

Carey Community News

TORCH



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Carey
Baptist
Grammar
School

Discover
your
passion



Torch

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Cover Image

Carey Donvale ELC students
investigating nature as part
of the Bush Kinder program.
Story on page 12.

Above right

The newly opened Carey Art
Gallery. Story on page 18.

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Shaping the next stages of Carey's future

Jonathan Walter
Principal

The education we offer at Carey is one that embraces the strengths of each individual. We provide many opportunities for students to find their passions and discover who they are as both a learner and as a person. We're proud of our approach to education – but we can do so much more.

In order to continue developing the student journey at Carey, we have been undertaking some great work both within the education industry and within our own community. This has included the last few months of learning what it is that our community values most about a Carey education, and how we might leverage these strengths to deliver a complete education for every student. We invited our staff, parents, students and alumni to give feedback through both an online questionnaire and in-person sessions to find out what these strengths are and what our shared future aspirations, hopes and dreams for our community involve.

Our community consultation has been carried out within the Appreciate Inquiry framework. This is an intentionally affirming process focussed on discovering what is working well and what we need to keep doing, as well as identifying new possibilities and opportunities for the future.

What is Appreciative Inquiry?

A globally respected approach for organisations seeking positive input from communities, Appreciative Inquiry is a strengths-based, research-backed process that investigates the very best

aspects of community experiences. Carey engaged an external Appreciative Inquiry consultant, who also happens to be a past Carey parent, to guide us through this process and ensure we get the most in depth responses.

We keep referring to this as 'an intentionally affirming process' – which is what it is designed to be. We really want to know what you think our strengths are as a school, an organisation and a community, in order to build on these and become the best we can be for all of our students. The community responses help us to unearth the common values that draw us together and what are the significant and important programs that really make a difference in the lives of our students, staff and families.

How has Appreciative Inquiry been used at Carey?

Through a variety of methods, we have tried to reach as many people in the Carey community as possible to capture the insights, perspectives and voices of our people. This has included:

- a three-week online engagement inviting members of the community to provide feedback in written form in response to a series of questions
- two half-day workshops with all Carey staff from across the whole School
- a series of focus group discussions with parents in small groups
- Year 12 lunchtime discussions with the Principal and Head of Senior School
- a series of student focus groups with senior leaders of the School.

'We are inspired by your responses, suggestions, visions and aspirations. Every word has been read and will be considered as part of creating the Carey of the future.'

When developing the three-week online questionnaire, we focussed on three main categories: the strong, connected and inclusive community of Carey, how to deliver a complete education, and our community's visions of the future.

What matters most to the Carey community?

The most exciting part of the Appreciative Inquiry process is forging the path forward based on our community's values. It has been pleasing to see a consistency of responses on things that matter most to us here at Carey. There is a huge amount of data from this dialogue and, so far, the emerging themes have centred around diversity, inclusivity and celebrating difference; a strong connected community that values the opportunity to support one another; and providing opportunities for our students to thrive through our commitment to a complete education. We have also seen the desire to further explore environmental sustainability, links with Indigenous Australia and for us to have greater goals in community service.



Appreciative Inquiry emerging themes: what matters most to our community? (In no order)

- *Wellbeing*
- *Strengths-based learning*
- *Valuing individuality*
- *Academic excellence*
- *Co-education*
- *Community service*
- *Quality teachers*
- *Learning beyond the classroom*
- *Christian values*
- *Progressive and innovative educational leadership*

As the dialogue continues throughout Term 2 in focus groups, I look forward to undertaking a deeper dive into some of these issues to understand what is most important to our community.

What's next for Carey?

The feedback from our community will inform the development of our school's future directions. We are inspired by your responses, suggestions, visions and aspirations. Every word has been read and will be considered as part of creating the Carey of the future, and we are eager to begin the next stage.

In addition to listening to the ideas from our community, we are involved

in some exciting educational research projects, including the New Metrics for Success program with the University of Melbourne. This is focussed on developing a new way of assessing the whole student at the end of their time at School. It is widely accepted that the ATAR, while a useful measure of academic progress, will not adequately show future employers or tertiary institutions who these individual students are and what they are good at. The New Metrics program is conducting research with 40 Australian schools to develop a robust measure of student achievement, and we are very excited to be a part of this as it unfolds.

Through being involved in industry projects, Carey has an active voice in developing the educational agenda for the future. Together, these innovations will lead to the development of an offering to better meet the future needs of our young people.

Inspired to create change



Curiosity is the key to success

Saskia Lim & Ishan Merchant

School Captains

Dr Patricia Illing (2004) is an Old Carey Grammarian and researcher at the Monash Biomedicine Discovery Institute, Monash University. After leaving Carey, Patricia's passion for science and boundless curiosity led her to a Bachelor of Science with Honours, followed by a PhD from the University of Melbourne.

Patricia's work has focussed on mechanisms of drug hypersensitivities and understanding how the human body processes virus infections, and, eventually, how we can develop a vaccine that will protect us from all strains of the flu.

Our 2021 School Captains, Saskia and Ishan, interviewed Patricia to find out more about her journey to her current research, and how it will impact us all.

Saskia: Let's start with your time here. What did you most enjoy at Carey?

Patricia: What really suited me about Carey was the diversity of things I was exposed to. I was never good at sport, but it was compulsory and I ended up really loving it. I also did debating, music, musical theatre – there were so many different things you could do that I probably wouldn't have done otherwise.

Ishan: Have you always been interested in science?

P: I was always curious, which was something my parents encouraged. When they gave us the choice of starting a VCE subject in Year 10, I remember my older sister told me to do biology, and I found it really nurtured my curiosity. That eventually led to me competing

'What got me into STEM was the fact that I'm curious. It doesn't matter who you are: if you're a curious person, it's a great place to be.'

in the Australian Science Olympiads when I was in Year 11 and 12, and then the International Biology Olympiad. And then after that, I ended up working for the Australian Science Olympiads Summer School. I got to meet so many other staff who were university students and educators in medicine or science, and it gave me an idea of what the path was going forward. So, I studied science at university with a sense of what was coming. I then went on to do honours, a PhD, and then postdoctoral research, so it's been a fairly linear path for me.

I: A lot of us get really anxious about the ATAR. How important has that number been to you?

P: Honestly, it's not something I think about very often, but it certainly got me where I needed to be in university. But at the time, science had a much lower entry score than something like medicine. I could have applied for medicine, but I elected to do science. That was my choice. I think depending on the circumstances you're in, there is an expectation that because you got the score, you should do a certain degree, without considering what your interests are. I went into science because I'm passionate about it. I think it can be very hard to make that choice in Year 12.

Having a higher ATAR gives you a wider range of choices, but you need to do what will keep your mind active, rather than what others think you should do.

S: Do you have any advice for people who might be apprehensive about going into STEM?

P: What got me into STEM was the fact that, as I said, I'm curious. It doesn't matter who you are: if you're a curious person, it's a great place to be. It's hard work, but so is everything that's worthwhile. If you want to be going to a workplace where you learn something new every day, it's a great place to be.

I: Could you give us a lay person's overview of what you're currently working on in your research?

P: I have a few different projects. A lot of my work to date has been looking at the immune system and how it detects viral infection. There are two areas of what I do there: one of them is looking at how our immune system sees that we've got an infection, and the other is looking at an instance where that goes wrong. There are certain medications used that, in a small proportion of the population, can cause drug hypersensitivity reactions. The subset that I'm interested in actually causes the immune system to think there's a virus infection. What brings these areas together is the human leukocyte antigen (HLA) molecule.

HLA class I molecules are on the surface of your cells, and they pick up bits of protein from inside the cell and show them at the surface, basically

summarising what's going on in the cell. So if you've got a virus infection, they'll pick up bits of the virus proteins, and they'll display them so your immune system can detect the infection.

But what appears to cause some drug hypersensitivities is that particular drugs can bind to certain HLA molecules, which makes them look different on the surface of the cell, so the immune system identifies the cell as a problem and tries to get rid of it. There are a number of different HLA variants in the population, and only some people have the variants associated with these reactions, so not everyone is at risk of experiencing a reaction.

I: You won a Michelson Prize for Human Immunology and Vaccine Research in 2018 for your work towards influenza vaccine development. Could you tell us about that?

P: What I'm trying to understand is what HLA molecules are showing when you've got a virus infection and ultimately if we can use that knowledge

to generate a better immune response across influenza variants. Current influenza vaccines trigger predominantly antibody responses against virus surface glycoproteins. Due to changes in the virus such as mutations, these glycoproteins can differ greatly between strains and the antibodies that could protect you against one strain won't necessarily protect against another.

This is why each year we've got a new flu vaccine. They predict the strains that are going to be going around each year and they incorporate those into the vaccine. So if there is a mismatch, or if there's a new emerging strain, it won't necessarily be protective.

What we're interested in is actually looking at responses to internal parts of the virus that don't change as rapidly and trigger an immune response involving T cells, which are activated via the HLA. If we can find these bits, then incorporate them as part of a vaccine, we might be able to generate a vaccine that will help protect against all strains.

'I would like to think that coming along behind me, there are people who have moved on to postdoctoral positions who look back and say that I had a positive influence on their career. That would be more important than saying that I specifically discovered something.'





S: You would obviously have a lot of ethical considerations when you're working in science. Do you ever think about what can happen if your research is used for harm rather than good?

P: Research integrity is central to the conduct of research. Part of this is understanding ethical considerations in research involving human participants and samples, and upholding these ethical standards. Projects involving human participants are submitted to human research ethics committees for approval prior to initiation to ensure that standards are upheld, including respect for participants and clearly articulating the benefit of the proposed research. No researchers work in a bubble, we are part of a global scientific community where there is much scrutiny and oversight. I think that would be anyone's nightmare, if you have a finding that then gets used in a way you didn't

anticipate and does harm. No one wants that to happen.

I: What would you like your legacy to be?

P: I would like to think that coming along behind me, there are people who have moved on to postdoctoral positions who look back and say that I had a positive influence on their career. That would be more important than saying that I specifically discovered something.

S: What are some of the other keys to succeeding in your industry?

P: I have always approached things with the idea that if you want to do something, there's no point in doing it halfway. If it's worth doing, do it to the best of your ability, and take pride in it. This applies to any industry. If you take pride in what you do, people see that and it takes you far. And never be afraid to ask questions. There's no such thing as a stupid question.

I: What advice do you have for anyone who's not sure what to do after Year 12?

P: Think about the things you enjoy, but also the things that challenge you. We all have different aptitudes, and the world would be a very boring place if we all wanted to do the same things or were all good at the same things. And remember that if you make the choice that doesn't turn out to be right for you, it doesn't mean you can't change direction. I know it seems like such a huge decision at this point, and if you get it right, it's great, but if you get it wrong, it's not the end of the world. There are so many times in your life where you can change course, but the lessons you learn along the way will never be in vain.

Choose to challenge the status quo

Kelly Southworth
Editor

When Frances Goh was leaving Carey in 2006 and considering her future career path, she did exactly what was expected of her. She had good marks and liked numbers – a Bachelor of Commerce at the University of Melbourne was a clear choice. She doubled up with a Bachelor of Arts too and had five majors. She might not have realised at the time, but this was a hint to the fact that her broad range of interests would not be satisfied by her chosen linear pathway to becoming an investment banker.

'Okay. So now I'm an investment banker. This sucks,' she quips, looking back on how she was feeling in her time working

at Macquarie in Hong Kong. 'Everyone said this was the thing to do. Well now I have the thing, and I don't want the thing. Who decided this was *my* thing?'

Frances learnt the important lesson then that her career trajectory would be far from the linear path she always envisioned. She needed to figure out what she was passionate about and the world needed to catch up with her ambition: the innovation industry didn't even exist when she was in Year 12, but she did eventually find a calling as Director of Strategy and Innovation for kin8. Here she helps startup businesses to bring their ideas to life through effective management and research.

At Carey, Frances was Middle School Captain, First Girls Badminton Captain and a Prefect, and she loved being able to do everything that interested her through the co-curricular program – netball, debating, music and Outdoor Education. 'I filled my plate to the max. I wasn't good at everything, but I gave everything a good try. I think that's important.'

Always driven and with boundless energy, Frances continued this pattern throughout university, engaging in international study opportunities and being involved in campus life.

