

Carey Community News

# TORCH



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**Follow your own path:** Middle School students choose from over 35 elective subjects, like Product Design and Technology. Story on page 24.





## Torch

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# Follow your own path



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# Heightening *student agency* to unlock their potential

Jonathan Walter  
Principal

***It is no longer enough for our students to be passive consumers of knowledge and information. Students want meaning, purpose and passion, and they want to have some sense of control over their own future. As educators and parents, it is our job to guide them towards this.***

We are all dealing with the challenges of living in a volatile, uncertain and fast changing world. We don't know what the future will look like, but in order to support students to thrive in an unforeseeable environment, we have to help them discover what their purpose is and what will give meaning to their lives. They have to be able to figure out what matters to them and establish their own set of values. And then we have to provide them with opportunities to act on these, test their boundaries and take responsibility.

## Forging their own pathways

In order to get the most out of them and do the most for them, we have to let our students forge their own pathways, pursue their interests and find their passions. Happy, engaged students are those who are surrounded by supportive, strong relationships;

have access to creative and physical outlets; and are empowered to have agency over their own learning.

On the back of the pandemic, we are defining a new space for education that allows wellbeing to co-exist with performance and striving for excellence, where we have academic rigour without rigidity, and where character is built alongside competence. We believe school needs to be a vibrant, evolving combination of experiences that develop the head, hand, heart and spirit. We are placing a stronger focus on supporting our students to develop the skills and attributes that help them to work effectively with others and use their knowledge to improve our society and strengthen our culture.

It is important that we open up more choices and pathways for our students so they can acquire the skills and knowledge they will need for their journey beyond school. In practice, this means that as they move through school, they all receive the foundational knowledge and skills, those things we know they need to have to ensure that the essential building blocks are in place. These are delivered through

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# Follow your own pathway

the classroom learning program and a variety of co-curricular, camps and sporting programs on offer to all. Then, as they move into the later years of schooling, there are more opportunities to explore passions and interests and have access to a greater range of choices where we invite them to explore who they are and the pathways they might pursue beyond school.

Through a variety of experiences our students have throughout the schooling journey, they make choices about their learning and clarify their values through putting them into action – trying them on and seeing what fits.

## A program for the students, by the students

Underpinning our approach is a commitment to work with students to support their learning and to tap into their learning needs. One example of

how this is unfolding in our school is the current work we are undertaking to develop a new immersive learning experience for our Year 10 students. This new program, to be based in Far North Queensland, is centred around a collaboration with the Australian Wildlife Conservancy and the Great Barrier Reef Marine Park. It is being created in partnership with our students, actively engaging their voices and sense of agency over their learning.

This year, we are running a trial program with a group of 42 Year 10, 11 and 12 students who will co-create the program with us. Their feedback on the different elements of the experience will help us refine the program to be offered to students in the years ahead. Pre- and post-experience surveys, student debriefs and reflections on each of the components will inform what is working well and what we need to do to meet the needs of today's

students and ensure we are providing a transformational learning experience.

This experience will be a launching pad for the final years of schooling integrating curriculum in action from across the disciplines whilst building character and life skills. We look forward to sharing more with you about this exciting program as it develops over the next 12 months.

Students must be the ones who lead the learning through making mistakes, reflecting on their growth as it happens and having ownership over their pathway through school. Independent students become healthy, confident and motivated young adults who will make a positive impact on the world. Our young people want to create a better future, and it is up to us to help them get there.

# Thank you and farewell

Jane Simon

Former Chair of the Carey Board, 2011–2021

***It has been a privilege to serve on the Carey Board and support three excellent Principals, Phil De Young, Philip Grutzner and Jonathan Walter. They have all brought strong leadership, passion and a commitment to making Carey the outstanding learning community it is today. Each leader has been a vocal advocate for the progressive education for which Carey is celebrated, championing the obvious benefits of co-educational learning and the understanding that a great education is so much more than academic outcomes.***

Over the last two years I have admired how the leadership of our current Principal, Jonathan Walter, has unfolded. Despite very challenging times, Jonathan has strongly engaged with our community, our history, our inclusive culture and opportunities for the future.

When I commenced as Chair, I expected the Board would be confronted with interesting opportunities and challenges, and I looked forward to supporting the many exceptional and inspiring leaders and engaging with the Carey community.

What I did not expect was how committed I would become to Carey's genuine focus on supporting students to thrive, adapt and find their passions to make meaningful, wholehearted contributions in their adult lives beyond Carey. I am truly proud of Carey's emphasis on developing the whole person, which is reflected in the breadth of our academic program, the thoughtful integration of positive

education into our curriculum, the encouragement for students to engage in a breadth of extracurricular activities and our inclusive, tolerant culture that genuinely celebrates diversity. This broader commitment is what differentiates our school and makes me very confident for Carey's future.

During my time on the Board, the School has built and developed wonderful facilities for learning (the De Young Performing Arts Centre, Grutzner Centre for Learning and Innovation and Centre for Collaboration and Creativity) made many improvements to existing facilities and purchased Carey's Kew Sport grounds.

Most importantly though, in my time, the Carey Board has supported an exceptional team to guide, teach and encourage over 2500 young Carey graduates to understand the power of lifelong learning, value the importance of a strong community and appreciate their personal strengths that will help them to make an impact as adults.

In my many interactions with parents, teachers, professional support staff, students and alumni, the overwhelming theme of feedback has been gratitude – for the choices and opportunities encouraged at Carey, the exceptional commitment and quality of our teachers and how our co-education prepares our students so well for adult life in the world beyond school.

As I retire from my role, I would also like to convey my sincere gratitude to all of you in the wonderful, extended Carey community. It has been an honour to



▲ Jane Simon with Carey Principal, Jonathan Walter, and current Chair of the Board, Tim Chilvers, at the 2022 Commencement and Commissioning Service.

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***As I retire from my role, I would also like to convey my sincere gratitude to all of you in the wonderful, extended Carey community.***



serve you all. Together we appreciate that a great school is one of shared values, supporting our students and each other towards being our best selves and creating a positive future. Sincere thanks also to my fellow Board members, whose commitment and wide range of skills and perspectives strengthen the governance of our school and who truly support and live the values of Carey.

**I**t is my pleasure to welcome our new Chair of the Board, Timothy Chilvers. Tim has been part of Carey for more than 40 years, first as a student and prefect, then as a parent and, over the last 10 years, a member of Carey's Finance Committee, Risk Committee and the Board.

I pass the torch to Tim confident that his strong leadership and governance expertise, along with his deep appreciation for the heritage of our school and Carey's whole-student focus, will equip him well to lead the Board and to support our outstanding Principal, Jonathan Walter, and the Carey School Leadership Team. I know you will enjoy getting to know him in the years ahead and I look forward to celebrating with you all as Carey reaches its Centenary in 2023.

The last decade has ingrained Carey even more deeply in my heart. I leave my role knowing that Carey is in a strong position and confident that a Carey education is more important than ever to prepare our students for the challenges and many opportunities ahead. Thank you.



# Ask me anything: Tim Chilvers, Chair of the Board

The Carey Community

**We asked the Carey community to send in their questions for our new Chair of the Board, Tim Chilvers. Tim sat down with Torch to answer as many as he could!**

**What action is Carey taking right now and in the future to reduce our environmental impact?**

– Barnaby, parent; Alicia, staff; and Jane, staff

**Tim:** One of the priorities for our school and its community is to move towards a sustainable future, and reducing Carey's environmental impact is a key part of that. It starts with education. We're undertaking an audit of all our practices to make ourselves aware of the things we do and the impact they have, and assessing the measures we can take. But a big one for us this year is getting Toonallook, our camp in Gippsland, off the grid with solar panels. Our 2022 Community Giving program is shaped around that to enable our community to get involved in this important initiative (more information can be found at the end of this edition).

**What do you love about Carey?**

– Ava, Junior School student

**Tim:** Carey has been a meaningful part of my life for over four decades, as a student, parent, and now, for the last 10 years or so, as a member of the governance community on the various committees and the Board. One thing I love is the personalised learning journey. From the very first moment I joined Carey, I was appreciated and valued, and I benefitted from the attitude of staff and parents and other students

in helping me find the greatness that existed in me, and participating in helping others find the greatness that existed in them. I think what underpins this is the connected community that comes together to give people the best possible chance of success.

**Which Carey Learner Attribute is your favourite?**

– Chloe, Junior School student

**Tim:** The domain of self-management really speaks to me, and, in particular, two of those attributes have been tested a lot in recent times. Firstly, the courage that's needed to move with conviction into unmapped territory of our future. And secondly, resilience, because not everything we try for the first time will go right. We need to have the ability to pick ourselves up, dust ourselves off, get back on our feet and push forward again with confidence and competence.

**How are you committing to improving diversity amongst the Board, School Leadership Team and staff?**

– Michelle, parent

**Tim:** Diversity and inclusion is a personal priority as well as a school priority, and there's an opportunity in our emerging strategic objectives to really shine a spotlight on it. There have been some tremendously successful activities within school leadership, including training for hiring managers around unconscious bias and a new

gender inclusion handbook for staff, as well as initiatives to support LGBTIQ+ members of the Carey community. But of course, there's more for us to do. Representation is important. The value of diversity and inclusion really starts to emerge when we have every person, whatever their background, embracing our differences and being aware and respectful of diverse perspectives.

**Can we do more to educate our Junior School children about the dangers of social media and the profit driven motivations behind these platforms?**

– Clayton, parent

**Tim:** It is important to educate our students around the dangers of social media, and the fact that some of what they hear in media, social or otherwise, is biased and does not necessarily reflect what is really happening in our communities. At school, we give them the tools to think for themselves and question everything. We teach them to take care of themselves and others, setting boundaries and respecting privacy on social platforms and beyond, but also to ensure that they're well informed so they can thrive and grow in our society. Nobody's got it right yet, because we're moving into territory that is still somewhat unknown, but we do want to do more to prepare young people for the world they will enter after school, and you can expect that our curriculum will evolve in this way.





***And that's why I like being part of Carey, because the best qualities of people are valued and we have the ability to knit them together.***



**What are your hobbies?**

– Grace, Junior School student

**Tim:** An important part of maintaining wellbeing is ensuring you've got sufficient outlets. When I was at school, I was involved in everything. I was a rower, I was in the musicals and I played instruments in orchestras and bands. Some of those things have carried forward into my life, and some of them haven't. But the idea of having breadth is important to me. Now, my three children, who have now become adults themselves, have largely directed my attention. I love watching my little 18-month-old granddaughter as she experiences the world, and I love watching my 18-year-old son as he pursues his ambition to play basketball at an elite level. But I love meeting people, I used to travel and I look forward to finally doing that again, I read widely, I listen to audiobooks, and I involve myself in conversations that widen my perspective whenever I can.

**Why does Carey invest in marketing when the school already has such strong enrolments?**

– Richard, parent and alum

**Tim:** Marketing is not just about lifting the number on our waiting lists – the composition of our enrolments needs to be appropriately balanced by gender. This is critically important in ensuring that we remain the diverse and co-educational school community that we value so much today. It's important to point out as well that while we have waiting lists for some year levels, others have opportunities available to accept more students. But it is also about raising the profile of the school as a progressive educational facility and attracting the right professional talent: the educators and professional support staff who want to expand and explore their career in an exciting and dynamic environment, like Carey. Branding is an important part of that.

**What is your professional background?**

– Andrew, parent

**Tim:** I started working at a bank at 18 years old, studying at night school and learning things from the ground up. I had 25-plus years in banking, both here and overseas and learned a lot about finance. But sometime in my mid-40s, I realised that there was an unmet need for me, so I took a different path. Today,

I'm all about the realisation of potential.

I work as a consultant, facilitator and coach; as a director on a couple of boards; and I play whatever role is necessary to look deeply into systems, teams and people to bring their very best qualities to the surface. And that's why I like being part of Carey, because the best qualities of people are valued and we have the ability to knit them together.

**Who inspires you and why?**

– Carly, staff

**Tim:** It's tempting to look back at the great personalities, the people who have driven great inspirational changes, or great sporting heroes. But, when I look closer to home, it's the people in my everyday life that inspire me most. My wife, Jackie, and her work in the not-for-profit space, and my children, Jessica, Remy and George. When I'm inspired, it's usually about the courage, the resilience and the determination that people have to attempt great things and proceed down a path, knowing there will be setbacks, but being unwavering in their commitment to what they believe in.

