

Carey Community News

TORCH



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Torch

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Cover Image

Carey Kew's new Head of Junior School, Kylie Baxter, spending time with some of her new students. Story on page 6.

Above right

Carey alum Ahmed Kelly (2012), who won silver in this year's Paralympic Games! Read more on page 8.

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Contents



2 From the Principal

FEATURES

4 Finding hope in difficult times

6 This is Kylie Baxter: our new Head of Junior School Kew

8 Carey's Olympians

10 Innovating for the future of education

12 Meet the artists of Carey's Literature Festival

16 Making a difference for men's mental health

18 A blue-tongued lizard for 25 years of Donvale ELC

20 Thinking of studying overseas? Meet these Carey alumni who did

24 Enterprise Week: teaching for global competence

26 The group of us: Game Plan Coaching

28 Humans of Carey

OUR COMMUNITY

32 The Carey Files

34 From the Archive

36 Donations to the Archive

38 Advancement

OCGA

41 From the OCGA

42 Little Dreamers, big impact

44 Where are they now?

46 Reunions and events

47 Announcements

48 Calendar

From tribulation to triumph: five things I've learnt since the beginning of the pandemic

Jonathan Walter
Principal

It has been a real challenge for us all to cut through the negativity of the media cycle over the course of 2021. We get bogged down in the subsequent lockdowns, the crisis in Afghanistan and the International Panel on Climate Change declaring a 'code red for humanity', alongside the mental health impacts of the pandemic on our young people.

However, at our school, we are fortunate to be involved with the next generation of leaders and, as such, it is perhaps more possible to adopt a hopeful stance. These inspiring young people give us evidence every day of adaption and creativity at work. We can look to the future and feel hopeful.

The following are five important observations I have made over the past 18 months that I believe we should embrace as we move through and beyond this pandemic. There are some true positives and some inspiring and exciting things to look forward to.

1. Connection is the key

The opportunities we have had to connect with each other have allowed

us to show and experience warmth, share pain and loss, and be open and vulnerable about how we are travelling. It is at these times when we are our most human and are of greatest support to each other. Connection is the key as we move through this period.

Many of our students have mentioned how important it has been to feel the support of their peers while studying remotely. They would open a communication platform just to be together, even if they were working on a solitary task. I know for me personally, the online gathering of the School Leadership Team at the start of each day in lockdown has been a necessary support, not only for the purposes of organising the operations of the School, but also for each of us to feel the connection and share the burden.

2. We are better together

Our community is strong and resilient. We can support each other through times of difficulty. Like an ecosystem, the diversity within our community is fundamental to its strength, adaptiveness and ability to respond to the challenges before it. By actively

'It's not what happens to you that matters, it's what you become because of your response to it.'



valuing difference and diversity, we strengthen the individuals within our community so they are encouraged to be their best and make their contribution to the collective good.

If we are able to move our focus from 'me' to 'we', we will have a community that is more grounded in supporting each other, promotes collaboration and co-operation and is ultimately more constructive. By focussing on the needs of others rather than our individual self-interest, we can gain perspective and build a collective vision. Together, we can move towards a brighter future.

3. Gratitude is necessary

When we are grateful, it has a profoundly positive impact on our emotions and physical health. Studies have shown that the simple act of showing gratitude and being thankful can improve our immunity against disease; make us more likely to engage in regular exercise; reduce toxic emotions such as resentment, frustration and regret; and decrease the chances of developing depression. Neurologist and author Oliver Sacks describes how gratitude helps people avoid

over-reacting to negative experiences by seeking revenge; it enhances self-respect, making it less likely that they will experience jealousy; and it even tends to make them sleep better.

At the moment, it can feel harder than ever to experience gratitude, but it is imperative that we focus on what we have. There are so many things to be thankful for, even right now. Practice gratitude to stay present, positive and outward looking.

4. There is no growth without struggle

Some of the best learning for everyone will come from making it through this period of struggle. The life skills we have all developed – perseverance, patience, determination and resilience – will provide us with a reference point for the future.

It's not what happens to you that matters, it's what you become because of your response to it. When we can view the challenges before us as an opportunity for growth, we can be more forgiving of ourselves and open to new pathways and perspectives.

5. Be open to change and a different way

If there has been one main takeaway from this pandemic, it is that we can change, and we can do things differently. We have had to accept that life won't be like it once was (regardless of clever Qantas ads), so we need to accept it and adapt accordingly. Accepting something does not mean you're necessarily okay with it – you are just focussing on the things you can control, rather than the things you can't.

At times like these, I am reminded of the Serenity Prayer:

*God, grant me the serenity to accept the things I cannot change,
courage to change the things I can,
and wisdom to know the difference.*
– Reinhold Niebuhr

Through necessity, we have developed new ways of living and learning over the last 18 months of limitations, restrictions and inhibitors. But it has proved what we are capable of. I am excited to see what this ability to adapt and innovate will lead to once these restrictions are removed and we can truly appreciate how much we have learnt and grown.

Finding hope in difficult times

Revd Gerry Riviere

School Chaplain

Over the past 18 months, we have been through a lot. We have been forced to learn to live with a level of uncertainty, which is a shadow that lingers over so many of our future plans. For some, this uncertainty and loss of control can be quite stressful. No longer, it seems, can we confidently chart the path of our lives, for the threat of a lockdown and its restrictions is ever present – but we can find hope in a seemingly hopeless time if we try.

The question 'Where is God in all this?' is an interesting one. How does one's faith stand up in the midst of such a difficult season? When things are going well, we can feel like we have full control over our lives. We celebrate family milestones, we plan holidays, we visit people who are significant to us, we share meals and we enjoy a latte and laughter with friends. When it seems like we are losing control we often feel vulnerable and anxious.

At such times, we can feel the need for greater stability in our lives. The narrative of the bible is that God meets us in our vulnerability and need, providing strength in our weakness, hope in our confusion and peace in place of our anxiety. We can look to the stability provided by God, and accept that we can't control everything, even in the best of times, so we must focus on the things we can.

For example, it's okay to disengage with the difficult news of the world sometimes and instead discover the good. Like our Wind Symphony students, who in spite of not being able to rehearse together in person, recorded a beautiful rendition of 'No One is Alone' by Stephen Sondheim and shared it with an even greater audience than they would have if they performed it live.

Also, recently, a number of Afghan refugees arrived in South Australia, and the community rallied around them to make them feel welcome in their new home, with letters of support and donations of toys for children – this included Australian children's book author Mem Fox, who wrote welcome messages in copies of her book *Possum Magic* for all the children who arrived.

And in Shepparton, we saw another community gather to ensure those in isolation or struggling to afford or access food were taken care of through innumerable donations and hard work, making sure no one gets left behind.

We cannot underestimate the value of community in difficult times. We are so fortunate that, at Carey, we already had such a strong, connected and supportive community before the pandemic began, and we have been able to lean on each other and find hope and positivity through connectedness.

'A strong sense of community is so important for us as we endure the uncertainties of this period. I am thankful to God for this Carey community.'



the power of a community

Sad and difficult times often bring to the surface qualities and attitudes that inspire. As such, we have seen people reaching out to one another in genuine care. There have been phone calls, texts, cards and Zoom catch ups that have been a source of great encouragement. I have seen families with closer relationships than ever before. I have seen the commitment of staff to the students entrusted to their care. I have seen the appreciation of staff and parents to one another, as together, we negotiate our way through a season that has unfortunately become an accepted part of our lives.

From the many donations to the Carey Student Fee Support Fund last year, to the overwhelming number of people wanting to get involved with Carey Care to help other Carey community members in need, and the gift boxes sent by the parents associations to all Carey staff in appreciation for their hard work – our community has thrived through the opportunity to show their support and love.

When our school was founded by the Baptist Union of Victoria in 1923, the hope was that the continuing story of God's blessing would be upon our school. We have seen this throughout

our inspiring history. This is not the first time we have faced difficulties as a community, and we have always thrived and made our way through together. We are presently living through uncertain times, so may we continue to see the hand of God's blessing upon our community as we express kindness and compassion to one another. A strong sense of community is so important for us as we endure the uncertainties of this period. I am thankful to God for this Carey community.

COVID-19 does not have the final say. Hope and happiness can – and must – be found, when we look for it.

This is Kylie Baxter: our new Head of Junior School Kew

Chrissy Margaritis

President of the Junior School Parents Association

Chrissy: Welcome to Carey, Kylie! I'm sure being in lockdown in your first term in the role wasn't part of the plan, but what are your first impressions of our school so far?

Kylie: One thing which was very affirming and exciting for me during my start at Carey was that it is a progressive school. While still being committed to maintaining those strong foundational values and traditions, it is clear that Carey has a commitment to continuous improvement as well. But also, I think when you are thrown into situations like lockdown, as we have been twice this term, it certainly gives you a true sense of the community you belong to. I find the whole community extremely friendly, warm and very inclusive. Right from the start, I felt very welcome at Carey. I was overwhelmed with the number of students asking me how my first day at Carey was. One student said, 'I think you're really going to love it at Carey, Mrs Baxter.' And even at that early stage of my time here, I said, 'I think I already do.' It was a lovely, warm welcome.

C: I understand you have been in education for over 20 years, and you came to us from Westbourne Grammar School. What are the experiences you're hoping to bring to Carey?

K: Like Carey, Westbourne is a large, co-educational and innovative school,



also from ELC to Year 12. I was fortunate in my time at Westbourne, and within other leadership roles I've held, to be able to lead whole-school improvement in both student wellbeing and in teaching and learning. I strongly believe that wellbeing and learning are inseparably linked and I'm equally passionate about both. I have also appreciated the opportunity to work from ELC to Year 12. Our role in the Junior School is so important for producing confident learners and great humans. We provide students with the knowledge, skills and attributes to equip them to progress all the way through Middle and Senior School.

C: Tell us a little about yourself. What do you like to do outside of school?

K: Prior to COVID, my husband and I loved to travel, and we love new experiences including trying new restaurants and different foods. I also really value the importance of trying to maintain a balanced lifestyle, including exercise. I love to run, although I certainly wouldn't call myself a runner, and I enjoy doing Pilates and walking. During my downtime, I'm an avid reader and I particularly love professional reading. I think this is a pivotal and exciting time to be in education. The educational landscape is forever evolving, and it's

'Our role in the Junior School is so important for producing confident learners and great humans.'



really important to be abreast of the contemporary research and how that's going to influence us in the future.

C: What are some of the developments in education you most excited about?

K: I'm really interested in the contemporary research in cognitive neuroscience and the ways that we can integrate this into our educational expertise. I'm also encouraged by the increased acknowledgement of the need to redefine how we measure the success of our learners. There is greater recognition across the board that outcomes of learning should include the core competencies and attributes needed to thrive as learners and human beings in a complex and rapidly changing technological world.

C: What do you think are the most effective ways to support Junior School students' wellbeing during periods of remote learning?

K: The most important thing to be mindful of is that our students will be looking to the significant adults in their lives to guide and support them

through the uncertainties of our current situation. At home, parents can continue to support their child's wellbeing and connections thorough having open, age-appropriate discussions, reassuring them that they are there to care for them, maintaining routines where possible and making times all throughout the day where the family unit has an opportunity to connect. It is also important to provide children with opportunities to connect with other loved ones and their friends by phone or video calls.

C: What's something people may not know about you?

K: In my first year of teaching in Tasmania, I actually met Queen Elizabeth II and Prince Philip. I was at a small school near the Launceston airport, and during the Royal visit we were invited to go and welcome the Queen upon her arrival. We were lucky at that stage to be able to be on the apron when the plane landed and as they disembarked. The Queen and Prince Philip came up and spoke to a group and I was fortunate to have a conversation

with her – under the close eye of her bodyguards, of course.

C: Finally, as the Tokyo Olympics are upon us, what is your favourite Olympic sport and why?

K: I love to watch any sport where Australia is participating, but my favourite sport to watch and why I love the Olympics every four years is the synchronised swimming, or artistic swimming. I have great admiration not only of the skills the athletes have, but also their ability to perform with their head underwater and hold their breath for so long!



▲ Kylie with Queen Elizabeth II during the 2000 royal visit to Launceston.

Ahmed Kelly: 'Everything is achievable if you put your mind to it. You need to be patient and know that you will face challenges along the way, but if you work hard you can fulfil your dreams.'



Carey's Olympians

Kelly Southworth
Editor

Ahmed Kelly made his Paralympic debut in London in 2012, where he only just missed out on a bronze medal. Since then, he has become a force to be reckoned with in the pool, with many gold and silver medals to his credit. After placing sixth at the 2016 Games in Rio, Ahmed was ready to give it his all in this year's Tokyo Paralympics. On 27 August 2021, Ahmed won a silver medal for his incredible performance in the Men's 150m Individual Medley SM3!

Carey has a proud history of alumni representing Australia in the Olympics, starting with Ian Johnston (1964) who rowed at the Rome Olympics in 1960. Ian was only 13 years old when he competed, making him – still to this date – the youngest Olympian to have ever represented Australia.

In 2021, four former Carey students travelled to Tokyo in the height of the pandemic to follow their dreams and compete. For Hanna Basic, Jess Hansen and Rebecca Allen, this was their first appearance at an Olympic Games. They all competed honourably and gave it their all, and we can't wait to continue watching their careers into the future!

For Ahmed, this was his third Paralympics representing Australia.

