

# Forward

SCHOOL MAGAZINE • SUMMER 2022/2023

**School Life**  
Lloyd's journey

**Senior School**  
'Love not Hate'  
school mural

**Preparatory School**  
Write a Book in a Day  
competition



**Guildford Grammar School**

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# cultivating courage

▶ Behind every prize and every success are the teachers, parents, friends and supporters who have been with our students, every step of the way, through the highs and lows. As 2022 concludes, we can all sit back and feel very proud of our students' achievements and who they are becoming as young people and future leaders as they continue to journey on their pathway to personal excellence.

During a period of rest and rejuvenation, it is the perfect opportunity to reflect on what has been. My reflection is focused on how schools have survived COVID-19 and how their role, their future and their value may change in the future. After navigating a 3-year period of modification and disruption, some of it exciting, some of it very tiring, we find ourselves in a patch of 'calm sea' and normality, although, I think a small part of us still worries of what could come. So, we need to remember to keep having courage.

Courage has been very important in the last few years as the world has faced many challenges due to COVID-19. Courage is important in our future as we tackle new challenges and meet new people. And to quote Preparatory student, **Pippa Junk** (Year 6) who said it so well:

*"Courage doesn't mean that you don't get scared. We all get scared and feel fear. But courageous people manage and overcome their fear, so it doesn't stop them from doing things. Because all our dreams can come true if we have the courage to chase them."*

So, after 3 years what has COVID-19 taught us? Here are just a few things.

- We have learned that teachers could learn new roles and skills fast, and that 'to zoom' isn't just about moving fast.
- That schools provide a strong sense of community which is an invaluable asset, and especially important in our School where community is central to all we do.

- Schools are the grounding places for social processes and relationships to develop

- Where young people encounter others of different backgrounds and views
- Where one learns not just to get along with, but to respect and care for others
- The sheer adventure (sometimes joyful, sometimes not) of meeting new people is one of life's true gifts

In the spirit of being courageous, I am inspired to share a passage by Glen Gerreyn from his book, *Gifted for Greatness*. Glen is an educational speaker and motivator who has been a visitor to Guildford Grammar School many times. It contains a great message to all of our students as they embark on their next journey as we all strive to be courageous and grow.

*There are gifts locked up in me,  
Can't wait to unwrap them and see what  
I could be.*

*An athlete? A Dancer?*

*A doctor? A chef?*

*I will work on my gifts till I have nothing  
left!*

*I will practise*

*I will train*

*...And of course, I will use my brain!*

*Working hard—digging deep*

*Never afraid to take the leap...*

*That will keep me flying high*

*Til every challenge I defy!*

*It will be hard, but I won't stop,*

*For it will be fun, and rewarding, on my  
journey to the top!*

“ During a period  
of rest and  
rejuvenation,  
it is the perfect  
opportunity to  
reflect on what  
has been. ”

I hope all our families have a safe, joyous  
and holy Christmas break, and hope-  
filled 2023. My wish for you all is that  
you can find plenty of the most precious  
commodity, 'time', to be able to give to  
one another!

**Mr Brad Evans**

Acting Principal



## Guildford on Swan Regatta



▶ In November, we were fortunate to host the annual  
Guildford on Swan Regatta in our own backyard on the  
banks of the Swan River. It was a beautiful morning and the  
sun was shining on us with some fantastic results achieved.

Our boys' 1st VIII crew placed 2nd after an incredible effort  
with their hard work paying off. This year, we also welcomed  
our girls' rowing team for the first time in the PSA's 117-year  
history. We were extremely proud to have these young  
women compete in what is such a special annual event for  
our school.

Overall, we came in 3rd place and represented our school  
with passion and pride throughout. Well done to all our  
rowers and thank you to our wonderful coaches, parents and  
the Guildford Rowing Association for all their hard work and  
support. Keep rowing forward!



# Welcoming Reverend James Stephenson

In Term 3, we officially welcomed **Reverend James Stephenson**, his wife Abbie and children Theo and Maisie to our School with a special Commissioning Service, officiated by The Most Reverend Kay Goldsworthy AO, Archbishop of Perth.

This important and joyous occasion in the life of our School featured student involvement through Chapel serving, music, an Indigenous dance performance and an Acknowledgement of Country performed by Mr Josh McGuire.

The Rev, as we have fondly got to know our new Chaplain as, has been introduced to many new firsts during this busy Semester 2. This includes our special Carols by Candlelight Chapel Service, the Chapel Gift run, Step Up Day for new students, many sport carnivals and fixtures, the Guildford on Swan Regatta, many student-led fundraisers, Drama performances, Symphony on Stage and much more.

We warmly welcome the Stephenson family to our School and look forward to the meaningful contributions the Rev will make as a Psychology Teacher, Rowing Coach and spiritual leader of our School.



## ► staff profile: James Stephenson

### What is your role at the School?

I am the School Chaplain. I also teach Psychology and help run the girls' Rowing program.

### Where did you work before Guildford Grammar School?

In Central Africa. I ran the Anglican church and set up a school for a few years before moving into social impact work on behalf of a copper mine on the Zambian/DRC boarder. It was very challenging living conditions but our work there was extremely fulfilling.

### What are the values that drive you?

The notion that all young people can build a great principle-based identity built on kindness, compassion, care and love. This can be the basis for their wellbeing and enable them to go on to be wonderful citizens, partners, mothers, fathers and friends.

Not as aspirational as the quote from the film, The Castle suggests, "Tell 'em they're dreaming." We can all keep trying!

### What do you like most about your job?

Listening and interacting with our students around campus. I also enjoy being on the river and being involved in the many sports at our School. Elite sport is my background, but grass roots sport is my love. I love seeing our students taking part in their varied activities and playing their sport.



**I love seeing our students taking part in their varied activities and playing their sport.**

### What three words would you use to describe your role?

This is strongly linked with the role of the Chapel in the School. Every school needs a heart and at GGS, the Chapel is the heart of the School. The vision is for Chapel activities to infuse into all of school life as the values and principles discussed in this space underpin our education, growth in character, and our being.

### Describe what Guildford Grammar School means to you.

I'm still very new and exploring this individually but I value the strength of our spirit.

### What makes GGS a community?

There are many things - the joint activities; the small things that students and staff do to show care and kindness; staff caring so well for our students; parents caring for their children; our alumni caring for the School. Anything that is done to promote these activities and create positivity around us builds a community.

### What do you enjoy doing when you are not working?

I love being with my family. I also love running, cycling and rowing in an environment where I feel free, such as the Australian bush or the beautiful Swan River running through our School.

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# Music

Well, what a year it has been for the School of Music! After a relatively slow and COVID affected start to the year, we certainly made up for lost time in Semester 2 with our Music Ensembles performing at over 50 events, including events from outside as well as inside the School.

Here are some of our highlights from the year.

## Senior School

The Senior School Eisteddfod was the most successful that we have ever had, hosting 135 acts that performed over the three full days. This year saw the introduction of a 'Mixed Group' category that allowed students of each House to join together and perform, and earn points for their House. This was very well received and led to some absolutely incredible performances! The Open Section was once again hotly contested as the only competitive section within the Eisteddfod. This year, our two adjudicators, Mr Courtney Murphy and Mrs Stephanie Nicholls, decided that the Open Section winner was our very own Pipe Organist, **Raphael Elvish** (12St). A special mention was also made of **London Milne** (11Be) who performed on the electric guitar. Congratulations to Bennett House for winning the overall House Shield.

The Guildford School of Music mini music tours continued with a performance and rehearsal tour to Busselton with the String Ensemble, Motown Band and Boodjar Bidi students to work alongside Georgiana Molloy Anglican School. A great time was had by all and the result was nothing less than spectacular, even if it did rain on their volleyball game.

The Guildford Grammar Symphony Orchestra also performed its annual Symphony on Stage, this time, the Elvis edition! Nine soloists, a 16-piece backing vocal group and a 65-piece orchestra took to the stage of the DLD

to present 26 of Elvis Presley's most loved songs. Our students performed the songs incredibly well, arranged by Mr Mark Underwood, and the audience was left a little more than 'all shook up' after the performance. A definite highlight for all.

Not to be outdone, the Rock program continued to go from strength to strength, once again filling the Crooked Spire Art House to capacity for the annual Guildford Rock Night. This year, seven bands took to the stage and captivated the audience with songs that spanned the entire gamut of blues and rock.

We were also able to recommence our collaboration with the St John of God Hospital, where many of our soloists and smaller ensembles played lunchtime concerts in the foyer of the main building. This is a vital community service and is a program that we wish to build as we move through 2023.

The Chapel Choir worked hard following the departure of their long-time director and succeeded in performing beautifully at many occasions including the farewell for Principal, Anne Dunstan, the Year 12 Valedictory Service and Carols by Candlelight. A special thank you to all of our students who have worked so hard to keep this choir going and have made the performances such a success.