# Find *balance* and embrace every opportunity

Sasha and Harrison  
School Captains

**Carey alum James Tomkins OAM OLY (1983) is a six-time Olympic rower, making him one of only four rowers worldwide to compete in this many Olympic Games. He is Australia's most decorated oarsman, having won three Olympic gold medals, seven World Championships and one Commonwealth Games gold medal, among many others. James was in the stroke seat – the important pace-setting seat at the stern of the boat – of the 'Oarsome Foursome'. This crew was a coxless four, meaning there was no coxswain in the boat (the person usually responsible for navigation and steering) making the stroke position all the more important. The Oarsome Foursome rose to fame after winning gold in consecutive Olympic Games in 1992 and 1996.**

**Tomkins is now a father and successful businessman and remains connected with the Olympics through serving on the Australian Olympic Committee as well as being a part of the International Olympic Athletes' Commission. More locally, he assists and promotes the Firbank Grammar School rowing program.**

Sasha: What was the biggest highlight of your time at Carey?

James: It would be all the friends that I made. I still catch up with them. I think when you do something meaningful with your friends and you're aiming for a collective goal, you remember those experiences. I don't remember who I sat next to in science, but I remember who I sat in front of and behind in rowing. For me, the sport at Carey was a big thing – footy and rowing. My highlight would have been the friends I made through that.

Harrison: What were your interests at school?

James: My interests were sport, that was it. I didn't really appreciate the opportunities of going to a school like Carey while I was at school, but then as soon as you leave, you sort of do realise. But I certainly took advantage of any sport that I could do. I was good academically, but maybe I could have applied myself a little bit more to my academics. I just love being active and I loved lunchtimes, just playing.

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***The notion of Olympism is to have a balanced life of mind, body and soul. At the games 2500 years ago, when they first started, they were all into that: academics for the mind, athletics for the body, arts for the soul.***





**Sasha:** When did you realise that rowing was something that you wanted to pursue?

**James:** It was at school. Noel Donaldson was a PE teacher and a rowing coach at Carey. He was my coach in the First VIII Rowing in Year 11 and 12 and subsequently as my Olympic coach at the 1992 and 1996 Olympics. During this time, a friend I rowed with in school came up to me and said, 'Dono reckons if you're not rowing for Australia in five years, there's something wrong with you.' That was the first time that it clicked that maybe I am pretty good at this and maybe I should pursue it.

**Harrison:** We know balance is an important thing for you. With school's focus on academics, but then also

having this passion for rowing, how did you compensate and find balance for this during school?

**James:** My balance was never 50/50. When I talk about balance, I mean that I think it's important to have a lot of things in your life. Just doing schoolwork is going to drive you crazy, and just doing sport, or the arts, or whatever it is, is going to drive you crazy. I think it's really important to have that balance with other things in life, to give you perspective. The notion of Olympism is to have a balanced life of mind, body and soul. At the games 2500 years ago, when they first started, they were all into that: academics for the mind, athletics for the body, arts for the soul. And when you died, the only way you went to the

gods was if you had lived a balanced life. That's why I was able to continue my career for as long as I did, because I was studying eco-finance at uni and working while training and competing and doing everything else.

**Sasha:** How did you motivate yourself as stroke of the Oarsome Foursome?

**James:** I think the challenge was that I always felt huge responsibility in my position as stroke in the crew. I felt a lot of anxiety and tension. It took me a while to realise that we're all in this together, and we share that load. One of the other challenges was being a part of a small group of four guys who spent every minute together. When we were overseas, you're sharing a room, you're having every meal together and

*continued next page...*



Ross Kinnaird/Allsport

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***Do the work early and set yourself up. Take away the option of a mad scramble to the finish line. Do the work early and you'll find yourself being a couple of lengths in front of everyone else and you can just sail to the finish line.***

▲ 27 July 1996: The Oarsome Foursome, James at the front, lifting coach Noel Donaldson after their gold-medal win at Lake Lanier at the 1996 Centennial Olympic Games in Atlanta, Georgia. L-R: Michael McKay, James Tomkins, Drew Ginn, Nick Green.



training with them every day for a couple of months. That management of each other and our emotions was a huge challenge. We had to learn how to understand each other.

**Sasha:** What would you say is one of the best displays of leadership that you have seen?

**James:** I think that fantastic leadership is seen in those who help everyone around them to perform at their best, and are completely selfless about it. One experience was with an awesome Romanian guy, our 1986 Olympic coach. Before the World Championships, racing in a crew of eight, we were all nervous and tense. He took us to a quiet place and said, 'Listen, calm down. We're all in this together. We've all stuck to the plan, and win, lose or draw, we stick together.' You could feel the tension just lift. He just wanted us to go out and do our best. It was one of those moments that sticks in your mind forever.

**Harrison:** As a significant leader to many as a coach for many years, how did you influence and lead your crews and athletes you were coaching at the time?

**James:** In a similar light – just having open conversations rather than dictatorship. It's critical to make it enjoyable and have fun. It sounds easy even when you're working your butt off, but if you're not enjoying it, you're not going to be giving 100%. It's like studying for Year 12 – if you work out a really good plan and you know it works, stick to it. Sure, you're going to deviate off sometimes, but then you need something to put you back on track. That was my philosophy, keep it enjoyable and make sure everyone understands what the plan is.



**Harrison:** What is your advice for Year 12s working towards exams?

**James:** Do the work early and set yourself up. Take away the option of a mad scramble to the finish line. Do the work early and you'll find yourself being a couple of lengths in front of everyone else and you can just sail to the finish line.

**Sasha:** As a father, successful businessman and Olympic gold medallist, if you could give some advice to your past self when you were at Carey, what would it be?

**James:** My advice would be to make the most of every opportunity. In school it's all there on a platter for you.

You don't know what you don't know. Although there may be angst and stress beforehand, just sign up and do it and dive into it as well. That's actually one of the things I didn't do. I was really shy and a bit immature, so I didn't really embrace all the opportunities and I wish I had. But at least I did sport and I loved sport, and I've been really lucky to have had such cool experiences after school. I didn't really know what I wanted to do with my life when I was at school, so if I didn't do rowing I think my life would have gone in a very different direction. So you really have to embrace everything.

# Giving a voice to *menopause*

Kelly Southworth  
Editor

***As people age, things start to change – this is common knowledge, of course. We wrinkle, we don't move as easily and our values evolve. It's also common knowledge that, as we age, half of the population will go through menopause, where oestrogen drops and periods stop. Except that, unlike other normal parts of life, menopause is something rarely discussed and widely misunderstood.***

'When I first mentioned perimenopause to my husband about two years ago, he was a bit confronted. He wasn't brought up in a generation that talked about it and I felt a little embarrassed.'

Since hitting her 40s and perimenopause, videographer, producer, filmmaker and Carey alum Libby Chow (1993) realised how important it is to

give a voice to menopause. 'I didn't even know what perimenopause was. I was really shocked. We really need to tell people about this. And everyone needs to know. Children need to know because their mothers are going through it. Men need to know about it. Workplaces need to know about it.'

Libby came to Carey in Year 9 on a music scholarship, and always thought she would pursue music as a career. She went onto a Bachelor of Music at La Trobe University after leaving Carey, but her love for arts and media grew so she transferred to the University of Melbourne to study Creative Arts. She did get to explore her music career later in life though, going on tour with Clare Bowditch and with another band, Minibikes.

Libby's love for sharing stories led her to documentary filmmaking and, after working for Triple R making radio documentaries, she pursued her curiosities and forged a path into video journalism for *The Age*.

In the early 2000s, video journalism on behalf of a newspaper was a very new role. Often the only woman in the room, Libby learnt quickly that she needed to have the courage to fight for her place at the front.

'I wasn't what the other journalists were used to, I was different, I was female. I soon realised that unless I counted myself in, unless I did have the guts to fight for that position, up the front and centre, I wasn't going to get my job done. And what's still with me sometimes is that feeling of needing to apologise for taking up space,' Libby says.

'An interesting quote from the Harvard Business Review states "gender diversity relates to more productive companies". In other words, it's good, even better to have balanced gender representation. You, as a female, have as much right to be in the room as anyone else and have your voice heard. And as a boy, or a man, you can back up your female friends and ask for equal representation. Because it's proven in research that better outcomes are reached for everyone when there is a diversity of genders involved.'



▲ Tim Chilvers, Chair of the Board; Libby Chow (1993); and Kaitlin Young, Gender Equity Group Co-ordinator; at Carey's 2022 International Women's Day event.





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***You, as a female, have as much right to be in the room as anyone else and have your voice heard. And as a boy, or a man, you can back up your female friends and ask for equal representation.***

So, when Libby entered perimenopause, she knew that it was time for women's voices to be heard and the video journalist in her saw an opportunity to share this incredibly important and ubiquitous experience.

After having that awkward conversation with her husband and doing some thorough searching online to understand exactly what perimenopause is – it's the transitional period into menopause before your period stops completely – Libby turned to her friends of a similar age to ask if they knew anything about this phenomenon. They were all experiencing similar issues and were relieved to hear that they weren't alone. Then, online forums provided a broader sense of connection to many other women going through exactly the same thing. 'It's wonderful when you find you're not alone,' Libby says.

But this left her and her friends wondering – why hadn't they heard about this before?

Libby got in touch with a therapist, a woman in her 50s, and they arranged to have a presentation for some of Libby's friends. They all had so many questions, so they expanded their circle and ended up with so many women

sharing their stories and sharing the experience of learning about perimenopause and menopause for the first time.

This experience of true honesty and vulnerability led Libby and some of her friends to join forces as a collective called She Listens and create their film, *Giving a voice to menopause*. The film is a series of diverse personal stories shared by women experiencing perimenopause and menopause.

Libby is dedicated to breaking down the stereotypes associated with women experiencing menopause. Stereotypes are harmful, and don't represent the full experience. But when we break the stereotypes, we can understand each other better and embrace and appreciate menopause as being an important stage of life.

'During the making of this film and design of the project, my husband, daughter and son have learned alongside me what menopause can be and how it affects women and impacts us as a family,' Libby says. 'I'm so proud of this work because it's a way of demonstrating how useful it is to be part of making space for stories that break stereotypes and make room for women to feel empowered just by sharing their lived experiences.'

# Inspiring young people to aspire to exciting futures

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Kellie Lyneham  
Head of Senior School

***Careers education has always played an important role in the Senior School at Carey, and recently I had the opportunity to sit down with our three expert careers practitioners, Amanda Siva, Trevor Black and Sophie Bryant, to hear more about their focus and the passions that drive their work with our Senior School students.***

**Kellie:** Tell us a little bit about careers education and its place in the education of a whole person.

**Amanda:** Quality careers education is about creating opportunities for students to know themselves, know their world and manage their own future. Australia's National Career Strategy argues that careers education helps students develop the skills and knowledge they need to make informed decisions about education and work, while also contributing to their self-confidence, school engagement and educational outcomes. Our goal at Carey is to move beyond the traditional careers programs and tap into our broad offerings to inspire our students to be more confident about their post-school options.

**Kellie:** Why is careers education such an important part of the Carey Senior School experience?

**Sophie:** We know that the nature of work is changing. Young people are

finding it harder to secure full-time work and they want career guidance that is tailored to their individual circumstances and gives them the skills required to navigate this new world of work. This includes helping them to develop the attributes valued by employers – resilience, emotional intelligence, creative thinking, agility and leadership. Embedding career exposure into our programs and highlighting transferrable skills and attribute development will allow students to see the value in what they are learning at school.

**Kellie:** What is your vision for careers education at Carey?

**Trevor:** We hope to inspire our young people to aspire to new and exciting futures. We want to build a career education program that is authentic and embedded within each subject area, but also provides opportunities for exposure to experiences that push students out of their comfort zone. This is a program where students can experience work, develop their non-academic skills, identify opportunities for themselves beyond school and expand their career horizons. Ultimately, we want to build in students the capacity to own their journey and drive their own success.

**Kellie:** What's been happening in the last few years in this space?

**Amanda:** In the last few years, we have refined and expanded some of our programs and offerings as we move towards our vision. It starts at Year 10, when students have individual careers interviews to discuss their aspirations help them choose courses and subjects that will suit them. We also host a Year 10 Pathways Planning Day to provide them with the opportunity to really think about their future pathways. We have also reintroduced Work Experience to the Year 10 program, giving students the opportunity to explore the world of work – you can read more about it in the following article.

For all Senior School students and parents, we have developed an online careers hub so they have ready access to helpful information, and we are working on strengthening our relationship with our Alumni network and will continue to draw on their support as guest speakers, mentors and work experience hosts.

Finally, we are excited to be working on the Learner Profile trial with a small group of Year 12 students whose unique skills and abilities may not be recognised by their ATAR. This group will be working towards a Learner Profile which we hope will more accurately describe their strengths and attributes and help capture all that they are.

