



MELBOURNE
GRAMMAR SCHOOL
AN ANGLICAN SCHOOL

GRAMMAR NEWS

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New staff

We wish the following new staff every success in the important roles they will play in the life of the School.

From left, back row: Stephanie Porrino, Teacher of Design Technology (SS); Glen Robins, Teacher of French (SS); Scott Fulton, Finance Officer; Ryo Tsukui, Teacher of Japanese (SS); Josh Raymer, Grimwade Club Coordinator (GH); Fred Brown-Greaves, Teacher of Mathematics (SS); Luke Cooney, Grounds Person (South Yarra); Vincent Chiang, Teacher of English and History (SS)

From left, front row: Bernadene Hansen, Grimwade Club Swim School Coordinator (GH); Rebecca Jackson, Careers Advisor (SS); Fatima Fakhra, Teacher of VCE Business Studies (SS); Julian Dowse, Teacher of VCE Legal Studies (SS); Helen Voogt-Dillon, Director of Human Resources; Roy Kelley, Headmaster; Nick Evans, Deputy Headmaster and Head of Senior School; Dan Freeman, Teacher of Mathematics and Science (WH); Adele Zolott, Specialist Teachers' Aide (GH); Cathy Nathan, Teacher of Learning Strategies (WH); Paul Stewart, English Coordinator (WH)

GH = Grimwade House, WH = Wadhurst, SS = Senior School

Front cover: *Wednesday 28 February 2018 was the 100th anniversary of the opening of Grimwade House – and we celebrated it in style! (See pages 12 – 15)*

However, it was also Year 5 student Toby's 11th birthday. Here, Toby and Sir Andrew Grimwade, a grandson of one of the benefactors of Grimwade House to the School, cut the centenary cake. To find out why Sir Andrew is in top hat and tails, visit page 14

Opposite: *A glimpse of the new Geoff Handbury Science and Technology Hub. See page 20 – 21 for more*

Grammar News is published for the Melbourne Grammar School community

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ABOUT THIS ISSUE

Welcome to the 125th edition of *Grammar News*, and the first for 2018.

The theme of this edition is 'excellence' and you will find numerous expositions on this topic throughout the magazine. The Chairman of the School Council, the Headmaster and the 2018 Captain of School all present thoughts on the topic. Articles on current and past students reveal stories about excellence in action.

We give you an insider's view of the new Geoff Handbury Science and Technology Hub. We meet the School's new Indigenous Programme Manager, Mr Robbie Ahmat, and we join in the Grimwade House Centenary celebrations.

I hope you enjoy reading this edition.

Wendy Lawler Editor



Encounters with excellence

There is no shortage today of written or verbal opinion on the nature of excellence, in all areas of human endeavour. As you might expect, Aristotle had some interesting thoughts on the subject; and, should you accept its premise, his *'We are what we repeatedly do; excellence, therefore, is not an act but a habit'*, has particular relevance to primary and secondary schooling.

The following are three personal encounters with excellence, and each demonstrates a different type of excellence, from my perspective.

During my four years at Grimwade House, from 1966 to 1969, you were certainly regarded as very fortunate to be taught by Mr Alan Pope. Mr Pope, or 'Tip' as he was affectionately and respectfully nicknamed, was small of stature, always smartly attired in black suits, and his black shoes habitually gleamed with a parade ground gloss.

Most importantly of all, he was a great teacher and demanded a disciplined perfection in all written work from his students. He went to great lengths to explain and demonstrate how he wished each page of a particular written exercise to be set out. Needless to say, Tip's classroom was always immaculate and, if I am not mistaken, he even sharpened the *chalk* before using it on the *blackboard* – yes, such was our educational technology, back in the 1960s!

Mr Pope also organised and conducted the annual school musical. A week before our musical one year, I succumbed to flu and, as a boarder, I was confined to Sick Bay. I was most disappointed to be missing out on our production of the *Pirates of Penzance*. However, before the performance, Tip made the time to visit me in Sick Bay, resplendent in his white tie and tails, just so that I could have a flavour of the evening ahead. As an eleven-year-old, I greatly appreciated that gesture of kindness and thoughtfulness, from a most effective and dedicated educator.

While working in New York for Morgan Stanley, I was the junior member of a team sent up to Toronto to defend a chemical company from a hostile takeover. The Managing Director leading our team was Griff Sexton. Our work days were long, and stressful, and climaxed with regular presentations to the Board during which Griff was, understandably, grilled by concerned Directors, and peppered with questions relating to the takeover which, by then, was featuring regularly in the financial press. Despite the pressures of his position, Griff was always an absolute delight to work for – always patient, reasonable and fair, and he never, ever, displayed any aloofness or arrogance.



Mr Michael Bartlett

After a particularly stressful Board Room session, I asked Griff how he managed to remain so calm and strategically thoughtful under such constant pressure. He smiled, paused, and then responded in a quiet and humble voice: 'Michael, when you have been a fighter pilot in the Korean War, and been shot at, repeatedly, then you realise what real pressure is'.

While my wife and I had the great privilege of living in Hong Kong for seven years, our car was serviced by the impressive Billy Leung. I have never met anyone since who radiated such continual positivity. As our professional relationship developed, I learned more about the man himself. He had joined the navy as a young man, which might explain his physical fitness and disciplined professionalism, and, later, went on to become a civilian automobile mechanic. He may well have begun his technical training in the navy.

Whenever I delivered our car for servicing, and discussed what needed attention, I always listened for and received what I came to know as Billy's mantra, because he always said it: 'Michael, I shall try my best'. Needless to say, our Honda Civic, ran faultlessly under Billy's care. Over those HK years and subsequently, whenever discussing a proposed endeavour, the expression 'doing a Billy Leung' entered my shared phraseology with my wife, and, of course, it meant 'to try my best'.

To conclude, where I began, and I acknowledge that I am a hopeless golfer, Lee Trevino was being positively Aristotelian when he said *'The harder I work, the luckier I get'*.

Michael Bartlett Chairman

FROM THE HEADMASTER

To pursue or retreat from excellence, is that the question?

It is stated in Melbourne Grammar School's published Vision, Mission and Values booklet that 'we value the process of striving for excellence, recognising both relative and absolute standards of excellence and the desire to produce one's best at all times'. This notion has equal applicability to students as to staff, and is based on the intrinsic belief that achieving one's best is a worthwhile goal. This pursuit, of course, must be viewed with respect to individual, team and group achievements in all areas of life.

As former Irish Olympian, Gary Ryan, once stated, *'Everything you say; every thought you entertain and everything you do has a direction, which serves as an advance or a retreat in respect of your pursuit of excellence. Everything, has bottom-line consequences; therefore, everything counts – this is the golden rule of excellence.'*

The distinction of excellence into absolute and relative terms can be complex. For some young people, the notion of pursuing absolute excellence may well become a bridge too far. For example, whilst all young AFL footballers may aspire to become as good as Gary Ablett (senior or junior!), the reality is that very few will ever get close to that standard.

Similarly, whilst students may aim for an ATAR of 99.95, others will know this goal is well beyond them. However, that cannot excuse them from making their best efforts to achieve their best possible results. Therefore, in an educational context, it is especially important to recognise that excellence can indeed be both relative and absolute.

The Senior School's Academic Assembly is held in February each year. Prior to 2011 at Melbourne Grammar, students could only gain colours for co-curricular activities such as sport and cultural activities such as music, theatre and debating. Now, in the Academic Assembly, the previous year's VCE highest achievers are welcomed back to the School to receive academic colours and distinctions. Year 11 students who have achieved the highest academic levels are also awarded colours.

At this year's Assembly we also acknowledged the 2017 Academic Head, Jack Solomon, and Proxime Accessit, Tony Zhang. Scholastic achievement at this level portrays absolute excellence and it is important to always recognise and celebrate such achievements at Melbourne Grammar School.



Mr Roy Kelley

In 2017 two new annual academic awards were introduced, known as Progress Prizes which are given to two students who have made the most significant improvements between Year 9 and Year 10 and between Year 10 and Year 11. Accordingly, we celebrate the effort and attitude needed to make significant progress, irrespective of their final position. Marks gained throughout the year are used as a basis for ranking all students and those who show the largest change in ranking in a year are considered for this prize, which is available to all students regardless of ability level.

Melbourne Grammar School thus clearly promotes the pursuit of excellence, in both an absolute and relative sense. Whether in terms of academic learning, sporting achievement, theatre sports or House singing, all students are encouraged to perform at their best and to reach their potential.

Relative excellence is accessible to all, whilst noting that 'performing at one's best' must be realistically assessed. For this to occur, all students must set achievable goals, be fully committed, be prepared to overcome obstacles and work to capacity; whether it is in class, on the sports field or in a concert performance.