*Asher Milne (12Be) at the Symphony on Stage Elvis Edition.*



## Preparatory School

The Preparatory School Music department performed with ease at many events in the last semester of 2022.

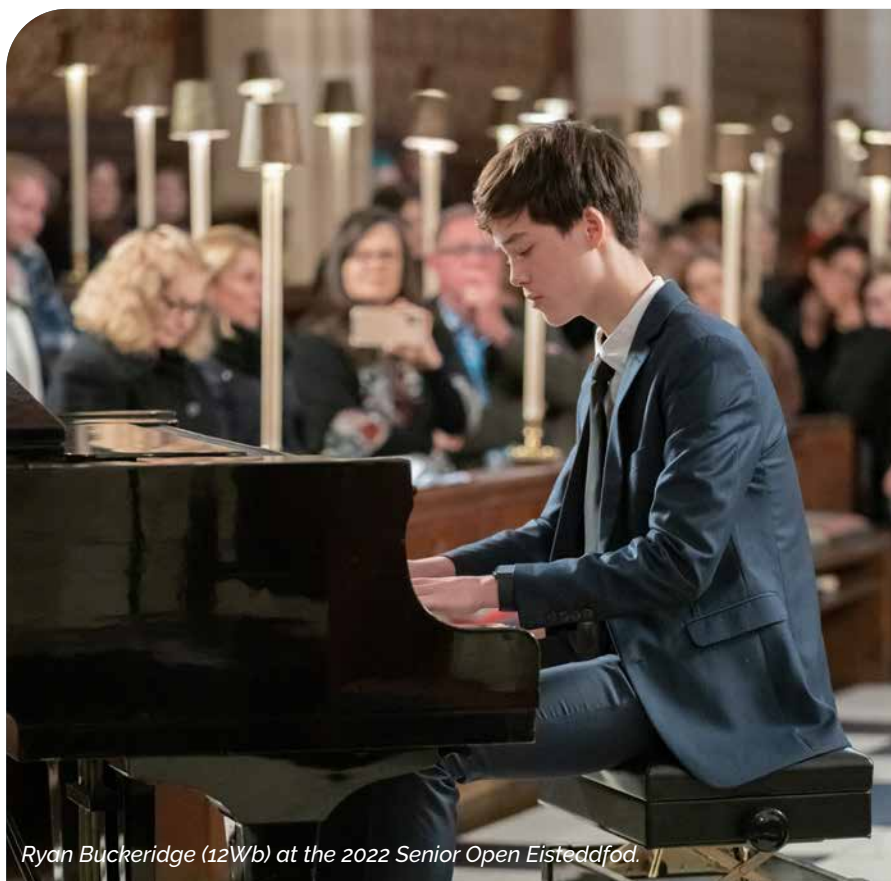
The Dowerin Field Day saw the concert debut of our very own Marching Ensemble, the Band of Doom. Playing songs by the White Stripes, the Champs, Deep Purple and Pinkfong. They were certainly the highlight of the show for us and many, many others!

The Preparatory School Music Night saw 14 ensembles take to the stage. From choirs, to bands, to Orchestras, to the one and only Mic Drop Ensemble, each group performed well and left the audience wanting more.

The annual Preparatory School Christmas Concert saw each year group present at least two songs to the entire school. This night is easily one of the most well attended concerts in the Preparatory School Calendar and highlights the incredible work that is being done as part of the Classroom Music Program.

Our youngest students performed the annual Nativity play to rapturous applause and standing ovations. From the wise men, to camels, sheep to angels, the students of Kindy and Pre-Primary had it all!

The end of the year is always busy, with 22 events in the last four weeks of the school term, say no more! Our wonderful Cornucopia Brass Band finished the



*Ryan Buckeridge (12Wb) at the 2022 Senior Open Eisteddfod.*

festive season with a week of carols from the balcony. Both Senior School and Preparatory School Prize Giving ceremonies were a chance for the orchestral and choral programs to take centre stage, with the Preparatory School Orchestra, GGSO and the GGS Motown Band performing works by Jeremiah Clarke, George Frederick Handel, Richard Wagner, Stephen Chin, BTS, Europe, The Proclaimers, Harold Faltermeyer and Rick Astley.

A last mention to all of our departing Year 12 students, we will miss you all and owe you a debt of gratitude for all that you have contributed during your time with us. Thank you to everyone who has made 2022 such an unbridled success. On behalf of all of us in the School of Music, we wish you a very merry Christmas and a happy and holy New Year. See you all in 2023!

**Mr Kieran Hurley**  
Director of Music



*Preparatory School Christmas Concert.*

# Drama



“The three acts moved from childhood, to marriage, to death, focusing on how important it is to live life to the full while we still can.”

Niamh Mac Alasdair (11Ha) and Thomas Skinner (10St) in *Our Town*.



Noah Thompson (11SG) and Mackenzie Knoop-Bender (10He).

## *Our Town*

August saw our Senior School Drama production of *Our Town* by Thornton Wilder brought to the DLD stage.

Our Senior Students showcased this 1938 metatheatrical three-act play that explores the constant passage of time in a world that is ever-changing. The three acts moved from childhood, to marriage, to death, focusing on how important it is to live life to the full while we still can.

Our cast rehearsed tirelessly to bring these three incredible performances to the stage, demonstrating their hard work and reminding us to seize the day!

Thank you to our Director, Miss Abigail Acton and Assistant Director, Ms Paloma Bartsch, our students and to rest of the Drama team.



### ***Alice the Musical***

The Preparatory School brought colour, creativity and imagination to the stage earlier on in the year with three amazing performances of *Alice the Musical* by Mike Smith and Keith Dawson. We ventured down the rabbit hole and were thoroughly entertained by our younger students who brought Alice's adventures to life through song and music.

The audience toe tapped their way through the magical performances whilst our students established positive relationships and developed confidence throughout the process, creating lifelong memories for us all.

Thank you to the Director, Caroline Edwards and Assistant, Phoebe Gatsos, our students and our whole team of passionate professionals that help our students shine on stage and assist in their journey of growth and learning.



Macy Cowcher (9Ha).

### ***Charlotte's Web***

In November, the Senior School presented a must-see Junior Drama production of *Charlotte's Web*.

Originally written by E.B. White in 1952, we brought this classic story into the 21st century by setting it in contemporary

Australia, while maintaining the original message and morals that are still relatable today.

At its heart, *Charlotte's Web* is a tale about friendship and coping with loss, and our Year 7-9 students embraced the content and characters and created something very special which we are

very proud of. Their countless hours of hard work and dedication was evident in their heart-warming performances.

Thank you to our Director, Miss Abigail Acton and Assistant Director Mr. Ben Nilsson, our students, and the entire Arts Faculty for bringing this great tale to life.





# Valedictory Week 2022

▶ We congratulated and farewelled our Year 12 students in October, during Valedictory Week. This special time marks the end of many aspects of formal schooling and includes enjoyable and emotional activities and traditions including the final assembly, Valedictory Eve ceremony, breakfast at the Boat Shed, the Guard of Honour and Chapel Service.

It is always an emotional week for our students and the tearful goodbyes for the meaningful relationships forged were a touching reminder of their cherished time at Guildford Grammar School.

Our Year 12 students' contributions to our School have been remarkable and we are excited for the next chapter in their lives. Go Forward!









# Her Majesty

## Queen Elizabeth II, 1952-2022

Article by **Rosemary Waller**, Archivist



Photo: State Library of New South Wales

*Her Majesty, Queen Elizabeth II  
on her 1954 visit to Australia.*

On Wednesday, 31 March 1954 three ranks of excited Guildford Grammar School students lined Terrace Road, threw their caps in the air and cheered happily as the Queen and Duke of Edinburgh, cheerfully waving, passed by in an open car at the head of a long procession of meticulously polished cars, heading for Northam.

The Archbishop had just granted the students a half day holiday. The boys wished the cars had been travelling more slowly. They hoped the Queen and Duke would visit the Chapel of St Mary and St George on the way back to Perth and place their signatures in the Lectern Bible beneath those of the donors, Elizabeth's grandparents, King George and Queen Mary in 1914 for the Consecration of the Chapel. Most of the boarders saw the royal tour decorations in the city at night by hired buses.

In 1914, the staff and boys sent a letter to King George V and Queen Mary thanking them for the gift of the Lectern Bible at Christmas time 1913. The Bible was a replica of that used in St George's Chapel, Windsor and had the insignia of the Garter on the front cover. The Government Printing Office in Perth was responsible for the actual writing of the letter which was said to be simply but beautifully done.