► The Careers team (L-R): Amanda Siva, Trevor Black and Sophie Bryant.



## Meet the Careers team

### Amanda Siva

Amanda is an experienced careers practitioner and secondary school teacher. Her career has included roles in Melbourne, Darwin and Singapore and she is a passionate advocate for high quality career education in schools. Amanda has contributed to the development of the new Victorian Career Education Framework and the 2018 Parliamentary Inquiry into careers advice activities in Victorian Schools. Amanda is part of the Research and Innovation Team at Carey working on the Learner Profile trial in Year 12. She is also part of the Tertiary Pathways prototyping team at Learning Creates Australia which is working to improve the transition from school to university for young people across Australia.

### Trevor Black

Trevor has a background in teaching mathematics for over 35 years, including the past 23 years at Carey. He became involved in careers education in 2014 and is currently in his ninth year in this role. He is the Vice-President of the Yarra Careers Group, the largest group of career practitioners in Victoria, and is also the Vice-President of the Careers Education Association of Victoria (CEAV). In 2021 Trevor chaired a subcommittee of the Yarra Careers Group and CEAV that looked at conditions for career practitioners in Victorian schools. He also established the IB Careers Network Group in 2018 to assist career practitioners in Victorian schools who offer the International Baccalaureate.

### Sophie Bryant

Sophie joined the careers team this year. She co-ordinated the re-introduction of Work Experience and is looking to build the program with school community and alumni connections. Sophie brings experience and insights from a career in education, starting as a secondary teacher in Melbourne and then in London. Sophie diversified her skills as a community engagement and education officer before returning home and working across roles within faculties and student services and as a developmental advisor at the University of Melbourne. Working as a careers advisor throughout unprecedented labour market conditions prompted Sophie to return to working with young people in secondary education.



# Learning from *experience*

Katie Hunt

Alumni and Community Manager

***Throughout the year, Year 10 students have an opportunity to participate in Carey's work experience program. This valuable program provides students with a first-hand insight into a chosen profession to see what a career is truly about before planning to embark on their own. Work experience also gives students the opportunity to connect with the world of work in a meaningful way. It guides pathways, builds resilience and develops important transferrable skills.***

Bringing work experience back to Carey after a 15-year break has been a proud moment for the Careers team – it has been a tremendous amount of work but absolutely worth the effort. Students have overwhelmingly voted with their feet with approximately 80% of students have elected to undertake a work experience placement.

In partnership with the Community Engagement team, the Careers office has started to build a strong database of community partners who support the work experience program, including many Carey alumni and current parents. Many of the students have chosen to complete their work experience with a Carey alum who has volunteered their time, expertise, and professional knowledge to host a student in their workplace. Most of us will remember our own work experience from high school and overcoming the nerves involved in stepping outside of the familiar school environment.



▲ Year 10 student Lachlan completed work experience with Nick Thorn (2001) at his design firm.

Choosing to be placed with an alum with whom you have a common bond goes a long way in breaking down those first-day-on-the-job nerves.

With nerves settled, both student and employer are engaged in a mutually beneficial situation. It helps all involved to expand networks, gain new perspectives and boost social skills. Being in a workplace also helps students to gain independence and increase their self-awareness. Not only that, when students have a better understanding of their potential career path, they are more inclined to study the subjects associated with their career goals, giving them the motivation to continue studying.

**N**ick Thorn (2001), Co-Founder and Head of Digital Atollon, an independent Australian branding,

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***Nick Thorn (2001): 'I did work experience at a design agency when I was in Year 10, and loved everything about it ... So when I could offer it back, I was excited for the experience.'***

► Jordana Warmbrand (1989) offered work experience at Fonterra to Year 10 student Hannah.



# An opportunity to inspire

digital and communications design company, hosted Year 10 student Lachlan for two weeks at his design lab based in Collingwood. When the opportunity arose for Nick to host a Carey student, he immediately put his hand up.

'I did work experience at a design agency when I was in Year 10, and loved everything about it. It completely changed the trajectory of where I wanted to go,' Nick says. 'So when I could offer it back, I was excited for the experience.'

Nick also shared that he appreciated the new thoughts Lachlan brought to the office and the chance to hear from a young person full of fresh ideas.

For the week Lachlan spent at Nick's firm, he set about designing a logo for a client and completed research into some new sectors Nick's company is thinking of entering.

Hannah spent her week-long placement with alum Jordana Warmbrand (1989). Jordana heads up innovation at Fonterra, a global dairy company that manages brands like Bega and Mainland. Jordana fondly remembers her work experience in Year 10 at Carey,

which she says helped her understand the workforce and directed her towards a career in marketing. After completing her work experience, Jordana consulted her careers counsellor, reflecting on the areas she enjoyed during her placement and what it might mean for her career before she then decided to study marketing at university. Jordana is now tasked with coming up with new dairy products that come from the farm and end up on our supermarket shelves.

Hannah found working at Fonterra interesting as she spent her time immersed in the innovation process, meeting the retail marketing team and analysing survey results for a potential new product.

'I'm interested in going into marketing after Year 12,' Hannah says. 'And there's so many different jobs at Fonterra, so it has been good to see all the different roles that make up a company.'

Like Nick, Jordana agrees that offering work experience to students

is a great way to give back, but, more importantly, is a vital experience students can gain so much from.

Feedback from work experience hosts has been overwhelmingly positive with many saying Carey students are an asset to their business. One student so far has even been offered a part-time position after completing their work experience placement.

The Careers and Community Engagement team at Carey will continue to develop the partnership of alumni and current parents to support the program moving forward. If you are interested in participating in the work experience program by volunteering to host a work experience placement you can contact Sophie Bryant – Careers Practitioner at [sophie.bryant@carey.com.au](mailto:sophie.bryant@carey.com.au) to register your interest. The third and final placement of work experience for 2022 will take place the week commencing 29 August.

# Kick start your career

Kelly Southworth  
Editor

**Vocational Education and Training, better known as VET, is an exciting pathway available to students who opt to do VCE in Senior School. Through VET, students can choose from a huge array of fascinating and practical courses that prepare them for potential careers. We spoke to four Carey students who have taken an interesting or unexpected pathway in VET.**

## Kitty

Year 11

VET Plumbing

**When I was thinking about what subjects to do in VCE, I already realised that I wasn't really enjoying the ones that included a lot of writing or academic work. Then I did the careers test at school last year, and the results showed that I was really good at mechanical stuff, so I started looking at trades and I thought mechanical plumbing sounded really fun.**

I also practically grew up in a construction site, because we were having renovations going all the time. That gave me an idea of something that I might want to go into, because I already had a sense of what goes on. And my mum was really involved in the work even though she's not a labourer, so I've always grown up with the female influence in that male-dominated work. But it was still very confronting at first, being the only girl in my VET Plumbing class. I'm still getting used to it but I've got friends and I've got people to talk to, so it has got better.

At the start of the course, we were in the classroom learning about

safety because, obviously, that's a huge part of any trade. And then, recently, we've actually been able to go out in the workshop and work on sheet metal. It's just been the basics, like learning how to use some really basic hand tools. But I definitely think I learn better hands-on, so it's been really good.

I really enjoy having such a massive change of scene to what we have at Carey. The equipment we have and the space we have is so awesome to be able to use. Especially compared to a classroom setting where I'm inside and sitting all day, every Wednesday afternoon at VET is just such a nice change.

There's a huge variety of courses that you can do as a VET subject, and they all combine the practical learning and the classroom learning that you get with school. It's a really good way to figure out if you want to follow that pathway after school, and if you do, you can go straight into an apprenticeship.

If I stay in the plumbing pathway, I'll go into mechanical plumbing, which is HVAC (heating, ventilation, air conditioning) and that sort of thing. But if I don't go into plumbing, I'll definitely still go into an apprenticeship or another TAFE course.





# Zara

Year 11

VET Aviation

***When I was 12 years old, I went on a glider flight and absolutely loved it. The pilot encouraged me to look into learning to fly, and that's how it started. My goal is to eventually join the Royal Flying Doctors. I want to do something that helps people and is different every day and fast-paced.***

When I'm up in the plane, everything feels very light – it is amazing. I don't normally find it scary, but it can be a little sometimes. When there's a lot of wind, you can feel every single gust. If you're trying to turn, a big gust of wind can change how far you turn, and that can feel a bit scary. Because the plane I'm flying, the Cessna 152, is so light, it can get into a bad situation very easily, but that also means you can get it out of a bad situation very easily. So it's very unlikely that you're ever going to crash that plane, it's very safe. You can get your pilot's licence before you can even start learning to drive!

In Australia, only 10% of pilots are female, and it's only about 5% globally. I've met two female pilots, and they've both offered to support me however they can. But I'm the only girl in my VET class which is very strange, especially because I have to go to Xavier College to do the theory lessons.

Through the first year of VET Aviation, I'll do 30 hours of flying which is just a bit more than the minimum you need for a recreational pilot's licence. That means you can fly anywhere within Victoria on your own. And then next year I go for the private pilot's licence, which is a lot harder, partially because you have to learn to navigate.

Doing a VET course is very different to normal school. It's only once a week, it goes for three hours, and it's a new environment.

But actually being able to do something hands-on as a school subject is the best thing. I think if you're looking for something different, something to break your timetable up, and if you have an idea of what you want to do when you're older, you should do a VET course. You can easily get a bit of a head start in an industry. It's a great opportunity – and, I mean, I can fly a plane now.





# Emily

Year 12

VET Carpentry



***I decided to do carpentry because I did the Moresby test in Year 10 to say what careers I might be interested in and where I'd like to work. I got about a 95% match with carpentry, based on the fact that I like working with wood and being outside. After talking to my careers teacher about it, I decided to do the VET Carpentry course.***

Normally during a class we'll do some timber cutting with the hand saws, and at the moment we're working on groups to complete interior walls, although last year we did more individual work. We do some theory as well, which is related to the practical work. I'm doing Product Design and Technology at school, which is similar in a way, but we're making products at school, whereas at VET, we're building walls and larger scale stuff.

I like being able to work at my own pace, and my favourite thing is being able to do hands-on work and getting to work with wood.

There's definitely a lot of problem solving, too. Sometimes, when you're cutting the material to size, it might end up a bit off and you can't just get a new piece, you have to work around it and figure it out to get the perfect result.

I think the VET course is valuable because you get the skills and the knowledge and you get to experience a different aspect of learning. It's a change from being at school in the classroom. Another difference is that I'm the only girl in my class. I knew that there weren't going to be many girls, so I knew from the start that I was going to have to get used to being around just boys.

I'm excited to see where the woodwork takes me. After I finish school, I want to do carpentry or maybe cabinet making. I saw some videos on cabinet making and that really inspired me. I really enjoy working with wood and building things with my hands so I just want to be able to do that.



# Nathaniel and Antigone

**Year 11**

**VET Applied Fashion Design and Technology**



*Antigone: I've always loved fashion so I thought it would be a great experience to get really into fashion design and learn how to make stuff and to become a designer. Even when I was little I was big on fashion. My mum would pick clothes for me and I wouldn't agree so I'd dress myself. The outfits were questionable, but it was good.*

My favourite part of the VET Applied Fashion Design and Technology course is designing. I love designing things and then making it into something real. Every week we're doing something new. You're either designing, hand-sewing, machine-sewing or anything else. We get to learn a lot about the fashion industry too, and I think it's helpful for figuring out what you want to do in life, what to do for your future. And it's great to meet a lot of people from different schools.

I definitely want to do something in fashion. Whether I design clothes or working somewhere in the fashion industry. My mum worked with a lady called Maria George and she travelled the world selling beads and fabrics. She went to all these wonderful places and she would buy beads and I think that sounds like a great career.

*Nathaniel: I've always really liked design, especially fashion design. Recently I've been getting more into architecture and interior design, and I've always loved furniture too. My parents are really into 60s and 70s furniture as well and we have a lot around the house, so I kind of grew up around that. I've always really loved it. But still, I'm interested in fashion. Whatever I do after I finish school, it will be in design of some sort. I just love coming up with ideas.*

In the VET classes, we do different things every day but we often have some online work first, like quizzes and checklists of what we've done and what we need to do. And then we move on to whatever we're up to, like samples of what we're making, samples of the materials or little samples of the different stitches we're going to need.

I like that there's a curriculum, but we still get to do our own thing. There's a lot of creativity involved, which sometimes I want more of in the more academic subjects at school. But there's also a lot of work and you still have to learn



the bits you're not as interested in, so it kind of sets you up and puts you in the right mindset of whether you want to keep following that path or not.

A lot of the design process is the same as what we've done at school in VisComm. I don't really love doing that part of it, I just want to sit down at a machine and make stuff. I don't really want to have to go through the design process every time I make something, but I understand that it does actually make the product a lot better.