Accordingly, when viewed in this context, the pursuit of excellence, rather than any retreat from it, remains an important core value at Melbourne Grammar School.

Roy Kelley Headmaster

2017 VCE OUTCOMES

2017 VCE results

It is the breadth and depth of achievement which defines the Class of 2017. These students demonstrated prowess in the classroom, on the stage, on the sporting field, at the lectern and beyond. They addressed social justice issues, and made tangible contributions to the fabric of the School and the society around them. The School is proud of their achievements and wishes them well for all future endeavours.

“Success comes in many forms. The Class of 2017 is a fine example of how a diverse group of young men can collectively have an impact across a very wide range of fields of endeavour,” says Mr Roy Kelley, Headmaster. “Of course, ATAR scores are important, but I am most proud of the inclusive and mutually supportive character demonstrated by the cohort during their final year of studies.”

“The 2017 VCE outcomes are also testament to the exceptional levels of capability and dedication demonstrated by our teachers,” says Mr Kelley.

The diversity of talent within the Class of 2017 was also reflected in the ATAR outcomes this year.

Of particular note is the extent to which the results of students who attended Grimwade House mirrored those of the overall cohort, with an upwards skew for our highest achieving students. Indeed, of our top four students, two commenced in Prep at Melbourne Grammar School, and one commenced in Year 3.

The Academic Head of School (Dux) for 2017 is Jack Solomon. Jack balanced his studies with his impressive debating success, having been tabbed (ranked) fifth best in the world during the year.

“The ATAR, looking back, forms only a small part of my school experience,” says Jack. “What has stayed with me most of all are the friendships that I forged across my 13 years at Melbourne Grammar School, the rich cross-section of ideas that I encountered in my classes, and my memories of the activities – like debating – in which I took part.”

Jack has been offered a place to study Philosophy, Politics and Economics at Oxford University.



Jack Solomon, Academic Head of School (Dux) for 2017

Highlights include:

- The median ATAR for Melbourne Grammar School students in 2017 was 87.
- 12% of our students achieved an ATAR of 99 or above, placing them in the top 1% of Victoria. A further 18% of our students are in the top 5%, achieving an ATAR of 95+. In total, 44% of our students are in the top 10% having achieved an ATAR of 90+.
- Ten students achieved the maximum score of 50 in one of their subjects. One of these students achieved this score in two subjects.

Student satisfaction

Each year Melbourne Grammar School asks exiting Year 12 students about their experience at the School through an Independent Schools Victoria (ISV) survey. Questions relate to teaching and learning, pastoral care, resources and more. Results are compared to previous outcomes, and those of other independent schools.

In 2017, our Year 12 student responses indicated a higher level of satisfaction across all survey domains when compared to the results of other independent schools. The levels of satisfaction were also higher than the 2016 Melbourne Grammar outcomes.

As well as a high rating for ‘Overall Satisfaction’ in 2017, students expressed particularly high levels of satisfaction with:

- quality of academic programme and curriculum
- level of learning outcomes
- type and level of pastoral care
- opportunities for extra-curricular activities
- level of available resources

Visual art success

Around 4,200 Victorian students studied VCE Media Units 3 & 4 in 2017. George McGrath (OM 2017) was one of only 14 of these students to have his short film selected for Top Screen – an exhibition of the very best short films from across the State. In the preceding year, George was one of 35 of approximately 5,300 VCE Studio Arts Units 3 & 4 students to have an artwork selected for Top Arts, having completed the subject in Year 11.

Artworks by VCE Art Units 3 & 4 students, Sam Blomley (OM 2017) and Hugo Gray (OM 2017) were selected for Top Arts this year.

Top Arts and Top Screen are part of the VCE Season of Excellence arts festival. This annual event showcases the very best visual and performing artworks by VCE students, through a range of exhibitions, screenings and performances.

George's film Δ LCHEMY is a music video in the experimental arthouse genre. "The term alchemy refers to the concept of combining one or more minerals to create a superior mass," explains George. "In my film I've tried to combine music, movement and visual art into a unified experience."

"It was a great privilege to be selected for these exhibitions," says George. He is currently studying a Bachelor of Design (Communication Design) at RMIT.



Sam Blomley's artwork 'Vanitas (or the meaning of life is food)'



A still from George McGrath's film ' Δ LCHEMY'



Hugo Gray's artwork 'Self portrait'

Sam Blomley's artwork *Vanitas (or the meaning of life is food)* is a digital drawing created by forming objects in a three-dimensional digital space, and adding light and shade to make them look like the real thing. He used many of the techniques used to produce feature animations.

Sam is also attending RMIT, studying a Bachelor of Communication (Design). "I'm super thrilled to be in a course I've been wanting to do for five years," he explains.

Hugo Gray's artwork is also quite unique. "I'm a little bit obsessed by stadiums and I wanted to replicate the feeling of being in one," he says. His large installation not only looks like a stadium, it has a hovering roof, four screens with real time video projected onto them, the sounds of a crowd playing in the background and more than 8,000 mini-seats glued in place.

"I was really happy to be selected for Top Arts," says Hugo. "It was a good reward for all the hard work I put in." Hugo is studying a Bachelor of Commerce/Bachelor of Arts at Monash University.

2017 VCE OUTCOMES

Class of 2017 destinations

The Class of 2017 saw 199 students successfully completing their VCE and all but three applied for tertiary study in Australia. By the end of the tertiary offer rounds, all applicants had successfully received an offer, many receiving multiple offers as more than 40 students had applied for interstate and/or overseas courses during the year.

In the first round of VTAC offers more than half (51%) of our students received offers for their first preference, and 168 (85%) received an offer in their top 3 preferences. These are better figures than 2016 and 2015 (2016 – 44% received an offer for their first preference and 80% for their second; in 2015 it was 42% and 81% respectively).

It has been reported that, in Victoria this year, competition for courses has increased and some course entry scores have risen accordingly. The most popular singular destination university of Melbourne Grammar School students continues to be the University of Melbourne (28%), followed by Monash University (24.5%). There has been a slight decrease in these numbers compared to previous years as many students offered places at these institutions are accepting offers to interstate, predominantly ANU, and overseas universities.

Scholarships

Five students have been offered entry into the Chancellor's Scholars programme at the University of Melbourne. Two other students have received scholarship offers from Monash University, two from ANU and two from Griffith University.

Interstate applications

It is known that 32 students were made offers to universities in New South Wales/ACT, predominantly ANU – with 26 offers, followed by UNSW (2), University of Wollongong (2), Sydney University (1) and UTS (1). Two students are studying medicine interstate at University of Queensland and Griffith University. One student is attending the Australian Defence Force Academy (ADFA).

Overseas applications

In recent years, Melbourne Grammar School students have successfully gained admission at some of the most selective universities in the USA and UK, including Oxford University, Cambridge University, Imperial College London, Columbia University, Yale University, Princeton University, Harvard University and Stanford University.

At the time of publication, three Melbourne Grammar School 2017 VCE students had been offered a place at Cambridge University, and one at Oxford University.

Other students applied as far afield as University of California, Columbia University, University of Pennsylvania, Yale University, Harvard University, Stanford University and the University of Chicago. One student, who made an Early Decision application to Stanford in October, was offered a place commencing September 2018.

Student Destinations

Australian Catholic University	3	1.5%
Australian National University	8	4%
Deakin University	14	7%
La Trobe University	3	1.5%
Monash University	49	24.5%
RMIT	33	16.5%
Swinburne	9	4.5%
The University of Melbourne	55	28%
Victoria University	1	0.5%
Other: interstate institutions*	3	1.5%
Other: overseas institutions**	8	4%
TAFE/Private providers***	11	5.5%
Full-time work	1	0.5%
Unknown	1	0.5%
Deferred / Gap Year	15	7.5%
	199	100%

* Other: interstate: University of Queensland (1); Griffith University (1); ADFA (1)

** Other: overseas institutions Confirmed offers include Oxford University (1), Cambridge University (3), Royal Holloway University of London (1), and Stanford University (1). Offers also made by UCL (University College London), Durham University, St Andrews University, University of Kent, University of Sussex, and University of Surrey. (Some students received offers from more than one institution.) 14 students awaiting to hear outcome of their US applications at the time of publication.

*** TAFE/ Private Colleges: RMIT (5); Swinburne (1) Deakin College (2); Melbourne Institute of Technology (1); Victoria University (1); Central Queensland University – Melbourne campus (1)

VTAC Offers by Fields of Study

The table below indicates the range of fields of study represented by the VTAC offers. It is interesting to note that there has been an increase in Creative Arts, Sciences, Health Sciences and Engineering with a slight decrease in the Management and Commerce and Architecture and Building courses for this cohort.