So, when she came to a career that didn't stimulate her active brain as much



▲ **Above:** Jonathan Walter, Principal, and Frances Goh (2006) at our International Women's Day event in March 2021.

Frances's tips for how to challenge the status quo

- 1 **Now** is a good time
- 2 Asking for help is a strength, not a weakness
- 3 Feeling dumb is part of the process
- 4 Keep adding to the difference you're already making
- 5 Your current situation doesn't determine your future plans
- 6 Practice micro-bravery
- 7 Your voice gives others permission to raise theirs
- 8 If you can, you should try
- 9 You are never going to feel like it
- 10 Who are you not to be powerful?

'I think a better question than "What do you want to be when you grow up?" is "What problem do you want to solve in the world?"'

as she needed, Frances realised that throughout her life she had only ever been ticking the boxes that others had laid out in front of her. She realised she needed to make her own path, live her own life, and abandon the status quo.

'I really had to get used to being uncomfortable,' she reflects. 'It's all a matter of trying something new and different. And there's no one to tell you that what you're doing is the right thing – you have to figure it out for yourself.'

If Frances could offer some advice to her Year 12 self, it would be to back herself more and ignore the voices around her. 'I think it's so unfair that you're expected to choose what you want to spend your life doing in high school. And we shouldn't expect our first job to be the one that fulfils us,' she says. 'We need to better manage our expectations and we need to lean more into our passions. I think a better question than "What do you want to be when you grow up?" is "What problem do you want to solve in the world?"'

As well as fostering innovation in the startup world, Frances is the Head of Community at One Roof, an organisation for women that brings

together entrepreneurs, business owners and professionals to collaborate, network and motivate one another.

'One Roof connects women from all over the world and supports them through mentoring, whether it's professional business coaches or peer-to-peer mentoring, and creates a space for them to connect and be inspired.'

Her role ties in with her deep passion for empowering other women. 'I feel really fulfilled when I see women from different walks of life create something amazing and impactful together that they wouldn't have otherwise, had One Roof not created that space for them to intersect.'

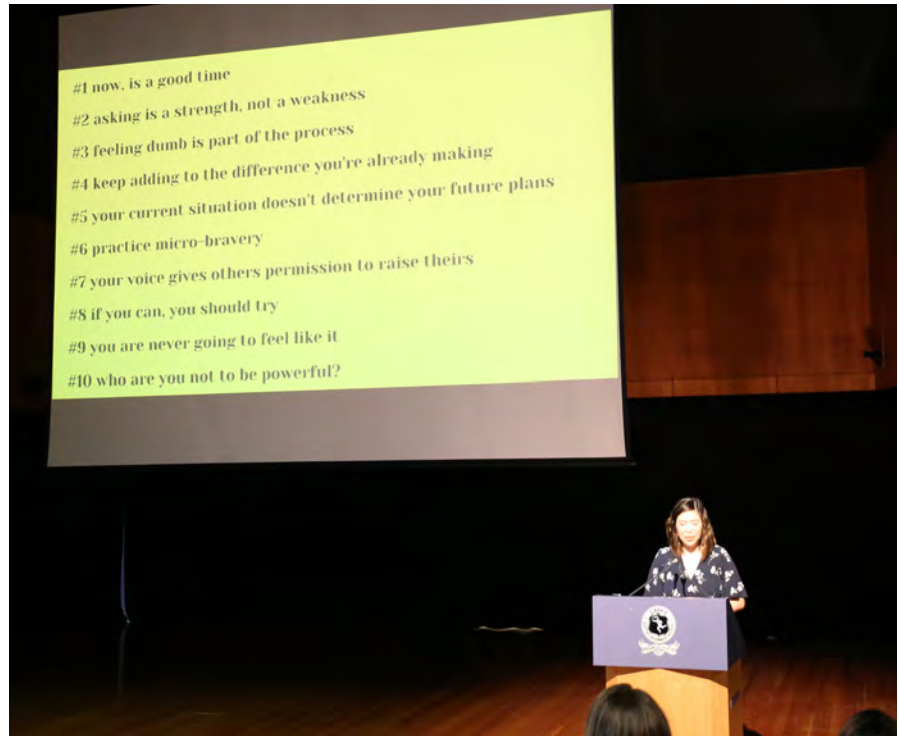
Frances came back to Carey in March this year as the guest speaker at our annual International Women's Day breakfast. Armed with a strong passion for gender equity and with everything she'd learnt in the 15 years since school, Frances implored the audience to never be afraid to challenge the status quo.

When asked why she believes this is so important, Frances explained, 'I think it's important to challenge the status quo when it doesn't serve us. And right now, this embodies a huge gender equity

and gender wage gap, for example. The fastest rising group of people on the edge of poverty or in poverty is middle-aged women, which is devastating, because they are some of society's hardest-working and most underpaid people. These are women who have fled domestic violence or toxic relationships, or are single and taking care of children or elderly parents. This didn't happen overnight; there's a lot of systemic reinforcements that have enabled that.'

This year's theme for International Women's Day was Choose to Challenge – choose to challenge inequities, choose to call out sexism, and choose to be an advocate for equality, because an equal world is better for everyone.

Frances explained how we can all challenge the status quo – see the list on the previous page – but to start just by asking questions. 'When you disagree with something, it's important to keep asking. Even if we don't have all the answers right now, making people think will result in interesting solutions. As long as we keep chipping away at it together, from all sides of the fence, that's how we can make positive change.'



▲ **Above:** Frances Goh (2006) at International Women's Day in March 2021.

Talking about consent

Kelly Southworth
Editor

Carey's new Head of Senior School, Kellie Lyneham, has been an active voice at Carey, along with the rest of our School Leadership Team, in tackling issues of consent, sexual assault and safe relationships. Torch interviewed Kellie to find out why this is important to her, how the School will continue to develop its education around these issues, and what we can all do to ensure our students are safe.

You have worked in co-education in the past, but most of your career has been dedicated to girls' schools. Your most recent position was at Korowa Anglican Girls' School, where your daughter was also attending as a student. Why did you choose to move to Carey?

Kellie: When I decided to take the next step in my career and began considering a transition from Korowa, which had been a wonderful place to work, learn and lead, I didn't have a clear plan for where the future might take me.

I was encouraged to apply for the role at Carey, and as I learnt more about the School, its culture, traditions and approach to developing great young people, the more drawn I was to the idea of leading the Senior School and being part of the Carey story.

However, as the application process unfolded and the prospect of joining a co-educational school became a potential reality, I reflected deeply on my 16-year commitment to girls' education, my daughter's great

foundational experience in a girls' school, and my own leadership identity. By leaving an environment so focussed on empowering girls and women, would I be compromising my capacity to fully address the inequities in society, specifically those concerning gender?

As I continued to learn about Carey and the School's culture though, I felt emboldened by its ongoing commitment to diversity and gender equity. I have always worked hard for women and will continue to do so. This process of reflection brought me to the realisation that not only do I, and the Senior School team, have the fantastic opportunity to develop and shape our students through their experiences at Carey, I also have the opportunity to model to all our students, regardless of their gender, the important place women have in leading and shaping organisations across our community, including schools like ours.

Why is it so important to talk about the issues of consent, sexual assault and healthy, safe relationships right now?

Kellie: I think it's essential that we acknowledge that it is, and will always be, an incredibly important responsibility held by all schools to engage in a dialogue with our students and families about consent and healthy relationships. However, that doesn't mean schools have always prioritised this dialogue.

It has been difficult to hear revelations about our parliamentary culture and the many stories of Australian

women, including Chanel Contos and her thousands of peers; Grace Tame, Australian of the Year; and, of course, the countless and often unnamed survivors of gender-based violence, but recent media attention has ensured that this conversation has remained present in our daily lives. It has reached the water coolers, boardrooms, kitchen tables and individuals who may not have previously had the courage or catalyst to engage in these conversations.

This societal shift has invited schools to advance this dialogue with their students and, in Carey's context, build on the depth of work that has historically taken place in this area. To ensure that we are supporting our students to be good humans, both now and in their adult futures, it is important that we engage in clear and transparent conversations with them that respect their developmental stage. Similarly, it is important that we facilitate our families and staff to play their role educating and supporting our children in this space.

We have seen statements from Carey explaining that, despite the education students currently receive on these issues, there is still much more that needs to be done. Can you outline your approach to protecting Carey students from the sexual harassment, abuse and assault we have seen in the media in recent months?

Kellie: My first term at Carey has taught me that, despite our size, we have a

'I think it's essential that we acknowledge that it is, and will always be, an incredibly important responsibility held by all schools to engage in a dialogue with our students and families about consent and healthy relationships.'



great culture at Carey. Leveraging off and building upon this positive culture is essential to the important work of helping students make good decisions both within and beyond our gates.

Our framework for the delivery of the wellbeing curriculum from Prep to Year 12 ensures that we are able to engage in direct instruction regarding consent with our students across the School; however, as with all programs, we are continually revisiting and reviewing our approach, to ensure that the experiences we offer are both relevant and of the highest quality. In particular, we hope to expand our offering for our Senior School students who recognise the increasing responsibilities they have as young adults in shaping our community.

The key to having a positive impact in this area will be ensuring we are continuously engaging in these essential conversations by embedding the dialogue into our existing student experience. It is also essential that we take advantage of our co-educational context which, by its very nature, provides an authentic opportunity for our students to develop the skills to challenge unacceptable behaviours when

they see them, practise relationships with authenticity and based on mutual respect, and share in our responsibility as a broader society to activate much-needed change.

All students are aware and are reminded that my door is always open and there are many people at Carey who can provide support, including other Heads of School, Deputy Heads, Heads of House, Mentors, School Psychologists, School Chaplains, Guidance Co-ordinators and the Head of Student Development. Students' experiences will be listened to and acted upon with respect, sensitivity, procedural fairness, and in accordance with the law.

What are your hopes for the future of consent education at Carey?

Kellie: I hope that we are able to work closely with our families and our broader

community to ensure we are all doing our best to educate our students. Not only must they have a real sense of clarity on what their obligations are under the law, but also that they develop their skills, build empathy and become good people. They need to have the courage and confidence to act, to stand up for their peers and to support one another. Moreover, it is important that this culture exists at school, but even more so that the students carry this culture into their lives beyond Carey, because we know these behaviours happen outside of school.

I believe this dialogue must remain an ongoing one, not to be lost to the next big story. I sincerely hope it will pave the way for other important conversations that allow for interconnectedness in our community, gender equity and acceptance more broadly.

We recognise that all stories are different and everyone will need support in different ways. You may find these resources helpful.

Lifeline (24-hour Crisis Line): 131 114

Kids Helpline: 1800 551 800

1800Respect National Helpline: 1800 737 732

Sexual Assault Crisis Line Victoria: 1800 806 292

Relationships Australia: 1300 364 277



Encounters with nature: our Bush Kinder program

The ELC Team

Carey Donvale

Much research is available today espousing the benefits of being outdoors, including the opportunities to be physically active, to breathe the fresh air and to slow down with the rhythms and patterns of nature. Being outdoors helps us all to get closer to the world around us and encourages our connection with it.

At Carey Donvale, we are fortunate to be surrounded by beautiful native bushland with fascinating flora and fauna to learn about. We also have access to Mullum Mullum Creek Linear Park, fondly referred to at Carey as The Flat. Being outdoors and learning about nature is part of the Carey Donvale experience, and this is especially true for our youngest members in the Early Learning Centre (ELC).

Bush Kinder at Carey Donvale began many years ago in response to the children's curiosity about our environment. It was based on global research, educational philosophy and the passion of our dedicated educators. The program was developed under the leadership of ELC Director Anne Fahey, who travelled to Denmark to study the Forest School program, alongside her passionate and committed team in the ELC, especially with teacher Rachel Islip.

'It was always clear to me that we needed to develop a sense of place with the children and encourage their curiosity of their surroundings,' Anne explains. 'We

'We don't just take the children outdoors – we would like them to learn to care for nature by building a relationship with it.'

don't just take the children outdoors – we would like them to learn to care for nature by building a relationship with it during their frequent visits.'

Bush Kinder allows the children to develop a sense of agency, build resilience and manage their own risk. 'They have freedom of movement and they gain the ability to negotiate uneven ground and manage their own balance, stability and safety,' Anne states. The environment meets children's sensory needs that are difficult to reach when learning through a screen. 'The children learn through touch, smell, sound and sight when they are outdoors.'