# To *IB* or not to IB?

Frédérique Petithory  
IB Co-ordinator

Graeme Young  
Deputy Head of Senior School – Student Learning

**Carey students are very fortunate to be able to choose between the International Baccalaureate (IB) Diploma Programme and the Victorian Certificate of Education (VCE) for their final two years of secondary study.**

There are some key differences between the IB and VCE and some students naturally gravitate towards one or the other. One important factor is that VCE students can specialise in an area of interest (choosing to study two or three creative art subjects, for example) whereas all IB students study a broader program.

Our experience is that the IB tends, *mistakenly*, to be seen as a program only for the most able students. This is not the case. At many schools around the world, all students complete the IB Diploma. The IB should be considered as a genuine and worthwhile option for any student who has the ambition to go to university.

While the Carey IB average ATAR and percentage of students who achieve results of 90 and above is higher than our VCE students, the difference between those students' Year 10 results is less pronounced. Students

at Carey who achieve B and B+ results in Year 10 regularly feature among our top performing IB students. The differences in the type of assessment in the IB and VCE and the way they are converted to an ATAR account for much of the difference in scores.

There are many resources and ways we support students to decide if they will select the IB or VCE program, and the subjects they would prefer to study. In addition to discussions with their teachers and mentor, Year 10 students meet with their Career Practitioner and attend a Pathways Planning Day to help determine their next steps.



▲ IB Biology

## What's the difference?

IB	VCE
Study a broad program to develop a breadth of skills and interests	Flexibility to study a broad program or specialise in a particular area of interest
Choose a subject from five or six learning areas designed to develop the whole person	Choose from a wide range of subjects with more specific coursework
Pursue a passion or interest through the completion of in-depth research projects for formal coursework	Space the learning out through smaller, more frequent tests and assessments
Prepare for tertiary education with a curriculum built to replicate the university experience	The opportunity to choose a VET subject to enhance your skills and kick start your career
Dedicate all of Year 11 and 12 to mastering your chosen subject pathway	The flexibility to change your subjects after the first or second semester of Year 11

# Busting IB misconceptions

'IB students must be very good language learners.'

**FALSE!** In Year 11, IB students can start learning a language at beginners' level, with no prior knowledge of that language. At Carey we offer Spanish *Ab Initio* (meaning 'from the beginning'), and it's a very successful course! The IB recognises the immense benefits of studying a foreign language, namely enhancing the ability to communicate, developing conceptual understandings of how language works and gaining cross-cultural understanding and an international perspective.

'IB students study many more subjects.'

**FALSE!** Many Year 11 VCE students have the same load as a Year 11 IB student. The expectation is that all students in Year 11 study six subjects and it is not uncommon to find VCE and IB students taking the same subjects!

'Students have a very demanding load in Year 12.'

**FALSE!** The workload is no more demanding than a VCE load. Yes, IB students continue their six subjects in Year 12, but only three of them will be studied at Higher Level, where the content will be greater. The other three subjects are studied at Standard Level and this content is usually finished by May of Year 12.

'The Extended Essay is too challenging.'

**FALSE!** The Extended Essay is an exciting part of the IB and enables students to research an area of interest with the assistance of a school supervisor. Students have over 12 months to work on their essay and gain many skills of research and writing, citing and referencing, which puts them in good stead for university.

'The IB is not fun.'

**FALSE!** Approaches to teaching and learning in the IB make the courses interesting, enjoyable and exciting. Not only do students choose the direction of their own internal assessment coursework, but all disciplines are focussed on teamwork and collaboration and are based on inquiry.

'In the IB you have to do lots of hours of CAS.'

**FALSE!** Creativity, Activity, Service (CAS) is one of the core components of the IB and is based on the belief that education does not begin or end in the classroom. Students are supported by their mentors and our CAS co-ordinator to identify learning outcomes which they meet by selecting experiences – most of which are part of Carey student life: music, service work, sports training and games, fundraising, performing arts. Students complete an e-portfolio of experiences which certifies all they do as part of their extra-curricular life.

'The IB is only for those who want to study overseas.'

**FALSE!** The IB is recognised throughout Australia and globally by universities and top employers. The IB is concerned with developing internationally minded students, and all universities hold the IB in high regard because they value the skills and attributes that IB graduates bring to their tertiary studies, due to the learning style and structure of the program.

'IB students must be excellent at science.'

**FALSE!** Whilst you do have to study a science, you could choose it at Standard Level which is accessible to all students. In addition to traditional Science subjects, we offer Sports Exercise Health Science and Product Design and Technology at Carey which may be of interest to a broader audience of students.



▲ IB Theatre



▲ IB Art



# Choose your own *adventure*: pathways in Middle School

Meredith Plaisted

Deputy Head of Middle School – Student Learning

*There are a few common questions sometimes feel unanswerable and can create a sense of uncertainty: What do you want to do when you grow up? School is more than an ATAR, why don't you become more involved? Do you know that you are likely to have a variety of part-time jobs? And that you'll probably have about 17 different jobs across five different careers? What are you interested in? What makes you happy?*

There's a lot of pressure to know all this by the time students finish school, but some of us will be trying to find the answers for the rest of our lives. What we do know, though, is that our students have exciting pathways ahead of them. They will need to be great decision-makers, they need attitudes and values that will empower them to be in charge of their wellbeing, and they will need to be able to call on a huge range of skills.

The Middle School Elective and Core Enrichment program is one of many ways in which we prepare our students for their future and help them figure out the pathways they might want to take beyond school. Every Year 8 and 9 student spends the equivalent of one day per week studying some of over 35 of these 'free choice' subjects. Taking a stroll around Middle School during these elective blocks brings all sorts of surprises.



- ▲ **Top left:** Investigating chemical reactions in Science.
- ▲ **Top right:** Programming robots in Creative Silicon Chips.
- ▲ **Above:** Building games in Product Design and Technology: Wood.
- ▶ **Opposite:** Analysing the elements in light in Astro-science.

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*The Middle School Elective and Core Enrichment program is one of many ways in which we prepare our students for their future and help them figure out the pathways they might want to take beyond school.*



# Explore your interests

Visit **Astro-science** and walk into a darkened room as students use spectroscopes to break light into its colours, discovering the elements that make up the stars of the night sky. Students become scientists, making sense of the molecular structure of our universe.

Pop into **Passport to the World** and join in the fun of a Kahoot as students test their knowledge of the names, capitals and locations of countries of the world – you can't fully understand a country and its culture without understanding its place in the physical world.

Make your way to **Mathemagicians** and feel like an intruder as the students are so focussed on the next magic maths puzzle. I still don't know how they were multiplying and dividing 11-digit numbers in a matter of seconds – but they certainly did! Thinking outside the square, looking for the unexpected and indeed the expected, collaborating with like-minded partners; these students were loving the opportunity to specialise in their area of interest.

Wander over to **Product Design and Technology: Wood** and you see hammering, sanding, measuring, drilling, laser cutting – the list goes on. What impresses you the most is the way students are the project managers. Given the design brief of 'a game from four pieces of wood', they are in control of what to build (think imaginatively: pinball machines, pool tables, skate parks, marble runs) and how to build it (think outside the box: become a problem solver as your teacher is only a guide).

Spend some time in a **Changemakers** or **STEAM** class, and you will hear from groups of students as they grapple to find solutions to many of the United Nations Sustainable Development Goals. Working in groups can be frustrating but deep down they all know that when everyone brings their own skills and works collaboratively, three heads are better than one!

And if you are not exhausted from all that, head up to the Carey Room and into **Indigenous Studies**: a

subject to which Carey students are flocking. Clearly they are relishing the opportunities to listen, discuss, form opinions and take action on the issues faced by our First Nations Peoples.

Before you know it, that's the 100 minutes and it's bell time. We will have to leave **Ancient History, Theatre, Find Your Passion, Total Sports, Food Studies, Creative Silicon Chips** and the other 20 or so subjects for another day.

When you add in choices in Languages, C-Change, sports and performing arts, Carey Middle Schoolers really are making choices, shaping their values, clarifying their interests, controlling their learning and taking action on their student journey. This level of student agency is 'rooted in the belief that students have the ability and the will to influence positively their own lives and the world around them' – a priority of the OECD's Future of Education and Skills project. Our students are well placed to make their mark on the world by finding their passions, working to their strengths, and discovering the answers to those tricky questions.





# creating together



- ▲ **Above:** Our Year 6 students came together to create a display of doves for Harmony Week.
- ▲ **Top Right:** Year 1 student Oliver works on his entry to the Junior School Donvale Young Archie Awards.
- **Right:** The ELC students 'take a line for a walk', creating a collaborative artwork.



# Meaningful *collaboration* in art

Kylie Crampton

Junior School Donvale Art Teacher and Co-ordinator

***The Victorian Curriculum requires that children are given opportunities to 'explore experiences, ideas and feelings through making visual artworks in different art forms and styles'.***

Artistic endeavour is a powerful way of making meaningful connections to self and others. As children engage in their artwork, they are not just fulfilling the artistic elements required, they are providing their audience with a colourful and imaginative interpretation of an event, insight or relationship that is personally significant.

The Young Archie Awards is an annual national portrait painting competition for young artists between the ages of five and 18, held in conjunction with the Archibald Prize. Our students across all year levels at Junior School Donvale enthusiastically engaged with this project, painting an array of portraits that explored a significant relationship or engaged in meaningful self-reflection. In portraiture artworks, there are subjective or objective stories that link to self or others through personality, emotions, interests, land, home and family. They were encouraged to see and experience the world through the eyes of others by applying imagination through artistic expression. This is achieved through the use of observation, creative thinking and the application of artistic design elements.

Beyond their independent projects, the students are learning that we are all equal participants and that, through collaboration, great works of art can be achieved. Collaboration through art is a transformational way to bring a community together and embrace a shared goal.

Our youngest students in the ELC were challenged to 'take a line for a walk' – collaboratively creating meaning through linework. On the other end of the scale, a group of Year 6 students

worked closely together to create an artwork that honoured Harmony Week. This whole-school art display is based on the symbolism of the dove and their hope for world peace.

Through these imaginative artworks, the children explored and celebrated the many different attributes of an individual. And together, art opens up the space for us to communicate these truths in varied representational and creative ways.



▲ The 2022 Junior School Donvale Young Archie Awards People's Choice Award winners, Prep to Year 6.

# The two of us:

## Shirley Lam and Jenny Lui

*In this feature of Torch, we highlight some of the many dynamic duos in our community. Carey alumni and current Carey parents Shirley Lam (Chiu, 1994) and Jenny Lui (Chiu, 1998) are not your average business partners: they are sisters, best friends, and self-described soul mates.*

### Jenny

**We came to Australia from Hong Kong when I was eight and Shirley was 12. Our parents worked really hard to give us a really comfortable upbringing, including going to Carey which was a privilege. We were always happy at home, always laughing and we were very supportive of each other.**

Shirley and I have quite a big age gap, but we always had things in common and found things to keep us connected. I've always known that our relationship was special, but it has become more apparent as we've grown up that we're really in sync. Our parents fostered it in us when we were young, they really made us work together as a team and make sure we were always looking out for each other. I know how lucky I am.

I have always been inspired by Shirley's optimism and strong sense of self. And I know she always believes in me – even when we were young and she was teaching me how to ride a bike, she believed in me so much that, with little instruction, she pushed me down a hill! And it worked – that's how I learnt to ride a bike! She's always given me the confidence to know that I can achieve anything, big or small.

**I** loved Carey and I was so grateful that I was aware of how good the experience was while I was there. I just felt like I belonged. I had lots of good friends and some really great teachers. I have such beautiful memories of



Carey Donvale, especially of the creek that runs behind the school. It was completely different to what I experienced in Hong Kong, and it was a really fun and relaxed environment.

Both Shirley and I sent our kids to Carey too, and the PE teacher, Adrian Cresswell, taught all of us! My kids and I were also taught by Revd Gerry Riviere too. It's great to have that connection and I think it says a lot about the culture that teachers stay that long.

After I left Carey, I went to the University of Melbourne (just like Shirley), where I did Commerce and Information Systems. I got a graduate job at Computershare and loved working there, but I always wanted to work for Auscrown, our family's business. Our parents wanted us to go out and explore on our own a bit and



have some outside world experience before joining the company.

**S**hirley and I are actually really different people with really different personalities. But we complement each other. The things that she's great at, I'm not and the things that I'm great at, she might not be as good at. You need different approaches and perspectives to make good decisions, especially in business. We also know that we can work together even when things get tough – it's when things go wrong that a partnership gets tested. It requires a lot of trust.