*The original 1930s  
Lectern Bible, shown  
here in 1980,*

*To their Most Gracious Majesties King George V and Queen Mary.*

*We, the masters and boys of the Church of England Grammar School at Guildford, Western Australia, your loyal and dutiful subjects, respectfully desire to tender to your Most Gracious Majesties our heartfelt gratitude for your Majesties' noble gift of the Holy Bible for the use on the Lectern of our School Chapel of St Mary and St George. We feel most deeply the honour that your Majesties have seen fit to confer on us, and that your gracious gift will ever remind us of your Majesties' interest both in us and the Commonwealth of Australia. Further, we beg to record our appreciation of the fact that your Majesties were graciously pleased to allow the Bible to be an extract copy of that in use upon the Lectern of the Chapel Royal of St George of Windsor.*

*We humbly assure your Majesties of our continued loyalty and allegiance to your Throne and pray that God may long continue to preserve you to us in health and happiness, peace, and prosperity.*

*Signed on behalf of the masters and boys,*

*Percy U Henn. Headmaster*

*Harold E Whiteman. Captain of School*



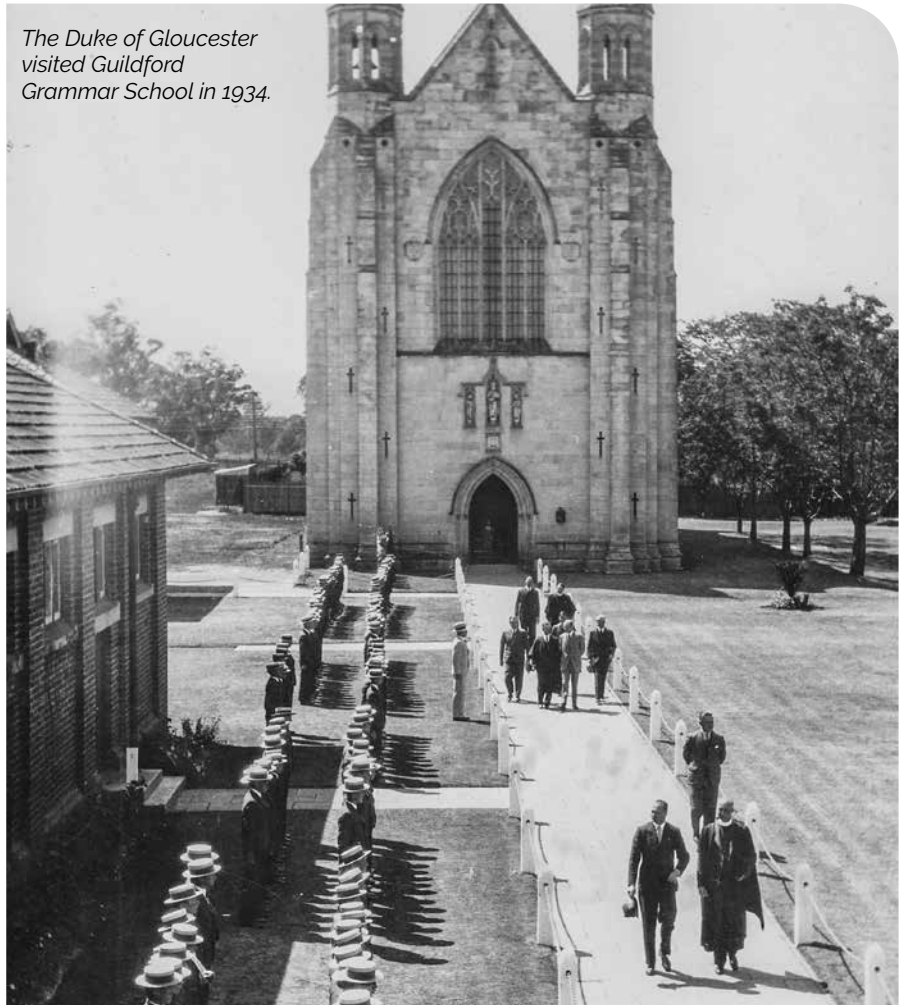
**The Queen was delighted to learn of the reaction to her gift and was touched by the expression of loyalty.**

The Headmaster received a reply from Mr Harrington, Keeper of His Majesty's Privy Purse, Buckingham Palace on 25 May 1914. The letter had been submitted to the King and he wished to say he read it with the greatest of interest.

On Monday 8 October 1934 the Queen's uncle, Prince Henry the Duke of Gloucester, paid a visit to the School on his way to York. A large crowd had amassed to witness his arrival. He was met by the Headmaster, Rev Freeth, and then moved to a guard of honour by the cadets and presented to the staff. The rest of the School lined the Chapel path. The Duke entered the Chapel where he was shown the Bible presented by King George and Queen Mary for the Consecration of the Chapel in 1914.

In October 1980, the Headmaster, John Moody wrote to Queen Elizabeth telling her of the destruction of the Windsor Bible as it has now been known during the disastrous fire on Friday, 3 October. The fire gutted the Sacristy destroying all the vestments, furniture, and records. The Queen's private secretary, Sir William Heseltine wrote back to the Headmaster informing him that the Queen would like to replace the Bible. The Bible was ready for despatch by December 1980 and was a Lectern Bible which had been used for several years in St George's Chapel. It was embellished by the Queen's bookbinder with the badge of the Order of the Garter and signed by Her Majesty.

*The Duke of Gloucester visited Guildford Grammar School in 1934.*



The Headmaster wrote to the Queen in January 1981 thanking her for the "joyous sequel to the tragic loss." The Queen was delighted to learn of the reaction to her gift and was touched by the expression of loyalty.

The Bible was delivered to the School on 18 March 1981 by the Governor of Western Australia, Sir Richard Trowbridge.



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Portia McAuliffe (7St)

# Opportunities through Co-Curricular

Article by **Mrs Karlie Payne**, Director of Co-Curricular and Experiential Learning

► Our Co-Curricular program at Guildford Grammar School offers a breadth of unique opportunities for every student to explore their interests and grow their passions in a supportive environment. Our aim is to provide students with practical, hands-on and meaningful experiences that develop their skill sets, whilst building connections with their peers, teachers and the greater community.

The Co-Curricular program provides a range of pathways to explore these opportunities including our comprehensive Sport program, the Arts, Cadets, Clubs and Camps which help provide a holistic educational experience for all.

In 2022, we saw 28 of our students become fully qualified Baristas through the Yahava Brewing Academy. These students will now have an amazing opportunity to make coffees on campus with our own Coffee Cart donated by the P&F. We also supported 38 students who





“ Along with this, we have a new partnership with Ignite – a program of discovery for students in Year 5 and 6. ”

contributed to our Junior Sports program, through Sports Assistance roles, to develop their involvement with their chosen sport.

Looking forward to 2023, our Preparatory and Senior School programs will continue to grow, exploring how we can best prepare our students to contribute to a just, loving and peaceful society. We will see several favourite programs return, such as our Bush Inventors Club

and Soccer Club in the Preparatory School, as well as Surfing, Cadets, the Duke of Edinburgh International Award and Becoming a Barista in the Senior School.

Along with this, we have a new partnership with Ignite – a program of discovery for students in Year 5 and 6. We will also engage with an Intergenerational Service with the City of Swan Elders and there will be opportunities for student to

grow skills in Cooking and Martial Arts across both schools. We look forward to collaborating with our community in 2023 and to providing engaging programs for our students and families which offer growth and positive outcomes.

**Karlie Payne**  
Director of Co-Curricular and Experiential Learning



## ▶ pathways to personal excellence:

# Lloyd's journey

▶ Personal success is just that, personal. Our students are empowered on their journey of discovery to choose their own pathway, personalise their learning and define what success looks like to them so they can graduate with the skills, opportunity and tools to reach their post-school destination, whatever they may be.

Year 12 student and now graduate, **Lloyd Carver-Kriege** (12St) has journeyed through Guildford Grammar School and moves to his next exciting adventure after being awarded the Vynka Hohnen Scholarship to study a Bachelor of Film and Television at Bond University in Queensland.

There were many aspects of school life that positively impacted Lloyd's journey with the most prolific being his study of Media Production and Analysis ATAR with Mr Brad Minchin as his teacher.

Lloyd found that Mr. Minchin was engaging in his ideals of teaching the intricacies and details behind the production of a cohesive and empowering piece of work – specifically

**It was one of the best decisions I've ever made, gaining the skills of resilience, pride, character, and leadership, as well as making a multitude of lifelong friends.**

in his analysis of the film - The Grand Budapest Hotel. Lloyd reflects "The way Mr Minchin dove deeply into Wes Anderson, in his way of expressing his artistic vision and thoughts upon the world through his film, encapsulated it for me deeply and made me want to explore film more extensively, hence my application to Bond University."

Another opportunity that shaped Lloyd's journey was his four years of Rowing. A sport he had previously being uninterested in but was drawn to when the 1st VIII team won the Challenge Cup in 2017. "I knew that the feeling of winning in such a fashion had to be unlike anything else, and in turn, I gave it a chance. It was one of the best decisions I've ever made, gaining the skills of resilience, pride, character, and leadership, as well as making a multitude of lifelong friends and being part of the program. I won't forget the feeling of winning a 1st VIII race, winning Guildford on Swan in 2021!"