Ahmed came to Carey on a scholarship procured by his mum, humanitarian worker Moira Kelly AO. Ahmed spent time as a child living in an orphanage in Baghdad, Iraq, with his brother, Emmanuel. Both were exposed to chemical weapons and born with severely underdeveloped limbs.

Carey alumni	Sport	Competition
Rebecca Allen (2010)	Basketball	2021 Olympic Games (Tokyo)
Hana Basic (2013)	Athletics	2021 Olympic Games (Tokyo)
Jessica Hansen (2013)	Swimming	2021 Olympic Games (Tokyo)
Ahmed Kelly (2012)	Swimming	2021 Paralympic Games (Tokyo)
		2016 Paralympic Games (Rio)
		2012 Paralympic Games (London)
Harry Laidlaw (2014)	Skiing	2018 Winter Olympics (Pyeongchang)
Kathleen Macleod (2004)	Basketball	2012 Olympic Games (London)
Emma Randall (2000)	Basketball	2008 Olympic Games (Beijing)
Scott Robertson (2008)	Diving	2008 Olympic Games (Beijing)
James Tomkins (1983)	Rowing	2008 Olympic Games (Beijing)
		2004 Olympic Games (Athens)
		2000 Olympic Games (Sydney)
		1996 Olympic Games (Atlanta)
		1992 Olympic Games (Barcelona)
		1988 Olympic Games (Seoul)
Andrew Farrance (1990)	Canoeing	2000 Olympic Games (Sydney)
David Wansbrough (1982)	Hockey	1992 Olympic Games (Barcelona)
		1988 Olympic Games (Seoul)
Peter Foster (1977)	Kayaking	1988 Olympic Games (Seoul)
Ian Johnston (1964)	Rowing	1960 Olympic Games (Rome)

In 1998, Ahmed and Emmanuel met Moira, who took them to Australia to receive medical treatment.

'Everything is achievable if you put your mind to it,' Ahmed said. 'You need to be patient and know that you will face challenges along the way, but if you work hard you can fulfil your dreams.'

The table above is the list of Carey Olympian alumni to date – if you notice anyone missing, please let us know!

Innovating for the future of education

Carey is dedicated to creating the best possible outcomes for its students. As part of this commitment, the School's Research and Innovation Team, comprising 18 passionate and creative Carey teachers, are working together to enhance the learning experience at our school and, ultimately, advance education across the entire country. They are currently working on four initiatives, and a representative from each spoke to Torch to share news about these inspiring innovation projects and discuss what it has been like to be involved in changing the future of education.

Rebecca: 'We need to be able to better interpret and respond to student learning to ensure all young people experience success at school.'



Student Learner Profile

*Baljit Marwa, Acting Leader of Learning –
Science, and Science teacher*

What is the Student Learner Profile?

We are working on developing a profile that is trusted, comparable and recognises student skills and abilities. It will be a formal high school digital transcript, representing the capabilities and experiences a student has acquired in and out of school, their extra-curricular involvement or achievements, and their unique strengths and interests.

How will the profile help students?

The student learner profile will represent the whole learner in a way that hasn't been done before, providing a comprehensive and meaningful picture of the learner for future employers and tertiary institutions. It will complement the ATAR and support the student to transition effectively beyond school.

What work has been done so far?

We have been focussed on exploring the core elements of a possible profile and how to capture every student's unique journey with a strengths-based approach. We're also working on complementing current practices of the VCE and IB and ensuring it will prepare students for further study, jobs and the needs of an ever-changing society.

Why is this project important right now?

The pandemic has become a catalyst to rethink or reimagine education. We must 'create an agile, innovative and future focused hybrid deep learning system' (Michael Fullan, 2021), that puts the learner at the centre and provides them with choice and voice in their learning.

Personalised Learning Model

Rebecca Swain, Learning, Research and Innovation Co-ordinator, and English teacher

Why is this learning model important?

Schools around the world are full of students being taught what they already know or are not yet ready to learn. We are creating a growth-focussed learning model to better meet students where they are with their learning and support or stretch them to take their next steps. Importantly, this involves developing a clear and shared understanding of what growth looks like across the School.

How will a growth-focussed model support each individual student?

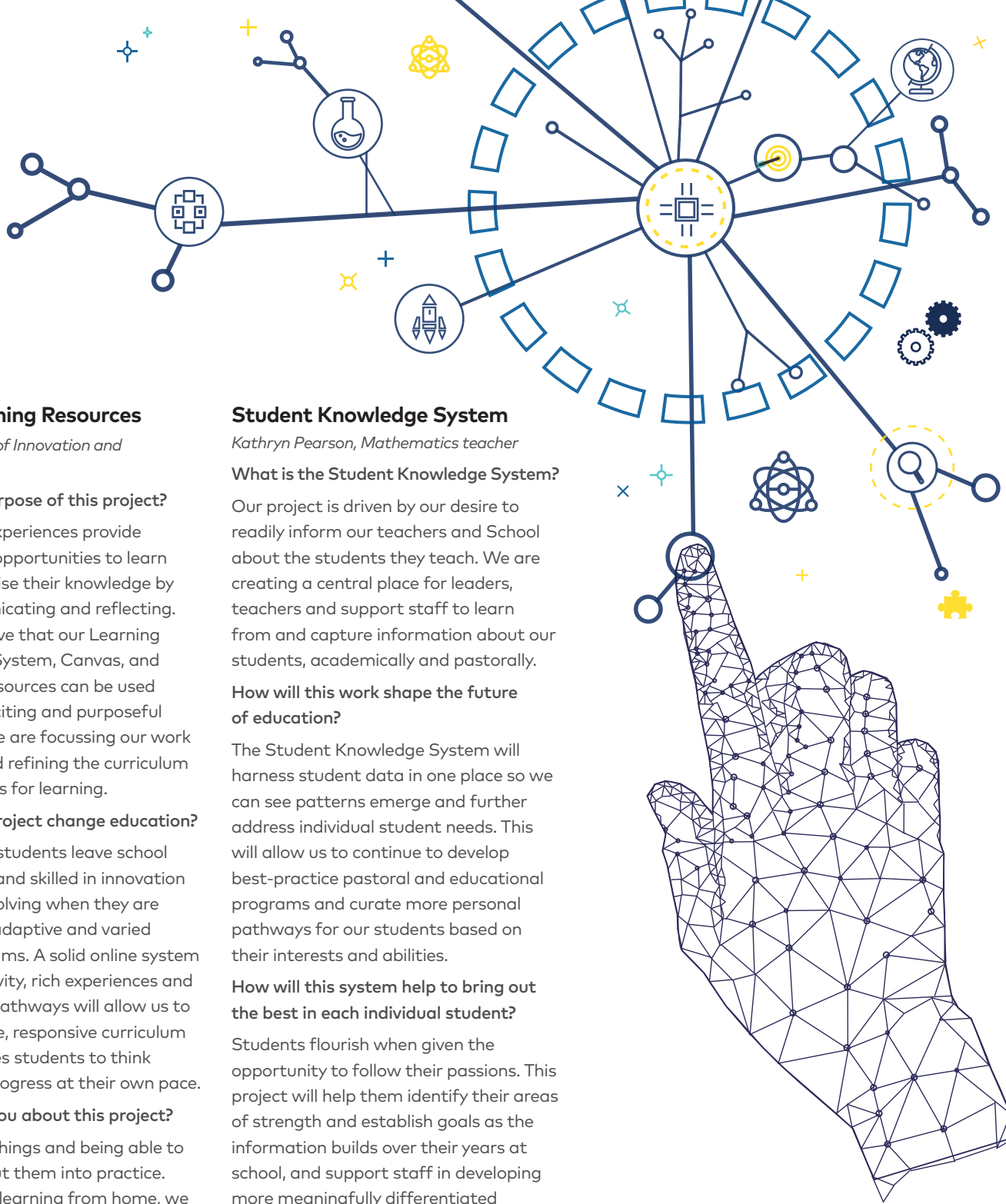
Research tells us the spread of ability in any classroom represents, on average, five years of learning. Inevitably, this means some students will feel lost and unable to reach the next stage while others will be unfulfilled. Designing learning that accommodates this means every student can be better supported.

What stage is the project at now?

We are mapping student development in secondary English, Mathematics, Science and Languages initially, and have partnered with the University of Melbourne to explore progressions in connectedness and communication. Our next steps include matching our research with student learning observations and piloting growth-based assessment tools.

What have you learnt from this process?

This project has reinforced for me the complexity of teachers' work. We need to be able to better interpret and respond to student learning to ensure all young people experience success at school.



Digital Learning Resources

Kylie Taig, Head of Innovation and Learning Design

What is the purpose of this project?

Rich learning experiences provide students with opportunities to learn skills and practise their knowledge by doing, communicating and reflecting. We firmly believe that our Learning Management System, Canvas, and other digital resources can be used to facilitate exciting and purposeful learning and we are focussing our work on creating and refining the curriculum and digital tools for learning.

How will this project change education?

We know that students leave school best prepared and skilled in innovation and problem-solving when they are provided with adaptive and varied learning programs. A solid online system full of interactivity, rich experiences and individualised pathways will allow us to deliver a flexible, responsive curriculum that encourages students to think critically and progress at their own pace.

What excites you about this project?

Learning new things and being able to immediately put them into practice. With everyone learning from home, we have to adapt quickly and have solutions to problems before they happen!

What have you learnt from the project?

It is clear that our staff are committed to continually adapting and learning new technologies to provide the best outcomes for students, and they should be proud! Also, to curate an effective online curriculum, we need to allow each other to trial, make mistakes, and reflect.

Student Knowledge System

Kathryn Pearson, Mathematics teacher

What is the Student Knowledge System?

Our project is driven by our desire to readily inform our teachers and School about the students they teach. We are creating a central place for leaders, teachers and support staff to learn from and capture information about our students, academically and pastorally.

How will this work shape the future of education?

The Student Knowledge System will harness student data in one place so we can see patterns emerge and further address individual student needs. This will allow us to continue to develop best-practice pastoral and educational programs and curate more personal pathways for our students based on their interests and abilities.

How will this system help to bring out the best in each individual student?

Students flourish when given the opportunity to follow their passions. This project will help them identify their areas of strength and establish goals as the information builds over their years at school, and support staff in developing more meaningfully differentiated programs across the School.

What has been the best part of being involved in the initiative?

It has been a joy working with progressive thinkers in the Research and Innovation Team. Being allowed to dream big, collaborate with like-minded people and work on a project that will have immediate observable and tangible outcomes is invigorating.

Kylie: 'We know that students leave school best prepared and skilled in innovation and problem solving when they are provided with adaptive and varied learning programs.'

Meet the artists of Carey's Literature Festival

As part of the 2021 Carey Celebrates Literature Festival, we interviewed four Australian guest authors and artists to find out more about their creative processes, inspirations and motivations.

Leanne Hall is an award-winning Young Adult (YA) and children's author. She has published four books and many short stories for *Meanjin*, *The Age*, *Best Australian Stories* and the anthology *Growing Up Asian In Australia*. Leanne talks to Year 9 students Anna, Nadia and Suri (pictured below with Leanne) about her latest book, *The Gaps*, and her experiences as a writer.

How did you begin your journey into writing?

I always liked writing but I was also trying to be a sensible person with a professional career. That didn't really work out for me though, so I began to send off short stories and a few were published. Then I entered a novel I wrote into a writing competition which really kickstarted my career. It was a long journey getting myself to admit that I wanted to be an author though.

What is the hardest part of writing?

Probably that you have to do it alone for such a long time. Staying connected to others and the outside world is probably the biggest challenge.

What inspires you to write? Do you get inspired by the books you read?

Since I'm an avid reader of all genres, I get lots of inspiration from the books I read. I borrow ideas from different forms of visual media. Although I'm not artistic, I find that looking at visual art, especially photography, is a great source of inspiration. My recent novel *The Gaps* is mostly inspired by my own teenage years though.

***The Gaps* is based on the disappearance of a girl at the school; how is this related to your teenage years?**

Yeah, unfortunately. A similar incident occurred at my high school. Out of all my novels, I think this one is probably the most personal.

How would you describe your process of writing a novel?

It's a bit of a hit and miss. When I first started, I had a lot of questions like 'What's the best process of writing a book?' But I've realised the process is different each time, I just tailor mine to fit. I try not to treat writing like an office job anymore.

Do you enjoy writing YA novels?

I think there's a lot of expectations put onto teenagers. They tend to have strong feelings and opinions at an age where learning and growth is constant – it's a turbulent time of life. That's why teenagers make good characters.

'I always liked writing but ... It was a long journey getting myself to admit that I wanted to be an author.'

How do you think writing has impacted your life?

I never dreamed that I would be a published author and it's completely changed my life. I don't have much but I'm doing what I love most. I'm very grateful for that.



Comedian, radio host, DJ and YA author Alex Dyson released his debut novel, *When It Drops*, in 2020. Inspired by his own life experiences and his seven years hosting the Triple J breakfast show, Alex discusses the real-life influences for the story and characters with Year 8 student Bridie (pictured right with Alex), and talks about what's next for him.

'What I really wanted to do was show that you can't have wonderful noise and music without the silence. You can't have the happy moments without a little bit of the sadness.'

As a DJ and comedian, what inspired you to write a novel?

In a way, *When It Drops* was essentially a letter to my teenage self, full of advice about being yourself and not caring about what other people think. My time at Triple J was also an inspiration. Day after day I would interview all these young and new artists, who at the end of the interview would pop back into school. So that was obviously a key part of the novel right there.