At the end of the day, despite our differences, our morals and beliefs are the same. The way we treat our customers, our outlook on life, what we want for our children – it's the same. That's what makes us a good team.



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**Shirley: 'We've never been mad at each other, and even when we argue, it's constructive and we make it fun. I don't think I've ever met sisters as close as we are.'**



## Shirley

**We've been close since the day Jen was born. We've never been mad at each other, and even when we argue, it's constructive and we make it fun. I don't think I've ever met sisters as close as we are. We know what each other's thinking, like twins.**

Jen and I were very lucky because we got to experience the best of both Carey campuses. We went to Donvale and then we went to Kew. When it came to having my own kids, I didn't even look at other schools. The day they were born I decided they would go to Carey – Donvale for Junior School and Kew for Middle and Senior. That's how much we loved Carey.

I was one of the first students at Carey's Donvale campus when it opened in 1989, and it was such a beautiful community then and still is to this day. On my first day there, I was so nervous. Jen was still at our first Australian primary school so I didn't know anyone and I barely knew how to speak English. I learnt English by

speaking to my friends at Donvale and I felt so supported by my teachers and the Principal at the time, Mr Brown.

When I graduated from Carey, I did a Bachelor of Commerce at the University of Melbourne, and did my honours in Marketing and Human Resource Management. I went on to do my masters, with a thesis on human resource management – then I decided I finally needed to get a proper job. I worked as a buying assistant at Myer for a while, but eventually I joined the family business, Auscrown. Jen and I both always knew we would end up at the company – it was destiny!

**I** love working with Jen, she has a really good heart and she's very intelligent and creative. We just work so well together, we always have, even when we were little kids in Hong Kong. We look after each other, and we don't clash even though our personalities are so different – we complement each other. Jen has really good attention to detail and she's very organised,

whereas I'm laid back and I look at the big picture, so I always miss things. And she likes to remind me of the things I miss! She loves reading and research, but I hate reading, so she shares knowledge with me.

What I admire most about Jen is that she's always been able to stand up for herself and fight for justice. She's not afraid to speak up and she'll always come to your side if you need her. When we were little back in Hong Kong – she was in Year 1 and I was in Year 6 – Jen was on the school bus and she overheard some of the Year 6 boys making fun of me. She went straight up to them and confronted them about it, told them to stop talking about me, and they hit her! But she never let it stop her, and she really inspires me with her confidence and ability to speak up in any situation. It's something I always remind myself of when I don't feel confident – if my little Year 1 sister could stand up to bullies, so can I.





## Angus Liu

Year 11 student



***Hi, I'm Angus. I just joined the Carey community this year from Hong Kong. I've enjoyed studying here so far; Carey is a fantastic place with an awesome atmosphere. The variety of sports and subject choices is one of many reasons I chose to come here.***

My original plan was to start at Carey last year. Unfortunately, during the pandemic, I couldn't travel to Australia and had to delay my plan. It was tough and I kind of lost my direction. However, while I was staying at home, I started drawing on my tablet and I discovered that I'm interested in drawing and designing. At Carey, I'm now undertaking Product Design and Technology where I can properly study design and hone my skills even though I hadn't done it at school before. It is quite different from Hong Kong, where I found the lack of choice limited my ability to pursue my interests.

I was also really interested in APS sports. I chose diving for Term 1, which I have never done before because it is uncommon back in Hong Kong, but I want to try all the new things that sound fun. Even though I'm new to the sport, the coaches were really nice and taught me all the beginner steps. After just a month, I was incredibly thankful to be part of the team in the APS finals and I was proud to represent the School. It was surely one of the best sports events I have ever been to. It was amazing.

When I first arrived at Carey, I didn't really get a chance to adapt to the new environment before the term started – I only found out that I was finally coming to Melbourne last November. Everything was brand new to me, including speaking English every day, and I had just one friend over here. I was extremely nervous before and on

the first day of school, but everyone was really kind and relieved all my worries. By the end of the first term, I had met plenty of wonderful people and had friends in House, classes and APS sport, even though I don't think I'm usually very good at making friends. I'm usually shy and quiet when I speak English, because sometimes I still don't get all the jokes!

My time at Carey will only last for two years but I am sure that it will be memorable, and I already know I will miss this special community and the memories I will make after I graduate. I am so grateful that I could join the School and be part of the community. After next year, I hope to continue my studies in design in Melbourne and keep on enriching my life here.



## Hon. Mary Wooldridge

*Member of the Carey Board and mother of Year 11 student Jamison*

***At 16, I was very fortunate to be a Rotary Youth Exchange student in Vancouver, Canada. I'm confident that my decision to go had a significant impact on the rest of my life. The opportunity to see first-hand, at such a formative age, how my Rotary host families and club made such a contribution to the local community really shaped my thinking about my career and future.***

It also sparked my interest in politics and I learnt that committed and passionate individuals really can make a difference as elected representatives. With that knowledge, I built a set of strategy, business and leadership skills and, when the opportunity arose to stand for Parliament, I took it. In my 13 years as a state MP, I believe I was able to make a difference, particularly for vulnerable children and families. For example, I have always seen education as a critical pathway to

future wellbeing and quality of life. As Minister for Community Services, I started a school, Parkville College, in our state's Youth Justice Centres to help incarcerated young people learn to read and write and have an opportunity to break the cycle.

I'm pleased to continue in a public policy and advocacy role leading the Workplace Gender Equality Agency, a federal statutory agency established to promote and improve gender equality. We work with employers across the country to ensure all people, regardless of gender, are equally represented, rewarded and valued in the workplace.

Throughout this time, my husband, Andrew, and our son, Jamison, (both pictured above) have been a phenomenal support, and Carey has been a constant. Jamison started at Carey in the Early Learning Centre at Donvale 14 years ago, and I believe the School has provided a wonderful

learning environment for him, both academically and personally. I strongly believe in co-education and support the progressive program the School provides to educate the whole child for the opportunities and challenges of life to come.

It's now an honour to be able to serve on the Carey Board and help contribute to ensuring Carey continues to be leading edge, meet the needs of students with a personalised learning approach and emphasise wellbeing and character.

We find much of our non-working time is spent on the side of a sporting ground, cheering on Jamison's team, be it Carey or local community. On those occasional weekends where there's no sport and Andrew's not on-call at the hospital, we love to escape to our cottage in Walkerville, South Gippsland to rest and rejuvenate, even if it is for just a moment.



## Demi Voulgaris

*Middle and Senior School teacher and  
Year 10 Co-ordinator*

***Ring in the new year, I decided against the age-old tradition of resolving myself to 'exercise more' or 'read more books'. In true English teacher fashion, I committed myself to a theme for the year: savouring the unexpected joys. The unexpected joy of my first early morning walk of the new year, the unexpected joy of bumping into a friend at the shops, the unexpected joy of my (almost) dead cactus plant sprouting a rather dramatic flower after many long years of nothing.***

What I have started to notice in this commitment to joy is a newfound respect for the day-to-day experiences we take for granted and, I can safely say, it has also challenged my outlook on what matters in education today.

In my new role as Year 10 Co-ordinator, I have been reflecting on how acknowledging the unexpected joys can teach us about how we work, learn and connect with others. Recently,

my unexpected joy was walking past several Year 10 classes in the middle of a lesson. In one room, students worked together in small groups, others listened intently to the directions for preparing a recipe, and, in others, students wrote in their books while some asked questions and collaborated on a set task. As I walked through the D building and out into the A block, I found myself full of joy and pride for the Year 10 students, not only for their ability to engage in their learning but also for their resilience and courage during their transition to Senior School.

What I think can come from this 'resolution for joy' is a renewed sense of hope for the future. I think re-learning to be hopeful, after a time of such unexpected losses, is the biggest hurdle facing us and our young people today. Our young people, however, also have a lot to teach us. As Associate Professor Grant Blashki states, 'Young people stepped up [last] year and

made enormous sacrifices during the pandemic, [in turn] becoming powerful advocates of mental health in a year that tested [their] resilience'. Learning from the strength of our students has certainly been an additional joy so far this year and, once again, affirms the purpose of what we do and why we do it.

It has been an honour, and, should I say, expected joy to work with the Year 10 students as a cohort so far in 2021, and I am proud to say that for the most part, our students will leave behind a legacy of kindness, compassion, and connectedness to others. I am excited to see what they achieve this year and proud to lead them on their journey.

▲ **Above:** A Year 10 collaboration with one leaf representing each student. On every leaf, the students have written what they would like their purpose or legacy to be from their time in Senior School.





## Darryl Barron

*Head of Fretted Strings and  
Contemporary Groups*



***Beethoven once said, 'I wish you music to help with the burdens of life, and to help you release your happiness to others'. In my 18 years here at Carey Baptist Grammar School, I do sincerely hope that my music making and teaching brought happiness and joy to all the students and staff I have had the pleasure of working with.***

Music has given me so many opportunities to further myself through tertiary study. This has included three years at Box Hill TAFE studying contemporary and jazz guitar, three years at the Victorian College of the Arts majoring in classical guitar, and two years at Deakin University becoming a qualified primary classroom teacher and then majoring in instrumental music and classroom music education at a secondary level.

Outside teaching, I have been blessed with many opportunities to share music (hopefully with lots of joy and not too many tears!) with the community here

in Melbourne, throughout Australia and even in Europe and USA.

Highlights have been [leading a 250-piece Mandolin Orchestra](#) in Perth; [being a featured soloist with the Melbourne Mandolin Orchestra](#), performing the gorgeous slow-moving tango 'Oblivion' by Astor Piazzolla; and, of course, the Queen musical *We Will Rock You* at the brand new 850-seat venue, Bunjil Place, in Narre Warren. [I played the solo parts to 'Bohemian Rhapsody'](#) with nearly 1000 people singing along!

And at Carey, an amazing highlight has been the opportunity to create guitar ensembles and even a school-based mandolin orchestra – a first for Victorian schools and music programs! Students have performed works written by Australian composers to an amazing standard, which is something I am very proud of.

But teaching has and will always be my greatest highlight. You truly receive

what you give as a teacher. Seeing the sheer joy on kids' faces as they begin to strum their first chord on the guitar, the ecstatic feeling they share when they 'slap' the electric bass for the first time and priceless smiles when they tremolo their first few notes on the mandolin: these rewards go beyond money or any prestige. Here, music truly releases any burdens of life and shares true happiness.

As we all begin to emerge from the pandemic, please treat yourself, your friends and your family to *music*! Go to a Carey concert or production. Have a night at the theatre or see the Melbourne Symphony Orchestra. Music can bring tears, joy, fun, happiness and laughter. For a moment, we get a chance to step inside the mind of the composer. Be it Ed Sheeran or Wolfgang Amadeus Mozart, share the moment with the composer and the performers – release your happiness!

# Carey dads get together

Yani Leong

Middle School Parents Association

***This year, the Middle School Parents Association (MSPA) hosted its first Dads Night Out to bring together Carey dads and encourage their involvement in the School. Terry McAleenan was a driving force behind this event, inspired by his work with The Fathering Project, an organisation dedicated to strengthening communities and families by engaging and supporting fathers. We spoke to Terry to find out more about the event and how our children can benefit from more Carey dads getting involved.***

**Can you tell us a bit about the Dads Night Out?**

John Beattie and I organised the Dads Night Out for the Middle School dads. We intend to run this event every other term at local venues. This time, we had a good turnout of 56 dads at the Ramblers Ale Works (pictured). There was fantastic energy in the room and we talked about our kids and families,

our careers, interests and shared lots of funny stories! There is an opportunity for dads from the Junior and Senior Schools to do the same and we are excited about growing the number of dads attending these events in future.

**What has motivated you in your work on the relationship of dads in the School community?**

Dads and father-figures have a profound effect on their children's academic, social and emotional outcomes. Running targeted events for dads will make the School a more welcoming environment for them by being more inclusive and allowing them to build relationships with other Carey dads, which will lead to a greater number of dads actively participating in the Carey community.

**What advice do you have for Carey dads who are wanting to become involved but aren't sure how?**



▲ Terry at The Fathering Project's 'Big Push' charity bike ride.

We encourage Carey dads to keep an eye out for the event invitations and come along as often as they can. It's such a great way to meet other dads in a relaxed and social environment. If they wish to find out more, they can contact us through the MSPA at [mspa@carey.com.au](mailto:mspa@carey.com.au). We are always open to new ideas.

**What are some of the benefits you hope to achieve for the Carey community with the work the MSPA are doing to include more Carey dads?**

I'm looking forward to seeing many more positive male role models that are active and engaged in the Carey community. When children see their dad or father-figure engaged in this way, it strengthens their connection with the School and their bond with their dad.