Our extraordinary opportunities empower students to find their own individual strengths and passions, and Lloyd has truly embraced every opportunity available to him at Guildford Grammar School. He attributes his success to the skills, commitment, interests and lifelong lessons learnt from every experience of which there are many. They include but are not limited to, Preparatory School Councilor, School Tour Guide, Peer Support Leader, Sports Assistant, House Vice-Captain and Prefect, Chant Squad, Rowing, Soccer, Trumpet, Vocals, School Musical, Public Speaking, Fundraiser, the list goes on!

"I'm eternally grateful for all of the opportunities that Guildford has provided for me throughout my time at the school, and that GGS will be part of me until the day I die."

We are so excited for Lloyd and the bright future ahead of him. Go Forward and define what success looks like for you.





## ► staff profile: Principal Peter Allen

### **What are you most looking forward to at Guildford Grammar School?**

I am looking forward to meeting the community, the staff, students and parents. I have had many people reach out to me upon appointment and it will be great to be able to put a name to all of those faces. Beyond that it is a very exciting period for the school as we look to the future and the opportunities we can create for the young people in our care.

### **Tell us about your time teaching overseas in Dubai and London.**

Working in education overseas was brilliant. Beyond what I learnt as a teacher, the cultural understandings, the diversity of students and staff, and the friends we met all made for an amazing experience. Travel is one of life's greatest adventures and I often talk to students about broadening their horizons both during and post-school.

### **What was the most unusual or interesting work you've done?**

The most interesting has always been teaching! No day is the same and the variety of characters you have in your classroom is what brings this profession to life. It can be a challenging job but has many great rewards.

### **What are the values that drive you?**

Personally, I am driven by integrity and compassion. I find that if we are guided by our moral compass and we seek to do the right thing as an individual, the whole community will benefit.

This is not about seeking perfection, it is about being deliberate in our intentions and considering others as we go about our lives. Regarding compassion, I like the phrase, "In a world where you can be anything, be kind."

### **What aspect of your work do you enjoy the most?**

I enjoy the beauty of relationships in schools. When I see students deeply connecting with staff because of the



**When a past student reconnects and tells me what they are up to, as well as the impact their schooling had on them, it is a wonderful feeling.**

journey they have shared together, I take great satisfaction knowing I played a small part in facilitating this relationship to exist.

I also enjoy seeing young people develop into wonderful people who go on to make a valuable contribution to their own communities. When a past student reconnects and tells me what they are up to, as well as the impact their schooling had on them, it is a wonderful feeling.

### **What does community mean to you?**

Community is the foundation of our wellbeing, if we are surrounded by people who care for us, live with us, laugh with us and love us, we are likely to have great outcomes as an individual. Community is also defined by how we respond and support those in our community when life's challenges come our way; that is when you can measure a community's real strength.

### **What do you enjoy doing on weekends?**

Weekends are about family time. I love watching my kids play sport or taking them on trail walks in the bush or heading to the beach on hot days.

### **Does your family have a favourite travel spot?**

We love travelling to Thailand; combining beautiful people, with the food, the beaches and some amazing dive spots. It is a wonderful part of the world.

We also love returning to Scotland, where my wife is from, to reconnect with family and explore the Scottish Highlands.

### **What kind of hobbies or interests do you have outside of work?**

I enjoy running as it is a break for me and gives me some time to think. I also love camping and exploring Western Australia. I am looking forward to connecting with our boarding families in all the wonderful places they live.

### **Do you have a favourite sport?**

I love all sports, perhaps too much at times! Sport for me is a great outlet, it is an important community builder and can re-enforce important qualities such as fairness, resilience and passion.



# Senior Academic Honour Society



▶ An evening event is held each year to recognise the Year 12 students who have been admitted as members of our Senior Academic Honour Society.

This year, we inducted six new members of that elite club. To become a member of the Senior Academic Honour Society, a student needs to amass 70 points over three semesters in Year 11 and 12. Their grades are used to calculate

*Senior Academic Honour Society 2022 (L-R): Michael Jacobs (12Fr), Darby Walsh (12Be), Callum Neill (12Sc), Hamish Blair (12St), John Pervan (12Sc).  
Absent: Piers McKechnie (12Ha).*

these points with an A being worth 5, a B worth 4 and so forth. It is a tremendous achievement to sustain such high levels of success over this period and our inductees join illustrious company in the history of our School.

Congratulations to:

- **Hamish Blair** (12St)
- **Michael Jacobs** (12Fr)
- **Piers McKechnie** (12Ha)
- **Callum Neill** (12Sc)
- **John Pervan** (12Sc)
- **Darby Walsh** (12Be)

The keynote speaker for the evening, **Professor David Blair** (St/Wb 1961-1963) is a world leader in physics and pioneer in gravitational wave research, having earned many accolades, including the Prime Minister's Prize for Science in 2020. Professor Blair shared his passion for science, fostered through a life of curiosity and a need to ask questions. A key message from his address was that great things are achieved by communities of people working on a common problem rather than the lone genius.



*Members of the Senior Academic Honour Society 2022 with Professor David Blair.*



# 2023 School Leaders

We congratulate the following students who have been appointed to formal positions of student leadership in 2023.

## Co-Captains of School

- **Oliver Sills** (11Fr)
- **Lemarna Valentine** (11Wb)

## Co-Vice Captains of School

- **Nathan Schupelius** (11St)
- **Matilda Hermann-Ralph** (11He)

## Co-Captains of Boarding

- **Charles Cowcher** (11Ha)
- **Akyma John-Furnace** (11He)

## Chapel Captains

- **Niamh Mac Alasdair** (11Ha)
- **Oliver Chapman** (11Sc)

## Prefects

- **Oliver Chapman** (11Sc)
- **Nash Cheetham** (11Sc)
- **William Cutler** (11St)
- **Harrison de Vos** (11Ha)
- **Matilda Hermann-Ralph** (11He)
- **Akyma John-Furnace** (11He)
- **Mani Lethbridge** (11Wb)
- **Niamh Mac Alasdair** (11Ha)
- **Adam Pinelli** (11SG)
- **Nathan Schupelius** (11St)
- **Oliver Sills** (11Fr)
- **Gigi Solomon** (11Fr)
- **Hayley Sykes** (11St)
- **Lemarna Valentine** (11Wb)
- **Sari Wilson** (11Wb)
- **Harrison Webster** (11Ha)



*Back row:* Oliver Sills, Nash Cheetham, Adam Pinelli, William Cutler, Harrison de Vos.

*Middle row:* Oliver Chapman, Mani Lethbridge, Nathan Schupelius, Akyma John-Furnace, Gigi Solomon, Sari Wilson.

*Front row:* Harrison Webster, Matilda Hermann-Ralph, Lemarna Valentine, Niamh Mac Alasdair.

*Absent:* Charles Cowcher, Charlotte Herbert, Hayley Sykes, Noah Thompson, Charlie Unitt.

## House Captains

- Bennett – **Charlotte Herbert**
- Freeth – **Gigi Solomon**
- Harper – **Harrison Webster**
- Henn's – **Charlie Unitt**
- School – **Oliver Chapman**
- St George's – **Adam Pinelli**

- Stirling – **William Cutler**
- Woodbridge – **Mani Lethbridge**

## Sacristans

- **Charles Cowcher** (Ha)
- **Noah Thompson** (SG)



# Helen Bond

LICENSED REAL ESTATE AGENT

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# Boarding news

Article by **Mr Matt Weston**, Head of Boarding

▶ This year saw a level of stability return to our community and with that the celebration of numerous traditions for our boarders. The Prefects Ball took place at Mandoon Estate and our boarders had a wonderful night, enjoying a belated evening with friends. During the same night, the Year 12 boarding parents shared a meal at Padbury's Restaurant for a truly enjoyable evening with many parents reflecting on just how quickly their childrens' time at the School was coming to an end. This conversation was the impetus for the creation of a new tradition, the 'Farewell Boarding Families' lunch, which acknowledges and celebrates those families where the

youngest child has now graduated the School. This year, we had three families who had each enrolled four children through the boarding community over a span of 10 years. These families and all our other departing families have made such a huge impact on our community, and it was great to be able to acknowledge this. The lunch itself took place directly after the Year 12 Valedictory Chapel Service and early indications suggest this will become a popular tradition to celebrate in the future.

The growth of our boarding community has continued to only get stronger as the year progresses with the Boarding House

at capacity for both boys and girls. In 2023, we will be reinstating another level of the Burt Hall Wing to accommodate this growth as our enrolments reach the highest they have been for 10 years. It is an incredibly exciting time for Guildford Grammar School with new families, new facilities and new traditions.

Special mention must be made to With Architecture Studio who designed our world-class facilities and won the Harold Krantz Award for 'Residential Architecture - Multiple Housing' in the 2022 Australian Institute of Architects WA Chapter Architecture Awards.