The Bush Kinder program continues even in the rain, wind or cold. The children dress appropriately and experience the fluctuations of weather, which helps them learn about how the environment changes with the seasons. This is an important aspect of the theory of Bush Kinder, according to Anne: 'They build their resilience and are challenged by new and unfamiliar experiences. It is natural and healthy for children to be outside, regardless of the weather.'

Playing imaginatively with natural materials encourages the children to truly access their creativity. But while nature offers lots of opportunities for the children to learn about the natural

world through play, we encourage them to be respectful and leave the environment in its natural state.

Anne also suggests that 'nature has a great calming effect on all children.' Children's social development is nurtured, but especially for those who have difficulty with social interactions, the natural environment provides huge play opportunities that can support their language and communication skills through teamwork. 'Outdoors, it can be easier for all children to engage with group learning and problem solving.'

This extends to children who require extra assistance physically: 'All children can participate. Everyone finds their own way of moving around and enjoying the sensory experience of being outside. All children are unique and there are multiple ways of doing things.'

The children also learn about how our First Nations people cared for the land. 'The Wurundjeri people lived in this environment,' Anne explains. 'They relied on it for their food, shelter and medicine. They had a rich relationship with this land. We acknowledge our First People each morning with the children and before we begin each Bush Kinder visit.'

We hope to work closely with the Wurundjeri Cultural Heritage Council to learn more about the land, its cultural significance and our Indigenous people.

Bush Kinder is a prominent feature of the Carey Donvale ELC program. We are committed to this unique learning experience for children to encounter and engage with the natural environment, establish a meaningful relationship with it and develop their sustainable thinking.

ion

Reimagining education

Kelly Southworth
Editor

This year, Carey welcomed a new Deputy Principal – Learning, Kate Croft. Kate sat down with our Principal, Jonathan Walter, to discuss her professional journey to Carey, her educational philosophies, and what she hopes to achieve in her time here.

Jonathan: You've been at Carey for a term now. What has been your first impression of our school?

Kate: I have been really struck by how close and strong the whole community is. It has been a pleasure attending School events like House Chapel services, Saturday sport, *Shrek* and other musical performances, and seeing the unconditional support. I'm really proud to be a part of the Carey community.

J: What else drew you to Carey?

K: One of the things I really appreciate is Carey's Attributes of a Positive Learner. I know the School has put a lot of work into identifying the skills that are important for learners – reflection, imagination, curiosity, communication, connectedness, collaboration, knowledge, courage and resilience. I think that really defines what Carey is as an organisation. Teaching students these attributes will help to shape them into well-rounded people and lifelong learners, and I'm excited to continue to develop this over my time here.

J: You've always been in co-education. Why is that important to you?

K: I think co-education is really important right now, more than ever. We have to

'I think co-education is really important right now, more than ever. We have to learn to understand and respect each other for our differences rather than only our similarities.'



a culture
of learning



learn to understand and respect each other for our differences rather than only our similarities. Students need to see how others might learn differently, too, and be able to work together through all sorts of challenges, whether that's in the classroom, on camp or in group situations. We need to experience diversity as children and then be able to apply this respect and understanding of others outside of school as well.

J: What would you say are some of your greatest achievements?

K: As a leader, I have learnt to be clear and confident about what I want to achieve, but also to help others grow and find their inner strength and their voice too. I have also learnt a lot about myself through my family and being a mum, and through travel and the experiences I've been lucky enough to have, especially in the more remote parts of the world. Learning about other cultures gives you so much perspective and makes you reflect on your own values.

J: Tell us a bit about your family.

K: I have two lovely children. Nick is 30 years old and he lives and works in Sydney, in finance. He loves surfing and sport and keeping fit, especially throughout last year. Alice is 28. She is a solicitor, working in Victoria with Legal Aid. She loves her new role and has great empathy for those who are less fortunate. And my husband, Roger, was a teacher for a long time but, over the past 16 years, he has been in business. He plans to semi-retire soon, and to pursue some personal projects and play plenty of golf.

J: And why did you choose to pursue a career in education?

K: Schools are diverse places where you get to meet and work with all different types of people. And as teachers, there are always new challenges and opportunities that you overcome or embrace with such wonderful like-minded people. There's always something to look forward to

and, as education evolves, we continue to learn and grow ourselves. I love that every day is different and there's always something new on the horizon.

J: You worked in many positions across the school at Scotch Oakburn in Tasmania. What are you most proud of from your long history there?

K: I was able to develop a strong culture of successful learning where students were really proud of what they had achieved. We found ways to support each student's growth to get them excited about their learning. I wanted students to be proud of how they had grown each year, both academically and personally, without measuring themselves against their peers. This is where learning outside the classroom comes into play as well, like being a leader on camp or being part of a sports team. We all have different strengths, and by finding these and nurturing these, we can improve a student's experience in all aspects of school.



'I wanted students to be proud of how they had grown each year, both academically and personally, without measuring themselves against their peers.'

J: How do you think we should be educating our students for their future?

K: I really think we need some broader goals in education to make sure we're showing post-secondary institutions and employers what our students are capable of in addition to their academic success. We need to be able to define and communicate an individual's growth, character strengths and competencies in a really practical way. This is why Carey is now involved in the New Metrics for Success project with the University of Melbourne and 39 other schools around Australia. It is a two-year research project that will result in a trusted nationwide measurement of aptitudes that complement academic assessment. Our goal is to really shape the future of learning for all Carey students.

J: At Carey, we have a really rigorous academic program already. How is the work we're doing here going to complement this?

K: There is no need for academics to be compromised in the pursuit of developing well-rounded students. It's about drawing together everything our students do at school, including the co-curricular activities, leadership opportunities and outdoor education, and acknowledging that all these components will make you a more well-rounded, balanced person. The best thing about this is how well this actually strengthens the academic pathways. It all works together to create the best possible opportunities for all students to succeed. We don't want any student leaving Carey to say, 'School wasn't for me,' because school really is for everyone. By helping students to find their strengths we can make sure it is a positive experience for them.

J: What practical advice do you have for helping students whose goals are to excel academically?

K: I think nurturing academic performance is incredibly important. By understanding what support students need, whether that might



be providing extension work or extra help in certain areas, we can meet students where they are and help them achieve their goals. The balance is really important as well – we need to support each student's wellbeing and educate them about the importance of eating well, sleeping and exercising to ensure they're getting the most out of school.

J: What would you like your legacy to be from your journey with us at Carey?

K: As I mentioned before, I would like to continue to develop the Attributes of a Positive Learner and the way we work with those. It ties in with the New Metrics project quite well because this is exactly what that research is addressing, and Carey is in a great position to be on the front foot with innovation. But alongside that, I'd like to see more flexibility and autonomy in what we offer, particularly for our older students. I would like to see them really be the architects of their own learning and be able to map out their own pathways from Year 10 onwards.

J: Are there any educational philosophies that inspire you?

K: My personal educational philosophy really is about learning how to learn. The world is not going to reward you for what you know, but it's about how you learn, how you think and understanding these things about yourself.

I also love the Reggio Emilia educational approach in the Junior years. It is an interdisciplinary approach that provides a really strong foundation for our students. Children are inherently curious, and it is our role as educators to facilitate this and allow them to naturally collaborate and communicate. The natural environment and the classroom environment inspire learning and encourage this collaboration. Reggio teaches students to be curious and inquisitive, so they're good learners and don't want to just be told things are the way they are – they want to know how and why and this is the key to deep learning experiences in Junior School.



inspire



create

Redefining creative spaces

Simon Carver

Leader of Learning – Art and Design

Art and Design offers opportunities to develop learning spaces with a difference. As Art and Design educators, we are privileged to have licence to create ambient environments that not only showcase student work, but also provide a space that deliberately provokes responses that are imaginative, informed and unique through a variety of critical and creative learning models.

The recently completed Art and Design learning spaces – such as the interdisciplinary Maker Space in the Centre for Creativity and Collaboration, the new Carey Gallery (pictured top left) and the refurbished art building (pictured bottom left) – reflect Carey's commitment to dynamic and creative thinking and making. These learning areas and creative spaces are specifically designed to connect students with experiential environments and the opportunity to exhibit a range of artworks through our Middle and Senior School buildings to enhance and support the creativity throughout our school.

These successful studio- and exhibition-inspired spaces offer an assortment of delights through an array of visual materials and objects of interest to stimulate each student's curiosity and imagination. Uplifting environments are not only determined by new and well-equipped facilities, but by the construction and cultivation of visually inspired spaces where students can be relaxed and comfortable, enabling them to openly ponder possibilities and discuss

'Carey has realised new, purpose-built environments that enable a creative and innovative flow, as students and teachers challenge new concepts and approaches to core learning projects.'

imaginative processes as ideas emerge in inspired and responsive ways. Through these considerations, Carey has realised new, purpose-built environments that enable a creative and innovative flow, as students and teachers challenge new concepts and approaches to core learning projects. This nuanced approach is at the heart of a Carey Art and Design learning journey.

Over four years of considering the infinite possibilities of what designing effective, efficient and engaging learning spaces might be, Carey Art and Design identified the following as baseline desirables: interchangeable light levels, both natural and artificial; strategically placed flexible learning; display areas and exhibition-inspired project areas; storage facilities that are equipped with easily accessible materials; and hanging systems, shelving and showcases to maximise the display of student work. It was also important to provide ergonomic furniture and neutral colour schemes that don't compete with the displayed work or learning spaces, ensuring the focus remains on the learning and making process. All of these

aspects also had to synchronise with the capacity to systematically store student work as it is produced, showcase exhibition work through our School galleries, and to support and enhance the expansive Artist and Designer in Residence program which inspires authentic, real-world learning.

To add further dimension to the robust teaching and learning program, studio spaces support direct and easy access to digital applications and the use of contemporary technologies. Integrating the online learning management system Canvas into the learning experience was a significant consideration for all Art and Design subject areas. Thinking beyond the conventional towards the contemporary provides our students with education focussed on the hybrid interplay between Media, Design, Technology and Art.

In order for a culture of creation to be embedded into the psyche of learners, Art and Design spaces need to intentionally alleviate the mind and transcend thinking. The architecture and design of the creative space enhances this but, primarily, it is the interactions within and the arousal of a desire to create that lays the foundation for a culture of creativity, innovation and inspiration. Both the developmental and final works by students are exhibited throughout our learning environments, galleries and within student recreational areas to encourage our students to think broadly and creatively in all aspects of their learning.

Moving to America: a pandemic and a political crisis

Eden Giagnorio

Old Carey Grammarian (2013)

In 2020, during the height of the global pandemic, Eden moved to the United States, leaving her family and boyfriend here in Australia. Eden reflects on her personal experiences and her work in political campaigning during this unpredictable time.

I have always had a fascination with American politics – the patriotism, the partisanship, the personalities – and 2016 was a turning point for me, as it was for so many. I vividly remember watching Trump's victory speech as I sat on my living room floor, hoping the feeling of the earth beneath me would stabilise my racing mind. With tears in my eyes and fire in my belly, I made an unwavering promise to myself to do something next time.

When I won a Green Card in the visa lottery last year, I knew it was meant to be. The chances of being selected are 0.003%: around 14 million people apply every year and only 55,000 are successful. I was interviewed at the US Consulate on the same day that Donald Trump was inaugurated as President of the United States and my Green Card arrived in the mail on Barack Obama's birthday. In the words of Paulo Coelho, 'the world conspires in your favour'.

Not everything went my way – the same day I received my travel visa to move, the World Health Organization declared coronavirus a 'matter of international concern'. My American dream started to unravel as borders closed, flights were cancelled and infection spread.

My parents begged me to stay, and how could I blame them? America quickly became the epicentre of the

coronavirus crisis with cases multiplying on a scale that is hard to comprehend, and with protests breaking out across the country, it looked like a civil war was unfolding – little did we know.

I knew this was a once-in-a-lifetime opportunity and nothing was going to stop me. I quit my job, bought very expensive health insurance, packed up my apartment, and farewelled my family with two suitcases in tow.

I didn't get very far at first. I was turned away at the airport after my flight was cancelled. Sitting in the empty international terminal at Melbourne Airport, I pulled out my phone, booked a flight to Sydney and scored another one-way ticket the next day.