How does *When It Drops* relate to your own experiences as a teenager?

As a teenager I was really shy and a big overthinker, which is exactly how Caleb is in the book. I find that when you're growing up, particularly when you're going through high school, everything's the most important thing in the world. So, by putting myself in that headspace, I based Caleb a bit on myself. My mother also passed away when I was quite young, so I injected a bit of the experience of what it's like to go through

high school when you have that kind of loss in your life.

Dealing with the dad's absence was a big aspect in the book. How important do you think it was to include that in the story?

Definitely super important. Even though in the end, the book is about music, the main message in there is about Caleb becoming comfortable in himself and his family healing from the death of their dad. What I really wanted to do was show that you can't have wonderful noise and music without the silence. You can't have the happy moments without a little bit of the sadness. The family aspect of the book was much more important than all the music and noise, because that's what the moral of the story is based around.

Can you tell me about the musicians in the book?

I used a lot of young artists that I had interviewed during my time at Triple J in the novel. I also based some on current

artists. I just wanted to make sure that young artists are understood, because being so famous at such a young age has got to be hard, and they deserve some recognition for that.

Do you think you're going to continue writing any other YA fiction? Any insight on what that might be about?

I haven't talked about this to anyone else, but yes, I do have another book in the works. It's based on lots of the difficulties teenagers face these days. It's hard enough in high school as it is, but then having to deal with COVID-19, bushfires, and climate change – I don't know how they even got through last year! I have so much sympathy for people growing up now, so I want to write a book about a teen who wants to be a stand-up comedian, but it's set in the future and stand-up comedy doesn't exist as a job anymore.





Lili Wilkinson is an Australian YA author. Her most recent novel is *The Erasure Initiative*, but Lili has also written many other texts including *When the Lights Go Out*, *Green Valentine* and *Pink*. She chats with Year 10 students Morgan and Sienna (pictured left with Lili) about her creative process, inspirations and her love for reading.

'Consuming stories ... is a way we can better understand each other, develop empathy for those around us and connect as a society.'

What do you enjoy reading?

I like reading everything. At the moment, I'm reading a lot of YA fantasy, because that's what I'm writing. I really liked Amy Kaufman and Meagan Spooner's *The Other Side of the Sky*, which is sort of a fantasy/science fiction hybrid. I'm also in a book club where we try to read a lot of adult science fiction and fantasy by women of colour. We just read N K Jemisin's *The City We Became*. Recently, I read and loved *The Gaps* by Leanne Hall, and one of my favourite books of this year is called *Waking Romeo* by Kathryn Barker. But my all-time favourite book is *Fire and Hemlock* by Diana Wynne Jones, which is my favourite kind of fantasy: when magic happens in the real world.

Where does your inspiration come from for your own stories?

I get ideas from all over the place: people I meet, things they say, stuff I hear on the news. Also, things I read in other books, see in movies or TV shows or playing video games. Lots of different

things give me inspiration, and usually a few of those different ideas come together into one main idea.

Does writing energise or exhaust you?

Both. Last year during lockdown, my son was in Prep, and I had to spend a lot of time working with him, so I didn't get a lot of writing time. I found myself getting sad and cranky. I didn't realise why until I finally sat down to do some writing, and I suddenly felt better. It's energising when it's working well, but it can also be quite mentally draining.

What has helped you be a good writer?

Support from other writers is important. I'm in a writer's group and we talk every day, which is really helpful. They are people I can reach out to and ask for advice. I think you also need a good balance between having enough ego to believe other people will want to read whatever you're creating, but also enough humility to know that it's not perfect. I need my editors and all those people to help me make the best book I can.

What is the most important element of good writing?

A really solid plot. A lot of emerging writers I come across when I'm teaching try to be too clever with the structure of the story. I like to think of structure as being a coat hanger for the story: I don't need my coat hangers to be fancy, I need them to be practical. You can be fancy in the way you tell the story, or through the content or ideas. And I think characters who are vulnerable and not perfect also make for a more interesting story.

Finally, why do you think it's important for teenagers to read?

There's a lot of research that says people who read for pleasure are happier, and a main indicator of whether a child will be successful is if their parents read to them when they were kids and if there were books in their home. More than anything, I think consuming stories – not just books but TV and stuff like that – is a way we can better understand each other, develop empathy for those around us and connect as a society.

Yorta Yorta descendent Scott Darlow (pictured) is a songwriter, singer, guitar and didgeridoo player. Scott not only travels Australia and the world on tour, but armed with his teaching degree, visits schools to talk about Australian Indigenous history, social issues, racism and tolerance. Scott speaks to *Torch* about his music, his influences and his message.

What part of the country is your family from?

I'm an Aboriginal man from Yorta Yorta country – you say Yorta twice because our area goes over both sides of the Dungala, which is the Murray River. I stay connected to country not just by getting up home and spending time with family and friends, but by being cognisant of where I'm from and who I am: I'm one of a long line of people who've come before me, and I'm connected to my ancestors.

Your most recent release is 'Forgotten Australia'. What is it about?

I wrote that with Kav Temperley from Eskimo Joe after a conversation we had about division, nationalism, and the attitudes towards accepting refugees and immigrants from other parts of the world. What's made Australia great has been that we've always welcomed everybody who came here. My Aboriginal ancestors were welcomed and embraced by the earth, and they thrived. And then the convicts got to Australia, and this country gave them another chance and, four generations later, I'm living the most blessed life because this country embraced them. And after World War II, all these people in Europe were displaced and homeless and Australia gave them a new home and now we have this rich, beautiful tapestry of culture. The national anthem says, 'we've got boundless plains to share', but it feels like that attitude is changing. But here's the truth: unless you're 100% Aboriginal, we are all refugees. The only thing that separates us is time.

What is your favourite song that you've written?

Probably one of the first songs I ever wrote, 'Sorry'. It was a time when John Howard was under a lot of pressure to

say sorry to the people of the stolen generation and he refused to do it. I just couldn't understand how this person in leadership could have such little empathy. I never really thought that people would be interested in that song, it's five-and-a-half-minutes long, I sing in language, I play didgeridoo throughout, there's talk about stolen generation and genocide. But in 2018, Triple M started playing it for Australia Day. And I've played the song in a bunch of different places around the world, and I'd have people – Hawaiians, Native Americans, Mexicans, Malaysians – coming up and telling me how much they relate to it. It's a really special song, because it's a reminder that we're all connected, we're changing, and people seem to dig it.

What message would you like to leave the Carey community with?

I think it's really important to understand who we are as a nation – too often we

view Australian history as just the past 250 years, rather than tens of thousands of years, which is all part of who we are and is full of history and stories that we can embrace. But right now, we are so tuned out to First Nations people, culture and experience. Like, when you go to New Zealand, the Maori culture is a part of everything that they do, it's part of who they are as a people. And we've got to understand that in Australia, we're missing out on so much. It's about more than making things right, it's about how we're poorer for not embracing who we are in totality.

'But here's the truth: unless you're 100% Aboriginal, we are all refugees. The only thing that separates us is time.'



Scott Darlow

Making a difference for men's mental health

Kelly Southworth
Editor

The first time Andrew Braddy reached out for help with his mental health, he gave up. He knew he needed to talk to someone about his mental state, but no one had ever encouraged him to or showed him how. As a teenager, he didn't have anyone to open up to, and he was surrounded by expectations that boys and men should downplay their emotions. But when his partner finally talked him into it, everything changed.

'After making that leap, the next step was finally opening up to my parents and my mates about how I was going,' Andrew says. 'The first time I told my best mate, I was really nervous. I told him I'd been feeling like this for a long time, and he said, "Oh yeah, me too." And then another friend said it happens to him as well. I couldn't believe it.'

All of this happened when Andrew was a science and maths teacher at Carey and it coincided with the introduction of Positive Psychology to the Carey curriculum. Andrew attended a conference to learn about the importance of understanding student wellbeing. Combined with finally opening up to his family and friends about his depression, this was a major breakthrough for Andrew.

Andrew now lives in Torquay with his wife and newborn son. He is the founder of Men's Health Matters, which focusses on relieving the stigma around men seeking support for their mental health. They offer counselling to men and teenage boys, programs to help new dads and support groups for men.



▲ Andrew Braddy (right) with one of the new dads groups he facilitates.

Many events led Andrew to found Men's Health Matters, but one major influence was teaching at Brighton Grammar, where he was involved in the father-son program. A key part of this program is encouraging fathers and sons to understand each other, communicate better and develop stronger relationships, in turn, developing more well-rounded and mentally healthy young men.

Now, one of Andrew's favourite parts of his job is witnessing a shift in the relationship between a father and son. 'You can always tell the ones that are not in a good space, where often the dad's trying really hard and the son just isn't letting him in,' Andrew says. 'But by the end of these [father-son] programs, they're hugging and talking and spending time together.'

While working at Brighton Grammar, Andrew met family wellbeing and childhood development expert Dr Arne Rubinstein. Andrew trained with Arne, who continues to be a great influence on his work. Another game-changing moment for Andrew was reading the book *Manhood* by psychologist Steve Biddulph. That was when Andrew decided to fully focus on wellbeing. He completed a Master of Counselling and founded Men's Health Matters in 2020.

Back in 2017, Andrew found a men's group near his home. 'It was very daunting to go to, but when it shut down, I realised I needed to keep it going,' Andrew says. 'I started up my own, and I've kept them going everywhere I've moved. It's been amazing.'

'While it can be difficult for anyone to open up how they're feeling, men have fewer opportunities to be vulnerable, because they are so often taught not to be.'



▲ Andrew Braddy, founder of Men's Health Matters and former Carey teacher.

He says most men experience the same discomfort the first time they attend one of the Men's Health Matters sessions. 'It's scary at first, but after a while, guys don't want to leave. They've never been able to speak about what's been going on in their lives before.'

Andrew explains that, while it can be difficult for anyone to open up about how they're feeling, men have fewer opportunities to be vulnerable, because they are so often taught not to be.

Andrew primarily works with men and boys, but he sees his work as beneficial to a much broader group. He explains that by giving men a space to see that emotions are a normal, useful and entirely human experience, we can begin to break down the toxic masculinity that affects us all.

'Improving men's mental health can help address domestic violence, gender issues, homophobia and gender equality as well,' he says. 'We see in society that

women are subjugated and this leads to a culture-wide rejection of what have been traditionally defined as "feminine" qualities, including emotional expression. As we recognise this important need for emotional expression in men, we expand the definition of what it means to be a man and move toward greater gender equality. This ultimately benefits us all.'

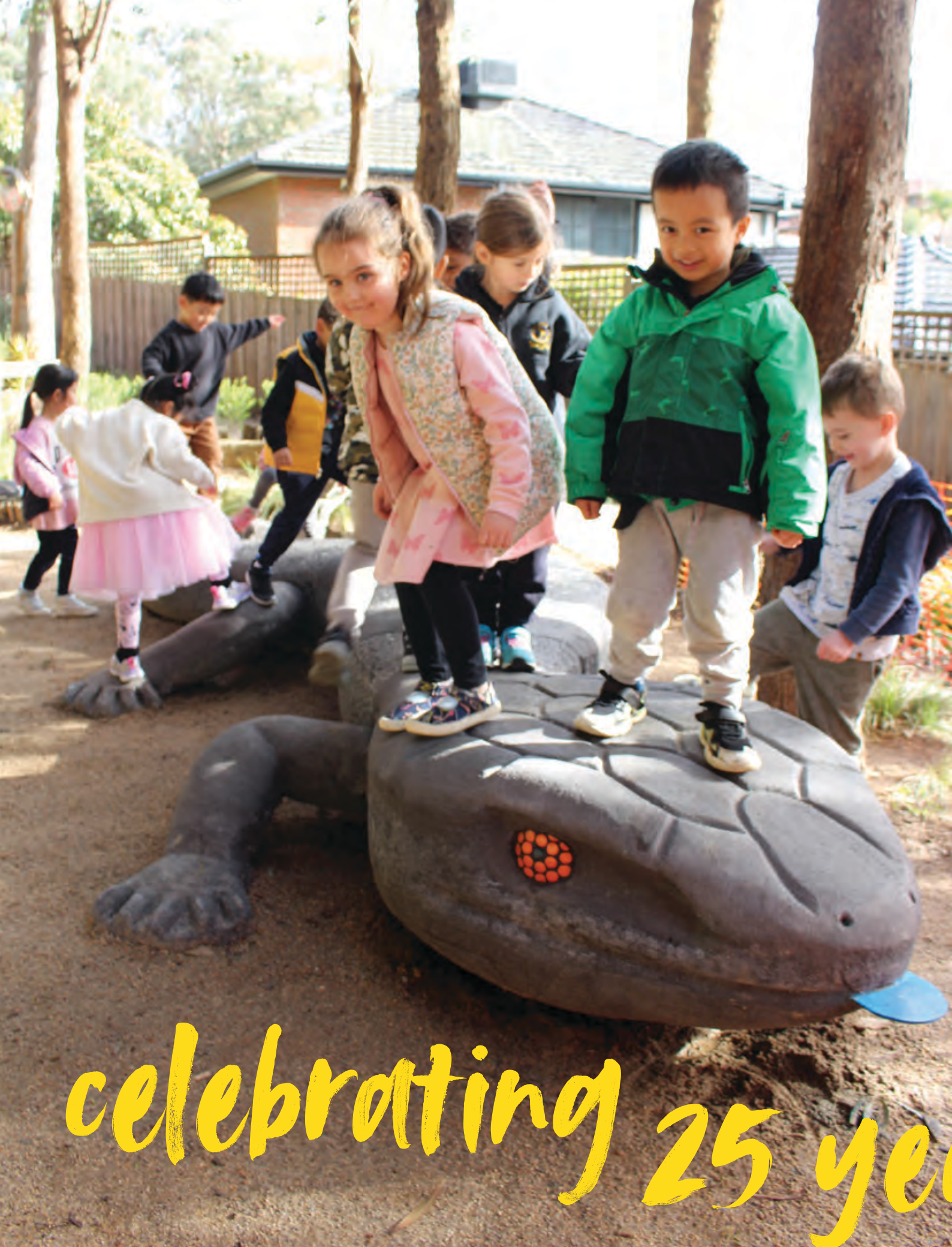
The stigma surrounding men opening up about their mental health has significant consequences. 'The statistics are awful. The leading cause of death for men ages 18 to 45 is a result of them taking their own lives,' Andrew says. When he discovered that a lot of his male friends were also going through mental health issues, Andrew realised how important it was to ask for help. 'There's so much power in knowing you're not alone, that we're all dealing with this stuff,' he says.