**Mr Matt Weston**  
Head of Boarding

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## Giving Appeals

*Artist's impression of the new façade for the David Lawe Davis Centre*

Due to the generosity of our community, the 2021 Long Table Dinner and the 2021 Annual Giving Appeal provided funds for our Performing Arts and Sporting facilities. The upgrade of the Tennis changing facilities is complete – renovations much appreciated by our students.

We're excited to reveal another project that your donations will help bring to fruition. The façade upgrade of the David Lawe Davis Centre commenced during the Christmas break to be ready during Term 1 in 2023. Thank you to everyone who donated last year.

The 2022 Annual Giving Appeal was launched in October with a focus on our Go Forward and Indigenous Scholarships. The School continues to grow their funds which enable a number of students who would not otherwise be able to attend Guildford Grammar School to benefit from an outstanding education. Full details can be found in the Annual Giving Appeal brochure on the School website. Thank you to our donors who have made wonderful contributions.

We also thank those for pledges made in previous appeals which are being honoured regularly - we appreciate the commitment.

### Naming Opportunity Celebration

At the end of September, we hosted a thank you celebration for donors to the Naming Opportunities Appeal which raised a

magnificent \$300,000 which helped significantly with the cost of internal materials for our world-class Boarding House.

Over 60 parents and Old Guildfordians gathered inside and outside the Boarding House to find their plaque, bench or paver. If you weren't able to attend and would like to see your naming contribution, please contact Richie Longson at [richie.longson@ggs.wa.edu.au](mailto:richie.longson@ggs.wa.edu.au) to arrange a visit.

It's always a pleasure to hear the conversation and memories as guests reacquaint with old friends from York, Northam and Perth.



Back Row: Bill Keen, Heather Bannerman and Elizabeth Warren  
Front Row: Tony Boyle, Helen Rose, Enid Rose and Sally Boyle

## Boarding House architecture award

We were proud to learn earlier this year that the architectural firm, With Architecture Studio, was awarded the WA Architecture Awards 'Harold Krantz Award for Residential Architecture – Multiple Housing' for our world-class, co-educational Boarding House.

Our unrivalled facilities, natural surroundings and warm and inclusive community offer a boarding experience like no other.





## 'Love Not Hate' school mural

► This year, a new initiative developed by two Year 12 students, **William Rivers** (12He) and **Shalom Mensah** (12He) was established. After experiencing a series of events, they decided to tackle a sensitive topic in a positive way. With the help of Hope Perth Murals, and the support of Mr Brad Evans and Ms Jen Leah, they began work on a mural project with the central message of 'Love not Hate,' advocating against racism and discrimination.

The project started with early sketches and ideas, however they were not practical under the time constraints, nor did they fully encapsulate the intended message. The murals aimed to be more than just images of people the students can look up to. They were intended to portray images students could relate to and feel empowered by. This sparked the conversation of how far student involvement could be taken. Instead of students simply helping with the painting, the opportunity was given to students who wanted to display their pride in their culture and have their own designs displayed on the wall.



Each letter contains a design representing the diverse cultures of students at our School. This wall is a showcase of these cultures and also a statement – a statement that as a community, we should feel a sense of togetherness, respect for each other, and all have a voice, regardless of



background. To further support this the school community was encouraged to place their handprints on the floor in front of the mural.

In addition to that wall, another wall was painted, depicting Martin Luther King Jr and Malcolm X. It is hoped that it creates positive dialogue about the issue of race and prejudice, and that people may be more informed and educated. Accompanied by these two figures are the words 'love not hate' in different languages spoken by staff and students of the school. These languages include Arabic, English, Ewe, French, Hindi, Mandarin, Noongar, Spanish and Swahili.



This project took a lot of time, effort and passion in the hope of facilitating a more comfortable environment for our students, encouraging us all to create a just, loving and peaceful society.

Special thanks to the P&F for funding this project, Hope Murals for his help with the painting, Mr Evans and Ms Leah, all students who helped with the design and painting, and the Guildford Grammar School community.

Written by **William Rivers** (12He) and **Shalom Mensah** (12He)

## New Design and Technology equipment

The Design and Technology department are excited to announce the new addition of a CNC plasma cutter to their equipment inventory to enhance the student experience. Using this equipment within their processes teaches students the important step of prototyping projects before manufacture in full scale. It also allows for greater detail in finished products and provides them with an opportunity to learn a new skill of computer aided design and manufacture. One which will serve them well throughout their education and beyond.

It also extends opportunities for the machine to be used within other areas of the school, manufacturing signage at material cost, developing and manufacturing parts for maintenance and repair and across curriculum such as Art, Drama, staging and prop design whilst engaging and developing students' skills for future pathways.

Thank you to the staff who were passionate in bringing this to life. We are looking forward to seeing the benefits this



machine will bring to our students, the Design and Technology department and the School.

**Mr Marco Tolomei**  
Head of Faculty – Design and Technology

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# Winter sports and wellbeing

Article by **Ms Janine Finnie**, Director of Sport

► Being physically active is a crucial part of our wellbeing.

Our winter season of sport; the training sessions; competition; teamwork and achievement embodies what it means to have a healthy and active lifestyle no matter what sport, the level or what the motivation to play is. The lessons instilled provide a pattern of behaviour and positive habits for life beyond the school gates. This is also supported by the connection that sport brings socially to a community of likeminded people.

## Highlights

**Football** - In Football, the Indigenous round against Wesley College was a real highlight. The smoking ceremony was an opportunity to bring together our sporting community and to learn the importance of connection to country and respect for Indigenous Culture. Our players formed a circle around the fire and the School community formed a circle around our players.

We also congratulated student, **Abbygail Bushby** (12Be) as the first female draft to the West Coast Eagles in the AFLW who joins eight Old Guildfordians who are current AFL players.



Abbygail Bushby (12Be).



**Cross Country - Jacob Howard** (12Be) has consistently placed in the top 10 runners at every PSA fixture this year, finishing an incredible 2nd place in the final event of the season in the 8km Ray Brown race. He also went on to represent WA at State Cross Country, as did Preparatory School student, **Cooper Hart** (Year 6) who also placed in the top 10 at the JPSSA Cross Country. Within the JPSSA, an inaugural girls only race was introduced this year where they went head to head with Wesley College, with our girls winning this year's race. We are delighted with the positive growth of our Preparatory School Running Club and are already excited about expanding the club in 2023.

**All Sportz** - Our All Sportz students took part in Rowing during winter and also tried Golf and Bowling. We attended more of the ACC inclusive events, a highlight being the No Limits Athletics Carnival.

**Hockey** - We are pleased to see significant growth in Hockey for our female students with three teams in the Hockey WA competition. Our Year 7-8 team had a strong season finishing in the top group but were unfortunately knocked out in 1st round finals during some hard-fought competition. Our 1st

girls' team were regraded following a phenomenal start to the season with positive and dynamic performances throughout. Our Preparatory School students also saw growth in those engaged with the sport and our Hook in 2 Hockey Club continues to flourish.

**Netball** - All our teams were regraded to much stronger divisions which made for a more challenging yet rewarding season. For such a young program to have our 1st team playing in the second division in a competition with more than 74 clubs and schools participating is an incredible achievement and demonstrates the level of talent within our teams.

**Soccer** - In Soccer, there has been a significant change of culture driven by our students and supported by staff, resulting in a very competitive PSA season. Their commitment and determination was clearly evident as the season progressed with the last four games of the season resulting in one loss, one draw and two wins.

**Rowing** - The exciting All Schools Championship Regatta resulted in our 3rd consecutive victory in this competition which includes school competitors from all over the State - alongside clubs. It was a fantastic opportunity to demonstrate the strength of our co-educational Rowing program.

**Athletics** - Our Senior School boys' team won the Senior Boys Trophy in the Virtual ACC Athletics competition. This virtual carnival pulls data from ACC Athletics carnivals at all levels and includes more than 80 schools. This great achievement was previously held by Sacred Heart College who have won the A division carnival every year since 1999. In the JPSSA competition, our team competed well with highlights including Jestina Marinelli winning the Year 5 A division 100m race. The IPSHA carnival this year, hosted by All Saints College, was an opportunity for our Preparatory School students to further develop their skills in the competitive arena.



**Preparatory School sport** – Our Year 1-3 students were involved in Athletics and Gymnastics during their sport sessions with a focus on functional movement, physical literacy and finding the joy in movement. Our Year 4 Touch Rugby

carnival against Wesley College was an opportunity to showcase their skills developed over a 6-week period, as well as social skills and game-sense skills. We were impressed with their progress during their first exposure to the sport.

The Year 5-6 winter season in the JPSSA was competitive in all winter codes with highlights including the first game of the season against Hale School where our footballers, in particular, played with determination and passion.

## Emma continues to make a splash

Congratulations to **Emma Pittman** (10St) who was part of the WA Under 17 women's Water Polo team, winning a bronze medal at the National State Water Polo Championships held on the Gold Coast during the September-October school holidays. Emma was also named in the Australian Youth Water Polo squad (Under 18) for the 2022/2023 season.