Saying my final goodbyes at the gate was the hardest thing I've ever done. With limited commercial flights available I was lucky to get this one and I didn't know when I was going to see my boyfriend again. When the plane finally departed, I cried a little (okay, a lot), but took a deep breath and got some rest. It was a journey to get to that point, and I had barely left Melbourne!

I arrived in Washington DC on 10 June 2020, at the height of the Black Lives Matter protests. I saw military on every corner – the District was on high alert. I thought this would be temporary, but it became a familiar scene.



DC was a war zone after the invasion of the Capitol Building on 6 January this year. I was living less than a mile from the Capitol, and heard sirens blaring all day. The chaos unfolding not far from my doorstep had me scared to go outside and bewildered by the violent destruction of this beacon of democracy. I contacted my family to assure them I was safe while members of Congress were hiding inside, afraid for their lives.

I had listened to Trump's speech earlier that day and I got the same feeling I did in 2016, which only made me more certain in my conviction that words matter. More than that, a President's words matter. What happened that day is the single most visible example of the power of language.

I discovered the power of language as a student at Carey. I had an eccentric English teacher in Year 10 who first ignited a passion in me. Every day, he nominated a student to present a word of the day. I remember always looking forward to this class to learn new words, their history and their meaning. In Year 11, Ms Swaine helped



'[Trump's speech] only made me more certain in my conviction that words matter. More than that, a President's words matter. What happened that day is the single most visible example of the power of language.'

me write my first feminist language analysis of *Frankenstein* and Ms Jones taught me to pick apart a sentence from syntax to sentiment! That passion has stayed with me today and now words are my currency as a communications professional, developing messaging for political campaigns.

What I have learned is that political communication is a both an art and a science. I know this because I've worked in the field, studied it and had a front row seat to the most consequential election in American history.

Now that this chapter in America's story is coming to an end, I'm focussed on helping to elect leaders for the next generation. I recently moved to Cleveland, Ohio, to work full-time on a political campaign as Justin Bibb's Deputy Campaign Manager. He's running for Mayor of Cleveland and I'm convinced he's the next Obama! We officially launched the campaign in January and I'm so proud of the grassroots movement we're building together to rebuild this city and meet the urgency of the moment with action.



The two of us: Sarah Cain and Lia Muldeary

In this feature of Torch, we highlight some of the many dynamic duos in our community. Old Carey Grammarians Lia (2020) and Sarah (2017) have been playing soccer together since Lia joined the Carey team in Year 7. They've played together in a number of different teams at the state level and semi-professionally and, in 2020, were both signed to Melbourne City FC in Australia's national W-League competition.

Sarah: This season just past, Lia and I were both signed to Melbourne City FC in the W-League. I hadn't really heard much about it in the lead-up; we were both in the training team and expected that was where we'd stay, but we were both signed on Christmas Eve and three days later we were flying to Brisbane for the first game of the season.

It was very cool being signed together, because we've been playing together for about six or seven years. Even last year, when there was no sport during the COVID-19 lockdown, we were still spending three days a week training together. Then we did all the preseason training and trials together. It felt like a long time coming in a sense because of everything we've done together.

I had the opportunity to play a few full games at the beginning of the season, making my professional debut in round one. Obviously, making the starting line-up is very competitive, but as a first-year player, I enjoyed being on the bench and any opportunity I had to play some minutes. The W-League season is pretty short at only 14 weeks. It went really quickly but it was great to finish strong with both of us on the pitch and a win against Perth Glory.

The training schedule is pretty full-on, but it's a routine that you get used to. We're usually at the club by 8.00am

every day, and finish sometime between noon and 2.00pm, depending on the day. Then I usually nap most afternoons. When we have a game at home, I usually try to stick to the general routine they set out for us when we have an away game. This includes things like going for a walk in the morning, eating meals at certain times, stretching and foam rolling to make sure you're physically ready. Sleeping in the afternoon before a night game is also an absolute must!

Lia and I have been playing for a long time together, so we have a good understanding of each other's game at this point. She's really good one-v-one – when we were training during lockdown, she was defending and I just couldn't get past her!

I got into soccer when I was five. My cousin and I joined Goalkick, a kids soccer program at the local club, and I loved it and stuck with it.

I loved playing at Carey, especially because we got to meet so many great people from other year levels. One of the girls was in Year 7 when I was in Year 12 and Lia was in Year 9. I remember her being this tiny gun who would just run through everyone, and now we all play in the Emerging Matildas team together.

I wanted to take soccer really seriously, so when I was in Year 11, I did a Year 12

'Lia and I have been playing for a long time together, so we have a good understanding of each other's game at this point. She's really good one-on-one – when we were training during lockdown, she was defending and it just wasn't working for me!'

subject so I would only need to do four subjects the next year and I could use my spare periods to do my homework. The School was really supportive and my parents helped a lot, and I stayed on top of everything. Both Lia and I take the academic side of things pretty seriously. I'm now in my last year of a Bachelor of Psychology at Deakin and I'm working part-time at a physiotherapy clinic, so those time-management skills I learnt while at Carey have really come in handy.

It's quite a full-on lifestyle, but if you want to progress you really have to be patient and stick with it. Just keep doing what you can do and give it some time, and make sure you're having fun. There's no point if you're not having fun.

Lia: I've been playing soccer since I was seven years old, after my sister started playing. I've known Sarah for ages, but she played Under 12s with my sister back in the day, which we didn't realise until well after we were playing at Carey. Then in 2017, Sarah and I went to Nationals together, and FC Bulleen Lions in 2019. And now we're both back at the Emerging Matildas Program.

I hadn't really heard much in the lead-up to being signed to Melbourne City FC. I was prepared to be a train-on player, but it was a good surprise. I was super happy that we both got signed together. It's pretty fun to be doing this as my job with a friend. Even when we're on the pitch we still link up, because I'm a defender and Sarah plays defensive midfield, so we're often pretty close if we're playing on the same side.

Obviously, our team's not doing as well as in past seasons, but it's been hard with a whole new group starting. I haven't played too many games, but it has been really good being around the professional environment. I'm definitely learning a lot and developing, getting better at the day-to-day sort of thing.

Now that we're in the off-season for W-League, we're both playing in the National Premier League with the Emerging Matildas development program. My next goal would probably be Young Matildas, which is the under-20s team. Obviously, the 2023 World Cup is in the back of my mind, and it would be cool if we were both playing in that, but I'm pretty focussed right now on the current season.

I've also just started studying design and engineering at Monash University. They have a really good program for athletes which helps a lot because there was a bit of overlap with the first semester and W-League season. I'm still getting used to it, because all I want to do when I get home is sleep!

I was first signed to Melbourne City in 2017, when I was 15. I was the youngest in the team, which was super exciting, playing with Steph Catley and Jess Fishlock who were some of the



▲ **Above:** (L-R) Lia Muldeary (2020) and Sarah Cain (2017).

best players in the world at the time. Unfortunately I injured my ACL at the end of my first season with Melbourne City, so I was out for the next one.

My time at Carey was really enjoyable. Even though Year 12 was during lockdown, it was one of my favourite years. The relationships I had with my teachers and my peers was great, and in the short time we were at school we appreciated it more because we'd spent so much time at home. It was also really good to be able to get out of the house and train with Sarah every week.

My favourite memories from Carey are the APS/AGSV Premierships we won. Carey soccer was super enjoyable. It was less serious than the teams we're in outside of school, so it was a time for us to have fun and make friends while still playing with such a good group. It's so important to enjoy the sport. If you're enjoying it you'll be way more motivated, which is how both Sarah and I feel right now. When training is fun and playing together is fun, it just makes everything so much better.

Angus Hendry

Year 12 student



Hi, I'm Angus, but most people call me Gus. Being in my final year at Carey, I've been reflecting on the last 15 amazing years with this school. From ELC to Year 12, I've enjoyed participating in 78 House sporting events and I have played in approximately 120 APS summer and winter sporting games.

From my first class at Carey to my last, I've always walked in confidently knowing that my teachers constantly have my best intentions at heart and are willing to do anything to help me achieve my goals at the highest level.

After I finish this year, I am hoping to undertake a course involving architecture. From a young age, I've always loved drawing and trying to push my creativity to new heights. I have found that architecture drives me to create new and innovative designs, and hopefully one day I will be able to fulfil this dream of seeing my designs in the real world.

Outside my life at Carey I love to play sport. I grew up around hockey, with my brother, Max, a keen player. I have closely followed in his footsteps and have now been playing for 16 years with many more to follow.

I am the youngest in my family of six: there's my mum and my dad, and I have one brother and two sisters. All of my siblings also went through Carey, as did my dad and his sister. Dad graduated from Carey in 1983 after 10 years at the School, and my aunt came to Carey for Year 11 and 12 just after the School went co-ed – so, I'm the last of a big Carey family!

Although 15 years may seem like a long time, I assure you it certainly hasn't felt like it! The friends I have made at Carey will be lifelong. I cannot believe that this is my last year of school but, whilst that chapter is closing, I am sure that the memories and friendships I have made will help me to begin the next phase of 'life after Carey'!

Jacquie Jones

Executive Assistant to the Principal



▲ Jacquie and 'AV guy' Ben at their wedding.

If you live in Kew, you will probably have seen me walking the streets at lunchtime, which I've done almost every day since I started at Carey in 2001.

There are quite a few teachers in my family, including both my parents. I myself dabbled, briefly working as a primary school teacher before moving into school administration, so I've always felt at home in the school environment.

I have been working in the Principal's office since 2008, supporting Phil De Young, Philip Grutzner and now Jonathan Walter. Prior to that, I was in the old Middle School working in Daily Organisation and co-ordinating the Middle School Interdisciplinary Program.

I was pleased to hear that Jonathan had been appointed as Carey's new Principal, as he was the year above me at Gray St Primary School in Hamilton, in western Victoria. It was a good connection for a great working relationship.

I love this job, as there is always something happening. There are challenges and exciting opportunities and I work with some incredible people. In fact, some years ago I crossed paths with the 'AV guy', Ben Jones. That ended well, as he is now my husband. We were married by Revd Gerry Riviere with Julie Raftopoulos and Darren Aquilina as witnesses. A true Carey wedding!

Away from Carey, I love doing those things many of us enjoy, such as bushwalking, reading, singing, gardening, travelling and cooking. I am still doing jigsaws, even after COVID! I am a passionate St Kilda supporter and, for many years, I have run the Carey staff footy tipping competition.

I have two adult children – Charlotte (32) who currently lives in Sydney and is an executive with Jurlique International, and Alice (22) who is studying a Bachelor of Arts (Screen Production) at Monash University. I love spending time with them, which is never often enough.

I can't believe I have been at Carey for 20 years. But it is that kind of place and I feel very privileged to be a part of this extraordinary community. I have had the opportunity to do so many amazing things here over and above my job and love being a lifelong learner. I am looking forward to an exciting future at Carey and in education.

Kaitlin Young

Middle and Senior School
English and Humanities teacher



▲ Kaitlin knew she wanted to be a teacher at seven years old.

At seven years old, I already knew I wanted to be a teacher. In a childish scrawl, I had written, 'When I am big, I want to be a teacher' next to a drawing of myself as a slightly deranged-looking adult. I quickly got onto the business of preparing for my future career by lining up my teddy bears, outlining their learning for the day, and handing out detentions left, right and centre. Thankfully, my views on education have evolved since then.

My own education played a significant role in shaping who I am. I went to an all-girls secondary school in Canberra, where I had a passion for English and the Humanities. Despite never being held back because of my sex at school, I was aware of the injustices sometimes experienced by girls and women. As soon as I arrived at the Australian National University as a 19-year-old student, I joined the Women's Group.

In 2018, after four years at university and two years teaching in the United Kingdom, I moved to Melbourne and began working at Carey. I soon saw the shared passion for English amongst

our students and started the Classic Chats Book Club. Over four years, the range of students attending our fortnightly gatherings has expanded and they frequently recommend compelling books that I would never ordinarily choose to read. I also help to organise and facilitate the annual Carey Poetry Evening. Now in its fourth year, we saw an eclectic group of students share original poems in response to the theme 'Everyone has a story to tell...', a timely reminder of the variety of life experiences within our community.

As co-facilitator of the Carey Gender Equity group, I love hearing the passionate voices of young people committed to improving the lives of girls, boys and gender-diverse students. I was thrilled to take part in a panel discussion on gender equity at this year's International Women's Day assembly. But what I am particularly excited about is the way in which increasingly diverse voices are being heard in all areas across the School.