When it comes to helping your own children, Andrew says the key is to listen with no judgement. It is human

nature to try and solve other people's problems, but the best thing we can do is stop ourselves from saying anything. Responding with judgement or advice can shut down the conversation and won't make your child feel any better. Committing to saying nothing also allows you to truly listen, rather than trying to come up with something to say while the other person is talking.

'You could set up a certain time, whether that's in the car or while going on a walk, to have a check-in. Then you just listen. This will build trust and keep them coming back to you and sharing that vulnerability with you. Then at the end, thank them for sharing with you and for trusting you, and just ask if there's anything they need from you – if they say no, that's okay.'

Find out more about Men's Health Matters and Andrew Braddy's work at menshealthmatters.com.au



celebrating 25 years

A blue-tongued lizard for 25 years of Donvale ELC

Steve Wilson

Head of Junior School Donvale

In 2021, we celebrate the 25th anniversary of the Carey Donvale Early Learning Centre (ELC). We mark this milestone with a stunning art installation in the form of a five-metre mosaic blue-tongued lizard. Several of these beautiful reptiles call Carey Donvale home, so we choose this symbol for our birthday present.

Consisting of hundreds of custom-made tiles, based on the scales of the lizard and representing the river rocks from the nearby creek (pictured right), this project involved contributions from across the whole school community. All students have left their mark on this permanent installation through the many art workshops we held, and our School Leadership Team and all the Donvale staff also enjoyed making their contributions to this ambitious 25th anniversary commemorative project.

The artwork was designed to reflect our unique bushland environment at Carey Donvale, and is in keeping with our tradition of creating large-scale community art projects. The finished installation aims to capture the culture of the Wurundjeri people and rests peacefully amidst the colours and patterns of the surrounding bush.

In preparation for this redevelopment of the ELC play space, the children studied our beautiful natural environment, looking closely at real river rocks, noting their shape, form, colour, line and texture. They created their own river rocks using observational drawing,

'The finished installation aims to capture the culture of the Wurundjeri people and rests peacefully amidst the colours and patterns of the surrounding bush.'

which were then combined to create a 'Hanging River Rock' which hangs proudly in the ELC space in the form of a glistening, shimmering river rock mobile.

In addition, the ELC children made their own river rocks from clay and painted them to represent the flowing water. Some children applied sgraffito to their rocks – a technique of scratching back the glaze to reveal the underlying surface, adding linework to their designs.

Our Year 6 students collaboratively worked to design the overall look of our blue-tongued lizard. They were mindful of the environment it would inhabit and reflected on artwork created in consultation with our Wurundjeri elders. They drew on the traditional Victorian symbology of our First Nations people to guide their line and pattern work.

Our Prep students enjoyed collaborating with their Year 6 buddies to create their own 3D ceramic fish. These glazed fish will adorn the dry riverbed that connects the ELC garden to the Prep playground. In doing so, the students are leaving a lasting mark in our Carey landscape and achieving an overall sense of unity.

Our Year 1 and 2 students discovered the creatures that inhabit our local waterways. They researched and



closely observed these unique creatures to create detailed designs in their art journal. These 2D ideas were transformed into 3D form using clay. Their finished river creatures were glazed and fired before being placed throughout our riverbeds.

The excitement of watching the lizard take shape gripped the ELC in the first few weeks of Term 3. It literally emerged from the earth as Phil Stray, our landscaping architect, worked with his team to realise the dream that had been in the making since last year. Kylie Crampton, Jeanette Jennings and the ELC staff have been instrumental in realising this magnificent community art project and we are grateful for their passion and guidance.

DRS

Thinking of studying overseas? Meet these Carey alumni who did

Kelly Southworth
Editor

Trevor Black
Career Practitioner

Grace Lee
Recruitment Officer, EHL

The Carey community is global. We have alumni all over the world and our current student cohort includes students from many different countries. Carey students are global citizens with varied perspectives and diverse experiences, so it is no surprise that so many of our students go on to study or work overseas after completing Year 12. Five Carey alumni who have recently commenced or completed study

overseas spoke to Torch to share their journeys to their chosen universities, their overseas experiences and offer advice to current students who may be considering international study.

With Carey alumni on nearly every continent, the idea of leaving Australia to pursue your passions doesn't seem so daunting. Our Careers team are also always available to talk to you about your future: careers@carey.com.au

Cathy Ruan (2016) – Ecole hôtelière de Lausanne

I graduated from Carey in 2016 and joined Ecole hôtelière de Lausanne (EHL) in Switzerland in February 2017. In February 2021, I completed my study and graduated from EHL with honours.

When choosing universities, what caught your attention about EHL?

In my last year of school, I decided to study international hospitality management because I thought my passion for travelling, food and cultures would match well with the hospitality industry, and I knew I wanted to go to the best hospitality school in the world.

What was the deciding factor for EHL?

The great reputation of EHL as the world's number one hospitality school was definitely one of the most important deciding factors. EHL's curriculum focussing on both hands-on practices and academic teaching was another important factor in my decision.

Lucy: 'Take any opportunity that comes your way and don't be afraid to open yourself up to new people, places and cultures!'





- **Right:** Lucy Jepson (2014) received a scholarship to UCLA for rowing.
- ▲ **Above:** At Lucy's graduation in California in 2019, with her proud parents.
- ▲ **Opposite:** Cathy Ruan (2016) taking in Lausanne, Switzerland.



What would you say to Carey students considering overseas study?

Study what you are interested in and do what you enjoy. Also, a valuable lesson I learnt from EHL is that practical experiences are crucial to becoming a good leader, because you never know what circumstances you'll find yourself in. It's important to apply what you learn in class to real-life situations and build your capabilities and skills upon that.

What is unique about EHL?

To me, the unique thing about EHL is its curriculum design. Students get chances to complete hands-on practices during the first year of school to know how different hotel departments operate and they get a wide range of academic courses in the other three years of teaching. The academic courses include marketing, accounting, finance, and a lot of other subjects that can be applied to more than the hospitality industry and are very useful in our future careers.

How did you prepare for the application process to EHL?

As English is not my first language, I did an IELTS (International English Language Testing System) test to meet the language requirement. The application also involved writing a personal statement, which I passed to

a few of my teachers for advice. I also spent a lot of time researching interview tips, the hospitality industry, and about EHL and its curriculum.

Lucy Jepson (2014) – University of California, LA

I graduated from the University of California, Los Angeles (UCLA) in 2019 with a degree in Social Sciences, majoring in Communications and minoring in Food Studies.

What appealed to you about UCLA?

I received a scholarship to study and represent the Women's Division I Rowing Team at UCLA. I chose UCLA because of its close proximity to the beach, the weather, its elite training facilities and the incredible education I would receive at the number one public university in the USA!

What was one fun aspect of this university?

UCLA is frequently used in movies that require a college setting, because of its proximity to Hollywood studios and having several versatile classrooms.

What did you have to do to apply?

I began by creating an introduction video to myself, my rowing ability and interests outside of my sport. I then began

outreach to the universities I wanted to learn more about, took the SATs, had many early morning Skype calls with coaches and finally took a visit to the US, where I was deciding between UCLA, the University of Southern California and the University of California, Berkley – I just knew California was the place for me!

What advice do you have for Carey students considering overseas study?

During my four years in the US, I involved myself in many volunteer organisations, leadership teams and put myself out there as much as I could. Whilst it was tough to do at first, taking these opportunities taught me so much about myself, my independence and others. One of the ways I did this was by helping the company Coconut Bowls at the Hollywood Vegan Street Fair for a day. I now have a full-time job as the Community Manager for Coconut Bowls in Byron Bay. So, take any opportunity that comes your way and don't be afraid to open yourself up to new people, places and cultures!

Continued next page...



◀ **Left:** Alanna Cheng (2020) at the gates of the University of California, Berkeley, United States.

Alanna Cheng (2020) – University of California, Berkeley

I graduated from the Carey IB program in 2020 and decided to enrol at the University of California, Berkeley (UC Berkeley) with an undeclared major, but I intend to study molecular cell biology and either computer science, gender studies or business administration.

What made you decide on UC Berkeley?

I chose the US because I really like the liberal arts education, meaning I can take any class from any major in the first few years. I think learning from different areas will shape me into a more aware and responsible citizen. My decision on this university in particular was that one of my favourite scientists, Jennifer Doudna, works here. I also really like the undergraduate research programs at the university, and I hope to work in a lab as an undergraduate student.

What is different about UC Berkeley?

Being a large research university, there are some great researchers on campus who are also professors. One of my biology lecturers is Nobel Prize Laureate Randy Schekman! The university is also near Silicon Valley, so it is very popular for computer science students.

What was the application process like?

The University of California uses a unique application system different to

other US colleges. I applied by submitting academic reports, awards, extra-curricular activities and four 350-word essays. I prepared by participating in as many activities as possible at Carey – orchestra, sport, debating and I found volunteering opportunities externally.

Any advice for Carey students?

Don't be afraid to change directions, find what you are passionate about, and try different subjects. I used to identify as a STEM-only student, however as I learnt more about the humanities, I realised I enjoy them just the same, if not more! Moreover, it was not until I was filling in my application that I realised the amount and variety of opportunities Carey provide, so take the initiative and try them, whether or not they are in your comfort zone. You should try things first, and then decide if you like them and if you should continue.

Yvette du Plessis-Sjöblom (2014) – Stockholm University

I graduated from Carey in 2014 after studying the IB. I moved to Sweden for university and have been living in Stockholm for six years. In October I will graduate with a Master of Laws from Stockholm University.

Why Stockholm University?

I missed Sweden and wanted to move back to Stockholm where I had

lived when I was younger. Stockholm University has a very good reputation for law, so it was an easy choice. University education in Sweden is also free for EU citizens and the Swedish government gives grants to Swedish students, which was another incentive to move. Studying in Sweden meant I could be financially independent from my parents, which is difficult for a young person in Australia.

What's the best thing about the school?

My favourite thing about Stockholm University is the campus. It is a city campus, but at the same time wedged between two lakes and extensive forest. It also has a small animal farm just a few minutes' walk from the main buildings, which has proven to be excellent stress release during exam time!

How did you prepare for the Stockholm University application process?

Studying the IB made the application much, much easier. I could easily convert my grades to their Swedish equivalents so I knew early on what I would need in order to be admitted to my law program. The only extra work I had to do for the application was to submit a transcript of my grades to the application administrator in Sweden.

- ▼ **Below:** Yvette du Plessis-Sjöblom (2014) ice skating on the lake near Stockholm University, Sweden.
- **Right:** Hannah McNichol (2014) in front of Magdalen College, UK, with friends, wearing their subfusc before exams.
- **Inset:** Hannah with her mum and sister in front of the Sheldonian Theatre in Oxford on her graduation day.



Alanna: 'Don't be afraid to change directions, find what you are passionate about, and try different subjects.'



Hannah McNicol (2014) – University of Oxford

I graduated from Carey in 2014 after doing the IB. I applied to several overseas universities and I was excited to be offered a place at the University of Oxford in the UK. I completed my undergraduate and Honours in History and Politics at Magdalen College, Oxford from 2015 to 2018. I have since completed a Master of International Development, specialising in Gender Theory at the University of Melbourne, and I am commencing my PhD, jointly funded by the University of Melbourne and University of Manchester (UK).

Why the University of Oxford?

Oxford is one of the best places to study History in the world. Not only is the actual teaching amazing – with a one-to-one tutorial system and small group teaching – but the university, alumni, buildings and traditions are all steeped in history. I chose Magdalen College specifically because it has amazing grounds and a long history of Australians studying there. In Year 9, also visited Oxford with my mum, who studied there in the 1980s, which really motivated me.

What is unique about being at Oxford?

The collegiate system: you can't study at Oxford without being a member of

a college. The colleges vary in size – my college had about 300 undergraduates and 250 post-graduates. You do everything in your college: live there, eat there, play sports and you make most of your friends in your college.

How did you prepare for the application?

I learnt how to do most of the application process from YouTube and online forums. I am also thankful for the help I had from my family and teachers at Carey – in particular, my Year 12 History teacher, Mr Kerr, and Career Practitioner Mr Black, who helped with the final application and entrance exam preparations. It was quite a long process – so if you're thinking about doing it, start researching early.