VTAC Offers by Field of Study	Class of 2017	Class of 2016
Agriculture, Environments and related studies	2	8
Architecture and Building	12	18
Creative Arts	16	12
Education	1	0
Engineering and related technologies	14	9
Health, Medicine and related studies [^]	15	13
Information Technology	2	8
Management and Commerce	79	84
Natural and Physical Sciences	36	26
Society and Culture [#]	58	61
	235 [‡]	239 [‡]

[^] Includes Medicine (3); Biomedical Science (5) Biomedicine (5)

[#] includes Arts (35) Law (13)

[‡] The number of fields of study is larger than the number of students and the total number of offers due to counting some double degrees in two categories.



Heading overseas

Michael Biggs (OM 2017) is one of eight* Melbourne Grammar School graduates who will head overseas for their undergraduate studies this year.

Offered a place at three top tier UK universities, Michael will study a Bachelor of Arts (Hons) majoring in History and Politics at Cambridge University.

"I was struggling to find a (local) course that met my needs in terms of majors, structure and academic standing," says Michael. "Ms Larn, the Director of Career Development, suggested I look overseas and everything turned on its head at that point. Looking back, I am very surprised, but really pleased, about how it has all turned out."

Michael appreciates that there will be some challenges associated with the move. "I can't not grasp the opportunity that has presented itself," he says. "I know there may be difficulties ahead but, at the same time, I feel ready to handle them."

As to what will happen after undergraduate study, Michael is not sure. "I'll probably explore some postgraduate study options," he explains. "But if my current situation is any indicator, who knows what will happen in the future."

** at time of publication*

2018 CAPTAIN OF SCHOOL

On the hunt for excellence



Eddie Proper is the 2018 Captain of School. Here, he explains why failure is a necessary part of success.

My grandfather recently turned 89, so it came at a bit of a surprise over summer when I heard the doorbell ring, and found him standing on the doorstep with a large black case in hand. 'I heard you wanted one of these,' he said, as I opened the case to see a hideous looking, incredibly complicated brass instrument.

It turned out to be my grandfather's old valve trombone, from his previous life as a talented jazz musician. Never in my life have I ever expressed any desire to play the valve trombone to anyone. But there I was, staring in bemusement at this illogical instrument, with my expectant grandfather waiting in anticipation for me to make a sound.

Alas, although the musical pedigree was there, it was soon apparent that it had not carried forth unto me. And so, I found myself facing the challenge of trying to do something at which I was terrible. Should I stumble on, heedless of the awful gurgle of noise I was making, or politely give up, to avoid embarrassment? Most of us in this situation will choose the latter, such that curiosity inevitably yields to pride.

This awkward dilemma rears its head in many avenues of life including at Melbourne Grammar, where the continual hunt for 'excellence' seems to many boys quite a daunting activity, and one to be balked at. Throughout my six years at Melbourne Grammar School, however, the School has shown me that although it may seem difficult at first, the way to achieve excellence is simply to try – and to fail.

There are typically two outcomes that occur upon trying new things. The first is that you try and you succeed. If this is the case, you are the colloquially termed 'natural'. You have just increased your repertoire of skills further, added another string to your proverbial bow, and found one more area where you may be able to succeed later in life.

However, this is very unlikely to happen – for good reason. No one, not even the most talented individual, can possibly be good at everything. Even the great Sir Donald Bradman went out for a duck. Seven times, in fact!

So the more likely situation is, you try and you fail. Whether this be miserably, embarrassingly or tragically, doesn't matter. This is the reality that the majority go through when attempting something unknown. However, Melbourne Grammar has taught me not to fear this failure, but rather to embrace it.

A talented person makes whatever they specialise in look easy. Attempting what they do makes the rest of us understand the effort and training required to achieve this. Failure has therefore given me a window through which to admire the efforts of others.

Failure presents us with an opportunity to learn and to grow and, by being prepared to fail, we are able to shape our own growth. The only failure is failing to try. Refusing to try new uncomfortable things means we ultimately cannot grow as a person. I may not have carried on the family pedigree of creating talented jazz music (the trombone remains in its case), and many students at this School may not follow in the proverbial 'family footsteps'.

However, excellence can only be achieved through continually reaching further and further out over the precipice of the unknown. And the further you reach, the more likely you are to find something truly excellent.

Eddie Proper 2018 Captain of School

2018 School Captains



From left, back row: Leo Grant, Vice-Captain of Wadhurst; Mr Greg Caldwell, Head of Wadhurst; Spencer Liapakis; Co-Vice Captain of School; Mr Nick Evans, Deputy Headmaster and Head of Senior School
Middle row: Mr Royce Helm, Head of Grimwade House; Luca Wilson, School Captain, Grimwade House (Semester 1); Oliver Chen, Captain of Wadhurst; Mr Roy Kelley, Headmaster, Jock Roysmith, Co-Vice Captain of School
Front row: Saskia Dowd, School Captain, Grimwade House (Semester 2); Hunter Holmes, School Captain, Grimwade House (Semester 1); Alice Molnar, School Captain, Grimwade House (Semester 2); Eddie Proper, Captain of School

GRIMWADE HOUSE – CENTENARY YEAR

A family's home, a family's gift



In his Centenary Day address the Chairman of Council, Mr Michael Bartlett (OM 1973), emphasised that the celebration was far more than the marking of a milestone. "It is an important opportunity to remember and give thanks for the vision and philanthropy of previous generations," he said.

He reminded the audience that the word 'philanthropy' comes from two ancient Greek words, and means love of humanity, or kindness and generosity to others.

"We are celebrating what is arguably the most generous gift of all in the 160-year history of Melbourne Grammar School," he said. "I speak of the extraordinary gift of Grimwade House to the School by the four Grimwade Brothers – Norton, Major General Harold, Alfred Sheppard and Sir Russell – in 1917. They presented the house and grounds of Harlestone to the School as a permanent memorial to their parents, Frederick Sheppard and Jessie Taylor Grimwade."

The Chairman went on to highlight that the generosity and vision of those four brothers continues to be experienced and greatly appreciated today. "We are all the direct beneficiaries of this act of philanthropy and, I am confident that Norton, Harold, Sheppard and Russell Grimwade would be very happy and proud of the legacy that they created, and which continues to evolve."

He said that the philanthropy and support of parents, Old Melburnians, staff and friends have created "not only an inspiring tradition but also an enduring connection with all the Melbourne Grammar community members who have preceded us. We celebrate today the generosity of the school community in which we live."

Complementing the theme of connection, the Headmaster Roy Kelley spoke of the importance of continuity of the School's values across the decades.



"Many things have changed in the time since this magnificent gift was given to Melbourne Grammar School," he said, "but many things also remain the same. Our commitment to a sense of community, to the pursuit of excellence, and to the love of learning are as true today as they were back in 1918."



About Grimwade House

Grimwade House opened as a boys-only preparatory school (Year 1-Year 8) on Thursday 28 February 1918. There were 120 students on that first day – 90 day boys and 30 boarders. The opening had been planned for 12 February but was delayed to give the builders more time to complete the works necessary for the school to operate.

The first Headmaster of Grimwade House was Hamilton Fletcher, who had been Wadhurst's Headmaster for 12 years. In his new role he had seven teaching staff.

Since 1918 thousands of students have attended Grimwade House. Today, it is a co-educational junior school (Prep-Year 6) with 659 day students. Royce Helm is its Head. He is the eighth person to hold this office. He oversees a teaching and administrative staff of 100.

A place in time

For many students, one of the most intriguing moments of the centenary celebrations has been the opening of the time capsule, which was buried in the school grounds as part of the 75th birthday celebrations in 1993.

Both Mr Peter Valder, former Head of Grimwade House and former teacher, Miss Bev Kerin, who both oversaw the collection of time capsule items in 1993, were on hand to witness the opening. "I had forgotten how large the capsule actually was," said Miss Kerin. "It was a big project in the 75th year and it was always intended that the capsule be opened in the centenary year."

The time capsule contained items from 1993, such as newspapers and compact discs, and students' reflections about life and the issues that mattered to them. "Time capsules are incredibly interesting," said Head of Grimwade House Royce Helm. "Our students will be developing content for a centenary time capsule later this year."



Miss Bev Kerin and former Head of Grimwade House Mr Peter Valder with the time capsule

Archbishop leads Centenary Chapel Service

Grimwade House's year got off to a wonderful start with the Primate of Australia and Archbishop of Melbourne, The Most Rev'd Dr Philip Freier leading a special whole-school assembly and Chapel Service in the Alfred Felton Hall.