This past year has seen a long overdue conversation about sexism and

misogyny in Australia. It has reminded us that toxic behaviours affect everyone – girls, boys, women, men and everyone in-between. I have also learnt a lot from my students during this time. I recently discovered that 'lit' is apparently no longer a part of the adolescent lexicon (I honestly can't keep up). I was told that what were once known as 'bum bags' are now colloquially known as 'satchels' and are apparently considered cool again (I beg to differ). But I have also learnt that young people aren't afraid to use their voices.

While I sometimes miss the quiet compliance of the teddy bears I taught as a seven-year-old, I have realised that it is actually the loud and determined students who have the power to make the most change. My hope is that the Carey community can continue to harness our students' fervent call to action and work together towards building a more inclusive world for all.

Mark Hannaford

*Design and Technology
Technician*



I started an apprenticeship in Surrey Hills, making furniture at a very early age – maybe too early. Nothing like starting at the deep end: the company happened to be working on the main sections of the new Parliament House in Canberra. I soon learnt to keep my head down, not say too much and try hard. I also found the people around me weren't just going to give up their skills and tricks easily. Befriending strangers is difficult, for me anyway, and I tried hard to ask as many questions as possible without wasting their time.

After a year, the feeling of uncertainty at my new job dissolved into the jokes and funny situations my new colleagues included me in. It felt good. This is a job where you can't hide from your mistakes. Without the assistance of those people, I would not have kept my job as they would often go out of their way to rescue the furniture I was making badly. I slowly got better and became comfortable making all kinds of pieces. I loved my job and I felt part of a team.

During the 1990s recession, I moved from factory to factory for a while, still using the same skills and, more importantly, the same methods of befriending the workers to gain their

knowledge and to be accepted into their teams. I felt a bit like a thief as each piece of information was passed onto me. It was important to me to find out as much as possible about the industry, I found it so interesting and still do. In a trade, you get clear information on how you are working, good or bad. You will be told in no uncertain way by someone more experienced than you.

I became a teacher many years later. I had been making furniture for over a decade and, thinking my body would not be able to take the physical strain the job requires in years to come, I went back to school to do the Diploma of Education. I started my first teaching job at Peninsula Grammar and found the students and staff very helpful. I had to move away from Melbourne to do this and after two years I wanted to return to suburbia because I missed seeing my friends regularly, so I managed to get a job at a TAFE teaching apprentices furniture making in Heidelberg. Here I could really spread the ideas and tricks I had gained from those interactions over the years, and I think I made a difference with the apprentices.

Later I was approached to work with students with special needs. Although

I had done a few years of teaching by then, I did have to think carefully about this idea. Was I suitable for such a job? Well, it turned out I fit in quite well.

The students responded to me and the staff were also interested in how I went about my woodworking classes. I felt like a wizard demonstrating a dark art at times. This was a part-time job and although I loved the special school, I needed more work.

I found a position as a Technician at Carey listed in the paper. When I entered reception for the first time at the Kew campus, a young student stopped and allowed me to go through the door before him and I thought what a very nice fellow he must be. I now know he wasn't and isn't alone. There are many individuals just like him all willing to help each other. I feel I have been given a great gift working here at Carey as we all share and help each other. The students and staff are fabulous, thoughtful, kind and helpful. It's unlike any other job I have had before. I instantly felt, and still feel, welcomed and included while feeling like I can add to this collection of fine individuals.

Celebrating our diversity

Stuart Galbraith

Head of Advancement

Events and gatherings have an important role in celebrating our diverse cultures, ethnicities, religions, values, talents and experiences. In Term 1 each year, there are two standout cultural celebrations: Lunar New Year and Harmony Day.

Lunar New Year

One of the defining aspects of Carey's Lunar New Year celebrations is how it brings together students and staff from across the ELCs, Junior Schools, Middle School and Senior School.

Lion dance performances provide vibrance, sound, colour and movement, but our Chinese teachers and CLOSA Student Captains provide perspective and background on this celebration in their classrooms and at assemblies. A special thank you to the CLOSA Parents Group who fund the performances and continue the celebrations through a well-attended parent yum cha event.

Our Lunar New Year celebrations have profound meaning to many in our community:

'I had tears in my eyes when I watched the lion dance video. Never before have I felt so connected with the Carey community. I also felt even more closely connected with my daughter while I watched her jumping and running around and patting the lion dancer. I suddenly recalled everything I did as a child on a Lunar New Year Festival, and it made me feel like my culture is appreciated by the community.'

'I feel so grateful that the School celebrates culture in this way. I truly believe, in return, everyone will learn to respect and appreciate all the diverse cultures in the community.'

– Carey Donvale parent



Harmony Day

In recent years, Carey has joined national celebrations for Harmony Week, which recognises diversity, respect and belonging for all Australians, regardless of cultural or linguistic background. Harmony Week includes 21 March, which is the United Nations International Day for the Elimination of Racial Discrimination.

With the leadership of our CLOSA Student Captains and the Senior School, this year's festivities for students



culminated in the Quad with a range of lively activities including pétanque, limbo, a quiz on flags, a dance session with the Nikki Visaj Movement and a performance by our Mandolin orchestra.

The CLOSA parents group also organised a popular morning tea, with the Principal, Jonathan Walter, and Deputy Principal – Learning, Kate Croft, thanking the CLOSA committee for its ongoing work and outlining the School's active and ongoing commitment to diversity and inclusivity.

Motivated musicians

Claire Tetaz

Friends of Carey Music President

It has been exciting for parents to be invited back on campus to enjoy live performances, but it has also left us reflecting on the talented Year 12 musicians of 2020 and the music opportunities we all missed.

So many Senior School events were cancelled, postponed or reimaged, and with lockdown being so tough for the performing arts community, it is admirable that our graduates are still pursuing their love of music. We asked five remarkable Class of 2020 students what has kept them going and led to them now studying music at university.

For Johnny, it was never in doubt.

'I cannot go a day without listening to music on my phone. If I couldn't listen, I would go crazy! Music has meant so much to me throughout my life and Carey has played a large role in developing and fostering my love for it. I could not be happier that I am one step closer to being a professional musician, a dream that I've had since I was a kid.'

– Johnny De Simone, Bachelor of Music in Classical Voice, the University of Melbourne

For Lizzie, it was a chance suggestion.

'I wasn't planning on continuing formal music education until my accompanist for my VCE Music recital mentioned the Diploma in Music as a possibility. Music has been in my life since primary school, and while playing in school bands I have formed lifelong friendships. It feels great to be surrounded by people who love music again after so much solo practise last year, and now that performances are back, the energy is incredibly motivating and exciting.'

– Lizzie Tetaz, Bachelor of Arts and Diploma in Music in Bassoon, the University of Melbourne



▲ **Above:** (L–R) Sophie Barker, Aidan Richie, Lizzie Tetaz and Johnny De Simone.

For Aidan, it was about knowledge.

'I really didn't know where I was heading with my education, but given my passion for music and my instrument, this is the right choice. Both the ensembles and private lessons though Carey prepared me incredibly well for musical life at university and I am forever thankful for all the music staff for helping me so much with everything.'

– Aidan Richie, Bachelor of Music in Orchestral Percussion, Melbourne Conservatorium of Music

For Sophie, it was a bonus.

'I was immediately drawn to the idea of the Diploma so I could pursue my academic interests and my passion for music. I have thoroughly enjoyed playing in ensembles and on instruments I didn't have access to last year and am excited

to perform again. I am thrilled that I continued music throughout my schooling and couldn't recommend it more.'

– Sophie Barker, Bachelor of Arts and Diploma of Music in Orchestral Percussion, the University of Melbourne

For Angus, it was all about the music.

'I've wanted to pursue music since I was in Year 8 and playing with an ensemble again feels awesome. It was one of the things I missed most last year. It gives me so much motivation to improve when surrounded by people who are equally passionate. I did an early audition for the Conservatorium in June, and the incredible support from Carey made preparing, rehearsing and recording a rewarding and successful process.'

– Angus Pace, Bachelor of Music in Trombone, Melbourne Conservatorium of Music

Reconnecting in 2021

Sofie Carfi

Senior School Parents Association President

What a difference a year makes! Last year we started off with enthusiasm and energy but, by March, it was slowly taken away from us. As the year progressed, we experienced the loss of our freedom when we could not see our friends, family and peers when and how we wanted.

However, what does not break us makes us stronger. Once again, we returned to school and to some normalcy. Classes, sports, music, events are all back. You could say we are 'busy' but, after what we have experienced, I prefer to say we are 'full of life'!

We are a few months into the year, and despite the early mornings and late nights, there are no excuses, no complaints and no stopping. We are loving life and Carey is giving us so much to look forward to each day.

The Senior School Parents Association was not sure how events would be



received, but from the events we have already hosted – the Welcome Event and Mothers Dinner – we are pleased to say the Carey community certainly do want to connect face-to-face. Both these events had record numbers and sold out quickly. We also invited 2020 Year 12 parents to come along as we acknowledged the loss they experienced at the end of their children's 13-year

journey. It was a night filled with positivity, gratitude and connection.

There are many events planned for the year and everyone is encouraged to come along and experience this close-knit community. We are lucky, so enjoy the moments: the sports, the musicals, the parent gatherings, your children. Enjoy the life we are blessed to have!

Chronicling 100 years of Carey

David Morgan OAM

Chair, Centenary Book Committee

The Carey Centenary Book Committee was formed to assist Carey's Historian, Helen Penrose, in the research and review of our history book, which will be released to celebrate 100 years of our school in 2023. The committee comprises a number of people in our community who are all dedicated to this exciting long-term project.

The meetings so far have been concerned largely with procedural matters, but we are now coming to the pointy end of the process and there is a feeling of urgency and excitement building as the task nears its end.

Helen signalled her intention to make the history thematic rather than chronological, thereby placing the School in a social, intellectual and religious context.

She has completed the first draft which will be presented to members of the Committee for suggested alterations, modifications and proofreading on 1 June. Contingent on that process, adjustments will be made. The second draft will be sent on 1 September in bound copy; then follows a further revision. The final meeting, on 27 October, will focus on image

selections, chapter by chapter, with a list of captions. The final sign-off draft will be available on 16 November and the physical handover to the publisher will occur on 1 December.

There is a wide timeline to allow for printing and distribution, and the book will be available in late 2022.

The whole process has been smooth and professional and the final product will be a triumphant evocation of Carey's 100 years of existence.

The transformation of the Kew Carey Sport Complex

Stuart Galbraith

Head of Advancement

At the end of 2019, Carey announced a significant investment in the sporting and wellbeing needs of our students with the purchase of the nearby MCC Kew Heights Bowling Club. The facility has since been put to great use, with students playing tennis and utilising the clubhouse and changerooms for indoor activities and events.

We are delighted to announce the next exciting stage in the transformation of this site and, subject to Boroondara City Council planning approval, we hope to begin construction in early 2022.

This stage includes resurfacing the old lawn bowl greens into multi-use sporting pitches for physical education classes, wellbeing programs and APS tennis and netball training and competition. The pitches may also be used in the future for hockey and soccer training.

The future stage of the project aims for an indoor complex for basketball, netball, volleyball, badminton, table tennis and physical education along with improved onsite car parking.



▲ Above: Artist's impression of the Carey Sport Complex, Kew redevelopment.