What would you say to other Carey students considering study overseas?

I was extremely lucky to be able to move overseas for my degree and would encourage anyone who is interested and able to consider it as an option. I had an amazing time and learnt many valuable lessons, including how to be more independent. However, it is also worth noting that there are many other opportunities to study overseas. Most universities offer whole-year exchanges as well as one-semester or even one-week intensive subjects.



Enterprise Week: teaching for global competence

Sally Nelson

Project Co-ordinator – Creative and Collaborative Learning

As teachers, we are continually asking ourselves how we can best prepare students for our complex and constantly changing world.

Project Zero, an initiative of the Harvard Graduate School of Education, suggests that teaching for global competence is about creating learning experiences where students can investigate the world beyond their immediate environment; recognise their own perspectives; appreciate other perspectives thoughtfully, empathically, and respectfully; develop multiple ways to communicate an idea; and be prepared to take responsible action.

Students can make connections to the real world through 'impact experiences' which are carefully designed for

engagement and experimentation. Across the Middle School journey, students engage in many impact experiences. A prime example of this is the Year 7 Enterprise Week, which occurs during the last week of Term 2. In collaboration with Illuminate Education Australia, this program provides the opportunity for students to participate in learning that is creative and collaborative and aims to empower them to become positive change agents now and into the future.

The students design a social enterprise that supports the local community, and they achieve this by undertaking project-based learning to develop a product or service; pitch it, prototype it and design a business case for it. Students work

in small teams to explore and develop some of the essential knowledge, skills, attitudes and values they will need to thrive and shape their world.

Throughout the week, students use their imagination to create an innovative solution, collaborate with their team to achieve the targets set within a tight timeframe, and demonstrate courage during their elevator pitches and final presentations.

A variety of Carey's teaching and professional staff support the students throughout the program by sharing their own expertise, knowledge, and skills. The program involves the students becoming more adaptable while developing a deeper understanding through a real-world problem-solving experience.

Student reflections from the Year 7 Enterprise Program

One thing that helped support my learning during the program was...

'Working with my classmates and with other people like the student mentors from Deakin University.' – Mia

'Growing and working better in teams and collaborating.' – Will

'The activities such as finance, marketing, business cases, among other things.' – Nanak

'Learning about financials and applying maths in the real world.' – Charlie

'We could come up with something we were passionate about.' – Lara

Some important skills I developed in the program that I feel I can use now and in the future are...

'My financial skills were greatly developed and my skill in writing a business proposal was enhanced significantly.' – Helen

'Creativity, because I had to think outside the box, and collaboration, as we had to talk and share ideas to make our work even better.' – Frankie

'Expressing my ideas and viewpoints. I also improved my listening skills for other people.' – Harvey

'I am more confident in talking to my peers about my opinions and I'm more creative in solving problems.' – Coco

An aspect of the program that I found most interesting was...

'It was interesting to see how our team worked under pressure. We actually did a really good job.' – Grace

'I found the ideas of my peers very interesting and their perspectives on solving these problems.' – Joanna

'Inventing something that would help others.' – Halim

'Creating a social enterprise that I am passionate about.' – Sienna

'Everything overall! Being able to create an enterprise has been really fun and we got to take lead ourselves.' – Mackenzie

◀ **Opposite:** Students in the Year 7 Enterprise Program pitched their enterprise ideas to a panel of judges. These groups won first, second and third place! Their certificates were presented by Meredith Plaisted, Deputy Head of Middle School – Student Learning.

The group of us: Game Plan Coaching

In this feature of Torch, usually titled 'The two of us', we highlight some of the many dynamic duos in our community – or, in this case, a dynamic dectet! Former Carey teacher Jimmy Drossos began Game Plan Coaching in 2019 with his friend and adolescent psychologist Yiorgo Sgourakis. They have since employed no fewer than eight like-minded Carey alumni and another Carey teacher to support VCE students through one of the most tumultuous periods of their education.

My name is Jimmy Drossos and I've been teaching VCE students for over 15 years, with over half of that time spent working at Carey. During this time, I've seen a growing number of students become increasingly stressed as they try to achieve their goals when completing VCE. It's really heart-breaking to witness students unravel at such a critical time in their education because of the pressure and anxiety they feel.

I decided I needed to help. I developed a range of coaching programs that guide students on how to become independent and resourceful learners. Developing soft skills such as effective planning, organisational skills, managing stress, building relationships and implementing feedback are core pillars of academic success and maintaining positive wellbeing. As I wanted these programs to guide students how to effectively manage stress, I decided to ask my long-time friend Yiorgo Sgourakis, who is a psychologist and school counsellor, for his expertise. Essentially, we wanted to give students a game plan to help them succeed at school and later in life; and hence, in 2019, Game Plan Coaching was born. Optimal academic performance is achieved when students develop efficient learning systems, learn to



▲ Carey alum, Game Plan coach and Methods Webinar Co-ordinator, Isaac Buratto (2014, right) in a coaching session.

manage stress effectively and maintain positive wellbeing. With an intimate understanding of the student learning experience, Game Plan Coaching programs guide students on how to develop these skills that will not only help them navigate the challenges of school but ultimately the rigours of life as they become better equipped at managing themselves independently.

'Carey students naturally qualify as great coaches as they have a keen sense of empathy, embrace personal connection and embody the School's philosophy of social justice.'



▲ (L-R): Carey alumni and Game Plan coaches Cristian Angelico (2019), Jack Quartermain (2014) and Bailey Wraith (2018) with other coaches Amy, Chrissy, Adelaide and Olivia preparing for a presentation to Caulfield Grammar.

In order to deliver our coaching programs most effectively, we quickly realised the need for current students to connect with recent graduates who have navigated through the journey that is VCE. At Game Plan Coaching, we believe that optimal learning is facilitated through personal connection, and hence students are matched with coaches who have similar academic backgrounds and personal interests.

Having had the honour of teaching a number of outstanding young people during my tenure at Carey, it made perfect sense to train them up to become coaches and role models for the next generation of students coming through. Carey students naturally qualify as great coaches as they have a keen sense of empathy, embrace personal connection and embody the School's philosophy of social justice. As well as a number of recent VCE graduates from other schools, Game Plan Coaching has employed a range of

Carey alumni, including former School Captains Cristian Angelico (2019) and Bailey Wraith (2018), as well as the outstanding former students Tanya Loucas (2016), Jessica Williams (2016), Izzy Hebbard (2016), Jessica Darnos (2018) and Jack Quartermain (2014), and Carey teacher Brent Jewell has recently joined us as a coach too. Isaac Buratto (2014) has also become an integral part of the business and is now part of the management team, which is testament to his outstanding character and leadership. Working alongside Isaac and the other Carey alumni has been nothing short of a privilege and is a reminder to us all to invest in our young people, as they are our future.

COVID-19 has reshaped the learning experience for students. The shift from traditional learning within physical school settings has now transitioned into a hybrid model, which includes online learning from home. This presents a unique set of academic and wellbeing

challenges for students and families. During such an unsettling time, students need more support than ever to navigate through their academic journey.

We know that academic performance is inextricably linked with maintaining positive wellbeing, which is why it is important to support students through their educational journey and guide them in how to learn in concert with how to manage their wellbeing.

Game Plan Coaching would embrace the opportunity to support current Carey students or employ Carey alumni at any stage in the future. Please reach out on our socials:

Facebook: [@CoachingGamePlan](#)

Instagram: [@game_plan_coaching](#)

LinkedIn: [linkedin.com/company/game-plan-coaching](#)

Georgia Tayler

Year 11 student



▲ Georgia hitting her personal best at the Australian Track and Field Championships this year, where she placed first!

Hi I'm Georgia! I'm a Year 11 student and my Carey journey has been memorable in so many ways. I have been at Carey since Year 7 and have loved it since day one. I've always enjoyed the exciting atmosphere that Carey creates. It gives me something to look forward to every day. Carey's sporting reputation influenced my decision to come to the School, and it definitely lived up to my expectations as the fun I've had while competing in APS and sports days is unforgettable.

Outside of school I love sport and my life has revolved around it from a very young age. I started athletics as a kid and grew up running around at Kew Little Athletics and later with my first coach Steve at Box Hill Athletics Track. At Box Hill I used to watch these athletes fly over crazy heights and knew straight away that I wanted to give that event a go. I told my dad that I wanted to be a pole vaulter, and after he and Steve realised I was serious, they took me to meet my new coach, Mark Stewart.

Luck was smiling on me that day! It turns out Mark coached Steve Hooker,

who had won Olympic gold, and Emma George, who had broken the pole vault world record five times! I was in very good hands.

After thousands of hours of training, a couple of injuries and way too many chin-ups, I have had the chance to represent my school and my state many times at the National Championships. This year was my proudest moment, when I competed at the Australian Track and Field Championships in Sydney. I took the gold medal and jumped a personal best of 3.90 meters in the U18 category. It was super exciting!

My running coach, Steve, helped get me get started on my Carey experience. He insisted that Carey was the right school for me with its focus on sport and the support it provides for athletes, and that is exactly what I've received. I am so grateful to be at Carey and although I only have year and a bit left, I will never forget the support that Carey has given me on this special journey.

Dr Ian Freckelton AO QC

Father of Year 11 student Lloyd



▼ Ian before his Doctor of Laws ceremony with Otis and Penny.



I work as a Queen's Counsel (senior barrister), a part-time judge, a tribunal member and a professor of law, psychiatry and forensic medicine. Most importantly, I am the father of Lloyd, a Year 11 student at Carey who is enrolled in the IB program, as well as of Leo, a lawyer, and Julia, a doctor. My wife, Trish, is a general practitioner and a member of the Victorian Civil and Administrative Tribunal (VCAT).

My work in the law is varied and I love its diversity, its unpredictability and its challenges.

As a barrister, I represent people when they come before courts and tribunals. I have a great interest in expert evidence and, in litigation, I tend to appear in cases where people are accused of having committed serious crimes when psychiatrically unwell, compensation cases where people have suffered serious injuries, coroners' cases into unexpected deaths, disciplinary cases involving health practitioners, end-of-life decision-making litigation and, latterly, cases in the Family Court enabling persons to affirm their gender identity. I have been involved in a number of high profile cases around Australia involving Indigenous deaths in custody,

human rights matters, and tragic cases involving police, such as the Sydney Lindt Cafe inquest and the Bourke Street Mall inquest.

In addition, for the last four years I have served as a judge on the Supreme Court of Nauru, hearing cases involving people seeking refugee status to avoid returning to their country of birth where they allege they have been persecuted. My time spent in Nauru dealing with people who have suffered the effects of long-term detention as asylum seekers has been deeply personally confronting, as well as legally challenging. Getting to know more about a South Pacific country in extremely difficult circumstances that is at great risk from climate change and is highly financially dependent upon Australia has also been a remarkable but worrying privilege.

I have also served on the Mental Health Tribunal for 25 years, sitting on cases where treating teams formed the view that people with mental illnesses should be made to have treatment. All of these cases involve a decision in relation to people's rights and liberties and how we as a community can strike that balance.

My university role as a professor has involved co-directing the masters

program in Health Law at the University of Melbourne and, recently, teaching subjects on pandemic law, mental health law, health law and human rights, and regulation of health practitioners. The students are a mix of doctors and lawyers and I find teaching them incredibly interesting. I am also a visiting professor at Johns Hopkins University in the USA which is one of the great research universities of the world. I am teaching an international course on research integrity. My spare time is spent travelling and giving talks on medico-legal topics in countries as contrasting as Azerbaijan, Laos and Iceland, and writing – for many years I have edited two journals I established in the 1990s, and have written many books on a variety of legal topics.

My biggest achievement, however, is being the father of three wonderful children, whom I admire greatly, and two large sheepdoodles (pictured).

During the Queen's Birthday Honours this year I was made an Officer of the Order of Australia (AO) in recognition of my legal work. It is a great honour and I hope I will be able to continue to provide service to the Australian community through the work that I love.

Rhys Adams

Health and Physical Education teacher, cricket coach and football coach



◀ Coach Rhys

▼ Dad Rhys



Sport has always played a significant role in my life. My earliest and some of my fondest memories involve watching or playing sport. Every waking moment I had either a cricket bat or football in my hands, begging my older brother or dad to join me in the backyard.

I grew up in the small town of Eildon (about two-and-a-half hours away from Melbourne), where my dad was heavily involved in the local football and cricket club. Every Saturday I would be there with my brother playing until we were called to go home – filthy and tired but utterly thrilled to have played for the whole day.

The swapping of muddy football boots in winter to oiling my cricket bat in preparation of the upcoming season became my yearly ritual. Seasons rolled into one another, and I just loved it. I am very thankful for the opportunities that both sports have provided me, in particular cricket, which allowed me to travel and play in England along with a tour through Europe playing cricket

in places like Switzerland, Greece, Germany – even a game at a winery in Tuscany. I have had the pleasure of meeting so many wonderful people, which would never have been possible without sport being the common thread. With this love of sport, it was no surprise that I pursued a career as a Health and Physical Education teacher. I had dipped a small toe into the world of sports science but felt more connected as a teacher – working with young people and looking to ignite and support their passions for health and wellbeing. After graduating, I took the opportunity to move to London with my now wife, Brooke, and work as a PE teacher and play some cricket. Arriving back in Melbourne, it took time to readjust but through connections with my cricket club, I found my feet and continued my teaching career.