# Farewell Carey Gym Club

Kathy Townley  
Carey Gymnastics Club President

***Established in 1982, the Carey Gymnastics Club provided an activity for girls in the early years of co-education at Carey. From that time, the Gymnastics Club flourished, and over the next 40 years the club offered classes in rhythmic gymnastics at Kew, Donvale and Bulleen, and gymnasts participated from recreational to senior competition levels. For some of that time the gym club also held classes for boys' artistic gymnastics.***

Carey gymnasts were exemplary representatives of their school, their

state and their country, with many achieving positions on state and national teams over many years. In addition to individual performances, the gymnastics club was honoured with invitations to attend prestigious global events including the World Gymnaestrada in Switzerland in 2011 and the Japan Osaka Festival in 2012.

**I**n 2021, the gymnastics club wound up their program, having shared a love for gymnastics with hundreds of students over the years. The Carey community has always supported the gymnastics club and it was only fitting

that the club was able to donate a half scholarship for a Year 12 student to enable them to continue at Carey while training for their elite level competition.

To acknowledge the Carey Gymnastics Club, the School has installed a plaque in the foyer of the Bulleen gymnasium, commemorating the impact it had on the many student members over the 40 years of the club. We will also be holding one last class in mid-2022 to see out the end of this era – well, it will be more of a party, really!

Thank you to everyone involved in supporting the Carey Gymnastics Club.





# A Carey first: new diversity and inclusivity scholarship

Stuart Galbraith  
Head of Advancement

***Inclusivity matters at Carey, not just to the School but to its broader community of parents, alumni, staff and friends. As expressed in our Inclusivity Statement:***

*'We respect, celebrate and nurture individual, cultural and societal diversity. We recognise that individuals are unique and positively acknowledge and affirm the oneness and equality of humankind in all its dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical ability and religious or political beliefs.'*

This was clearly and generously demonstrated by Mary Cairns last year, with the provision of a bequest to establish Carey's first ever diversity and inclusivity scholarship on behalf of her late son, Fraser Cairns (1979).

Fraser is remembered fondly by his fellow classmates, including his friend Peter Ikin (1979):

*'Fraser and I started at Carey in Year 7 in 1974 and were close friends until he died in 1994. He loved history and politics, but really shone in German, encouraged by his favourite teacher Meagan Edwards.*

*'Fraser loved being a Prefect and took the responsibilities very seriously, which naturally led him to becoming a teacher.*

*He taught mainly humanities subjects and German at Brighton Grammar and was always diligent with class preparation and homework correction!*

*'Fraser was an excellent best man at my wedding, and a dear friend. Mary's bequest for a Carey scholarship is a fantastic tribute to her son Fraser.'*

The establishment of the Diversity and Inclusivity Scholarship complements Carey's Access and Equity Scholarship, which supports students experiencing hardship and financial disadvantage – in recent years this has included refugees from war-torn and troubling backgrounds. We are most grateful for this support and belief that Carey can provide a truly transformative education regardless for all students.

The gift of education is one of the greatest contributions you can make to empower the future generations of young people. Philanthropic support, in the form of a gift in your will, is also an enduring way of empowering current and future Carey students and strengthening the School's future.

If you would like to learn more about leaving a gift in your will, contact Stuart Galbraith, Head of Advancement, at [advancement@carey.com.au](mailto:advancement@carey.com.au)



▲ Fraser Cairns with his grandmother, affectionately known as Nan, and his mother, Mary.

## Can you change the life of a disadvantaged student?

One of our key projects in this year's Community Giving appeal is to further the Access and Equity Scholarship and provide an education for a disadvantaged student.

For more information, go to [giving.carey.com.au](http://giving.carey.com.au)

# Celebrating First Nations culture through story

Stuart Galbraith  
Head of Advancement

**Australian Aboriginal and Torres Strait Islander cultures provide us with over 60,000 years of stories. Through this long history, First Nations people have developed rich traditions that can be expressed through music, storytelling and visual art.**

As a nation, and as a school, we continue to seek to educate our community about the history and ongoing culture of First Nations people. The addition of two new bold and visually dynamic murals unveiled in the Little Library late last year complements Carey's existing initiatives and provides an important visual connection to the Wurundjeri Country where Carey stands today.

*Bunjil's Story* (right) and *Community* (below) were created by Samantha Roberts, a Wurundjeri/Dja Dja Wurrung artist. Samantha says, 'The design of *Bunjil's Story* involves the themes of storytelling, Wurundjeri culture and the development of colour. It incorporates traditional and contemporary ideas and shares the history of the land where the School is located.'

Samantha explains that *Community* represents the layers involved in a child's development.



*'These circles represent the saying that "it takes a village to raise a child", because it is important to have children grow up in environments that expose them to different perspectives of life and be supported by many different people along the way.'*

*'It is about the ripples of change and the growth they go through and the resilience they build as they develop their own personalities and strengths. It is also about the people there to support and guide them along their journey through storytelling.'*

We are thrilled to have these vibrant artworks in the Little Library and greatly appreciate Samantha discussing her work and Wurundjeri culture with our students.

The murals would not have been possible without the support of the Junior School Parents Association and our Junior School Kew community, who shared our vision for this project funded through Community Giving last year. We are grateful for their support and hope our ELC and Prep students and teachers continue to enjoy the murals.

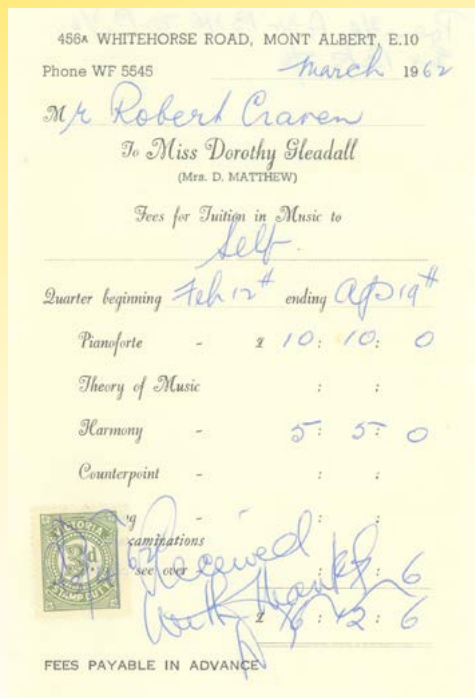


## Help us sustain our beautiful natural environment

Environmental sustainability is a top priority at Carey. Through this year's Community Giving appeal, you can help us install solar panels at Carey's Camp Toonalook, reducing our environmental impact.

For more information, go to [giving.carey.com.au](http://giving.carey.com.au)





# Carey's *first lady* of music: the resolute Miss Dorothy Gleadall

Helen Wolff  
Archivist

*Every school morning, an enormous blue Studebaker Lark rolled its way up the Carey drive, gravel flicking off its tyres before finding its designated space. The driver's door would open, and, in stark contrast to the hulking, rumbling beast of a car, a slight figure carrying an armful of books would emerge and hurry off to a full day of teaching music.*

For 54 years, Miss Dorothy Gleadall made an impact on countless students across Carey. This length of continuous service is certainly unique to Carey and is unlikely to be challenged in any other school, but is testament to the patience, dedication and passion that Miss Gleadall embodied.

Miss Dorothy Gleadall was born in Brighton to musical parents, her father being an opera singer and her mother a pianist. She showed musical talent early and trained at the University of Melbourne's Conservatorium of Music. Her first teaching role was at St Andrew's School in Brighton, but, in 1922, while teaching the children of Baptist minister Ernest Tuckwell, Miss Gleadall was asked if she might be interested in teaching piano at a new school. She took up the invitation and taught at Carey until her retirement in 1976.

As well as teaching many Carey students in various locations

throughout the School, Miss Gleadall made such an impact during her time at Carey that even those who had no other contact with her say they always remembered that iconic Studebaker.

Miss Gleadall was a tireless worker. Her meticulous attention to detail and unwavering insistence on the highest standard of execution made her an outstanding teacher from whom innumerable Carey boys benefitted, including Noel Mewton-Wood (1941). Mewton-Wood had been one of Miss Gleadall's students until, aged 12, he left Carey to study at the Melbourne Conservatorium of Music. He went on to become an internationally renowned concert pianist, and is regarded as one of the greatest pianists of his day.

Music lessons with Miss Gleadall extended beyond Carey even during her time teaching at the School. She taught private pupils at her home in Mont Albert – her first lesson of the day was often at 6.30am and the last at 11.00pm. She had a great gift for teaching music theory, and for a long time lectured on this subject, together with the history of music, at the Conservatorium.

Her former pupils recall that she was a demanding bundle of energy, with very exacting standards; however, they also remember her kindness and her total devotion to music. Many of her



▲ Miss Dorothy Gleadall circa 1952. Image donated by Mr Robert Craven (1960).

students learnt not only music from her, but also sincerity, and what it means to work hard and to pursue as much excellence as one is capable of.

Miss Gleadall died in Kew on 6 May 1985 aged 88 years. She was the last surviving foundation member of Carey's staff.

It takes an extraordinary amount of passion and energy to do anything for 54 years, and, when that something is teaching, patience is also an essential virtue. Fortunately for her students, Miss Gleadall had those traits in spades throughout her time as Carey's first lady of music.



# Donations to the Archive

November 2021 to April 2022

## List of donors

### Mr Gray Bailey

Book: *Urangeline: voices of Carey, 1923–1997* by Michael Small.

*Carey Chronicle* (1956–68).

*Carey Report* (1966–68).

Forward Carey Appeal Brochure (1960).

Carey Speech Night programs (1962–67).

Copy of Carey News (May 1967).

Framed photograph of House Masters, House Captains and Vice-Captains (1962).

Framed photograph of the Junior School Headmaster, Mr K Lyall, with the Senior Boys (1962).

Photograph of Carey wheelbarrow race (Friday 15 April 1967).

Photograph of German students' trip to MV Blumenthal at Appleton Dock (14 October 1963).

Photograph of whole Junior School (1959).

Photograph of Senior School staff members Mr A Scott-Branagan, Mr JR Allan and Mr GH Thomas (c. 1967).

Steele House pennant (c. 1962).

Printed menu for Leaders and Captains dinner to Mr D Brown (24 November 1961).

Various press clippings relating to Carey sport (1966–70).

Various sporting trophies awarded to donor (between 1964 and 1967).

### Mr Robert Craven

Photograph of former Carey piano teacher, Miss Dorothy Gleadall (c. 1952).

Donor's piano examination report (1962).

### Mrs Barbara Davis

Uniform items belonging to donor's late son including blazer (including embroidered chest pocket denoting hockey), tie and school jumper embroidered for Year 12 (1994).



▶ **Opposite, top left:** Printed menu for Form VI Leaders and Captains Dinner to Mr D Brown, 24 November 1961. Donated by Gray Bailey.

▶ **Opposite, top right:** 9th Form Lake Eildon camp, December 1976. Donated by Nicolas Panayotis.

▲ **Above:** German students' trip to Appleton Dock to see MV Blumenthal, 14 October 1963. Donated by Gray Bailey.

### Ms Jane Hollebhone

Sports top and summer tunic (c. 1996).

Straw hat, girls' summer uniform (c. 1996).

Sports uniform and athletics top (c. 2009).

Rowing gear (c. 2009).

### Dr Stephen James

Program for 1949 Schools Orchestral Concert, Melbourne Town Hall (directed by Australian Broadcasting Commission).

Program for combined Strathcona and Carey concert, Hawthorn Town Hall (28 July 1947).

Original adapted screenplay/script by

Carey drama teacher TG Wiedenman for the play *Mark Twain: in person* (Senior School play, 1974).

Script for 1975 Senior School play *Lord of the Flies* adapted for the stage and directed by TG Wiedenman (Senior School play, 1977).

### Dr Anne-Marie Keogh

Book prize for *Twenty years after* by Alexandre Dumas awarded to IES Jones, Form VI, for Best Contribution to the *Carey Chronicle*, from Headmaster SL Hickman (December 1949).



### **Mrs Alison Langmead**

Copies of the donor's late father's book:  
*A chaplain remembers: lifelong reflections on the educational and spiritual values shaping the William Carey Chapel* by Revd Alan F Wright.

### **Mr Chris Lobb**

Framed 80th anniversary whole-school photograph (2003).  
Senior School Handbook (1974).  
Annual Leavers Service (2008).  
Speech Night programs (1974, 1975 and 2007).  
Program for the OCGA 1975 reunion (2 June 2000).  
*Carey Chronicle* (2006–07).  
Conditions of Entry and Studentship booklet (c. 1985).  
Conditions of Enrolment booklet (c. 1999).  
Conditions of Entry and Studentship July 1992 and Welcome Pack.  
Senior School Curriculum: information for parents and boys booklet (1974).  
Invitation to the 1975 20-year reunion (25 August 1995).  
Letter from Graham Dawson re. Annual Dinner (12 May 1995).