The Bishop responsible for Anglican schools, The Right Rev'd Lindsay Urwin accompanied the Archbishop, together with Melbourne Grammar's three Chaplains, Rev'd Bill Peacock (Grimwade House), Rev'd Malcolm Woolrich (Wadhurst) and Rev'd Hans Christiansen (Senior Chaplain).

The Chapel Service included prayers of thanksgiving for the life of the School and the lighting of three candles. The President of The Old Melburnians, Mr Andrew Maughan, lit the first candle in recognition of Grimwade House's past. The Headmaster Mr Roy Kelley, representing Grimwade House today, lit the second candle, and the youngest student in the School, Leah, lit the third candle to celebrate Grimwade House's future.

At the end of the service, Archbishop Freier blessed the Centenary badges, which were then distributed to students and staff to wear proudly throughout 2018.



GRIMWADE HOUSE – CENTENARY YEAR

Birthday surprise brings the past to life

Everyone knew that this was going to be a very special celebration. On the front lawns of Harleston, the Grimwade family's original home, sat 659 students from Prep to Year 6, all waiting expectantly. A large birthday cake, prominently displayed, also gave promise of a great party.

It was 28 February 2018, the 100th anniversary of the opening of Grimwade House.

"A centenary is a very special birthday and so we wanted this to be a truly memorable occasion for everyone," said Head of Grimwade House Mr Royce Helm. "We also wanted students to learn something about life 100 years ago. What better way to do this than to give them a birthday surprise."

It was more than a surprise. It was a show-stopper! At the stroke of 9.30am everyone was asked to keep their eyes firmly on the Harleston gates. A hush fell over the audience and for a few moments you could hear the birds singing in the trees... It was like stepping back in time... And then around the corner and through the gates came not one but two splendid vintage cars. They glided up the driveway, just as they would have done a century ago. Inside the cars were three gentlemen and three ladies who seemed to have walked right out of 1918.

"They're the people who owned Harleston," a student was heard to say. And she was right, well almost. Out of the cars stepped Sir Andrew Grimwade (OM 1948) and Eve McGlashan, two of the great-grandchildren of the original owners of Harleston, Frederick Sheppard Grimwade and his wife Jessie.

Melbourne Grammar's Chairman of Council Mr Michael Bartlett and his wife, Mrs Mim Bartlett, and Headmaster Mr Roy Kelley and his wife, Mrs Anne Kelley — all resplendent in turn-of-the-century attire – stepped down from the cars too. The past, the present and the future were all brought together in front of Harleston. The gasps of the audience were audible!

"I thought it was a great idea to highlight the past in this way," said Sir Andrew, "and it was a wonderful moment. My great-grandfather loved cars. We were re-creating history in more ways than one."

Grimwade House's Centenary Choir sang and danced their hearts out with a wonderful performance of *Keepin' The Dream Alive!* At the end of the formal proceedings, Royce Helm asked the choir to give an encore, saying that no party was complete without everyone having a dance. The students, teachers and guests needed no further encouragement. They all leapt to their feet and danced along with the choir.

Grimwade House was delighted to welcome The Right Rev'd Lindsay Urwin to its centenary celebrations. Bishop Urwin is the Bishop responsible for Anglican schools. As part of the formal proceedings, he blessed the School. He then led the students in a rousing countdown to the singing of *Happy Birthday*.

Every student took home a cupcake decorated with the Grimwade House Centenary 2018 crest.





Building a football club community

Middle school is a time when students discover a lot about themselves and the world around them. Importantly we want them to learn to appreciate that they are part of a wider community, with its associated rights and responsibilities. We aim for students to start to see that true success is when everyone benefits and that this involves vision, planning and a range of skills.

The Argo programme at Wadhurst assists this journey of discovery. In Year 8, it involves a series of elective multi-disciplinary units that invite students to look beyond themselves and to see things through a prism of community. "They acquire a broader perspective on life and some of the skills that will help them to contribute to their communities," said Wadhurst's Head of Learning and Teaching, Mr Mark Coleman.

One of the Argo units this year saw a group of Year 8 students enter the inner sanctum of the Western Bulldogs Football Club to learn about the Bulldogs' significant community activities and the complexity of the club's behind-the-scenes operations. The Bulldogs' Chief Commercial Officer, Mr Nick Truelson, spoke to the boys at length about his day-to-day role. "We are much more than a football club," he said. "We are a community hub, with sports facilities, a child care centre, a vibrant café and a range of programmes that bring people together. We are committed to promoting inclusion, and health and fitness in our community. Our on-field success – winning football games – makes a huge difference in what we can do off-field for everyone."

Following this fascinating presentation, the students' questions came thick and fast. At the end of the excursion, the Year 8 students nominated their highlights. "My favourite part was that we got to sit in the room used by the players and learn about different club aspects," said Flynn Griffith. For Alexander Barr, it was the basketball courts "because I never realised the Western Bulldogs' involvement with the community". For Oscar McDonald, it was the thrill of seeing the Bulldogs' 2016 and 1954 Grand Final Cups. "I liked this because I had never seen a real Grand Final Cup before," he said.

The Year 8 students will now work to develop their own detailed proposal for a fictitious football club licence, which will include details of their strategy for success.



The Bulldogs' Chief Commercial Officer, Mr Nick Truelson, speaks to Wadhurst students



Argo – a journey of discovery

The Argo programme started in 2017 in Year 7 and has been extended this year to include Year 8. Reflecting its multi-disciplinary nature, its units include themes of identity, conflict, change and systems.

Why the name Argo? "Well, in the ancient tale of Jason and the Argonauts, the Argonauts are all heroes with their own particular strengths and flaws," explains Mr Mark Coleman, Head of Teaching and Learning. "Argo is the ship in which they sail on their search for the Golden Fleece. For us, our students are heroes on a voyage of discovery. Their ship is the Argo programme and their realisation of their role as members of the Melbourne Grammar and wider community is the Golden Fleece. They are well on their way!"

Exhausting but so, so worth it!

Adjusting to secondary school can be a challenge, no matter how good your preparation. For the 176 students entering Wadhurst's Year 7 this year, the path to feeling comfortable and confident in their new surrounds was made easier by the first week's transition programme.

Developed over several years, the transition programme helps Year 7 students settle into Melbourne Grammar School life. "We want the boys to develop a genuine sense of belonging very quickly," says Mr Tom Bowler who leads the transition team. "The boys are all new to Wadhurst, even the Grimwade House boys, and so it's a fresh start for everyone."

The first week of school operates to a transition timetable, which allows for a range of activities to 'learn the ropes' and to promote social interactions. "We want them to start with a really positive attitude, so that means helping them to navigate a much larger physical environment and a new peer group," explains Mr Bowler. "It can be a bit daunting, of course, but our experience shows that when the boys and their parents have the guidance, support and information they need, the challenges can be successfully managed. That is the objective of the programme."

Activities include fun, getting-to-know-you sessions and practical information briefings about the campus and its operations. An integral part of transition involves the Mentor Programme, where Pastoral Care staff train a group of Year 8 students to work with the Year 7 students throughout Term I. The mentors help the new students to make positive social connections, as well as understand ways to adjust to the complexities of secondary school life.

The Year 8 mentors gave their all in the sessions with the new students. "It is a good feeling to know that we are helping the new Year 7 boys as we were in their position only 12 months ago. It has made me realise just how much I was able to learn in my first year at Wadhurst," said Oliver Horigan, Year 8.

The Year 7 students also participate in Coach Approach, a programme that highlights the importance of communication, problem-solving, trust and teamwork. "These are the building blocks of life at Wadhurst and it's good to introduce them straight away. It also leads to discussion about the School's values and the standards we expect," says Mr Bowler.

The students have been enthusiastic about the programme. "It was great to follow a special transition timetable in the first week. It was different to a normal timetable and gave us time to get used to new routines and make new friends," said Jeremy A'Beckett, Year 7.



For Year 7 student, Angus Whitehead, the tours around the school were really valuable. "We felt like we had our own space to go to in the school. It was a smooth start and I felt comfortable making new friends and learning new things," he said.

However, it was Daniel Cash, Year 7, who perhaps best summed it up in saying, "The first week here at Melbourne Grammar School has been so exhausting but so, so worth it!"



US Senate internship



Year 12 student, Daniel Blunt, began the year with an eye-opening experience: a two-week internship in the US Senate in January, coinciding with the lead-up to the Federal Government shutdown.