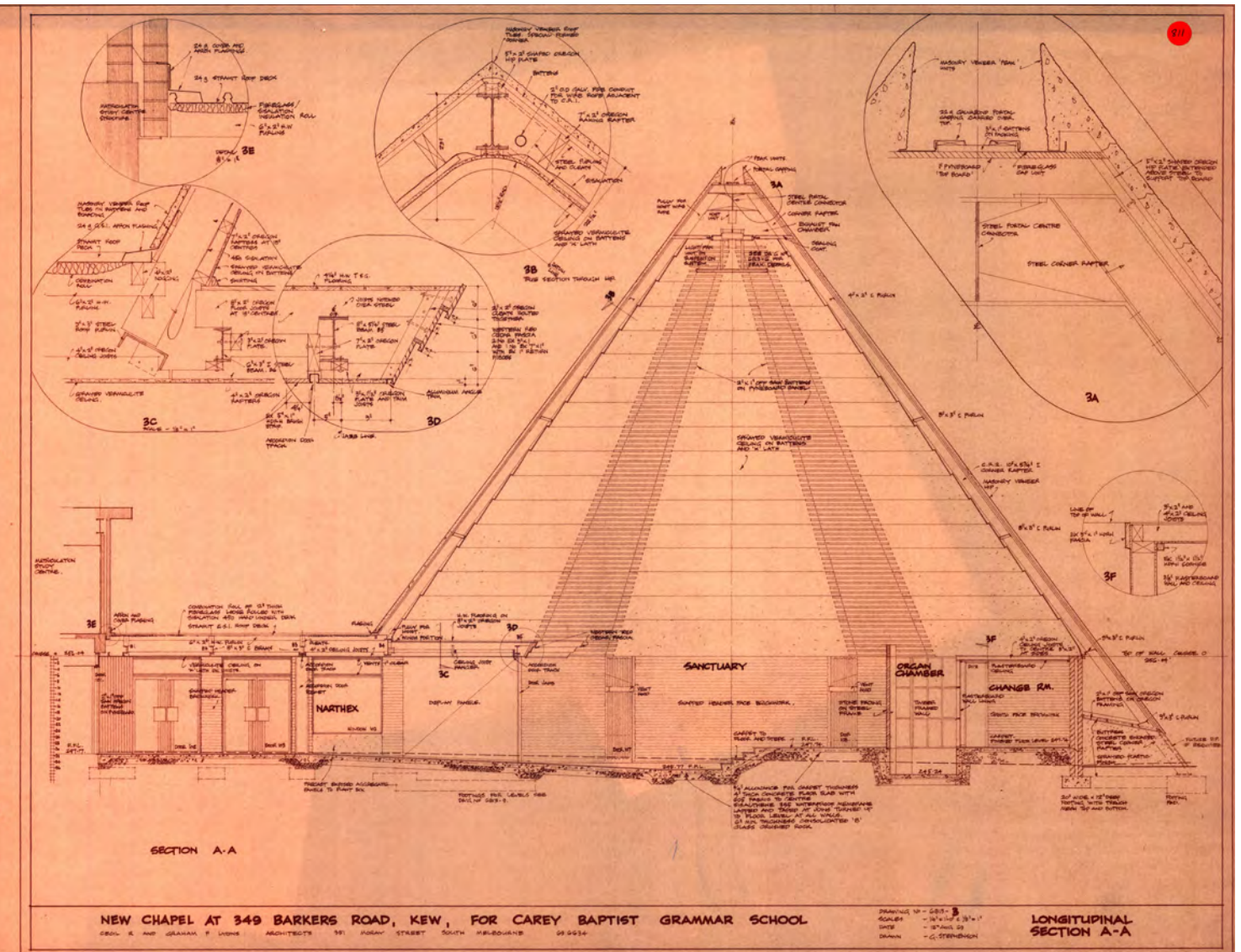
It is well known that physical activity is essential for healthy growth and development, as well as the maintenance of positive mental health. Research has shown that regular physical activity is also important to learning and academic performance, improving concentration and attention, and enhancing classroom attitudes and behaviours. At Carey, we are proud to offer our students a broad physical education program, including a robust academic component and numerous co-curricular options. The Kew Sports Complex redevelopment provides considerable long-term benefits for Carey students.

The ongoing Carey Sports Complex redevelopment presents Carey and

its students with a unique opportunity. We hope you share our excitement for this project and consider supporting our students with this substantial investment in their schooling through our 2021 Community Giving appeal.

All independent schools, like Carey, look to philanthropic giving to help transform the learning environment for students beyond what they can provide with fees alone. Every gift makes a difference.

For further information, or to make a gift supporting this major project and its advantages for student health, wellbeing and education, please visit our website, carey.com.au/giving, or contact Stuart Galbraith, Head of Advancement, on +61 3 9816 1522 or advancement@carey.com.au



- ▲ **Top left:** Revd Alan Wright with students explaining the symbolism of the 'Tree of Life' sculpture after the chapel opened in 1971.
- ▲ **Top right:** The Carey Chapel and pool design, 1960 (source: *Victorian Baptist Witness*, 5 September 1960).
- ▲ **Above:** Architectural drawings for the William Carey Chapel.

The golden jubilee of the William Carey Chapel

Helen Penrose

Carey's Centenary Historian

Although the school decided to build a chapel as a war memorial, it was an expensive dream that took 27 years to be realised.

Headmaster Vivien Francis (1945–7) convinced the School Council, in 1945, to build a hall instead of a chapel as a war memorial. He believed that a hall would 'form the centre of the corporate life of the school', and could double as a chapel and gymnasium. It offered a practical solution to the acute shortage of money and building materials after World War II.

In 1954, the building fund appeal for the hall had been so successful that in the following year, after the hall had opened, plans were extended to include several other facilities such as a chapel and an enlarged science block. Although the chapel was supposed to have been the priority, it was delayed so that the science block could be enlarged first.

Everyone hoped the chapel would be built next. As it was to be constructed next to the hall in bricks to match, the bricks were purchased in advance in 1955 and stored at the School. The first chapel design, by architectural firm Paynter and Dixon, echoed those at other Melbourne schools – typically influenced by English public school architecture – and adopted a traditional approach with a rectangular nave, small transepts and neo-Gothic windows. However, the urgent need for sporting facilities – sparked by Carey's admission to the APS in 1957 – pushed the chapel off the building agenda once again.

A new chapel design, in 1960, placed it on top of a swimming pool, and

'When the Chapel opened in 1971, it crowned the School on its highest point in an arresting visual statement that blended modernism and purpose.'

led to a level of derision relating to the convenience this could offer for full-immersion baptisms. As chaplain Alan Wright later wryly remarked, he wasn't consulted about that design. Nevertheless, fundraising for the combined chapel–pool proceeded that year in a major appeal labelled 'Forward Carey'. Of the nine projects listed, the chapel ranked second to the Bulleen Sports Complex. Unfortunately, the appeal did not raise sufficient funds to build the chapel too.

'Onward Carey', the next major appeal, launched in 1969, had a shopping list of a senior study centre, a third storey for the science block, a library, a new Junior School, a swimming pool and a chapel. Finally, 27 Daniell Place, bought in 1960, was designated as the chapel site.

When the William Carey Chapel opened in 1971, it crowned the School on its highest point in an arresting visual statement that blended modernism and purpose. Until 2010, when it was partly obscured by the new Performing Arts Centre, its grey-slatted pyramid roof could be seen by all who drove up Barkers Road.

Designed by Cecil and Graham Lyons, the chapel honoured the imaginative concepts of chaplain Alan Wright.

He later recalled how the architects were 'really attuned to what I was trying to express ... The building had to represent the soaring of the human spirit towards the mystery of God'. Cecil Lyons encapsulated this with the pyramid roof. The stage inside allowed students to explore the whole of life as a drama, and to grapple with its indivisibility from religion and spirituality. Alan Wright was thinking, at the time, of the concept of Poor Theatre, in which no elaborate sets or costumes were needed. Moveable seating, rather than fixed pews, were also essential for flexibility. The media deck symbolised 'a serious thrust towards more actively engaging students in learning by involvement in the community, using the block timetabling of English, history and religious education once a week in every class at Year 10 level'. Placed in the entrance, the baptistry freed up interior space, made a deliberate and provocative statement about the potential for spiritual discovery, reminded visitors of Baptists' historical spiritual awakening, and represented the School's Christian foundation. For Alan Wright, the William Carey Chapel was 'not meant to be just a memorial to Carey, one of the great Christian pioneers in a past age, but a place where, in an entirely different and urgent global context, we can be inspired to "do another William Carey"!'.

The William Carey Chapel was extensively renovated during 2020 to be lighter, brighter, and accommodate more people. It continues to crown the School as a significant outward statement of its Baptist heritage.

The Hair Supervisory Committee

Joanne Horsley
Archivist

Nearly 50 years ago, on 23 July 1971, Headmaster Gerard Cramer wrote to the Secretary of the School Representative Council of Carey (SRC) regarding the matter of length of hair for boys in the School. The SRC had recommended to the Headmaster 'that a trial period (during which flexibility and length of hair be allowed) of ten weeks be implemented in the School'.

The issue of hair length had been a constant issue debated, counter argued and raised again and again. The unanimous decision was that there should be a liberalisation of the rules.

After careful thought and deliberation, the Headmaster agreed, subject to certain considerations.

Firstly, that a committee of three boys elected from the SRC and three staff representatives would be the arbiters of hair grooming to avoid excesses of style and length. This 'Hair Supervisory Committee' was appointed by the Headmaster and this committee would hold weekly meetings. A professional hair stylist was engaged and gave a series of demonstrations to students in Forms 10, 11 and 12.

In a final statement on the matter, the Headmaster commented that, 'If you can prove that longer hair will make for a better-groomed appearance I shall be delighted – and so will you.'

At the end of the trial period, the experiment had been vindicated, and it was agreed that the new hair legislation would continue in 1972.



▲ Above: The hairy Carey Hockey Team with their Coach, Mr David Morgan, 1975.

A clear statement of the rules was issued in the following year and became official School policy.

All students were asked to show the policy to their parents. The opposite

page contains an entertaining extract from the Hair Policy Statement, issued by the Acting Headmaster at the time, Mr Arthur Sandell.

'Amateur work done by mothers, sisters, girlfriends, or any unqualified people is discouraged. If any student has his hair correctly cut and styled in the first instance, there should be no need for complaint.'



Hair Policy Statement, 1972

Hair

Length: Hair may be grown to the bottom of the collar, provided that the regulations on tidiness are met.

Tidiness: In addition to the usual considerations of cleanliness and grooming, it is expected that all students should have their hair cut and styled in such a way that uneven lengths (either at the back or at the sides) will not cause what might be described as 'rat tail' or 'chewed' look; and that the thickness of hair should not be such that the style looks excessive. If the hair is 'layer cut' or tapered by 'razor cutting' (and this should be done professionally), problems of unevenness should be overcome.

Amateur work done by mothers, sisters, girlfriends, or any unqualified people is discouraged. If any student has his hair correctly cut and styled in the first instance, there should be no need for complaint, and he will be involved thereafter, simply in having his hair trimmed, in order that the length regulation is not infringed.

The tendency in 1972 has been for too many students to grow their hair very long at the sides so that their general appearance is untidy. Tapering into the face is expected, and 'free flying' hair at the sides is an infringement if the committee deems it to be.

Sideburns

Length: Sideburns may be grown to a length one inch below the bottom of the ear, provided that the provisions on tidiness are met.

Tidiness: Sideburns are to be kept trimmed. This means that they are not to be bushy. Secondly, although they may be grown one inch below the ear, they may not be grown inwardly towards the mouth. This will be regarded as an infringement.

Sources

School Council minutes, 1971.
Torch Vol. 12 Issue 2, July 2005.

Donations to the Archive

November 2020–April 2021

List of donors

Mr Bruce Carfrae

Carey cap and blazer pocket embroidered with Prefect insignia and colours for Athletics and Football.

Athletics pocket embroidered with Carey emblem and logo. All uniform items belonged to the donor.

Mrs Jenny Holmes

Information about the donor's husband, Mr Roger Holmes OCG (1959): he was Co-Vice Captain of the School, editor of the *Carey Chronicle* and led the Crusaders; he received awards for public speaking and debating and played in the Carey First Hockey Team.

Mr Ian Hughes

Historical lists compiled by the donor including index of School Board members, School Clubs, Association and Committee members and list of Chaplains completed with assistance from Revd Scott Bramley.

Mr Noel Jackling

Digital copy of the donor's book, *Dancing to Damnation? Harold Wood and John Woodhouse in the fight to lift the ban on dancing on Methodist Church property*.

Mr Andrew Jones and Mr Tim Smart

Photographs loaned for digitisation, documenting the making of the film *Carey Is*, 1973: Helicopter landing on the Sandell Oval; Andrew Jones and Tim Smart editing the film footage x3; student covered in film tape on the phone; Tim Smart in the helicopter, filming; Andrew Jones on the Sandell oval filming the arrival of the helicopter, Urangeline in the background x2; Andrew Jones and Tim Smart filming on School grounds with another student; Aerial shot from the helicopter of the School grounds and Bulleen x2; Filming a play at the School with Max Hickey and Michael Small in principal roles x2; court room scenes.