### **Revd Ken Manley**

Book: *My life and times* by Ken Lyall, OAM: a paper presented to a meeting of the Victorian Baptist Historical Society at the Kew Baptist Church (11 June 2016).  
Booklet for a memorial service held for Mr KA Lyall at the New Hope Baptist Church (12 February 2022).

### **Mr Ted McConville**

*Forward Carey Appeal* brochure (1960).  
*Why* science magazine (1959–62).

### **Dr Tony McCutcheon**

Book: *Baptists in Victoria: our first century, 1838–1938*, by FJ Wilkin and Baptist Union of Victoria (1939).  
*One hundred years after: a sermon and addresses*, Carey centenary celebration, London (October 1934).  
Facsimile copy of 'A sketch of Boroondara' by J Bonwick (1858).

### **Mr David Morgan**

Donor's leaving certificate (1960).

### **Mr Nicolas Panayotis**

35mm colour slides depicting Carey life in the late 1970s and early 1980s.

### **Mr David Smith**

Carey blazer with Prefect pocket rowing and gymnastics.  
*Carey Chronicle* (1958–67).  
*Why* magazine (1959–62).  
Copies of Report (1966–67).  
Original vinyl recordings of the Carey Choir.  
Various sporting trophies.  
Digitised photographs of various sporting activities including rowing (Second Eight) and gymnastics (Victorian Championships, Under 16).

### **Mr David Sykes**

Carey prayer books.  
Carey blazer pocket including braids denoting hockey and tennis.  
Camp Toonallook patch.

Carey Junior School brochure (c. 1970s).

Model aeroplane.

### **Mr Peter Unkles**

Footage of APS 1st XVIII Football, 7 August 1999 – Carey Baptist Grammar School vs Melbourne Grammar.  
Footage of APS 1st XVIII Football, 4 June 1999 – Carey Baptist Grammar School vs Caulfield Grammar.

### **Mrs Jean Wheeler**

Items belonging to donor's late husband Graeme Hartley Wheeler (1954):  
Carey felt pennant.  
Carey blazer with pocket embroidered with Prefect insignia and 'XVIII' (Football).  
Carey scarf.  
OCGA tie.  
Carey cufflink.  
Carey sub prefect badge.  
Carey Preparatory School annual prize giving programs (1945–46).  
Carey annual speech night programs (1948–50, 1952–54)  
*Carey Chronicle* (1941–1956)

### **Xavier College**

Plan of contours and levels, Carey Bulleen Sports Complex (1960).

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



# Speak up, stand up

**John Calwell (1974)**

*Chair of the Carey Medal Committee, 2021*

***It is with great pleasure that we announce the Carey Medal recipient for 2021 is Meghann (Meg) Lanning.***

Meg was a student at Carey from 2003 to 2009, and has a younger sister, Anna, who also attended Carey. Meg was a member of Sutton House and an active participant in school sport, receiving School Colours for Hockey, Cricket and Athletics. As a Year 9 student, Meg broke 100 years of tradition by becoming the first female to play First XI Cricket in the APS competition, which she continued to do right through to Year 12. She also played in the Hockey First Team from Years 8 to 12, co-captaining in her final two years, and was a member of the Athletics Team.

One year out of school, Meg made her cricket debut for Australia and, a few weeks later, became the youngest Australian cricketer to score an international century. At age 21, Meg became the youngest player to captain the Australian Cricket Team and has developed from a quiet student who excelled at sport to a leading international role model. Alongside her outstanding sporting CV, Meg holds a Bachelor of Exercise and Health Science from the Australian Catholic University, is an ambassador for numerous charities and volunteers considerable time to inspiring women across the globe to reach their full potential.

The Carey Medal Committee believes that Meg Lanning is a worthy recipient. She has given exceptional and outstanding service to the



▲ The 2006 First XI Cricket Team including Meg Lanning (front row, second from right).

community as a sports role model, but, more importantly, has volunteered as an ambassador or patron of many organisations.

The Alannah and Madeline Foundation is a national charity that aims to protect children from violence, providing prevention and care for children and young people. Former CEO Lesley Podesta says:

*'Meg was always the most generous and caring young woman. She was always committed to creating respectful relationships with everyone she met through our Foundation, but especially the children and young people at our events. She would make sure she spoke with or interacted with them all, often spending much more time than planned at the event, so she could do this. Meg is someone who "walks the*

*talk". Meg is a very inclusive person and we absolutely loved working with her.'*

Meg Lanning has also been an advocate of VicSport's Fair Play Code campaign. It sets out guiding principles on expected standards of behaviour for every person involved in sport and recreation in Victoria. The five core values at the heart of the code are integrity, respect, responsibility, fairness and safety. It sends a loud and clear message that bad behaviour, violence, cheating and intimidation have no place in sport and recreation. Meg says:

*'Playing in the right spirit is really important. Protecting the integrity of the game is crucial, especially at the elite level where we are role models to others. Internally, we speak about it a lot because we want to make sure we're*



“

***At age 21, Meg became the youngest player to captain the Australian Cricket Team and has developed from a quiet student who excelled at sport to a leading international role model.***

*playing the game the right way because we have that responsibility.'*

President of Washington Park Cricket Club, Chris Gorrie, has known Meg through his involvement with Cricket Australia. Early in 2021, Meg attended a club training session, impressing Gorrie. 'Meg has really grown as a person who is quite shy and is really working to use her position to encourage and support others. She is quite inspiring,' he says.

Former CEO of Cricket Australia James Sutherland adds, 'Meg is becoming more of a spokesperson for her team and the movement of women in sport. She speaks up, stands up and lends not just her name, but valuable and limited time to a number of causes.'

Other charities that Meg has provided time and involvement to have included Zaidee's Rainbow Foundation, CARE Australia's Walk in Her Shoes Challenge, The Chappell Foundation and FairBreak Global's Captain's Cause initiative with SolarBuddy.

In addition, Meg has often returned to Carey to share her expertise and experiences. Since graduating, she has attended numerous school events, including a recent girls' cricket clinic held at the Carey Bulleen Sports Complex where she worked her way around the various drills, offering personal advice and tips.

Congratulations Meg on all your achievements and being awarded the prestigious Carey Medal.

### **Who is the next Carey Medallist?**

The Carey Medal Committee is always accepting nominations.

Any member of the Carey community is eligible – past or present students, staff or parents. Their achievements could be of a high profile or not, made in a short time or carried out over longer periods. They could be starting out in their community service journey, or have years of service experience.

**Visit [carey.com.au/careymedal](https://carey.com.au/careymedal) for more information.**



# A pathway to a *passion*: Charles Norbury (2009)

***In 2010 I commenced a Bachelor of Arts at Monash University where I studied Politics and History with the intention of transferring to Law (like so many before). To me, Law was a degree you did because it was, like shares in BHP, a sound investment. Ultimately, I did just enough to get into law school despite prioritising hockey and cricket over my coursework.***

Upon commencing law I quickly came to the realisation that it was not for me. I drove to Monash's Caulfield campus, and asked what I needed to do to study Architecture. I had no portfolio and an unrelated degree, but the requirement was just a decent ATAR so I applied and was accepted.

To this point, the jump to Architecture must seem unexpected, and for my friends and family it was a shock. However, it was something that had always been there, a burning interest, a question I had suppressed that needed answering. Many would suspect it was an early exposure to critical realism and a famed lifestyle brand that led me to

architecture, however it was actually a rambling 19th-century house in Kew that was my inspiration. It was a house time had forgotten, where I stripped paint off architraves and patched hard plaster as a means of procrastination and, in doing so, gained an appreciation for the intricacies of design and a fascination for architecture.

Despite a love of design technology, I had been gently dissuaded from design subjects in Years 11 and 12. However, the skills I learnt in earlier years were all I had when I began Architecture, a course with a drop-out rate of over 50%. Over the next five years, I went from a poor to middling student to one of the strongest in my year through sheer determination and a lot of late nights. With hockey always having a significant place in my life, I also played Premier League hockey and coached Carey's First Hockey Team while holding down a number of different jobs. Following graduation I worked for Cox Architecture for five years on commercial projects and projects of national importance such as the War Memorial in Canberra.



And then I discovered the Master of Studies (MSt) in Building History at Cambridge University, a degree where I could combine a passion for history with architecture.

I was accepted into the MSt in 2020, completing the first year remotely while working full-time due to the pandemic. In 2021, I relocated to Cambridge to complete my masters. Since my arrival, I have worked at OW Architects and, of course, I brought my hockey stick with me and I have played University Blues Hockey. I recently started as fullback in the 122nd Varsity Match against Oxford, which is an exciting historical match to be a part of. From what I can tell, I am only the third Australian to be selected to play in this annual event.

I consider my journey one less travelled where I have pursued my passions in ways unimaginable to me when I left Carey in 2009. Coming to England and living in Cambridge has broadened my perspective on so much and I really think it of immeasurable value.

I am immensely proud of having been a Carey student. I loved Carey's hockey program (including a good number of premierships, thanks to Jacki Magee's coaching) and I am grateful to have been afforded the opportunity by my parents to attend.



▲ Charles at the 122nd annual Varsity Hockey Match between Oxford and Cambridge.

## Hamlet (Zhang) Chi (2005)

***On a windy morning 18 years ago, a shy and curious Chinese boy was standing in front of the Carey Chapel – he had never seen a building with such a unique shape in his hometown. He slowly opened the door and was surprised and excited to see a Steinway piano on the stage.***

This scene is still fresh in my memory – the shape of the chapel, the windy morning, the dark blazer, the piano, and the friendly smiles on the other students' faces that I will never forget.

I enrolled at Carey as an international student in 2004. I took VCE music and I had piano lessons every Wednesday, but I didn't have a piano to practise on at the homestay, so my piano teacher helped me to get permission to practise in the school chapel. It was a unique experience to play the Steinway.



I was asked to perform piano at several assemblies, which was a great opportunity to experience performing in front of an audience – helping me in my future career as a concert pianist. I also joined a Baroque ensemble, where I played harpsichord with a flute and a bassoon player. I learnt a lot from collaborating with other students.

Aside from music, I also really enjoyed my academic studies. I worked hard

for my VCE exams and received quite a high mark – they even published my name in the paper! I'd like to express my gratitude to all the Carey teachers and friends who helped me through VCE.

After leaving Carey, I studied piano performance at Monash University and received a Master of Music. I met my future wife at university and later moved to her hometown in Malaysia. I started my career as concert pianist, composer, accompanist and piano teacher. Over the years I have travelled and performed around the world and I was named a Steinway Artist in 2020.

I have returned to Melbourne twice to perform, but I would love to come back and visit Carey next time. I would like to thank dear Carey, the school that accompanied, helped, taught and tremendously influenced my life.

## Jacky Magid (1989)

***I came to Carey in 1989 from Preshil. I had a wonderful and rich experience at Preshil, but I spent most of high school peering longingly over the fence at the big school next door and all the opportunities that came with it. My father went to Carey, so I was excited to follow in his footsteps for Year 12.***

The support I received at Carey was next level. Mr Fox, Head of Chemistry at the time, was hesitant to let me do chemistry with my grades, but he saw my ambition and eagerness. Instead of saying no, he offered support and extra tuition, and chemistry ended up being my best subject.

After graduating, I took a gap year in Israel. I came back with a head bursting with world politics and changed my university preferences from science to arts. In 1993, I graduated from the University of Melbourne with a Bachelor of Arts majoring in Political Science and



Psychology, and followed that with a Bachelor of Laws at Monash University.

I went on to practise law for six years, during which time I had two children, Sasha and Jesse, with my husband, Ken. He bought a small bankrupt cookie business called Charlie's Fine Food Co in 2004. After Ken got the finances in order, I came on board as director, saying goodbye to my life as a lawyer.

We transformed the cookie business into a global gourmet snack star.

Today, Charlie's is a \$10 million-a-year business with strong international relationships and Australian clients like Qantas, Crown Casino, Coles and Woolworths, not to mention the hotels, cafés and canteens (including Carey).

A first-generation Australian on my mother's side, my Egyptian heritage meant values of family, food and culture were woven through my childhood. In many ways, with Charlie's, I have returned to my roots. I was also brought up with an appreciation for the value of hard work to build a better life, after my father's grandparents were killed during the Holocaust.

The sky is the limit now, but we know we need to keep innovating. I believe that understanding our customers' stories is the key to creating products they really love. We're always evolving and finding new ways to satisfy our zest for cooking and good food!