The internship involved supporting the media team of Democratic junior senator Sheldon Whitehouse, the representative for Rhode Island. Along with the chance to work directly with the Senator's team, the experience was also an opportunity for Daniel to see daily activity in the US Senate up close during a critical period.

"It was a very dramatic time in a political sense," Daniel explains. "Plus, while inside the senate itself, I would sometimes end up walking alongside people like Elizabeth Warren and Ted Cruz. It's a crazy experience watching reporters swarm them."

Daniel's interest in progressive politics aligned with many of Senator Whitehouse's policy areas, including his focus on climate change. "Rhode Island residents are literally seeing their shoreline disappear," Daniel says. "One of the things I was working on was the senator's 200th 'Time to Wake Up' speech. Senator Whitehouse gives these speeches every week on the Senate floor to bring attention to climate change issues."

Along with exposure to the daily demands of the US Senate, Daniel says the experience underscored the degree to which special interest groups influence American politics. "Senator Whitehouse doesn't have to deal with the same level of lobbying as other States, where voting is heavily influenced by interest groups. An exorbitant amount of spending goes into campaigns. In some ways you could say it's disheartening."

Alongside his academic commitments, Daniel holds roles of Captain of Morris House, Chair of the Values in Action Committee and 2018 organiser of the annual 'Walk for Women' event.

But formal study of politics is not on the agenda – at least for now. "Politics is one of the things I spend a lot of time doing outside School," he says. "I'm studying a range of different things now."

Beyond Year 12, Daniel will be applying for courses in Australia and overseas. "I'd love to study political science in the US or do PPE (Philosophy, Politics and Economics) in the UK," he explains. "A long way down the line I'd like to go into politics, but I don't want to be a career politician."

Quad Play: *Antigone*



Pride and its consequences are ever the hallmark of arrogant rulers, something as true today as when Sophocles wrote his tragedy *Antigone*, this year's Quad Play. Sophocles focusses on the hubris of King Creon, whose self-centred decrees flout the moral laws of society, and ironically see him destroy the very things he seeks to preserve – his pride, his reputation, and his family.

This production, directed by Sharon Mulready and assisted by Alison Brunton, brought an austere clarity to the play's themes. A particular feature was the nuance and variety of the role of the eleven-strong Chorus, well-led by Jeremy Bolton. The Chorus moved well, and revelled in the fresh language of Seamus Heaney's recent translation.

Austin Haynes brought a steely and imperious strut to Creon's hypocrisy, brooking no dissent as he vainly seeks to maintain authority. MGGs student, Kirriley Bonnett, was likewise single-minded in her portrayal of Antigone, the woman who fights for justice, heedless of the cost. George Black brought great moral authority to the role of Tiresias, the blind prophet who sees more clearly than the King, and makes him admit his faults.

This was a fine production at all levels, from the well-balanced acting, to the attractive and effective costuming, and the always professional back-stage craft. One can only reflect on what fodder Sophocles would have in today's society for his moral critiques of rulers.

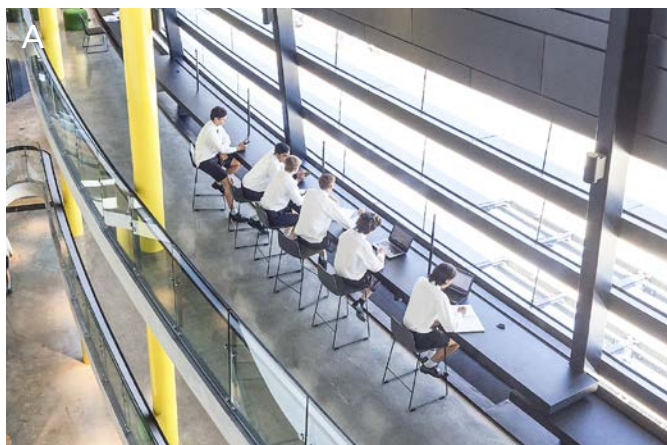


Inside the Hub

The Geoff Handbury Science and Technology Hub is open for business. And it is open for innovation. And for entrepreneurship. And for the pioneers of tomorrow.

Inviting, forward thinking and purposeful, the Hub environment promotes interdisciplinary, collaborative learning – the kind students are likely to experience at university and require in their lives beyond School.

Looking outward toward the community and beyond, the building has views to the city and School surrounds. It is sympathetic to the campus heritage and identity, contributing to the 'Bluestone Campus' character in both form and colour.



[A] The central Alan Archibald Atrium is the heart of the building. This light filled, open and transparent area contains informal learning spaces, peer-to-peer collaboration rooms and quiet study zones. The open space of the Atrium will be a place for showcasing and celebrating the work of students, teachers and Old Melburnians.

[B] The suite of laboratories on the fourth floor of the building are named after the late Dr Graham Withers (OM 1949), a particularly inspirational teacher of the School during 1953 – 1991. The work areas are well-equipped and facilitate contemporary learning in scientific disciplines.

[C] The Charles and Susan Lin Rooftop Terrace includes a purpose-built, open laboratory with direct access to a roof garden and weather monitoring station. Exposed services and 'live' energy consumption and water use displays maximise the learning opportunities from the building itself.

[D] The large Design Technology workshops are equipped with the latest technology, and with break-out areas for students and staff to meet to discuss their work and progress. The workshops are designed to spark student imagination and increase their ability to visualise and realise larger projects not limited by space or size.

The flexible design provides the space and capability to introduce new disciplines in the future, albeit Mechatronics or Bioengineering.





Settling into boarding

The start of the School year is always busy, but particularly so in the Boarding Precinct. This year 31 new boys joined our boarding community, drawn from country Victoria, interstate and overseas.

“The first few weeks of boarding can be challenging for new students,” says Mr Geoff Guggenheimer, Director of Boarding. “They are dealing with a new school as well as a new ‘home’. We want them to feel happy and safe as quickly as possible. Our first step is to focus on establishing friendships and routines as these have an immediate impact on the boys’ comfort levels.”

House Captains play a key role during the ‘settling in’ period. “We want to make sure the year starts well for all boarders,” says Year 12 student, Vincent Boentoro, Captain of Perry House. “We work really hard to make sure new boys feel welcome and know they have got people around them who have got their back.”

Captain of School House, Year 12 student, Scott Baker, concurs. “We’ve been through what the new boys are going through now, so we are in a good position to help them through the first few weeks,” he says.

There are formal and informal mechanisms in place to assist with the transition. Activities like the ‘Amazing Race’ – where groups of boys explore the local environs – help new boarders to become confident and safe urban travellers. Weekend trips to places of leisure promote friendship. Inter-House games foster a sense of being part of a team and establish pride in their ‘home’

“Boarding has been heaps better than I thought; I really like it,” says new Year 8 boarder, RJ Farnham. “The best things are all the activities, meeting new people and how much the staff care. The hardest part is not having as much freedom as you do at home. Living with the boys is fun and we get to be with boys from all year levels.”

“It’s important that parents are also comfortable with the shift, so we invite them to the School to spend time with their son, and to meet other parents in the same situation, early in the term,” says Mr Guggenheimer. (See page 30)

- 1 Year 10 boarders head off to dancing class
- 2 At Adventure Park, Geelong
- 3 The Perry House Super 8 team
- 4 Indoor rock-climbing



Welcome Robbie Ahmat



It was renowned boxing trainer, Johnny Lewis, who set Mr Robbie Ahmat on the path that has ultimately led to Melbourne Grammar School.

"I was playing for the Sydney Swans and Johnny was working with the players," explains Mr Ahmat, our new Indigenous Programme Manager. "I had a passion for helping new draftees feel welcome and at ease, and I think Johnny noticed that. He asked me to start mentoring a group of people in jail. It was very rewarding, and I have had numerous mentoring-type roles since then."

Mr Ahmat is the first Indigenous Programme Manager at Melbourne Grammar School to have an Indigenous heritage. He brings a wealth of experience in mentoring young men and establishing programmes which assist Indigenous and non-Indigenous boys to develop mutual respect and understanding.

"I am here for all the students of the School, but I'll have a particular focus on the wellbeing of our Indigenous students," says Mr Ahmat. "I'll also operate as a liaison point with their parents, providing them with reassurance and keeping them informed about their son's progress."

Mr Ahmat will also focus on attracting the very best candidates to the School's Indigenous Bursary programme. "I'll be promoting the programme across key Indigenous communities to ensure students who are keen to gain a good education have the opportunity to do so," he says.

"We are delighted to welcome Mr Ahmat to the School," says Headmaster Mr Roy Kelley. "He will play a key role in furthering the diversity and inclusiveness of the School community. Mr Ahmat will also be integral to the ongoing implementation of the School's Reconciliation Action Plan."