Unfortunately, three ACL tears in my right knee (in the space of three years) ended my cricket career, but I was able to refocus and continue

my involvement with sport through coaching and my passion for teaching Health and Physical Education.

I've been extremely lucky to work at Carey for the past six years. The School offers such a wide range of co-curricular activities and being able to be involved with the cricket and football programs has allowed me to connect and work with a large group of wonderful students. I've been proud to help drive the girls football program and have witnessed it grow each year.

Outside school, I'm a proud husband and dad to two tornadoes (aged four and two) who make me smile every day. If being in lockdown has taught me anything, it's to try and see the world through the eyes of my kids, who see the wonder and fun in everything they do!

Belen Cao

Accounts Payable Officer



▲ Belen's daughter, Claire, who is in Year 2 at Carey.

It was a bright autumn morning when I walked up the ramp next to Sandell Oval for my job interview at Carey. Children were running and cheering on the grassy ground. I was fascinated by the environment and the way this school presented herself – a place and space full of energy and vitality. My previous working experience was mostly in Beijing, in a typical corporate setting. This school environment was impressively different, and it filled me with curiosity.

I have been living in Australia for 10 years. My husband and I love the lifestyle here. We enjoy travelling, camping and hiking when we can, but cooking has recently been added to the list of my hobbies during the lockdowns. Our daughter, Claire (pictured), is a proud Carey girl. She started here in Prep and is now in Year 2.

People often say that time flies when you're having fun. That has certainly been the case for me in the Accounts

Office at Carey: I can't believe it is already my fourth year working here. It is so rewarding to be able to work with a group of such incredible people in the Accounts team. I often feel that we are like family members or close friends, there are always heartwarming moments and so much laughter. I particularly enjoy my fellow team members explaining funny English idioms to me, such as 'a bee in your bonnet', 'knock your socks off' and 'doozy'. This sometimes involves teamwork, one person trying to think of a good example and another trying to acting it out!

As a parent and a staff member, I am impressed by the emphasis Carey places on individual wellbeing, the enthusiastic and caring teachers, and the wide variety of programs. We have attended nearly all of the school musicals in the last four years and loved them so much. Even after all these years, Claire and I are constantly learning new things about Carey!

I am so pleased by how much Claire truly enjoys her time at school. She has made so many lovely friends and has great teachers. You might have even seen her on the Carey website homepage and the August page of the 2021 Carey calendar! It is amazing to see her learning and growing in an environment I am part of and have such confidence in.

Publicity, philanthropy and purpose: Carey's beginning

Helen Penrose

Carey's Centenary Historian

The following are excerpts from Chapter 2 of the centenary history of Carey Baptist Grammar School, to be published in 2023.

When Baptists in Victoria decided, in 1919, to open a school, they required an exceptional leader to enact the entrepreneurial vision.

That person was Revd Leonard Tranter. He led the new Baptist Secondary Schools Committee that met in 1919 and reported to the Baptist Union of Victoria (BUV) its decision in favour of establishing Baptist schools. In 1920 the BUV enlarged this Committee and asked it to raise £20,000.

Several other influential Baptists featured in this committee's membership. They included Hedley Sutton, missionary; Alfred Fullard, chairman of the Victorian Baptist Fund; Joseph Goble, admired minister of Footscray Baptist Church; Dr William Moore, president of the Baptist Theological College; and Ernest Tuckwell, minister of Kew Baptist Church. Also among the group of zealous and influential campaigners was William Holdsworth, who had been a minister of Kew Baptist Church. As principal of the Baptist Theological College of Victoria, he hoped that a boys' secondary school would shore up the college's enrolment.

Joseph Newnham, then the minister at Ivanhoe Baptist Church, was a member of the committee too. He later served as minister of Kew Baptist Church. He was renowned for his evangelistic character, and during his ministry at Kew Baptist Church, it became one of the largest Baptist congregations in Australia.

In 1920, Leonard Tranter was given permission to establish *The Propagandist* as the new monthly newspaper. Plans to open a boys' school featured prominently in the first issue in 1921. Circulated to every Baptist Church in Victoria, the newspaper, from that moment, was deliberately and consistently harnessed by BUV leaders, and later Carey's leaders too, to plead with members of every church to contribute to the regular appeal to fund major denominational activities, including Carey Baptist Grammar School. Later the newspaper publicised the activities and successes of students in sporting, academic and religious pursuits, and linked these glowing reports to the denomination's future.

In 1921, Leonard Tranter's tract entitled 'A plea for Christian education' laid out the educational aims and values for the proposed secondary schools. It was published in *The Propagandist* and printed in 1922 to accompany the first



'The close-knit Carey community was founded on generosity of spirit and belief in the cause. These traits carried Carey through the enormous challenges it faced during the 1930s and 1940s.'



▲ **Above:** Burdett Laycock.

▲ **Left:** The illuminated address for Revd Leonard Tranter presented to him in 1924, which acknowledges his work for the foundation of Carey.

▲ **Opposite:** The last page of 'A plea for Christian education' by Revd. Leonard Tranter, 1922.

school prospectus. In it, Leonard Tranter declared that good Christian leadership, which is necessary to every sphere of life, must be imparted through church education because it is the cheapest and most effective strategy. In 1923, the manifesto won the McMaster University (Canada) essay competition. Other Victorian Baptists commended the tract as a rousing call to arms.

'For want of such a policy in the past, we have lost scores of the sons and daughters of our leading Baptist families of years ago, who, had we retained them, would have been a great source of strength to us today.'

– Leonard Tranter, 'A plea for Christian education', 1922.

During 1921, Leonard Tranter travelled over 22,000 kilometres around Melbourne and all over Victoria to personally collect cash and promises from each Baptist church towards the £20,000 target. 'Everywhere the people have received me in the kindest

fashion, and the work so far has been to me a great joy', he wrote in his first report. Churches in the Wimmera towns seemed especially supportive. Sydney King of Warracknabeal donated £500 – equivalent to the headmaster's annual salary in 1923 – and later gave a further £2500 on the condition that a girls' Baptist school be started soon.

Carey Baptist Grammar School's low fees deliberately supported Victorian Baptist families of modest means. Because of this attitude, philanthropy quickly established itself as a vital part of Carey's operations. As well as individual donors, the Baptist Women's Association was formed in July 1924 to work for four Baptist causes, including the school.

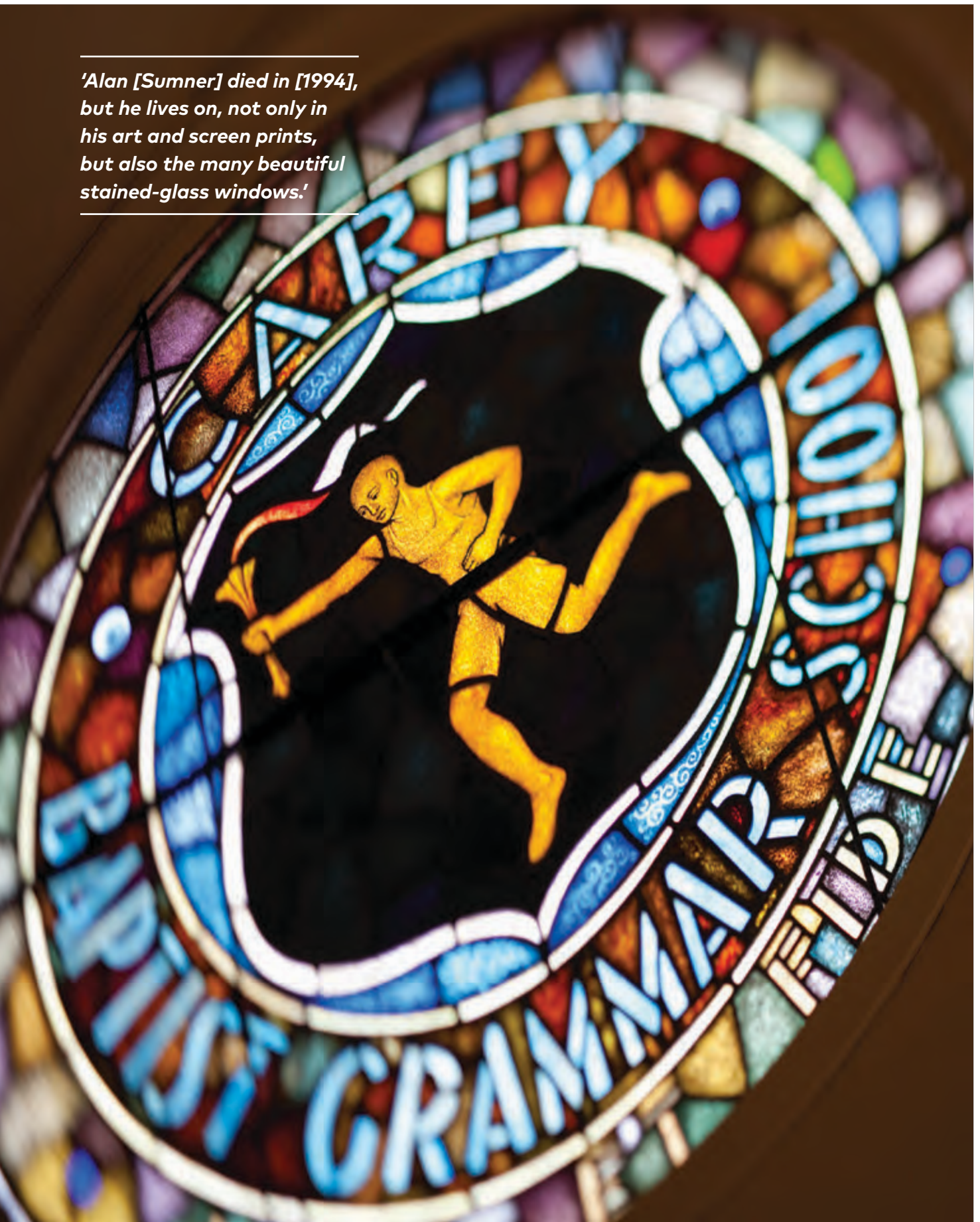
Another appeal for £10,000 was launched in 1924, partly to build a new boarding house. William Cartwright, who had been a minister of Kew Baptist Church and who was then in charge of Home Missions (new churches), agreed to lead the appeal and with astonishing

success achieved the target by early in 1925. One of the donors, a wealthy Baptist from Canterbury, Burdett Laycock, gave £2000 to build a new boarding house which was named to honour his father, Frederick Laycock.

Other Baptist families from churches in Canterbury, Camberwell, Hawthorn, Kew and Ivanhoe supported the fledgling school community in any way they could. They donated money to the regular BUV appeals for Carey, sent goods such as sheets, towels and tablecloths, sponsored prizes, and once even sent a piano. Cases of food arrived for hungry boarders, containing apples, pears, sauces and jams, tins of honey and vegetables. Every year the Auburn Baptist Church sent the vegetables gathered for its harvest festival. Once it sent 80 pounds of pumpkins.

The close-knit Carey community was founded on generosity of spirit and belief in the cause. These traits carried Carey through the enormous challenges it faced during the 1930s and 1940s.

*'Alan [Sumner] died in [1994],
but he lives on, not only in
his art and screen prints,
but also the many beautiful
stained-glass windows.'*



The torchbearer and the stained-glass window

Joanne Horsley
Archivist

The Memorial Great Hall opened in 1954 and was built as a commemoration of the 40 men who died in WWII and as a tribute to the many Old Carey Grammarians who served in that war. To complete the building, it was decided that a stained-glass window should be installed in the tower. Mr Alan Sumner MBE, a distinguished artist and artisan in stained glass, was commissioned. His brief was that the torchbearer, a potent symbol of the School, with the motto Animo et Fide, should be the subject for the window. Once completed, the window was then carefully installed in the tower facing Barkers Road.

Until recently, little was known about the window or the artist, Mr Sumner. However, recent research and correspondence with stained glass historian Ray Brown has revealed a link to some drawings held at the State Library of Victoria in the Alan Sumner MBE collection. Preliminary pencil drawings on butter paper show the Carey crest with a central shield surrounded by the words 'Carey Baptist Grammar School' with the Torchbearer in one circle and 'Animo et Fide' at the base of the outer concentric circle. The provenance would appear to be verified and authentic.

Mr Alan Sumner was born in Melbourne in 1911 and studied at RMIT, the National Gallery of Victoria and at the George

Bell School. He was a skilled painter, silkscreen printer and stained-glass designer. He served as a military artist during WWII and first exhibited his work at Georges Gallery in Melbourne in 1946 with later exhibitions in Brisbane, Sydney and Adelaide. Sumner was also the Director of the National Gallery School of Art (1954–62). Other Directors of the Art School include the renowned Sir William Dargie (1946–53) and the distinguished artist John Brack (1962–68). Alumni of the Art School included Rupert Bunny, Arthur Boyd, Frederick McCubbin, Margaret Preston, Clifton Pugh, Sidney Nolan and Fred Williams, to name but a few. Artworks by Alan Sumner are held in the National Gallery of Victoria and the Art Gallery of New South Wales.

The National Gallery of Victoria held a retrospective of Alan Sumner's art in 1994. It spanned 60 years and focussed on his art and screen prints. Alan died in that year, but he lives on, not only in his art and screen prints, but also the many beautiful stained-glass windows that are preserved in schools such as Kostka Hall, the former Xavier Junior School campus in Brighton, and Girraween Chapel at Brighton Grammar School, as well as many churches in Melbourne, rural Victoria and Tasmania.



