animation and Interactive Media).

Joy's graduate film *Felled*, has been selected to be part of the Wildlife Vaasa International Nature Film Festival (Finland) and the Living Skies Student Film Festival (Canada).

Watch the video: <https://vimeo.com/884749810/40735d8cfd>

## Bob & The Boomers

In May of 2023, five 1973 alumni formed a band to play 'songs of 1973' at the 50-year reunion held at the Grosvenor Hotel, East St Kilda, as organised by members of the peer year.

The band had a ball (the crowd seemed to enjoy it too) and so the lads got to work, extending the repertoire and polishing up the act for future endeavours.

The set list has broadened somewhat from the seminal '73 numbers into a mix of Rock, Blues and Jazz from a number of decades. Classy music and good fun. The 'fab five', Nick Reynolds, Bob Minto, Ken Phillips, Vance Martin and Al Hamblin, are pictured pre gig at The Port Fairy Jazz Festival in February.



# Engagements/Marriages



**Jack Henty** (Class of 2009) married Milly Bagot on 20 January 2024 at St Vincents Gardens, South Melbourne, followed by a reception at Carousel, Albert Park Lake. Included in the wedding party were **Tim Cox**, **Joe Waldron** and **Tom O'Sullivan** (all Class of 2009).

## 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](https://caulfieldgs.vic.edu.au/enrolment) or contact the Admissions Office:

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

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

## Births



1. **Nicholas** and **Ashley Dorman** welcomed the safe arrival of their new baby boy Brooks on 18 January 2024 at Cabrini Hospital. Brooks is a very exciting addition for brothers Julian (4) and Myles (3). Mum and Dad are pretty happy too.
2. **Rowan Jayaweera** and **Kaitlin Jayaweera (née Iacovangelo)** (both Class of 2009) are excited to announce the arrival of their first child, Jake Lucas Jayaweera, born on 28 August 2023.

**Adam Stacey** (Class of 1999) and partner Coby van Horck are excited to announce the safe arrival of their son Cole on 25 September 2023. Cole is the brother of big sister Piper and grandson of proud grandparents **Peter Stacey** (Class of 1962) and Myra Stacey and Paul and Stephanie van Horck.

## 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.

**Christopher Andrews** (1962–65): 1 February 2023  
**Don Cameron** (1948–53): August 2023  
**Colin Colclough** (1950–62): 22 January 2024  
**Dr John Day AM** (1945–50, staff 1954–68): 20 January 2024  
**Rex Dyer** (1941–50): 14 June 2023  
**Ronald Flint** (1943–48): 28 April 2024  
**Peter Foster** (1946–52 MMGS): 10 December 2023  
**Andrew George Greenwood** (1952–63): 25 March 2024  
**Graham Haslam** (1947–50): 23 May 2023  
**Malcolm Kewish** (1962–63): 29 December 2023  
**John Lawrence** (1943–50): 6 January 2024  
**Leonard Mann** (1948–51): 25 November 2022

**Peter Andrew McLaughlin** (1954–59): 13 April 2024  
**Alexander Robert Monteith** (1948–61): 30 August 2023  
**Nick Mulder** (1981–90/staff member/parent): 9 March 2024  
**Hugh Richardson** (1944–52): 12 January 2024  
**R W (Bob) Riches** (1938–47): 2 December 2023  
**Roger Rittman** (1949–55): 8 December 2023  
**Barton Seebach** (1949–55): 6 May 2024  
**Bruce Slonim** (1963–67): 4 January 2024  
**Chris Stone** (1970–76): 24 November 2023  
**Douglas Thompson** (1935–43): 10 June 2022  
**Graham Wood** (1964–67): 15 December 2023

### Thank you function



### Lindsay Cuming's book launch: 'Been There; Done That! Life on a Roller Coaster'



### Malvern Morning Tea



**Class of 1994 30-year Reunion + Class of 1989 35-year Reunion**



**Class of 2004 20-year Reunion and Class of 1999 25-year Reunion**



**Class of 2014 10-year Reunion + Class of 2009 15-year Reunion**



**Golden Alumni Luncheon**



## Calendar of events – Semester 2, 2024

|                      |                                |   |                  |
|----------------------|--------------------------------|---|------------------|
| Wednesday 16 October | Golden Alumni Society Luncheon | Quat Quatta                               | 12.00pm – 3.00pm |
| Thursday 21 November | Boarders Reunion               | Lindsay Thompson Centre, Caulfield Campus | 6.00pm – 8.00pm  |
| Thursday 28 November | Class of 2019 5-Year Reunion   | Harvie's Bar                              | 6.30pm – 8.30pm  |
| Tuesday 3 December   | CGA Thank You Function         | Lindsay Thompson Centre, Caulfield Campus | 6.00pm – 8.00pm  |

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

## CGA Committee 2024

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

## Affiliate Clubs

- Athletics** • Andrew Hall  
ahall6543@gmail.com  
[www.facebook.com/groups/cgaathleticsclub](https://www.facebook.com/groups/cgaathleticsclub)
- Big Band** • Karen Bouyer  
KarenBouyer@caulfieldgs.vic.edu.au
- Cricket** • Cameron Scholten  
cscholten88@gmail.com
- Football** • Richard Harris  
camelot@vicbar.com.au  
cgfc.com.au  
Socials: cgfc1920 #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** • Emily Hawdon  
EmilyHawdon@caulfieldgs.vic.edu.au  
Socials: @thecgatheatreproject

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



Now available on Spotify and via the CGA Website



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



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

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



Student experience at Caulfield Grammar includes the award-winning Year 9 Kakadu Program, where students are given the opportunity to experience life in a remote community. In a process of learning, reflection and inspiration to challenge themselves, they develop camaraderie, connection and a strong sense of community, with memories and friendships continuing long after they return to familiar ground – perhaps even for a lifetime.