Emma began her Water Polo journey in our Preparatory School Water Polo team where she developed her skills and love for the sport. On arrival to the Senior School, she joined a local club – the Triton Water Polo Club and began to play competitively in local competitions where she flourished.

Fast forward two years and Emma is selected to attend the Water Polo Australia Cadet 'Launch to LA' TID Training Camp – her hard work paying off as she is selected into the Australian Cadet Squad one year later. During this time, she is also awarded Western Australia Water Polo 'Best and Fairest Player' for women's U16s.

Earlier this year, we were excited to see Emma travel to Greece for the FINA World Championships where her team finished fourth on the world stage. Bringing us to her most recent



achievement of selection into Australian Youth Squad for the 2022/2023 season and her bronze medal at the National State Water Polo Championships.

Like many aspiring young athletes, Emma plans on merging her studies with her sport and would love to enter into the US college system and play amongst the best in hopes of one day continuing her pathway into the Olympic squad. Emma's dedication and commitment to the sport is inspiring and we look forward to watching her exciting journey and future success.

## Tennis triumph for Nathan

Congratulations to **Nathan Schupelius** (11St) who competed in the winning WA team for the Under 18s State School Tennis Pizzey Cup in Term 3. The last time WA won was in 1997. The tournament was a round robin event where each state played against each other in singles, doubles and mixed doubles, with eight boys and eight girls representing each state.

Nathan also made it to the semi-finals of the Under 18s Australia Cup singles event. He was beaten in a second set tiebreaker by the number one seeded player from Queensland, who went on to win the event.



Nathan was also selected for the 'All Australian' Under 18s tennis team, which is made up of the top 10 boys and girls based on their performance during the week.

Most recently he has been selected to play in the Under 18s Australian Championships at Melbourne Park in December and we wish him every success!



# The Go Forward Pathway Framework

Article by **Mr Bruce Derby**, Deputy Principal - Learning Leadership and Transformation

▶ The Go Forward Senior Pathways Framework was unveiled earlier this year to support students and families in planning for the future success of their sons and daughters. The framework is a response to the dynamic world of post-school destinations, one that has been accelerating through the disruption of COVID-19.

For years, the ATAR has been brought into question. A key report from the Mitchell Institute in 2018 showed that only 26% of undergraduate enrolments come from secondary students with an ATAR, and many media reports have lambasted the ATAR since. The ATAR isn't a problem – it's just an incomplete description of how to access university, and university entry isn't the only marker of educational success. A successful secondary education is one that sets a young person up for their next stage of learning to develop their talents, begin their careers, and continue as lifelong learners.

The flipside to the ATAR pathway in this thinking is 'General', which is hardly an inspiring term for students who are not working towards university entry. The language of a General pathway hardly captures the ambition of many students striving to achieve excellence. Students studying General courses are working towards a pathway direct to the workplace and, for some, on a fast track to becoming future employers.

The first choice for students and families to make is - what pathway do I want to pursue? No pathway is superior to another. What helps shape success is having a clear goal with a clear vision of what success looks like.

A key feature of the framework is the removal of the language of ATAR, General or VET as pathways. These are course types and not pathways.

**A successful secondary education is one that sets a young person up for their next stage of learning to develop their talents, begin their careers, and continue as lifelong learners.**

It is with excitement that we offer our senior secondary students the Go Forward Pathway Framework to guide them on their journey. The Framework helps to better capture the many pathways that students can take to achieve personal excellence.

We propose that students decide first whether they are working towards university, TAFE or work, keeping in mind that neither of these pathways is a barrier to another.

## go forward pathways

### forward to work



#### WorkReady

Study five or more SCSA courses without a VET certificate

#### Horizons

For students who are not eligible for WACE, study a combination of ASDAN, Foundation and Preliminary courses alongside Certificate II

### forward to uni



#### UniDirect

Study 4+ ATAR courses

#### UniReady

Complete 2 core units from the UniReady program in Year 12 alongside a Cert IV

#### UniAlternative

May include portfolio entry pathways, including students choosing to study 4+ ATAR subjects including General English

### forward to TAFE



#### Industry Ready

Study VET courses in school alongside SCSA courses (< 3 ATAR courses) and Workplace Learning

#### Industry+

Study VET courses offsite at TAFE alongside school studies and Workplace Learning



For students who want to go directly into the workforce, there are a wide range of General courses on offer as part of the Forward to Work: WorkReady pathway. Year 11 students will study three or more General courses as part of their program and may undertake Work-Place Learning to support their growth.

Students who wish to enter the workforce from school or continue to TAFE may also complete the Forward to TAFE: IndustryReady or Forward to TAFE: Industry+ pathways, where they will study three or more General courses alongside a VET certificate, which will prepare them for further tertiary education whilst in the workforce.

For some students, a bespoke program may be required to help prepare for life after school. For these students, the Forward to Work: Horizons pathway will prepare them with life and work-readiness skills that continue to develop them in their final years of schooling and prepare them for the world beyond school. This is planned closely with students, staff and families.

For those students wishing to enter university, the landscape has undergone a massive shift in the last five years. For students who want to go directly to university, the Forward to Uni: UniDirect pathway will see them gain access via

an ATAR. The typical Year 11 student will enrol in five or six ATAR courses in their program, including English ATAR. These students might also elect to study a two-year VET certificate to expand their qualifications.

For some students, the exam-oriented UniDirect pathway may not be suitable, and instead we offer the Forward to Uni: UniReady pathway. This is a Year 12 only pathway in which students' study two core units from the Curtin University UniReady course alongside a Certificate IV. This combination will give students access to a selection of courses with an ATAR of 70 or above at Curtin University. The typical student on this pathway would achieve high results on the WorkReady, Industry or Industry+ pathways or a modest projected ATAR on the UniDirect pathway.

In addition, to the UniDirect and UniReady pathways, the Uni Alternative pathway will support students whose aim is to attend university via alternative entry pathways. These students will study a combination of ATAR, General and/or VET courses in pursuit of alternative entry for their preferred university. Students on this pathway will be counselled by our Futures Coordinator on the requirements for alternative entry depending on the destination university.

In 2023, over 100 Year 11 and 12 students will be studying a Certificate IV as part of their program of study. Furthermore, 14 students will be undertaking the Curtin UniReady program to prepare them for tertiary studies without the requirement an ATAR. What is exciting is that our students are leaving Guildford Grammar School with high-quality qualifications that open doors to a wide variety of post-school pathways.

The growth in both our UniAlternative pathway and our UniReady pathway will mean that more than a third of our students on pathways to university will be reached from outside the traditional ATAR pathway. This signals a major shift in how our students and families approach their final years of learning and it is one that gives access to university to more students than ever if that is their desired route.

We inspire our students to develop a thirst for knowledge and a lifelong love of learning throughout their time at Guildford Grammar School. Our framework recognises that all young people deserve access to higher learning and a diverse range of options to suit their needs so they can go forward and define what success looks like for them.

## Year 10 Health Expo

Toward the end of Term 2, our Year 10 Health and Physical Education students held an expo to present their assignments on mental health education as part of their Social and Emotional Health unit on mental fitness.

The unit explored mental fitness as the ability to meet the psychological demands of life (life's stresses and difficulties), without harm or excess fatigue placed on the mind and body. It is about managing emotions and impulses, communicating effectively with those around us and navigating both basic necessary psychological tasks and the more robust psychological demands of high-performance settings (tests, exams etc.).

The students explored their personal strengths and how to use these when dealing with difficulties. They also explored several mental health challenges (such as schizophrenia, OCD and eating disorders) to clarify their understanding of standardisation



of diagnosis, research and treatment, oversimplification of complex issues and misdiagnosis.

For their assignment, students researched a mental health disorder and created a 'self-care package' for someone who may be struggling. The package contained information on the disorder, strategies to implement to improve their wellbeing, and resources for further support.