▲ The original stained-glass window design, by Alan Sumner MBE c. 1960.

This is my last column on these pages. I am retiring at the end of this year as Carey Archivist. I thank the Carey community and my colleagues at the School for the wonderful support I have enjoyed over 20 years. I have had the privilege of working with many who certainly fit the title of 'renowned in our story'. The Centenary of the School in 2023 is just around the corner and I will certainly join in the celebrations.

Source: image above

Sumner, Alan: stained glass window design drawing of school crest for Carey Baptist Grammar; signed on mount. H2009.133/151. State Library of Victoria.
Copyright granted by Dr Peter Meier.

Donations to the Archive

May – October 2021

List of donors

Mrs Connie Black

Steele House long-sleeved blue jersey.
White long-sleeved jersey with gold and blue stripes worn as part of the swimming uniform, belonging to the donor's son.

Mr David Crawshaw

Photo albums of the demolition of buildings and construction and opening of the old Middle School in 1994.

Carey Musical Theatre Patrons Program with list of inscribed donors.

Digital software display of the demolition of Laycock House in 2008, to make way for the DeYoung Centre for Performing Arts, opened in 2010.

Mr Robert Downing

Trophies belonging to the donor's father, John Martin Downing (1931): Athletic

Champion 1932, Athletic Champion 1929, Athletic Champion, 1927 (pictured).

Mrs Jane Hollebhone

Platter decorated with hand-painted motifs of Junior School Kew staff and auctioned at a School function, 2003 (pictured).



Mr Eric Joyce

Carey publications including student publications:

Chronic, Aug, Sept and Oct, 1967.

Yours Sincerely, GL Cramer, Headmaster, DE and IV Hansen.

Urangeline: Voices of Carey, 1923–1997, Michael Small.

Correspondence between Headmaster SL Hickman and Mr W Joyce regarding the application and confirmation of enrolment of the donor in 1962.

Schedule of fees, 1962.

School brochure, c. 1950s.

Senior School handbook, December 1978.

Dedication of the William Carey Chapel, 1971.

Hickman House newsletter, 1967.

Year 8 form magazine, 1975, 1980, 1982.

Record book of umpires, 1976–79, 1980–86, 1987–95.

School hymn books x2.

Ms Suzanne Lenne

Carey blazer and cap belonging to the donor's father, Douglas Lenne (1935).

Ms Jeanette Robertson

Medals: U16 Weight Putt, U16 220yds 1939, U13 high jump 1936, belonging to the donor's father, Douglas Robertson (1939) (pictured).

◀ **Opposite:** Medals belonging to Douglas Robertson (1939). Donated by Ms Jeanette Robertson.

▲ **Top right:** Trophies belonging to John Martin Downing (1931). Donated by Mr Robert Downing.

▶ **Right:** Platter with hand-painted motifs from Junior School Kew, 2003. Donated by Mrs Jane Hollebone.



Do you have any special Carey items that you would like to donate?
If so, please contact our Archivist, Joanne Horsley, on 03 9816 1331.

Generations of support for Carey sport

Stuart Galbraith

Head of Advancement

Sport has always been an important part of the Carey learning experience. All students are involved in sport throughout their schooling, because we know that sport and exercise provides students with balance, supports their mental health and is an opportunity to connect and collaborate.

Of course, we wouldn't be able to offer such a robust program if it weren't for our facilities and equipment, and we are very grateful for all the sporting and recreational assets that were established as a direct result of the generous philanthropic support of our community. These supporters have defined the Carey tradition of excellence in providing exceptional facilities that may well inspire a future Olympic, AFLW/AFL or cricket champion.

1923

Philanthropy at Carey began at its foundation in the early 1920s, including the construction of Raymond Hall and Sandell Oval which remain a central part of the Kew campus today. Although there were a few large donations, it was the many smaller gifts that made a profound difference, such as the School Oval Appeal stamps that were sold at two shillings and sixpence each.

1926



The School Oval Appeal raises money for the construction of Sandell Oval.

1955

In 1955, as part of the Greater Carey campaign, the School received a significant gift from the Gadsden family, enabling Carey's first ever purpose-built gymnasium, where the Grutzner Centre for



Learning and Innovation stands now. The gymnasium was one of the finest and best equipped facilities of its kind: even the Australian gymnastics team trained there in the lead up to the 1956 Melbourne Olympic Games.

1960

Carey's entry into the Association of Public Schools (APS) and the continued growth of the School led to the purchase of the Carey Bulleen Sports Complex in 1960. Although the School purchased this



land, it was largely the fundraising efforts and support of many Carey families in the 1960s that enabled the acquisition. Two campaigns, Forward Carey and Onward Carey, raised £118,322 (over \$1 million today) and £400,000 (over \$2.6 million today) respectively. The legacy of these campaigns includes Gadsden Pavilion, now a centrepiece at Carey Bulleen.

1967

Camp Toonallook, on the Gippsland Lakes, opened in 1967 after the School was given 10 acres of Trust Land by the Barton-Crees family. Greg Warmbrunn (1972) was there as a student when 'Toona' first opened and has retained a keen interest as a long-serving Carey teacher. He remembers the pioneering efforts of Carey families in establishing Toona, which laid the groundwork for:

'thousands of Carey students to enjoy the beauty and adventure of camping on this wonderful property. Parent groups played a key role in raising funds to construct the boatshed, eating hall, kitchen, staff sleeping quarters and myriad other necessities for the Outdoor Education program.'

1983

In 1983, the Carey Foundation was formed under the leadership of Malcolm Vawser. The Foundation was successful in raising significant funds to establish the Gerard Cramer Physical Education Centre at Bulleen. Attention then turned to the need to build a long-awaited purpose-built training and competition pool. To raise funds, a small group of volunteers gathered at Geoffrey Stevens's house and spent many hours making phone calls. As Carey advocate David Lord (1953) noted, 'The spirit of togetherness was obvious, old friendships were renewed and a good time was had by all.' Over \$1.5 million was raised in just 12 months and the Geoffrey Stevens Swimming Pool was named in recognition of his significant philanthropic leadership.



1989

Since the opening of our Donvale campus in 1989, the Carey Donvale Parents Association (CDPA) has played a key role in supporting the growth and development of sporting and recreational infrastructure, especially with the adventure and prep playgrounds and the multi-use courts. 'Our partnership with the CDPA has been instrumental in reshaping our campus for our students', said Steve Wilson, Head of Carey Donvale.

1997

In the late 1990s, Carey students were the beneficiaries of a generous gift from the Macafee family to enable new tennis courts to be installed on the Kew campus. Hidden underneath the temporary M-Link building while the new Middle School was being constructed, the Macafee Courts have recently been resurfaced and revitalised to provide a contemporary multi-use playing sporting and recreation facility for Middle School students.

2018

In recent years, Carey received a generous gift from the Oppy family of an electronic scoreboard to replace the Graeme Yallop Scoreboard, now known as the Captains Scoreboard, to showcase the talent of our cricket, AFL/AFLW and athletics students.

2021

Through Community Giving in 2021, Carey families showed their support for the resurfacing of the new Carey Sports Complex Kew to enable students to benefit from purpose-built and flexible sporting pitches.

2023 and beyond...

Our next focus is to work together to build an indoor sports hall at the Carey Kew Sports Complex for basketball, netball, volleyball, badminton, table tennis and physical education classes. While the NorthEast Link project gets underway over the next few years, a completed Carey Kew Sports Complex facility, right on the doorstep of our Kew campus, will provide significant time-saving and accessibility benefits to students.

Thank you – together, we did it!

Stuart Galbraith

Head of Advancement

We did it! Through our 2021 Community Giving appeal, Carey families, staff, friends, parent associations and alumni have rallied together to raise the funds we need to begin a life-changing Access and Equity Scholarship for a student experiencing hardship or disadvantage to study at Carey.

All thanks to our amazing community, the Access and Equity Scholarship will provide a deserving student with a place in Year 9 next year, where they can benefit from the outstanding opportunities provided by a Carey education right through to Year 12.

We know this scholarship can make a real difference to the lives of its recipients, such as Kym Tenzin (2018), a refugee from Tibet who recently attended Carey and is now studying nursing at LaTrobe University:

'The friendships I made at Carey helped me build my confidence inside and outside the classroom. I felt empowered to take advantage of opportunities I would not have had exposure to or the ability to participate in otherwise.'

Not stopping there, our wonderful and generous Carey community have also exceeded our fundraising targets this year to both install a children's literature mural in our Little Library in Junior School Kew, and to fund an extension of the online PebbleGo subscription for Carey Donvale students.

Our new children's literature mural will transform the Little Library into a very special place in the educational journey



▲ The children's literature mural will transform the Little Library for our Kew ELC and Prep students.

of our ELC and Prep students. Anna Davidson, Head of the Junior School Kew Library, has some exciting ideas for the mural, and we look forward to keeping you updated as the project progresses.

Our extended subscription to PebbleGo will provide students with access to a wide range of informational articles, ready-made activities and literacy supports that can be accessed by teachers and students both in the library and the classroom.

'Thank you for your support which has enabled us to subscribe to a top-quality

online resource that supports the learning of all of our students. PebbleGo has been an especially important resource during our lockdowns, giving students access to safe, reliable and relevant information.'

– Siobhan Roulston, Head of Junior School Library (Donvale Campus).

To learn more about how the Carey community is making a difference to the learning journey of our students, please visit www.carey.com.au/giving

Introducing Simon Wood: President of the OCGA

Simon Wood (1966)

Old Carey Grammarians Association President

I am honoured to take on the leadership of the Old Carey Grammarians Association (OCGA). I take my role very seriously and will ensure the Association remains relevant, forward focussed, and provides positive outcomes for our 19,000-strong membership.

Since leaving Carey in 1996, I have built a career as a senior private client advisor in one of Australia's pre-eminent Wealth Management firms. I have had over 20 years' experience in financial markets, a skill set I will employ in my role as President to build on the long-term financial security of our Association. I have also pursued my passion for sport and have represented the Old Carey Cricket and Football clubs both as a player and, more recently, in an administrative capacity as President of the cricket club. I am a father of three daughters, two of whom are commencing at Carey next year.

I am proud of Carey's diverse community, its resilience and the way in which its members can draw upon each other for support. The past 18 months have presented many challenges for the broader Carey community. It is important to acknowledge these impacts but, at the same time, project a sense of optimism and not be diminished by them. I believe I have been able to keep a positive mindset in large part due to the communities I am involved in. I am so very grateful that during these difficult times I have had the support of so many great friendships that were seeded during my time at Carey. We

are each fortunate to be part of such a strong and supportive community.

I look forward to building on the great work of my predecessors to facilitate opportunities for our members to engage with their fellow alumni through networking events, sport, business and philanthropic endeavours. I am also keen to support all our wonderful clubs.

We have many new additions to the OCGA Council and I am confident we have an experienced, committed and unified team in place that is motivated to deliver meaningful outcomes to our broad membership. To ensure best practice moving forward, the Council is committing to an independent review of our governance and operational practices. A key goal is to establish a framework that will reinvigorate the Association and ensure relevance to the largest cohort of alumni as possible.

This is no easy task considering the diversity that exists within our community, however it is this diversity that can lead to great outcomes if it is embraced and harnessed. It is an undertaking that the Council cannot do on its own. It is for that reason I would like to call on you, the OCGA community, to forward any suggestions that might assist us achieve our goal of being more relevant, more inclusive and, as a consequence, more able to deliver positive outcomes for our members.

I look forward to engaging with many of you through my new role and to receiving your comments, questions and feedback to ocga@carey.com.au



Little Dreamers, big impact

Katie Hunt

Alumni and Community Manager

At Carey, it is widely accepted that serving our local, national and global communities inspires passion for social justice amongst our students. Carey provides wonderful opportunities and a terrific environment to help build social entrepreneurs through the myriad programs and experiences on offer. Carey has a long list of alumni who have gone on to make significant impact at all levels of society, either through establishing their own not-for-profits or choosing to work in organisations where they can make a difference.

To ensure Carey alumni continue to have opportunities to benefit from social impact involvement after graduating, in 2020, the Old Carey Grammarians Association (OCGA) launched a Social Impact Grant Partnership program. The OCGA provided financial support to two not-for-profit organisations: Regional Education Support Network (RESN) and Little Dreamers. Both of these organisations are committed to ensuring all young people around the state and across the country have equal opportunities to thrive.

RESN was started and is still led by Carey alum Jacob Wilkinson (2016) and some of his friends from university. Their mission is to ensure Year 12 VCE students across all of regional Victoria have access to the same support from

tutors and mentors as students in metropolitan Melbourne.

'We have three main goals,' Jacob said. 'First, if we can just help the students get a better ATAR, that's great. Then, they might have a better chance of getting their first or second preferences for university. But also, we want to provide students with the confidence to walk into their exams knowing they've been given the best chance to succeed.'

Little Dreamers is another great example of Carey alumni making a difference and how you too can become involved through the alumni Social Impact Program. Currently, Little Dreamers has eight Carey alumni in its team: two employees and six volunteers who give up their time to help with the online tutoring and school holiday programs. Their dedicated team includes Georgia Stewart (2013), Miranda Nash (2016), Heidi Roast (2016), Patrick Quay (2016), Amy Swanton (2016), Ella Ryan (2016) and Joe Wilson (2016).