News cutting regarding the filming of *Carey Is*.

Speech night program, 1974.

School publication of student writings: *The Writer's Journal*.

Student workbook belonging to Tim Smart when he was in Year 10 at Carey for the student publication *The Writer's Journal*.

Mrs Jennifer Kenny

Carey caps belonging to the donor's father, John McCutchan, and uncle, Anthony Walker.

Photo of John McCutchan wearing his cap and School uniform on a bicycle that he rode along Barkers Road to the School.

Ms Elma Neville

Carey blazer and medals belonging to Bruce Neville.

Mr Graham Riches

School publications: School Uniform leaflet; *The Great William Carey*, Peter N Ewing, leaflet, 1958; Speech Night programs, 1958–61; *Carey News*, 1958–62.

Carey schedule of fees.

Notice of enrolment at Carey for Graham Riches, 1959.

Publicity brochure for Carey, 1959.

Mr Ray Reed

A history of the Cadet Corps written and researched by the donor.

Photo of Peter Hobban, 1946.

Mr Gary Roberts

Recollections of George Dobson, music teacher at Carey. The donor was a member of the brass band and played the sousaphone.

Mr John Tranter

Biography of Revd Leonard Tranter.

Mr Simon Wallace

Student progress sheet for Simon Wallace, 1982.



▲ **Above:** Silver serviette ring, 1935, engraved with the date 30 October 1935 and the initials of Colin Gordon Webb, uncle of the donor and a Foundation Scholar in 1923. Donated by Mr David Webb.



▲ **Above:** John McCutchan, the donor's father. Donated by Mrs Jennifer Kenny.

Schedule of Fees for Term 1, 1980, 1982.

The Junior School Report, November 1979, November 1982.

Letter to parents from the Master in Charge, Don Brown, September 1982.

Letter to Parents from PA Chester, Honorary Treasurer.

Junior School Induction Assembly, 1986.

Letter to Mrs Wallace from Carey Admissions Registrar with Conditions of Acceptance, Schedule of Fees and enrolment documents, 1974.

Music Festival, William Carey Chapel, July 1982.

Mr David Webb

Silver serviette ring, 1935, engraved with the initials of Colin Gordon Webb, uncle of the donor who was a Foundation School in 1923. *The Royal Melbourne Hospital Historical Room: A visitors guide*, Sir Benjamin Rank; booklet.

'The First Plastic Surgeon in Australia: Jerry Moore is one of the first in his field', Felix Behan, in *Surgical News*, April 2015, Vol. 16, No. 3.

Mr Richard Wilcox

Index of Senior School Heads of House, 1924–2019.



▲ **Above:** Andrew Jones filming on Sandell Oval, 1973. Donated by Mr Andrew Jones and Mr Tim Smart.

▲ **Above right:** Tim Smart editing film, 1973. Donated by Mr Andrew Jones and Mr Tim Smart.

▼ **Below:** Andrew Jones filming from a helicopter over Sandell Oval, 1973. Donated by Mr Andrew Jones and Mr Tim Smart.



**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.**

Guardian of the charities

John Calwell (1974)

Chair, The Carey Medal Committee

It is with great pleasure that we announce that the Carey Medal recipient for 2020 is Murray Baird.

The Carey Medal recognises outstanding service to the community and, in Murray's case, this service has been for the benefit of charities and not-for-profits across the country. Through this award, we acknowledge the work Murray has done by dedicating his legal career to working for the not-for-profit sector and developing the Australian Charities and Not-for-profits Commission (ACNC) in spite of many challenges and lack of support from the government. Murray and his team persisted in creating a regulatory body, which is now in its ninth year of assisting charities with their legal obligations and helping the public to better understand the charities they are contributing to. Murray is passionate about charity and the not-for-profit sector because he believes in their role in making the world a better place.

Murray was a student at Carey from 1966–71. He was Captain of Hickman House, a School Prefect and represented the School in hockey, athletics and public speaking. He was also involved in the performing arts: the School history *By Courage and Faith* by Stuart Sayers refers to the dedication of time, thought and energy by Murray Baird in the main role of the School's production of Shakespeare's *Richard III*, a demanding part with more than 1000 lines to memorise. Murray's older brother, Allen, also attended Carey, as did Murray's sons, Cameron and Stuart. Murray's father, Brian, was a staff member at the School for over 30 years.

Murray graduated from Monash University with an Arts/Law degree and followed this with the Leo Cussen Practical Legal Training Course in 1977. He had worked at Moores legal practice part-time while at university and his career saw him return to Moores, where he became a partner and saw the firm grow to become a substantial Melbourne law firm. Murray was considered a generous and wise mentor of new intakes of law graduates, and he found a niche in not-for-profit law and governance.

Many lawyers make admirable contributions to the not-for-profit sector in a pro bono capacity in their spare time, but Murray chose to make it his main job. Much of his public legal work assisted in defining the boundaries of charity through litigation. One significant case that had implications for the law of charities across the world was the *Commissioner of Taxation v Word Investments Ltd.* decision of the High Court that allowed charities to be involved in commercial activities. He has also since assisted governments around the world with advice on the regulation and support of the charity sector.

Murray has held many roles on various not-for-profit boards, contributing pragmatic suggestions, strategic insights and his deep understanding of governance responsibilities and duties. These roles are almost always unpaid and often low profile, which reflects Murray's commitment to advancing the work of others, and not himself.

Later in his career, Murray left Moores and helped set up and actively lead the ACNC as its inaugural Assistant



'Murray has held many roles on various not-for-profit boards [...] These roles are almost always unpaid and often low profile, which reflects Murray's commitment to advancing the work of others, and not that of himself.'

A portrait of a middle-aged man with short, light-colored hair, smiling. He is wearing a dark blue suit jacket over a light blue shirt and a green patterned tie. He is holding a pair of glasses in his hands. The background is slightly blurred, showing what appears to be an office or a modern interior with large windows and some plants.

celebrating our community

Commissioner and General Counsel. During this time, the ACNC established the national register of charities and provided guidance and support to the organisation and sector. Murray always took the view that charities responded better to guidance rather than censure.

Murray now teaches charity law at the University of Melbourne and is an Adjunct Professor in the law school at the University of Western Australia.

Further to his service to Australian charity law, Murray became a member of the Rotary Club of Box Hill Central at its foundation meeting in April 1990 and served with distinction in many capacities. He was Club President in 1993–4 and Vice President in its inaugural year and again in 1996. Over his years of membership, in a voluntary capacity, Murray served on the Board

on numerous occasions and chaired or served on every Standing Committee.

In 1997, in recognition of his outstanding contribution to Rotary International, Murray was fittingly awarded a Paul Harris Fellow – an especially high honour named after Rotary's founder.

Murray continues to support the Club and the broader Rotary organisation with legal assistance, presenting at conferences and various events.

Murray has continued to have a connection with Carey, with two sons attending the School and a decade of service to the Carey Board. He made a significant contribution to securing appropriate tenancy arrangements at the Hawthorn–Malvern Hockey Centre and for the Carey Boat Shed. A Carey rowing eight was named in his honour.

Murray has been a long-term member of Newhope Baptist Church and has served in many roles including Chair of the Church Council.

*I*t is difficult to untangle Murray's professional activity from his volunteer contribution, as he is one of those rare individuals whose way of living and serving the community is highly integrated. Murray's Christian faith is a huge part of his life and is the primary driver of his values and service.

The Carey Medal Committee believes that Murray is a worthy recipient of the Carey Medal. He has given exceptional and outstanding service in the areas of law, especially the not-for-profit sector, Rotary International, his local church and to Carey.

Rachael Risby-Raz (Risby, 1991)

After finishing at Carey in 1991 and starting undergraduate studies at the University of Melbourne and Whitley College in history and theology, I went on a one-year study program at the Hebrew University of Jerusalem and started an adventure that has lasted until this day.

Jerusalem is a magical, intense and often crazy place and, when I first arrived here, I felt that I had found my place. I converted to Judaism, completed a MA in Religious Affairs and started working in international relations, beginning in the Mayor of Jerusalem's office and ending as the Diaspora Affairs Advisor to the Prime Minister. Unfortunately, I was swept up in the corruption trial of the former Prime Minister and was under indictment for



breach of trust for nearly a decade. These charges were dropped but obviously the whole affair had a significant impact on my career. I am married to an Israeli and have three children. My eldest daughter will join the

Israeli Defense Forces next year. I am currently working as the International Relations Manager of the Tisch Family Biblical Zoo in Jerusalem. So, I get to go to the zoo every day, which is wonderful! The zoo is one of the only places in Israel where you will see on a daily basis the broad rainbow of people who make up Israeli society – Arabs, Jews, Druze; from the ultra-religious to the secular, the old and the young – and at the zoo, everyone gets along fine.

The ability to understand and work with people from all different backgrounds is one of the things I took with me from my days at Carey. I am still in contact with many of my friends from school. I have discovered that there is one other Carey graduate in Israel, hopefully one day soon we will get to meet up.

Gary Baldwin AM (1962)

The Australian wine industry has grown from an almost forgotten sector of agriculture in the early post-war period, to now being a major part of the Australian economy. In fact, it is so important that Xi Xing Ping placed penalty tariffs on wine being imported to China. As an industry, we sort of wish we were not so important.

I have been fortunate to play a small part in the development of this industry in Australia over the past 40 years or so.

It all started with a great broad education at Carey from Year 3 to Year 12. I can never thank my parents enough for sacrificing so much to send me to such a school.

After Carey I studied pharmacy, but the leap from the discipline of an all-boys school to the wonder of lectures surrounded by girls and plenty of parties meant I did not make the cut for the second year, so I went to Swinburne to study Biochemistry.



Wine collecting had become a hobby and I started working as a wine waiter in a fine dining restaurant. On graduating, the owner offered me a job as a cidemaker in Pakenham. It was a fascinating job that then led me to study Wine Science at Charles Sturt University. On completion, I began making wine at Arrowfield Estate and, after a few years, ended up as Chief Winemaker and General Manager.

I later joined the Australian Wine Research Institute in Adelaide and purchased a small but high-profile wine consulting business. In a few years that morphed into Wine Network Consulting, which has now been operating for over 30 years. The company has been providing technical advice to wine businesses in Australia and beyond, most notably Bulgaria and China. My role is now one of Director and Principal Consultant on a semi-retired basis.

For many years I was involved in wine show judging around the country. This unique Australian judging system that helped improve the quality of Australian wine, particularly in the 70s and 80s, as many new wineries were established.

In the Queen's Birthday Honours last year I was amazed and humbled to be appointed a Member of the Order of Australia for my services to the industry. I have no doubt that my years at Carey contributed to that achievement.

Izabella Yena (2013)

It was during my time at Carey, and with the guidance of some excellent teachers, that the reality of pursuing a career in the Arts became fathomable. Having always had a flare for theatrics and a deep interest in both art and language, my imagination was thriving with the opportunities to perform in the plays and musicals at Carey.

I'm lucky to have had such supportive drama teachers in my time at Carey, for without their guidance, I'm unsure if I would have ever become an actor. I remember Ms Chamberlain so beautifully introducing me to live theatre in Years 7 and 8 and motivating me to audition for future School productions. In Senior School, I learnt the art of character development and the importance of text from Ms Reece, which I would take with me to university.



Both women remain important supporters of my work and I'm lucky to call them friends.

After Carey I studied a Bachelor of Fine Arts majoring in Theatre Practice at the Victorian College of the Arts where I was

the recipient of the Patricia Kennedy Award for 2013. Upon graduating, I toured nationally with the Helpmann nominated show *Hello, Goodbye and Happy Birthday* (dir. Roslyn Oades) before successfully auditioning for the role for Shirin Abbas in *Miss Fisher and the Crypt of Tears* (dir. Tony Tilse) where I made my feature film debut.

I now work across stage and screen in Australia, most recently in Melbourne Theatre Company's 2021 show *Sexual Misconduct of the Middle Classes* (dir. Petra Kalive) and *Home, I'm Darling* (dir. Sarah Goodes) in 2020.

Whilst my origins and love for the arts started well before my time at Carey, the chance to develop those skills and passions was definitely a pivotal part of my education and one I am forever grateful for.