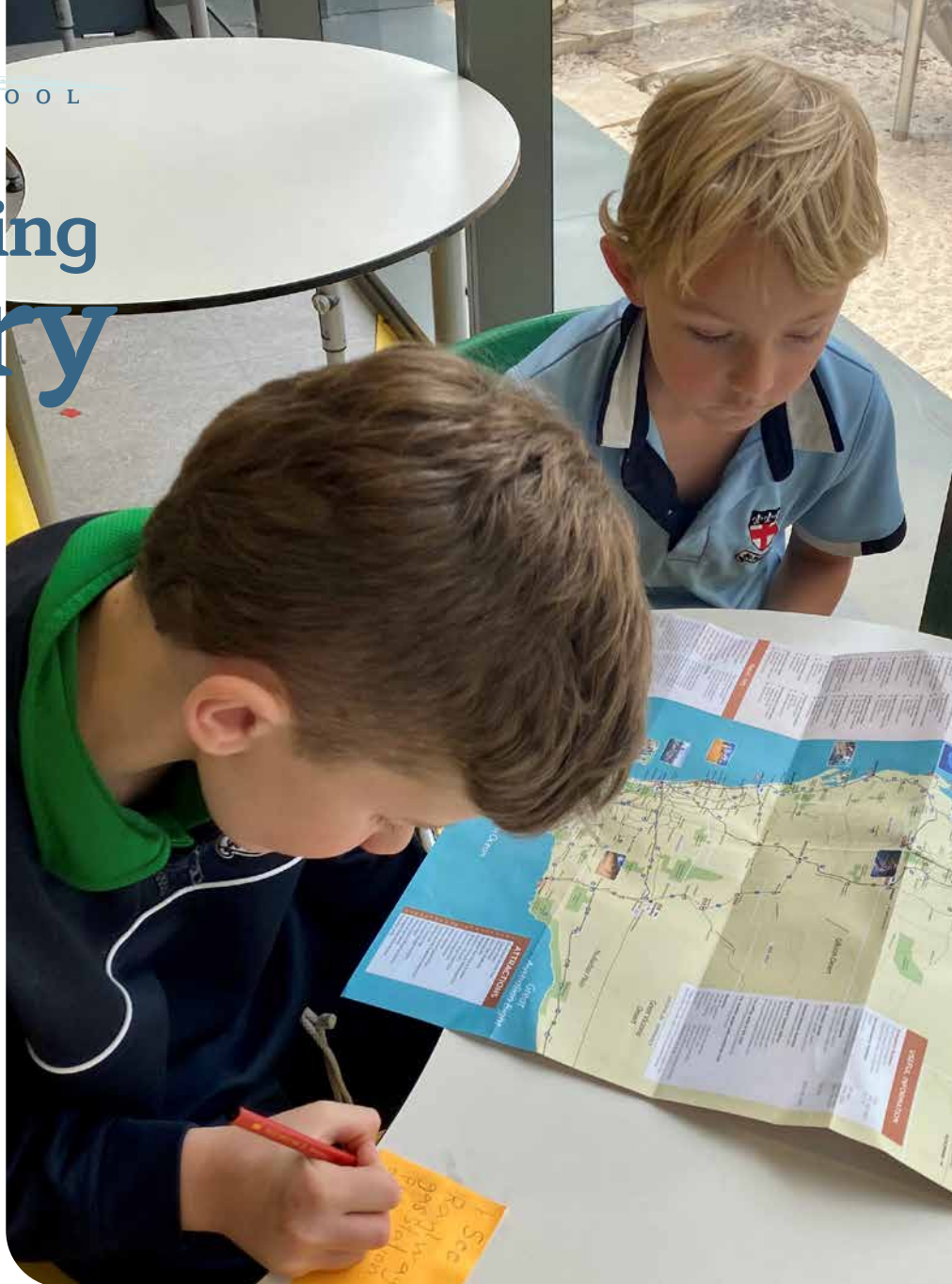


# Understanding inquiry

▶ Inquiry-based learning is integral to all that we do in the Preparatory School as it is the pedagogical approach that underpins our teaching and learning. While a discrete unit of inquiry is often what students will refer to as their 'inquiry work', being an inquirer and having a curious mindset is imperative in all areas of the curriculum. Students are encouraged to explore new concepts, apply their critical thinking and ask questions through hands-on and collaborative learning, as they tune their minds into new concepts. In conjunction with explicit teaching of concepts and knowledge, inquiry supports students to deepen their understanding of what is being taught, as well as providing opportunities to develop skills such as creativity, problem-solving, researching, communicating and the ability to work collaboratively with others.

Children are naturally curious and ask questions to learn. Harnessing this innate ability to inquire requires intentional teaching and this must be supported by a strong foundation of fundamental knowledge. Students must be explicitly taught literacy and numeracy skills, and concepts along with other content such as science, history and geography, to then be able to apply them within a project or phase of inquiry.

The 'tuning in phase' of an inquiry often ignites curiosity and interest, poses a significant problem that requires solving or is the hook to engage students. The 'finding out' and 'sorting out' involves explicit teaching, research and investigation, providing a base for students to engage with their learning when they move into the 'taking action' phase. This approach is beneficial as it provides a meaningful and authentic purpose for such application to take action. Through reflection on what they have learnt, what they now wonder about



**Learning is not one sided, it is a collaboration between students, teachers and families as we work in partnership to build self-confidence and self-belief.**

and what they can do, students are not only more engaged, but their learning has a greater sense of purpose. Long term retention is also increased as when we are emotionally invested or deeply interested in a topic, we are much more likely to remember and be an active and engaged participant.

One of this year's Year 2 Units of inquiry centred on the question 'How are people connected to places through their community and the land.' This big idea supported students to:

- Learn about ways in which Aboriginal and Torres Strait Islander peoples maintain connections to their country
- Think about why people visit different places and how they become connected to such places
- Develop an understanding of what a community is
- Explore major geographical divisions of the world
- Consider how places and communities have changed over time



# Kath Murdoch's Inquiry Cycle

## TAKING ACTION

- How can what I have learned help me in my life or help others?
- How can I improve my learning?
- How did I learn best?
- How am I going to take action to improve my learning?
- How am I going to use what I learned to make a difference?
- How will my actions affect others?
- What was the highlight of this inquiry?
- How have my feelings changed throughout this inquiry process?
- From what I have learned, what do I feel most passionate about?

## TUNING IN

- What do I know about the topic?
- How do I know about it?
- What experience do I have with this topic?
- What do I want to know?
- What ideas am I interested in?
- What am I wondering?
- What are my questions?
- What am I feeling?

## FINDING OUT

- Where might I go to find out more information?
- What resources might I use?
- What keywords could I use in my searches?
- Where can I find different points of view on this?
- What can I do to learn more?
- What are my questions?
- How do I know if my resources are good?
- What am I feeling at this phase?
- Is there anything I can do about the way I feel to be more successful?



## MAKING CONCLUSIONS

- What do I know and understand about the Central Idea?
- Have I shared what I have learned with others effectively?
- Did I answer all my questions?
- What am I going to do with what I have learned?
- What would I do differently?
- What do I feel about the way I shared my learning?
- How do I feel about what others thought?

## GOING FURTHER

- What information do I wish to share?
- Who will be my audience?
- Are all my questions answered?
- Have I considered the different points of view on this topic?
- Have I found enough information?
- How can I plan to show the connections I have made?
- How do I want to show what I have learned?
- What am I feeling about showing what I have learned?

## SORTING OUT

- How can I sort the information I have found?
- What information helps answer my questions or the questions of others?
- What keywords help me make sense of the information I found?
- Do I need to find out more information?
- How is it connected to what I know?
- What are my questions now? How have they changed?
- What changes do I need to make to my inquiry?
- How are my ideas changing?
- What am I feeling about my inquiry at this phase?

This provided opportunities for lots of thinking and questioning to synthesize their shared learning experiences and the information and resources presented to them. Skills and knowledge were also applied in meaningful and cross-curricular ways as students built their geography and mathematical skills through mapping as they learnt about distances and how to use a scale, continents and oceans, grid referencing and the location of their community.

Bush School lessons were also an opportunity to build an understanding of their personal connection and to the

land, learn about the Derbarl Yerrigan, how this space at Guildford Grammar has changed throughout history and its historical and ongoing importance to the Wadjuk Noongar peoples. Students learnt about the Dreamtime and used their literacy skills to write narratives based on what they had learnt. At every point in the inquiry cycle, intentional teaching was required to build literacy and numeracy skills as well as scientific and historical content. This included the ability to question, research, analyse and understand others.

As humans we all make sense of the world around us by asking questions, making observations and pursuing investigations. We are all natural inquirers. There is no doubt that inquiry embraces this and provides teaching and learning that is relevant to students, is real-world focused; inspires a love of learning and empowers children and young people to be actively involved in their learning.

**Dr Holly Miller**

Head of Preparatory School

# Write a Book in a Day competition

In June, two teams from the Preparatory School and two teams from the Senior School participated in the Write a Book in a Day competition – a fun, creative and collaborative competition where teams had just 12 hours to write and illustrate a book from start to finish.

The students' final books – 'Catch me if you can' and 'The Magic Atlas' were then proudly shared with children at Perth Children's Hospital and also raised funds through sponsorship of over \$1,500 for The Kids' Cancer Project, a national charity supporting childhood cancer research.

Following is a recollection of the day by **Mia Spanjich** (Year 6), a member of one of the STRETCH writing teams:

## 'Catch Me If You Can'

Write a Book in a Day happened on Monday, 27 June. We had a Year 5 and 6 team and some Senior School teams too. We all arrived at 7am and were provided with a free breakfast spread including croissants, yogurt, cornflakes and more. It was a delicious start to a long day. We then had a little pep talk with our teachers about the characters and mystery words we had to include, as well as talking with each other about our ideas on how the day would go. By roughly 8:30 we were ready to start planning our stories. The teams separated and had a 30–40-minute brainstorm before finally agreeing on a plot. It was a bit more difficult for the Year 6 team as we all had a million ideas; our planning session went for about an hour or more.