Farewell Nick Dawe



Nicholas (Nick) Dawe commenced at Wadhurst in 1994, 13 years into his teaching career, where he stayed for more than 24 years teaching English and History.

Nick is recognised for the outstanding pastoral care he offers, and takes a pride in this, both in and out of the classroom situation. He sees the best in others and always finds something positive to offer. He was the Transition Coordinator for 10 years and was instrumental in the continued development of the pastoral care component of this programme.

Nick has taken on several other leadership roles at Wadhurst. He has been associated with three Houses – Caffin, Cain and Cuming; the latter two where he served as Head of House. As Head of English, he initiated the 'Silent Reading' practice that continues 20 years on.

Throughout the years, Nick has predominantly been Teacher in Charge of Saturday sport for cricket, soccer and tennis. He feels one of his major achievements was when the school negotiated the turning of the Edmond Herring Oval into a soccer pitch so that soccer had a presence at the School.

It is Nick's friendship and collegiality that will be especially missed. In his retirement, Nick hopes to lead the dog on long walks, head to the bowling green regularly and become an intrinsic member of that community – a transition that no doubt he has all the proven capabilities to do well.

Claire Montpetit Teacher of French
Adrienne Richardson French Coordinator

THE OLD MELBURNIANS COUNCIL

From the President

The Old Melburnians Council recently reviewed its Strategic Plan in the context of the current environment and the changing needs of OMs. As a result, we have refined the Plan and identified some new initiatives that will enable us to better serve our 18,000-member community.

The process was helpful in engaging The Old Melburnian Council in OM-focused discussions with Headmaster, Roy Kelley, Chair of School Council, Michael Bartlett and School Council member and Chair of the Marketing and Communications Committee, Mary Clark, who I thank for their contributions.

As President of The Old Melburnians Council, I have the privilege of meeting many OMs across a wide range of age groups and backgrounds and have observed there is no shortage of ideas on what we could do differently.

Given our limited resources, this process helps us prioritise our chosen activities and identify where we might find additional resources to help deliver better outcomes for OMs.

The process resulted in the OM Council's agreement on seven objectives and clarification of our core purpose, *to assist Old Melburnians to connect and grow and to support the welfare of the School.*

During the review, considerable discussion focused on the differing and changing needs of an OM during the various stages of life. There are many activities we engage in. Some are meaningful to certain age groups but of limited relevance to others. Acknowledging that not every activity suits everyone means we increasingly need to customise events to suit different parts of our community.

We have identified a few new events to trial as a result including a cocktail party and more business and networking events. Hopefully these events will resonate and receive the interest and support of many of you. More communication on these events will follow soon.

While it is relatively easy to identify what we aim to do, the responsibility of making things happen on a sustainable basis rests with volunteer Council Members and the School Community and Alumni Relations office led by Penny Richards Fowler and well supported by Judith Mein. Each play a pivotal role in helping us achieve our objectives.



Mr Andrew Maughan

To support this small group deliver on the many activities we will offer, we aim to double the number of OMs engaged in Committees of The Old Melburnians Council.

The Committees chaired by Council members include: Annual Dinner, Specialist Events, Mentoring Fellowship, and Growth and Affiliated Clubs. If you are interested in contributing to any Committee, please contact me or Penny Richards Fowler via parichardsfowler@mgs.vic.edu.au.

In closing, I wish to acknowledge and thank outgoing members of Council: Andrew Brookes (OM 1974), immediate past President, and Alex Dontas (OM 2000) who served on Council for eight years, most recently as Secretary.

I am also delighted to welcome new Council Members: Marc Cuming (OM 1983) and Will Alstergren (OM 1980). Marc has three sons; one is an OM and two are at Melbourne Grammar School. Marc has extensive experience in stockbroking and wealth management. Will Alstergren QC and his wife Kate (a former FOG President) have three sons; two are OMs and one is at Melbourne Grammar School. Will's distinguished legal career resulted in his recent appointment as Chief Judge of the Federal Court.

The Council will benefit greatly from the skills and experience Marc and Will have to offer.

Andrew Maughan President

The importance of recognising achievement



Source: Fairfax Syndication

Steve Hasker (OM 1986) still remembers the moment his mother handed him the Grimwade House uniform after his family moved to Melbourne from Sydney. “It was the middle of winter and I was being told I was going to wear shorts. I remember thinking that was most unreasonable!”

Now based in Los Angeles, Steve was recently appointed CEO of Creative Artists Agency, the world’s leading talent and rights representative agency across film, TV, music and sports. Since graduating from Melbourne Grammar School, Steve has held financial roles in the US and Russia, worked at Price Waterhouse, been a partner at McKinsey & Company, and led a major digital transformation at Nielsen, where he was President and Chief Operating Officer.

“When I went to McKinsey, which is a very high-performing organisation, there were aspects of the culture that I recognised from my time growing up at Melbourne Grammar School,” Steve says. “Whether it was our Year 12 results, our musicians or the quality of our sports teams, there was that real pursuit and celebration of excellence throughout my time there.”

Another clear memory from Steve’s time at Melbourne Grammar was the moment his win in the APS combined sports 100 metre hurdles was mentioned in Assembly.

“I’ll never forget Headmaster Nigel Creese making specific mention of it. As a 13-year-old I was somewhat horrified at being singled out in front of the Senior School, but at the same time, I thought the fact that he was prepared to recognise someone for their achievement meant that somewhere, somehow, this stuff matters.”

In his new role as Creative Artists Agency CEO, Steve’s focus is on business transformation. Here, he emphasises this same recognition of achievement along with clear, consistent communication. “There’s no trickery – there’s no game or politics,” he emphasises. “Once we’ve agreed on a strategy, it’s about real clarity for people in terms of how they’re tracking against the objectives and celebrating when people succeed.”

“One of the things I was taught early on is to be yourself and be prepared to show some weakness,” Steve adds. “Nobody’s perfect, so you need to have enough confidence to show what you’re good at, what you’re not good at, and where you might need some help. I’m not seeking perfection in people. I’m seeking growth and improvement.”

THE OLD MELBURNIANS

Andrew Michelmore AO (OM 1970)



Andrew Michelmore's path from his first days at Melbourne Grammar School to receiving an Order of Australia this year has been anything but traditional. Early on in his career, Andrew realised he had a desire to look beyond the "approved path".

"I graduated as a chemical engineer and expected to work in that industry my whole life," Andrew explains. "But I soon realised I wanted to do a broader range of things beyond operations. I ended up moving into the mining industry looking at left-field technologies, and I started running an advanced ceramics start-up business."

Before long Andrew was at the helm of a much larger business based in Arnhem Land, working to restore that company's relationship with the local Indigenous community. "I spent a lot of time listening to the concerns of the local elders and realised that some of the things we thought were valuable didn't align with their priorities at all," he explains. "It was a fantastic experience to learn to stand in the shoes of people on the other side of the discussion and see things from a totally different perspective. I've used that working here, in China and in Russia. It's always about that willingness to find a win-win solution."

Since then, Andrew has held senior roles in an array of major international enterprises including Chairman of the Mineral Council of Australia and the International Council on Mining and Metals. He is also Chair of three not-for-profit organisations.

A Rhodes Scholar, Andrew has a number of significant sporting achievements to his credit including winning a gold medal for Australia in the 1974 World Rowing Championships.

Reflecting on his success, Andrew points back to one of the first opportunities he was given.

"I was a scrawny runt from Templestowe when I first came to Wadhurst," Andrew says. "I think those who marked my entrance exams took a punt on me. I look back and realise that if I hadn't gone to Melbourne Grammar I wouldn't have started rowing, studied chemical engineering, gone overseas, received a Rhodes Scholarship or worked at the companies I have."

From 2018, the Michelmore Family Scholarship will be awarded for the first time to support a student who is academically gifted in Mathematics and/or Science and would not otherwise be able to attend the School.

"I've done well through other people's benevolence," Andrew says of the decision to establish the scholarship, together with his mother Mrs Margaret Michelmore. "Looking at Melbourne Grammar School's facilities, you realise that other people have made the opportunities you have possible, and that you can help other people have those same opportunities."

Bonnie debuts in AFLW



Western Bulldogs utility player, Bonnie Toogood (OM 2015), made her debut in AFL Women's football this year. The talented Monash University student was part of the AFLW Premiership team.

Like many of the players in the women's competition, Bonnie converted to football from another sport. In her case, she was spotted on the netball court playing goal attack for the Southern Saints in the Victorian Netball League.