Little Dreamers is Australia's leading Young Carer organisation, supporting young people who provide unpaid care for a family member with a disability, illness or addiction. Over the past 12 years, Little Dreamers has become a game-changing force in the Young Carer space, developing internationally recognised best-practice programs and changing the lives of thousands of young carers around Australia. Across a



▲ Little Dreamers volunteers and Carey alumni Georgia Stewart (2013) and Miranda Nash (2016).



make a difference

'When volunteering part of your time, you are not only benefitting others but ultimately helping yourself in numerous ways.'

range of direct support programs, both in-person and online, Little Dreamers works to improve the quality of life of young carers across five key areas: education, employment, mental and physical health, socialisation, and financial wellbeing.

With financial support from the OCGA and help from Carey alumni, 24 young carers have benefitted from the opportunity to engage in the Big Dreamers program. Through this program, these young carers have attended monthly workshops focussing on personal development topics such as career aspirations, mental health and wellbeing, energy and mindfulness. Participants have also attended three retreats, which provide young carers respite from their caring role at home and also put them in touch with a network of friends with similar lived experiences.

The Carey Community Engagement team are managing opportunities for alumni to engage and apply their social impact skills at either of these two organisations. There are many benefits of volunteering beyond school, including gaining new skills to add to your resume, building professional networks, making new friends and, of course, making an impact on the people and world around you. When volunteering part of your time, you are not only benefitting others but ultimately helping yourself in numerous ways.

Our team at Carey hopes the new Social Impact Program will continue to grow and more Carey alumni will become involved. If you would like to join the Carey alumni volunteer network and apply your skills and time to making a difference, please contact Katie Hunt – Alumni and Community Manager at katie.hunt@carey.com.au

Fiona Sweetman (1989)

I arrived at Carey in Year 9 as an eager student, with my younger sister, Annabelle, a year below. Already interested in architecture, art and rowing, at Carey I discovered musicals, history and a wide community. What I gleaned from my time at Carey was that friendships arrive in unlikely places, and learning is different for everyone.

I didn't complete Year 12 as a late diagnosis of dyslexia interrupted my love of learning, but I did a design program at RMIT and then moved to France in 1992. At Carey I made costumes for the drama department, so after school I became a self-employed dressmaker making ball gowns, costumes and wedding dresses. It kept me busy for 10 years.

My time in Normandy really shaped my next 30 years. Language, photography and an appreciation for travel eventually brought me back to Melbourne, where



I started my own city walking tour business, Hidden Secrets Tours, in 2004.

The development of a tourism business was actually a lot like fashion design: the use of space, the journey you bring the customer on and the memories and business connections you make.

My business has won awards for Female Entrepreneurship, a Victorian Tourism Award and a Melbourne Award in 2008.

I love being part of the ecosystem of the Victorian tourism industry, as I cross paths with hoteliers, restaurateurs, sports and events managers and creatives – many of whom are Carey alumni. I also sit on boards and advisory groups including the Victorian Tourism Industry Council, and mentor young tourism students.

In 2020, I ran as an independent for Melbourne City Council for the third time, though with 53 candidates, it was not to be, and I can likely do more from the sidelines in the end anyway.

There's no question that COVID-19 has impacted my business, but some help from old Carey mates in the economics of things set me up years ago on how to prepare for disaster and growth. It's a complicated time, but we will see it through, and other projects will keep me busy until we can all travel more freely!

Ross Connor (1969)

At Carey, I was in the Railway Club. I have cerebral palsy on the left side of my body, and because of my physical disabilities, my involvement in sports was limited. The Railway Club provided an activity for me and is an interest I hold to this day: I have continued active involvement with the Puffing Billy Preservation Society since 1966.

After school, I did Business Studies at the Preston Institute of Technology and was a Foundation graduate of the Bundoora campus (now the Mill Park campus of RMIT). From 1972 to 1979, I worked for Price Waterhouse. During this time, I was seconded to Honiara, the capital of the Solomon Islands. I was there in 1978 when the country became independent from Britain.

Later that year, I visited China and examined the railway system as a guest of China Rail. This was the first of several



visits. After a few years at Burns Philp and Co Ltd in Papua New Guinea as Internal Audit Manager, in 1981 I moved back to Australia to work in Internal Audit at the State Rail Authority of NSW, including being Manager of Internal Audit. I also worked in Internal Audit at the Roads and Traffic Authority of NSW.

Then, until 2001, I worked at a consulting company primarily conducting internal audits, risk management and business

continuity management for NSW government agencies and universities, which included interesting trips to Hong Kong and Indonesia.

I did some freelance consulting for a while, before being contracted to RSM Bird Cameron, Chartered Accountants in 2003. In this role, I undertook risk management reviews, IT audits and business continuity management mainly in NSW, ACT and federal government departments and agencies. This included two journeys to the Solomon Islands to review Australian aid programs.

I retired in 2014 and have since been actively involved with the Hornsby NSW Probus Club. I live in Sydney and until recently had been caring for my 100-year-old father, who passed away in January this year. Whilst in lockdown, I am writing some narratives about my trips to China in 1978, 1987 and 2001.

Ingrid Martin (2002)

At Carey, I relished the opportunity to explore as many different activities as possible – though my peers probably just remember me as a nerdy music kid! In the summer before Year 12, I went to a music camp to get an introduction to conducting, on the recommendation of then Director of Music, Roland Yeung, who was a great mentor to me. Later that year Roland asked if I would take over conducting the Middle School Musical, just a week before opening night, and amidst my mid-year exams! Of course I said yes, and that was my first gig as a conductor.

At the end of school, I felt torn, having to choose between a number of competing passions. I eventually settled on medicine at Monash, where I was able to keep playing and conducting music in student clubs. Though I enjoyed the learning, my



heart wasn't in it. While completing my internship, I took on more conducting positions, before pausing medicine to study music formally. For years I then lived a double life – working weekends in the Emergency Department and spending the rest of the time conducting, performing and teaching. But I finally

made the decision to move to the US to study a Master of Music.

Since then, I've been busy working as a freelance conductor around Australia, and providing professional development to conductors and teachers globally through my business, Conducting Artistry. Later this year I'm making my debut with the Melbourne Symphony Orchestra, and continuing my Artistic Director roles with the Victorian Youth Symphony Orchestra, Bayside Chamber Orchestra and Crosswinds Ensemble.

What Carey nurtured in me was a love of learning, and a belief that through reflection and commitment I could improve in any domain. This allowed me to approach all the challenges of life with passion and confidence: from treating a patient to managing a music festival to step-parenting teenagers!

Jack Joslin (2003)

I had a wonderful time as a student at Carey. I threw myself into all the co-curricular opportunities that presented themselves. In particular I loved football, cricket and camps. I made many lifelong friends during that time.

It has been an enlightening experience to then come back to Carey to teach, and I want to ensure those I work with have the same positive and enjoyable experience I did as a student.

After leaving Carey in 2003, I played football for Old Carey until 2014. I then captained and coached the Mont Albert Cricket Club from 2015 until this year. It has been a rewarding experience working with a range of age groups and abilities.

I studied Exercise Science at Australian Catholic University (ACU) and worked as a strength and conditioning coach and personal trainer from 2008 to 2014. Wanting to get into sport administration, in 2012 I completed a Master of Business at ACU but, when I



realised it was all about who you knew, not what you knew, I decided to do a Master of Teaching at Monash.

I did one of my teaching rounds at Carey with Sharleen Hutchison, who was my Year 12 PE teacher, and I was so lucky to get a job at Carey after uni, and I was also given the opportunity to be Staff Member in Charge of Football and have been in the role since.

For Term 1 2020, I jumped into the Head of Sport role, which ended up being a

baptism of fire! We started with air quality policies due to the horrendous bushfires, followed by Summer House Sports Day being cancelled due to 40mm of rain, and finally, school being moved online because of COVID-19.

I am now Leader of Learning – Health and Physical Education. I have loved having the opportunity to take up a number of leadership positions at the School in my short time working here. It has given me a great understanding of the operations of the School. I'm so grateful to be working with such a wise, collaborative and enthusiastic team who are all so passionate and dedicated.

My passions translated so perfectly to teaching: sport, wellbeing and working with people to support and develop them as good people, and helping them to achieve their goals. Over the years, I've seen my students get great study scores, drafted to the AFL/AFLW, and accepted into their preferred universities.

2010/2011
10-year
Reunion



▲ **L-R:** Jess Dupe (2010), Ryan McKeown (2010).



▲ **L-R:** Evan Pappas (2010), Amelia Triado (2010), Olivia Sabatier (Handrinos, 2010).



▲ **L-R:** Michael Mazzacato (2010), Tom Cornelius (2010), Morgan Evans (2010), Tyler Brenchley (2010).



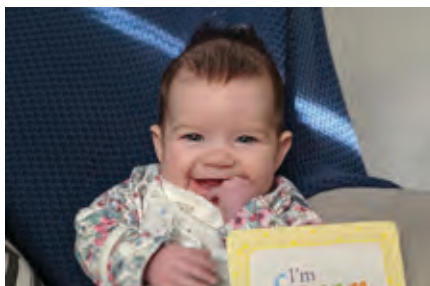
▲ **L-R:** Caitlin Kennedy (2011), Amy Mathieson (2011), Elly Fennessy (2011), Rosie Muir (2011).



▲ **L-R:** Josie Harris-Wetherbee (2011), Megan Kennerley, Steph Merlicek (2011), Chloe Yap (2011), Eliza McNamara (2011).



▲ **L-R:** Georgia Wallace (2010), Bryce Leyden (2010), Tyler Daglish (2010), Laura Morrison (2010), Lachlan Addison (2010).



Georgiana Leigh Kruisheer

11 January 2020. A daughter for Jessica (Jackson, 2004) and Robert Kruisheer (2004), and a sister for William.



Mila Grace Viney

26 June 2020. A daughter for Charlotte (Ennels, 2011) and Jack Viney (2012).



Jack Lawrence Stewart-Holmes

9 March 2021. A son for Ingrid (Mohr, 2006) and Alistair Stewart-Holmes (2001).



William Fredericks

24 April 2021. A son for Katherine Dyson (2003) and Cale Fredericks, and a brother for Harriet (pictured).



Eloise Dexter Hoang

13 May 2021. A daughter for Maggie Dexter (staff) and Dun Hoang, and a sister for Mattias.



Emelia Louis Chan

4 June 2021. A daughter for Melissa and James Chan (2006), and a sister for Charlotte.

Are you expecting a future Carey Grammarian?

Carey receives a high volume of applications for enrolment. We encourage you to apply for your child as early as possible after birth. For more information about enrolment, and to apply online, go to www.carey.com.au



Montgomery Adam

12 July 2021. A son for Georgia Fitzgerald (2007) and Hamish Adam (2005).

In memory

We extend our sincere condolences to the family and friends of the following people:

Lyle Francis Nicholson (1954)

on 31 May 2018

Stephen Grant Pick (1976)

on 8 December 2020

Allan Alexander (1962)

on 26 December 2020

Robert Edward Loder (1943)

on 1 January 2021

John Burnet (1956)

on 11 January 2021

William Murray Ross (2001)

on 21 May 2021

James Edward Robert Woolcock (1970)

on 4 July 2021

Geoff Palmer (Past Staff)

on 19 July 2021

Spencer Cambridge (2011)

on 30 July 2021

Geoffrey Burrige (Past Staff, Past Parent)

on 11 August 2021

Denzil Robert James (Past Carey Board Member, Past Parent)

on 31 May 2020

John Dorman Elliott (1958, Past Parent)

on 23 September 2021

OCGA Calendar 2022

9 Feb Founders Day Assembly and Luncheon

4 Mar 1982 40-Year Reunion

18 Mar Mornington Peninsula Reunion

27 Mar APS Lawn Bowls

27 Apr Anzac Day Assembly and Luncheon

29 Apr 1972 50-Year Reunion

Due to the ongoing uncertainty surrounding events and gatherings for the remainder of 2021, please refer to the OCGA website at ocga.com.au for the most up-to-date details relating to a particular scheduled event.

Calling all past Carey performers!

In May 2023, we will commemorate the incredible history of Carey's musicals by hosting a celebration of Senior School Musicals through the years.

The first official Carey Senior School Musical took place in 1985, with Gilbert and Sullivan's *The Gondoliers*. In 2023, we will have produced 39 shows.

For this spectacular concert in our centenary year, we are inviting original cast members to perform numbers from these Carey Senior School Musical productions. This will

be an extraordinary night for our community to come together to celebrate the magic of live theatre and the history of our school.

Work on the concert is underway and we are currently connecting with our past performers. If you'd like to be involved, contact katie.hunt@carey.com.au, Alumni and Community Manager, with your expression of interest.

We look forward to welcoming you back to Carey for this special centenary musical celebration.



School Sections

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senior.school@carey.com.au

Middle School

middle@carey.com.au

Junior School Kew

jskew@carey.com.au

Junior School Donvale

donvale@carey.com.au

Carey Sports Complex – Bulleen

bulleen@carey.com.au

Principal Jonathan Walter

principal@carey.com.au

Community Engagement

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Intranet: careylink.com.au

Facebook: [@CareyBaptist](https://www.facebook.com/CareyBaptist)

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

Connect with the OCGA

Website: ocga.com.au

Email: ocga@carey.com.au

Facebook: [@OldCarey](https://www.facebook.com/OldCarey)

LinkedIn: [CareyGrammar](https://www.linkedin.com/company/CareyGrammar)

Connect

Apply now for Academic and General Excellence Scholarships

Years 7, 10 and 11 in 2023

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