**2000/2001  
20-Year  
Reunion**



▲ **L-R:** Ishaan Nangia (2000), Belinda Bailey (2000).



▲ **L-R:** Paul Melican (2000), Helen Tachas (current staff).



▲ **L-R:** Mathew Wall (2000), Ishaan Nangia (2000), Belinda Bailey (2000), Lavinia Spain (2000), Amy Lai (2000), Brent Chiuchiarelli (2000).



▲ **L-R:** James Cutler (2001), Serah Richardson (Green) (2001), Joshua Cusack (2001).

**2015  
5-Year  
Reunion**



▲ **L-R:** Emily Wong, Xavier O'Brien, Katrina Katopodis, Maddie Webster.



▲ **L-R:** Jason Athanasopoulos, Laura Solly, Simon Nash.



▲ **L-R:** Zac Shinton, Austin Smith, Max Viney.



▲ **L-R:** Laura Solly, Hugh Cottingham, Ebony Lowery, Tom Aberly.



**2016  
5-Year  
Reunion**



▲ **L-R:** Cara Ooi, Heidi Roast, Jamima White.



▲ **L-R:** Jonah Meagher, Marcel Rees, Tanya Loucas.



▲ **L-R:** Annabelle Parker, Julia Foster, Ellie Boglis.



▲ **L-R:** Tobias Payne, Marcus Carfi, Angus Dowling.

**1970/1971/1972  
50-Year  
Reunion**



▲ **L-R:** Christine Bishop, David Bishop (1972), Terri Isaac.



▲ **L-R:** John Macdonald (1971), Grant Trewenack (1972).



▲ **L-R:** Kirsten Hurford-Clark, Adrian Burn (1971), David Thompson (1970), David Bower (1970).



▲ **L-R:** John Griffiths (1970), Ric Mann (1970), Rowan Downing (1970), Howard Bishop (1970).



## Founders Day



▲ **L-R:** Julianne Brandon (Dir. Community Engagement), Sue and Wayne Lanning, John Calwell (1974, Chair of the Carey Medal Committee).



▲ **L-R:** Wayne Lanning accepts the Carey Medal from John Calwell on behalf of his daughter and 2021 Carey Medallist, Meg Lanning (2009).



▲ **L-R:** Kate Croft (Deputy Principal), Kellie Lyneham (Head of Senior School), John Calwell, Sasha Edney (School Captain).



▲ **L-R:** Sally Davis (Head of Performing Arts) conducting the Carey Wind Symphony.

## In memory

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

**Hugh Churchward (1945)**  
on 2 September 2020

**Peter Macdonald (1960)**  
on 15 January 2021

**Ronald York Collett (1948)**  
on 26 January 2021

**Doug Howard (1946)**  
on 31 January 2021

**Glenthorne Nairn Beeston (1961)**  
on 25 February 2021

**Thomas Shannon (2018)**  
on 27 June 2021

**Ian Richardson (1965)**  
on 19 July 2021

**Martin Leddra (1964)**  
on 6 August 2021

**Donald William Allan (1965)**  
on 21 August 2021

**Michael McGuigan (1963)**  
on 6 September 2021

**Edward Fridtjof Frederick Hanson (1960)**  
on 15 September 2021

**David Robert Webb (1960)**  
on 17 September 2021

**Desmond Shinkfield (1940)**  
on 20 October 2021

**Timothy Blaubaum (1968)**  
on 31 October 2021

**Alexander Doherty (Past Staff)**  
on 2 November 2021

**Charles (Peter) Bucknill (1937, Past Staff)**  
on 9 November 2021

**Rowan Litchfield (Past Staff)**  
on 19 November 2021

**Edward Fleming (1943)**  
on 27 November 2021

**Rodney Sheehan (1994)**  
on 13 December 2021

**David Hugh MacBryde (Past Staff)**  
on 13 December 2021

**Murray Charles Cropley (1961, Past Parent)**  
on 16 December 2021

**John William Callaghan (1968, Past Parent)**  
on 28 December 2021

**Geoffrey Homan Thomas (1952, Past Staff)**  
on 28 December 2021

**Ian Thomas Naylor (1947)**  
on 1 January 2022

**Ronald John David Grant (1947)**  
on 7 January 2022

**Ken Lyall OAM (1945, Past Staff, Past Parent)**  
on 28 January 2022

**Richard Leslie Webb (1962)**  
on 7 April 2022

**Amber Briana Bernice Wraith (2020)**  
on 13 April 2022

**George Michael (Mick) Boyes (Past Staff)**  
on 21 April 2022

**Dr Peter John Lyall (1971)**  
on 23 April 2022

# Kenneth Alexander Lyall, OAM (1927–2022)

David Morgan OAM (1961) and Bruce Murray (1960)

**Ken Lyall – known affectionately as 'Rocky' after Mount Lyall in Victoria – is a name that resonates deeply in Carey's history. In his book, *By Courage and Faith*, Stuart Sayers named Ken as 'among the legendary figures of Carey', due to his notable contribution while a student and later as a teacher and Junior School Headmaster.**

Ken attended Carey as a student from 1933 to 1945. He had a distinguished academic and sporting career as a prefect (1944–45), School Vice-Captain (1945) and Senior Meeks Gold Medallist (1944); a member of the First XVIII Football Team (1941–45), First XI Cricket Team (1945), Athletics Team (1945) and Scout Troop (1939–49); and as Leader of both the Crusaders (1944–45) and the Cadet Corps (1944–45).

He enjoyed his time at Carey so much that he asked then Headmaster, Vivian FO Francis, if he could return in 1946 as a teacher-in-training. He was 'distressed' when the Headmaster said, 'No, I don't want you near the place for 10 years'.

Ken accepted this as a challenge and gained degrees in science and education,

diplomas in teaching and invaluable teaching experience in government schools. He joined the staff of Carey in 1957 as a teacher of science and mathematics and as form master.

Just two years later, Ken was appointed first Headmaster of the Junior School and was responsible for a number of initiatives that have made an indelible impact on the School to this day.

One such example is through his advocacy for Outdoor Education. Ken saw it as 'a rich experience for all students' and urged the School Council to acquire the Toonallook property. Many years later, when bushfires ravaged East Gippsland, Ken stood valiantly defending the site. The main hall was subsequently named in his honour, as was Lyall House in Carey's Junior School Donvale.

In 1969, he became chairman of the Junior School Headmasters' Association of Australia and, in 1971, became a fellow of the Australian College of Education 'in recognition of his service to Junior School education throughout Australia and his involvement in the development of primary science teaching'.



When offered the position of Principal of Strathcona Baptist Girls Grammar School in 1972, Ken left Carey, although his connection with the School endured up to his final days. He was a collector of Carey records and memorabilia and donated a vast amount of valuable material to the School archives.

Ken was motivated throughout his life by his steadfast and uncompromising Christian faith. He was active within the Baptist denomination, serving as President of the Baptist Union of Victoria from 1989 to 1990, and as a deacon at Kew Baptist Church for many years. He was awarded an OAM in the Queen's Birthday Honours List, 2004, 'for services to education and the community, particularly through the Baptist Union of Victoria'.

A great encourager of others, Ken's mantra was always 'keep going'. His legacy at Carey will certainly do so, and his memory will live on in our community and through his family. Ken's son Peter passed away only three months after Ken, and our thoughts are with Ken's wife, Edith, and their family.



▲ Ken with Alan Smith, then Deputy Principal and past Carey parent.





**Sophie Rebecca Hood**

5 December 2020. A daughter for Jessica (Small, 1999) and Timothy Hood (1999).



**Georgia Harris**

17 May 2021. A daughter for Jennifer (2002) and Stephen Harris.



**Remy Greenberg-Chung**

August 2021. A son for Nicola Greenberg (2008) and Jules Chung.



**Ted Percy Joubert Walton-Edwards**

5 August 2021. A son for Stephanie Walton (2002, past staff) and Nick Edwards (past staff) and a brother for Sophie (pictured).



**Charlotte Rose Eddy**

23 August 2021. A daughter for Lucy (Butler, 2006) and Andrew Eddy.



**Annabelle Grace Jago**

18 September 2021. A daughter for Sarah (Abotomey, 2012, past staff) and Daniel Jago.



**Noah Joseph Arthur**

20 September 2021. A son for Sam (2006) and Anusha Arthur.



**Gigi Maciburko**

25 October 2021. A daughter for Simon (2007) and Taissa Maciburko.



**Alaska Jane Phipps**

28 October 2021. A daughter for Jeanne Hu-Phipps (Hu, 2006) and Shaun Phipps (staff).

### 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](http://www.carey.com.au)



**Luca Cotton Carter**

20 December 2021. A son for Jamie Carter (1995) and Amelia Cotton and a brother for Jonathan.

# Carey Centenary Sponsorship opportunities

See the back cover of this magazine for dates  
to put in your 2023 calendar

## Partner with us for this milestone

In 2023, Carey Baptist Grammar School will celebrate 100 years since the enrolment of our first students.

To mark this occasion, we seek to establish partnerships with our suppliers and community throughout 2022/2023.

Partnering with our school will support us in celebrating this milestone and enable us to provide a community-wide centenary celebration. This presents a wonderful opportunity to affirm the strength of our community, build awareness of the School's legacy and inspire innovation as we begin our next chapter.

Through your partnership with Carey, you will benefit from significant community exposure as a supporter and partner of the school.

To find out more about this opportunity, please contact Stuart Galbraith, Head of Advancement, [stuart.galbraith@carey.com.au](mailto:stuart.galbraith@carey.com.au), +61 3 9816 1522.

***Honouring our past, embracing our future***



# Alumni Calendar 2022

**5 Aug** 2017 Five-Year Reunion

**16–23 Sep** OCPAC Performance of *In The Heights*

**7 Oct** 1923–82 40+ Reunion

**28 Oct** 2012 10-Year Reunion

**4 Nov** 2002 20-Year Reunion

**6 Nov** Community Memorial Service

**18 Nov** 1992 30-Year Reunion

**1 Dec** Christmas Celebration

Please refer to the OCGA website at [ocga.com.au](http://ocga.com.au) for the most up-to-date details relating to a particular scheduled event.



The Old Carey  
Performing Arts Club presents

**16-23 September 2022**  
**Memorial Great Hall**  
**349 Barkers Road, Kew**

Get your  
tickets here



## Contacts

### Senior School

[seniorschooloffice@carey.com.au](mailto:seniorschooloffice@carey.com.au)

### Middle School

[middle@carey.com.au](mailto:middle@carey.com.au)

### Junior School Kew

[j skew@carey.com.au](mailto:j skew@carey.com.au)

### Junior School Donvale

[donvale@carey.com.au](mailto:donvale@carey.com.au)

### Carey Sports Complex – Bulleen

[bulleen@carey.com.au](mailto:bulleen@carey.com.au)

### Principal Jonathan Walter

[principal@carey.com.au](mailto:principal@carey.com.au)

### Community Engagement

[communityengagement@carey.com.au](mailto:communityengagement@carey.com.au)

### Archives

[archives@carey.com.au](mailto:archives@carey.com.au)

### Advancement

[advancement@carey.com.au](mailto:advancement@carey.com.au)

### Admissions

[admissions@carey.com.au](mailto:admissions@carey.com.au)

## Carey Kew

ELC, Junior, Middle and Senior Schools  
349 Barkers Road  
Kew Victoria 3101 Australia  
Telephone: +61 3 9816 1222

## Carey Donvale

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

## Connect with Carey

**Website:** [carey.com.au](http://carey.com.au)

**Intranet:** [careylink.com.au](http://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](http://ocga.com.au)

**Email:** [ocga@carey.com.au](mailto:ocga@carey.com.au)

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

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

# Connect





CELEBRATING 100 YEARS | 1923 • 2023

## Carey's Centenary – 1923 to 2023

In 2023, Carey Baptist Grammar School will celebrate 100 years since the enrolment of our first students.

A series of special events are planned for the 2023 year, allowing staff, students, families, alumni and supporters the opportunity to celebrate the School's diverse 100-year history and anticipate the next exciting chapter.

Together we will honour our past and celebrate our future.

*We hope to see you at  
some of our celebrations!*

Term	Event	Date
Term 1	Centenary Fair	Saturday 1 April 2023
Term 2	Musicals Through the Years Concert	Friday 19 May 2023 Saturday 20 May 2023
Term 3	Centenary Gala Ball	Saturday 15 July 2023
	Centenary Music Concert	Monday 4 September 2023
Term 4	Centenary Sports Dinner	Friday 20 October 2023

*Honouring our past, embracing our future*