"I have always enjoyed netball and it offered a clear pathway for me as an athlete," she said. "Until I was 13, I also played football for South Melbourne in mixed teams, and loved that too, but there was no pathway for girls in football after they turned 13, so I concentrated on my netball – both playing and coaching. It has been really exciting to be able to play footy competitively again."

Bonnie began her netball career at Grimwade House, although she freely admits to regularly joining the boys on the oval for kick to kick at recess and lunchtime.

"Yes, Emme Richardson (OM 2015) and I were always kicking the footy with the boys," she said. "It would have been beyond my wildest dreams at that stage to think that I would play in the AFLW!"

Bonnie wears the number 28 guernsey for the Western Bulldogs. She is a defender who can also play up forward.

"I used to barrack for Essendon but I've well and truly switched to the Bulldogs," she said. "It's an awesome club and they are totally behind their women's team."



From 'Open House' 2009: Bonnie (front, centre) with her 6A netball team mates

Weddings

Congratulations

The Melbourne Grammar School community is pleased to congratulate the following couples who recently celebrated their marriages in the Chapel of St Peter.

25 November 2017

Christopher Best (OM 2011)
& Monica Sukrin

2 December 2017

Chris Cato (OM 2009)
& Harriet Scully

21 January 2018

Andrew Journeaux (OM 2007)
& Tracey Samaha

24 February 2018

George Nedovic (OM 2002)
& Sarah Gaunt

2 March 2018

David Ghijben (OM 2003)
& Aletha Ghijben

17 March 2018

Timothy Dixon (OM 2003)
& Jessica Mercury

Australia Day Honours

Melbourne Grammar School community
2018 Australia Day Honour recipients include:

Andrew Michelmore AO (OM 1970)

For distinguished service to the mining industry through leadership roles in establishing trade and investment links, and in resource sector standards of practice on environmental and safety issues. (see page 26)

Ms Kerry Gardner AM (Past parent)

For significant service to the community through support for a range of cultural, social justice and environmental conservation organisations.

Mr William (Bill) Guest AM (OM 1974)

For significant service to community health, particularly to people living with cancer, through fundraising support for charitable organisations, and to sport.

Mr Andrew Myer AM (Past parent)

For significant service to the community through support for a range of cultural and environmental conservation organisations, and to the film industry.

Mr Warren Atkins OAM (OM 1958)

For service to mathematics education.

Mr Peter Frawley OAM (Past parent)

For service to cricket, and to the community.

Mr David Rogers OAM (Current parent)

For service to youth through cancer support programs.

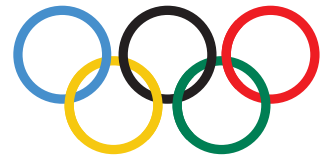
Mr John Taylor OAM (Past parent)

For service to the community of Myrtleford.

Mr Christopher Wang OAM (OM 1962)

For service to the community through a range of organisations.

Sport update



Despite injuring his elbow in the semi-final, dual Olympian **Cam Bolton (OM 2008)** placed 10th in the Snowboard Cross event at the 2018 Winter Olympics.

Fellow dual Olympian **Anton Grimus (OM 2008)** placed fourth in the eighth final heat of the men's Ski Cross competition at the 2018 Winter Olympics after being injured during his seeding run.



Derrick Wilson (OM 1952) won a Gold Medal at the 2017 World Rowing Masters Regatta in the Pairs (J category) event. J category includes entrants whose average age is 80 years or older.

Pic from: 1952 'Melburnian' – Second VIII in training



Charlie Spargo (OM 2017) was Melbourne FC's first selection in the 2017 NAB AFL Draft.

Old Melburnian Clubs

Old Melburnian Football Club

With The Old Melburnians Football Club's centenary fast approaching, the club proudly boasts a new long-term home at Elsternwick Park.

A massive redevelopment of the VAFA headquarters has seen the ground upgraded to VFL standard and a brand-new, state of the art pavilion is nearing completion. The new facilities will cater for the existing teams, the new women's team, while offering a large function area for all Old Melburnians to meet.

There will be an open day on Sunday May 6 to view the facilities.

For more information: www.OMFC.com.au

Old Melburnian Bowls Club

The club meets weekly between September and April with 12 fixtures played each season, usually on Wednesday's to play against like Schools.

Membership eligibility: Past Students, Fathers and Grandfathers, past and present members of staff, and members of like schools.

Come and join the club. You will be made very welcome.

Contact Secretary, Malcolm Chestney, on phone 9592 6965 email mjchestney@gmail.com

Old Melburnian Soccer Club

Looking for a new soccer club to play for in 2018? Itching to get back on the pitch with a great group of people, old friends and fellow Old Melburnians?

Then join the Old Melburnians Soccer Club (OMSC) who are excited to announce the launch of the 2018 season.

We are looking for new players and, with a rejuvenated playing group, new partners, new committee and exclusive access to a newly built world-class training and match day facility, the OMSC is raring to go.

Get in touch via info@omsc.org.au

Old Melburnians Hockey Club

The Old Melburnians Hockey Club gives you the chance to keep playing hockey with your School mates for many years to come. The Club currently has 40 members and plays at the Melbourne Grammar School home ground, Flack Park.

We will have several teams in the Hockey Victoria Winter 2018 season. There are training and playing options to suit all standards. Concession player fees are available to all full-time students.

Contact Nick Hinneberg 0401 847 781 or Rob Cumbrae-Stewart 0411 304 862 or visit www.omshockey.club

Save the date

Cordner Eggleston Cup 160th anniversary

Friday 27 April

Chapel of St Peter 125th Anniversary Service

Thursday 3 May

LGR reunion

Friday 11 May

Mothers Day Lunch

Friday 11 May

OMs Annual Dinner

Friday 10 August

Grimwade House Centenary Ball

Saturday 15 September

Centenary Celebration of Learning Day

Friday 16 November

Bluestone luncheon

Thursday 11 October

Reunions

5 Year reunion

Friday 3 August

10 Year reunion

Friday 15 June

20 Year reunion

Friday 24 August

30 Year reunion

Friday 7 September
(Change of date)

40 Year reunion

Friday 18 May

50 Year reunion

Friday 4 May

Obituaries

The School has learnt of the following deaths in our community. We extend our sympathy to their families and friends.

Baglin, K W (OM 1983)

Covill, J S (OM 1949)

Cumming, G (OM 1959)

Farquharson, E D A (OM 1956)

Fisher, R S (OM 1948)

Gibson, J A (OM 1968)

Hall, B (OM 1949)

Harvey, J Y (OM 1938)

Jackson, N R (OM 1939)

Kellam, G T (OM 1981)

Lording, D W (OM 1951)

McColl, R J (Past Staff)

McCullough, J W (OM 1962)

Mitchell P A (OM 1954)

Nicoll, T G (OM 1968)

Penn-Tonkin, C (OM 1972)

Setches, J M (OM 1960)

Silver, C C (OM 1953)

Simpson, R L (OM 1952)

Southwell, A J (OM 1943)

Sutcliffe, M R (OM 2017)

Thonemann, P C (OM 1933)

Tong, D (OM 2000)

Uglow, J D S (OM 1959)

Vaughan, G (Past Member of Council)

Wittmer AM, D G (OM 1942)

Woods, M C (OM 1944)

Young, P M (OM 1956)

COMMUNITY EVENTS

- 1 Families, students and staff come together at the Boarders Family Day.
- 2 Jana Millear and Jim Dickson (OM 1953) at the Witherby Tower Society luncheon
- 3 Sandy Clark (OM 1962), former Chairman of Council, with Tony Cree OAM (OM 1964) at the Witherby Tower Society luncheon
- 4 Olympic Gold Medallist Danni Roche (OM 1987) returned to Grimwade House. Old Melburnian mothers of current students were invited to attend the special assembly. Back row, from left: Dr Sandra Elmer née Hallamore (OM 1999), Mrs Amity Smith née Burger (OM 1996), Dr Kirsten Perrett née Angus (OM 1993) Middle row, from left: Dr Amanda Day née Hyams (OM 1994), Mrs April Jones née Polglase (OM 1993) Front row, from left: Ms Nerida Blanche (OM 1994), Ms Danni Roche (OM 1987), Ms Elizabeth Gregory (OM 1993)
- 5 Old Melburnians discuss career options with Year 12 students at the Face Your Future event
- 6 1948 (70 year) reunion attendees
- 7 Mr Robert Dunster (OM 1948), Mr Ian McAlister (OM 1948) and Mr Frank Roberts OAM (OM 1948) at the 1948 (70 year) reunion
- 8 Mr Frank Roberts OAM (OM 1948) toasts the School at the 1948 (70 year) reunion
- 9 Mr Chris Barrett (OM 1958) visits the Barrett Gates, donated by his grandfather, father and six uncles, all Old Melburnians, at the 1958 (60 year) reunion
- 10 Dr Jack Sparrow AM (OM 1958) and Mr John Cockbill (OM 1958) at the 1958 (60 year) reunion
- 11 1958 (60 year) reunion attendees





Supporting diversity



When Bruce Parncutt AO (OM 1968) was granted a place at Melbourne Grammar School, he felt it was his duty not to let his father down. "My father struggled monumentally to put six sons through the School, but it was clear that education was important to him," says Bruce. "The value he put on education is something that's stayed with me."