Prof. Andrew Grigg (1973)

Many years ago I got off the train at Auburn Station and lugged my schoolbag up the hill to the Carey's Junior School, not knowing a soul. Fortunately, I was reasonably good at tennis and an ordinary cricketer and met some friends through sport.

Year 7 was a remarkable year for me as I received three detentions: first for not getting my homework book signed, second for dropping marbles down the staircase at the National Gallery (I maintain I was not guilty) and kicking a football through a classroom window from the inside of the classroom (which I was guilty of). In the rest of my Carey career I mended my ways with only one other detention – for eating lunch in the chess clubroom, a truly heinous crime!

In Year 10 I decided to study humanities, but after Year 12 I suddenly realised I made the wrong decision and wanted to pursue medicine as a career. With very short notice I brushed off the old



uniform and headed back up Auburn Road. The School made me Vice-Captain, an unexpected honour, and I made use of my extra year to do tennis (we came second), footy (we came second) and athletics (again, we came second). The highlight, however, was asking the Headmaster's daughter out on a date.

After Carey, I studied medicine and

specialised in haematology. I spent two years in Vancouver learning how to do bone marrow transplants and I am now the Director of Clinical Haematology at Austin Hospital. I've never regretted a moment of my career and the progress in the last decade in therapy of haematological malignancies is massive, exciting and ongoing.

My family has a rich Carey heritage. My grandfather was the first leader of the Baptist Whitley College and sent my father to Carey. My mother's brother went here, and then my brother and I followed suit. I played footy and cricket for Old Carey, and I still follow Old Carey footy closely and I make sure to watch crucial School cricket and footy games when I can, the most recent of which was the 2019 APS Football Premiership we shared with Caulfield Grammar.

Almost five decades after leaving, I still have great affection for the School and the values it instilled in me.

1990/1991 30-Year Reunion



▲ **L-R:** Bruce Cohen (1991), Jana Baker (1990), Ross Dickins (1991).



▲ **L-R:** Joanna Cruth (1991), Nicola Brady (Seabury, 1991), Rebecca Bode (Leitch, 1991).



▲ **L-R:** Dianne McKenzie (1990), Daniel Huang (1990, 1991), Cat Hesky (Wright, 1990), Matthew St Leger (1991).



▲ **L-R:** Simon Wallace (1991), Simon Newnham (1991), Craig Dally (1991), Sean Pulverman (1991).



▲ **L-R:** Sandy Siaw-Arthur (1990), Katie Legge (1990), Justin Tse (1990).



▲ **L-R:** Simon Spence (1991), Simon Newnham (1991), Ash Ray (1991).

Lawn Bowls



▲ **L-R:** APS Lawn Bowls Sir James Darling Trophy winning team.

If you would like to see
more reunion photos from
throughout the year, visit
the OCGA Facebook page:
facebook.com/oldcarey

Anzac Day



▲ **L-R:** Janine de Paiva (current staff), Howard Wilkins (past staff/past parent).



▲ **L-R:** Dira Lok (current staff and Army Reservist).



▲ **L-R:** Senior School Choir with Scott Bramley (current staff).



▲ **L-R:** Ian Woolf (1971), John Beruldsen (1969), David Lord (1953).

Founders Day



▲ Murray Baird (1971) with Jane Simon, Chair of the Board (far left), Jonathan Walter, Principal (far right) and family.



▲ **L-R:** Murray Baird (1971) accepting the Carey Medal from John Calwell (1974).



The Class of 2020 Formal

Katie Hunt

Alumni and Community Manager

When the Year 12 Class of 2020 found out they would be missing so many rites of passage throughout their final year of schooling, there was understandable disappointment. Year 12 is an important year and, at Carey, we always make a point of ensuring our leaving students get the send-off they deserve. And the 2020 pandemic wasn't going to stop us!

To make up for the lost Year 12 Formal, Carey proudly hosted our newest alumni for a formal evening with good food, good music and good friends.





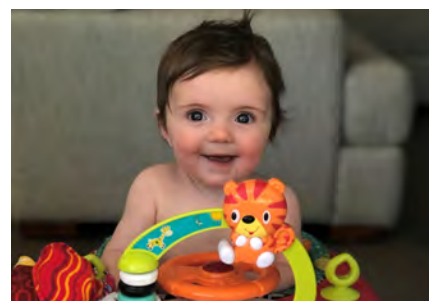
Logan Loki Cayley

9 February 2020. A son for Gavin (1991) and Deborah Cayley.



Amelia Mae Shedden

29 February 2020. A daughter for Andrew Shedden (2003) and Lauren Turner.



Amélie Jane Cherry

22 April 2020. A daughter for Tim (1985) and Anna Cherry, and a sister for Jack.



Richie Federico Roylance

31 August 2020. A son for Dr Marcele De Sanctis (2001) and Nathan Roylance, and a brother for Rex.



Eva Violet Tomlinson

10 October 2020. A daughter for Matthew Tomlinson (2018) and Anastasia Youngman.



Noah Jay Cacic

10 December 2020. A son for Tash (Nicholas, 2006) and Ivan Cacic, and a brother for Xavier.



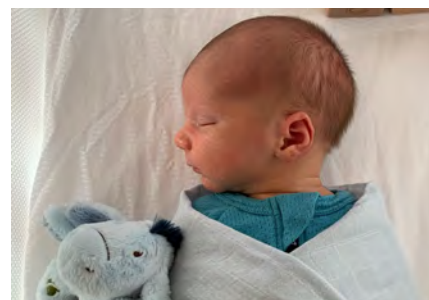
Sophie McDill

16 December 2020. A daughter for Tina (Conitsiotis, 2005) and Alistair McDill, and a sister for Pamela.



Oliver Jack Pangrazio

15 January 2021. A son for Dr Lavinia Spain (2000) and Jonathan Pangrazio, and a brother for Ella.



Alexander Balogh Thompson

17 February 2021. A son for Peta (Conitsiotis, 2005) and Daniel Thompson, and a brother for Leo.

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



Hugo Parker

22 February 2021. A son for Emma (Wardrop, 2002) and Kyle Parker (2002) and a brother for Ella and Bobby.



Isla Quinn Cerny

4 March 2021. A daughter for Kylie Burton (2001) and Peter Cerny and a sister for Mia.

Simon Rees (1977–2021)

Frances Rees, mother, and Andrew Rees (1997), brother



On 19 January 2021, we marked the passing of Simon Rees, a Carey student who graduated in 1995. Simon was a passionate member of the Carey community, having joined the School in Year 4 in 1987.

Through his years, Simon was active in sport and collected many of the School's swimming records. His achievements culminated in Year 12 as House Captain of Tranter, winning the Head of the River in the First VIII Rowing Team and being awarded a scholarship to the Australian Defence Force Academy. Many will remember the Army Berets parachuting

out of helicopters onto (or at least near) the School oval.

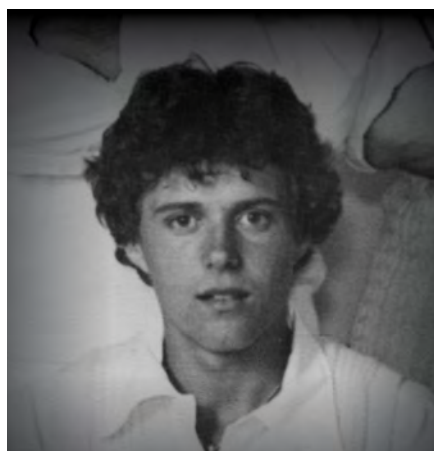
Simon always had fond memories of his time at Carey, the opportunities it provided him and the friends he made through the journey.



In honour of David Macrae (1959–2021)

Ian Woolf (1971) and Chris Angus (1995)

On behalf of the Old Carey Cricket Club



Old Carey Cricket lost a legend and Life Member with the passing of Dave Macrae.

Dave was a true leader. At School, he was in the 1975 APS Cricket Premiership and Cricket Captain in 1976 and 1977. His clear leadership credentials and passion for the sport saw Dave appointed as Old Carey's First XI Captain at age 21. He led us through our second golden era, skipping for seven years, including two Dunstan Shield premierships (the highest grade of the Eastern Cricket Association) in 1979–80, 1981–2 and 1982–3. Dave only stepped aside when work commitments in the real estate industry intervened.

A wonderfully skilled wicketkeeper, especially when up to the stumps against medium, fast and spin bowlers

(and happy to advise opponents of ways to improve!), Dave was also a tenacious yet quick-scoring batsman, guiding us to many victories with minimal fuss. He crowned his achievements with selection as Captain and wicketkeeper in the Old Carey Team of The Half Century.

Dave had high expectations of himself and his team, and combined being a fierce competitor with a positive outlook and encouraging words. Quiet in nature, with an engaging smile and sense of humour, he was great company and well-liked and respected by team mates and opponents. He will be sadly missed and our condolences go out to Claire, Tom, Jack, Finlay and Lucia.

Zeki Cibik (1959–2021)

Kelly Southworth and Julianne Brandon

Community Engagement

For 10 years, Zeki Cibik was the person making us look good. All the beautiful Carey artwork you have seen – on the back of buses, in the newspaper, or popping up on your social media – was crafted by this talented artist. This, of course, includes this very magazine, which he designed and worked in collaboration with the Community Engagement team to create.

As a young adult in Turkey, Zeki was a political activist and his strong sense of justice and desire to help others was a thread that continued throughout his life. He eventually came to Australia, with no English and no connections. He very quickly formed a community however, and started his beautiful and supportive family. His children, Jemo and Jevan, were his pride and joy.

In 2010, after a diverse career in Australia as a graphic designer, Zeki came to Carey. It didn't take him long to settle in and become an invaluable part of our team, helping us on daily basis to bring a professional touch to all our communications and school marketing. The industry experience he brought with him allowed him to clearly articulate the essence of our wonderful school to our community and the broader community. His genuine care and love for the people he worked with also helped to create a fun working environment, with much advice, book recommendations and laughter generously offered to everyone around him.

Zeki was a much loved member of the Carey community. He was renowned around the School for his great sense



of humour, his love of a political debate, and his infectious and iconic laugh.

Zeki's brave battle with cancer came to an end on Easter Sunday. He is truly missed and will be forever loved.

In memory

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

Cameron Craig Naylor (Fraser, 1977)
on 16 November 2017

Bruce Oliphant Duncan (1964)
on 17 March 2018

Barry William Maddock (1961)
on 4 April 2019

Ronald Teale (1933)
on 20 June 2019

Neville Eric McCann (1956)
on 29 August 2019

Rowan Ashworth (1984)
on 4 June 2020

Grant Parkinson (1977)
on 10 December 2020

Pauline Maria Baker (past staff)
on 19 December 2020

Simon Rees (1995)
on 19 January 2021

Elizabeth (Betty) Evelyn Yeo (Chin Quan, past staff)
on 11 February 2021

David Macrae (1977)
on 21 February 2021

Roger Holmes (1959)
on 24 February 2021

John Sydney Grainge Biggs (1953)
on 13 March 2021

Zeki Cibik (past staff)
on 4 April 2021

John Arthur McKay (1944)
on 6 April 2021

Cooper Craig Lloyd (2019)
on 10 April 2021

Antony Mee (1977)
on 5 May 2021

OCGA Calendar 2021

6 Aug	2016 5-Year Reunion
20 Aug	2015 5-Year Reunion
3 Sep	1923–1981 40+ Year Reunion
19 Sep	OCPAC Production Opening Night: In the Heights
19–26 Sep	OCPAC Production: In the Heights
12 Oct	Year 12 Breakfast
15 Oct	OCGA Golf Day
5 Nov	2001 20-Year Reunion
7 Nov	Community Memorial Service
12 Nov	1971 50-Year Reunion
2 Dec	OCGA Christmas Celebration

For unforeseeable reasons, event dates may be subject to change. Please refer to the OCGA website at ocga.com.au for the most up-to-date details relating to a particular scheduled event.

School Sections

Senior School

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

communityengagement@carey.com.au

Archives

archives@carey.com.au

Advancement

advancement@carey.com.au

Admissions

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Carey Kew

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Carey Donvale

ELC and Junior School
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Donvale Victoria 3111 Australia
Telephone: +61 3 8877 8500

Connect with Carey

Website: carey.com.au

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

Enrol now for Senior School

Years 10, 11 and 12 in 2022

Find
your
place



[carey.com.au](https://www.carey.com.au)