Today, Bruce is recognised for his achievements in business, community service and philanthropy. A distinguished corporate executive, Bruce founded and is the current Chairman of Lion Capital and is a board member of the Australian Ballet. Other board memberships have included the Australian Stock Exchange, the National Gallery of Victoria and Melbourne Grammar School Council.

In 2015, the inaugural Don and Lorna Parncutt Family Scholarship was awarded to Bevan Chu, now in Year 12. The scholarship, established by Bruce and named for his parents, supports a student who would otherwise not be able to attend Melbourne Grammar due to family financial circumstances.

"There's a significant element of gratitude in it from my family – my brothers and my parents," Bruce explains. "But the quality of the student population is also important. Bringing students here from other walks of life who don't have it as easy as others is vital for the School."

For Bevan, Melbourne Grammar has been a place where he has learned to go above and beyond what's expected.

"Over my four years here I've made an attempt to involve myself in school life as much as possible," he says. "I've been part of the Chapel and School choirs, the Quad play, and I'm part of the Leslie Gladstone Robertson Society (LGR) committee and (SLIC) Sustainable Living Improvement Committee. After Year 12 I'd ideally like to study at NYU in Abu Dhabi – a new arts college that highlights cultural diversity and intercultural experiences."

While Bevan describes his first days at Melbourne Grammar as "daunting", he emphasises the community's inclusiveness. "It's always important to have diversity so you don't become an elitist group; you stay welcoming," he says. "There's a sense of belonging to something greater than yourself here. A sense that in times of strife, others will help you and you'll always be on hand to help them."

Bruce adds that educational institutions like Melbourne Grammar are important in showing what is possible in Australian education. "Education is fundamental to where we're going as a society," he says. "We don't have to have all the knowledge, but we have to have the confidence to engage with the world."

"I'm very proud to be able to support an outstanding student like Bevan who has made the most of the opportunities the School has presented him."

Introducing our Indigenous Steering Committee Chair

In his new role as Chair of Melbourne Grammar School's Indigenous Steering Committee, Jason Mifsud, believes that opportunities for young Indigenous students are "limited only by imagination".

A proud member of South West Victoria's Gunditjmara nation, Jason is recognised as one of Australia's most influential advocates for Indigenous people and inclusion.

Prior to starting his own consulting business, Jason was the Executive Director for Aboriginal Victoria where he led the State Government's Aboriginal Affairs reform agenda. This included establishing the architecture and governance arrangements to embed Aboriginal self-determination in policy development and implementation, as well as the roadmap to a potential Treaty agreement, an Australian first.

Jason views his role as the Indigenous Steering Committee Chair as another way to promote systemic change through relationships, understanding and mutual benefit.

"I've always had an innate curiosity around education," Jason explains. "My real passion lies in promoting inclusion, particularly for young Aboriginal people. As custodians, we need to leave the world in a better place than we inherited and through relationships, respect and practical structural reform, ensure that our young people have every chance to reach their full potential."

"I see a world of opportunity in which Melbourne Grammar could become a place of influence in terms of social and cultural reform, by either influencing our current leaders or creating our future ones, to build a shared and equal future," Jason says.

The Indigenous Steering Committee has a mandate to enhance Melbourne Grammar School's impact on Indigenous education for all students, their families, and the greater School community.

Along with providing strategic advice and guidance about activities and initiatives, the Committee also oversees the Indigenous Bursary Programme, which has so far supported 32 Indigenous students.

"Our bursaries are crucial," Jason says. "Historically, Aboriginal people have been locked out of influential institutions, and the education, friendships and networks they offer. For a whole range of these historical reasons, many Aboriginal people are not able to directly fund their sons, nephews or grandsons to experience a school like Melbourne Grammar."



Jason emphasises that education for Indigenous students can have an impact far beyond that person's own life. "We currently have a humble number of Aboriginal students at the School, however due to the role modelling effect, both through our own kinship networks as well as the non-Indigenous students, the impact is far greater than the individual students themselves" he explains.

"We know that Melbourne Grammar students are having global influence. Imagine if we produced Australia's first Aboriginal Prime Minister?" Jason adds. "Of course, we need to do the work to reach this aspiration, however we should dare to dream that we become the pre-eminent school for Indigenous education in Australia, producing not only Indigenous excellence, but global excellence."

The Indigenous Bursary Programme is a key priority of the Melbourne Grammar School Foundation. To find out how you can help contact:
Josée Pinsonneault, Director of Development
+61 3 98657683
foundation@mgs.vic.edu.au

A warm welcome from the Presidents

Friends of Grammar (FOG) would like to warmly welcome all parents to the 2018 school year.

FOG is a parent run group within Melbourne Grammar School, consisting of three committees across Grimwade House, Wadhurst and Senior School. The purpose of FOG is to support and connect the School community – parents, staff and children.

Each year, FOG coordinates and supports a range of events, activities and services. These include social and fundraising events, swap shop and social service activities. Our aim is to foster relationship building and to enhance our children's sense of belonging to their school community.

Parent volunteers are a crucial part of the overall running of FOG and we are extremely grateful to the large number of dedicated parents who volunteer their time each year to organise social events and assist with our various FOG initiatives. Without the invaluable help of these parents FOG would not be what it is today.

We are also very grateful to the School who are extremely supportive of FOG. Their support is a big factor in the high level of parent engagement.



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Upcoming Events

Our annual whole school Mothers Day Lunch will be held on Friday May 11 2018 at The Glasshouse. We are looking forward to sharing a fun and relaxed afternoon catching up with friends from all campuses.

Other campus events include the Senior School and Wadhurst Father Son Trivia evenings, the Wadhurst family breakfast and Grimwade House's exciting year of centenary celebrations.

We look forward to sharing a fun and fabulous year with you.

Bindy Dethridge, Belinda Carne, Jo Szabo
2018 FOG Presidents



From left: Bindy Dethridge, 2018 President FOG Senior School; Belinda Carne, 2018 President FOG Wadhurst; Jo Szabo, 2018 President FOG Grimwade House

Game, set and match

A wooden racquet used at Wimbledon by Australian tennis great, Sir Norman Brookes (OM 1895), is held in the School Archives. In 1907 this racquet helped him to win the All England Club's men's singles title.

In an international sporting career that spanned more than 20 years, Sir Norman won 19 major titles, including the men's singles title at Wimbledon twice (1907, 1914) and the Australian Open men's singles title (known then as the Australasian Championship) once (1911). His victories also include Wimbledon, US Open and Australian Open doubles titles.

Known as 'The Wizard', he was acknowledged as a master strategist, with a superb serve and volley. In Davis Cup, Sir Norman represented Australasia (Australia and New Zealand played as one until 1919) in no less than 39 Davis Cup matches, winning the tournament six times.

Knighthood in 1939 for distinguished service to tennis, Sir Norman served as President of The Lawn Tennis Association of Australia from 1926-1955.

At Melbourne Grammar School, Sir Norman was a notable footballer, cricketer and tennis player. He won the Tennis Challenge Cup in 1892 and 1893, and was a member of the First IV tennis team in 1894. He was also a member of the School's First XI and First XVIII teams from 1893 to 1895.

Sir Norman was president of The Old Melburnians Society and a member of the School Council in 1933. He died in 1968.



Source: Herald & Weekly Times Ltd



The wooden racquet which Sir Norman presented to the School is strung with cat gut and has a thin brown leather strip that is tacked to the scored grip-end of the handle. A small, engraved silver shield, which is affixed to the middle of the racquet, records its Wimbledon credentials.

The racquet's dimensions are 64.5cm (overall length), 22cm (width – frame) and 2cm (depth). In comparison, today's carbon fibre composite racquets can reach 74cm (overall length), 32cm (width – frame), and with heads of 550-880cm².



Source: Fairfax Syndication

The trophy for the winner the Australian Open men's singles final is named after Sir Norman Brookes – The Norman Brookes Challenge Cup. Swiss tennis star Roger Federer has held it aloft six times and affectionately calls it 'Norman'.

A replica of the trophy is also presented to the winning First VIII of the Head of the River each year.

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