Hour 2 had started and all the teams were off to a great start, organising jobs like illustrator, writer or planner. (If you ask me, the hardest one was planner, the story line just kept changing with better or worse adaptations, a lot of erasing and rewriting.) The Year 6 team had about two to four people per job and everything was going smoothly, but for how long?

Hour 3, we had decided on writing a perspective story to best suit our

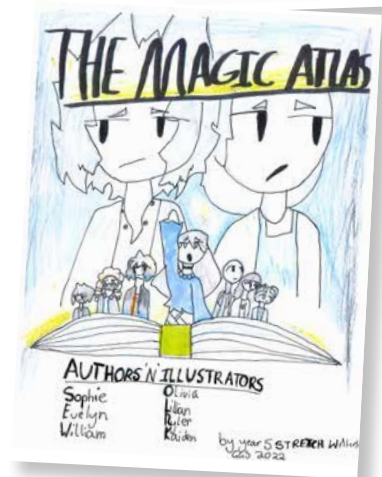
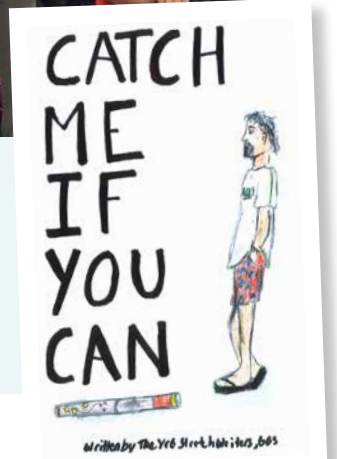


**We all had a different idea of how the characters would look in our heads and it was a lot for the illustrators to deal with.**

different writing styles, but it didn't pan out beautifully. There was a little bit of arguing about how the characters should be portrayed and how they would interact, just little stuff like who would eat the donut on the counter? The longest discussion was about how the guilty character would act to try and draw attention away from themselves. We didn't really have much personal experience in that field so there were a lot of ideas.

Hour 4, we had finally agreed on almost everything and had got about four chapters done. It was finally time for yet another hard part, the illustrations. We all had a different idea of how the characters would look in our heads and it was a lot for the illustrators to deal with. Yet again though (after a while) we had issue number 1,000 sorted and could continue writing and drawing in peace.

Hour 4.5, we stopped to have a little lunch break (and see the sun from outside for the first time that day). We had sushi platters and Subway, almost enough



for everyone to eat about five pieces of sushi and a sandwich each (sadly though, I wasn't quite quick enough to grab a Subway cookie). We then proceeded to go out and have a half hour play and see our friends before returning to our mission.

Hour 6, it was about 2pm and we were halfway done with our book; the illustrations were going good and so was the story. At that point we realised that we still hadn't chosen a name for our book.



After a long discussion (for the millionth time) we agreed on something catchy that matched the story, 'Catch me if you can.'

Hour 8, we were all getting a bit crazy and hyper after being cooped up for so long. We did little activities every so often (just enough to preserve our sanity). We were already up to the editing stage with 2½ hours to spare. Everything was going according to plan until we had a little printing mishap, that was sorted out fairly

quickly though. By the time we were done it was only 5.30pm and we had nothing left to do. We quickly agreed to play some games, including bananagrams. We then had some pizza for dinner; it was a bit dry, I rated it a 8.5/10.

Hour 9 had finally rolled around and we were getting bored. We all agreed to call it a day (or night by that time) and go home early, after all we had no more reasons to be there. We called our

parents and went home, I went straight to Hungry Jacks to get some much needed snacks before going home and collapsing on my bed.

It was an amazing (stressful) day and I really enjoyed the free food and bonding with my teammates. If I could do it again I would, but maybe for a little bit of a shorter time.

## STRETCH 'Storyathon' competition

At the end of Term 2 our Year 3-6 STRETCH writers took part in a 'Storyathon' competition. Their challenge was to write a microstory of exactly 100 words that started with the word 'suddenly'.

Students and staff from around Australia and New Zealand voted on their favourite microstories, with two of our students placing in the top 10 in the Year 3/4 age group. Congratulations to **Inari Patselis-Lyon** (Year 3) for COVID Case and **Ishaan Gami** (Year 4) for Roller Coaster Trouble!

The competition encouraged the students' creativity and allowed them to experiment with words and focus their message. Some of the students' work was displayed in the Library foyer.



## Book Week

We celebrated Book Week in August with colourful displays, activities and stories which highlighted the importance of reading.

The week ended with the annual Book Week Parade at assembly, where our students and staff excitedly dressed up in many different interpretations of this year's theme of 'Dreaming with Eyes Open'. The costumes on display never disappoint and this year was no exception!





# Dads' Big Breakfast

A favourite in the Preparatory School calendar is Dads' Big Breakfast! We celebrate all the dads, stepdads, grandads and father figures in our lives at Guildford Grammar School for Fathers' Day. With a hearty breakfast followed by our classic tug-o-war game – student vs. dads, it is always a fun and special morning. The dads almost had it but our mighty Prep students pulled them over the line at the last second!





# Fighting hunger with Foodbank

The Guildford Grammar Preparatory School has a long-standing relationship with Foodbank. This relationship formed under the guidance of Father Andy and continued to flourish with support from Roger Budler.

These annual collections of non-perishable food and necessary household items are a lifeline for many Western Australians living with financial stress. Over the past 15 years, the students, families and staff at the Preparatory School have shown incredible generosity of spirit, donating thousands of kilograms.

On a recent visit to Foodbank's Perth warehouse, I discovered the full extent to which the wonderful employees and volunteers contribute to the community. Not only does Foodbank provide packages of household staples at a subsidised price, they also run community education programs and morning breakfast clubs for children in need. Foodbank's holistic approach to sustainability sees them working hard to silence the sound of hunger through outreach programs, seeking to reduce food waste and working in partnership with other support agencies.



This year's Preparatory School Foodbank collection was another wonderful success. In total, 400kg of food was donated which equates to 700 meals. Additionally, the Year 4 students continue to raise valuable funds for Foodbank through their Containers for Change collection. Thank you to all in our community who donated, for your generosity and giving spirit.

I look forward to watching the relationship between GGS and Foodbank continue to grow!

If you would like to learn more and discover more ways that you and your family can support those in need, please visit [www.foodbank.org.au/?state=wa](http://www.foodbank.org.au/?state=wa).

**Ms Fiona Marsh**  
Preparatory School Teacher

## The Koort Project

During Term 3 and 4 our Pre-Primary students participated in an exciting project, which we named the Koort Project ('Koort' means heart in Noongar).

The project comprised fortnightly visits from elderly members of City of Swan Community Care where the children and seniors shared in experiences such as cooking, gardening, painting, craft, reading, puzzles etc.

Our School focuses on the wellbeing and empowerment of all members of our community and believes in giving students access to authentic contexts, encouraging and motivating them to find unique ways to explore the world around them. Through this project, our students are encouraged to develop secure, trusting relationships and to

build strong communal bonds with others.

Intergenerational activities and interactions bring together the younger and older generations for a common purpose. They build upon the strengths that different generations have to offer, and nurture understanding and mutual respect. Both parties can give as well as receive and feel a sense of ownership and achievement – and it aims to put a smile on everyone's face!

The project integrated with the students' inquiry into People and Places, supporting them to understand differing perspectives, to learn about how places and lifestyles have changed and how stories of families and the past can be communicated and passed down from generation to generation



and how stories may differ, depending on who is telling them.

It also supported students' interaction skills, including listening when others speak, using appropriate voice levels, articulation and body language, gesture and eye contact, and when to be empathetic to the needs of others.





In Term 3, 2022, our Year 1 students ran a lemonade stand, sold slices, cupcakes and many other goodies to raise money for the Kanyana Wildlife Rehabilitation Centre. After visiting the centre in Term 2, our students were inspired and organised the fundraiser with teachers to help Kanyana continue their wonderful work.





## Our local hero, Jimmy Murphy

Few people can lay claim to being a hero, but **Jimmy Murphy** (Prep/St 1990-1997) has been announced as the WA State Local Hero in the 2023 Australian of the Year Awards.

Jimmy has been recognised for his wonderful work with the Town Team Movement, which he co-founded. This non-profit social enterprise inspires and supports people so that they can be responsible for improving their own communities, enabling people and local government to connect, organise and act to regenerate neighbourhoods.

Jimmy, through Town Teams, advocates for more accessible and affordable community spaces that reflect the people who inhabit them. Residents, businesses and other community members are encouraged to form or join an existing Town Team group. Town Team Movement groups have been involved in important grassroots, community-based initiatives such as street festivals, working bees, street art, the building of community gardens, conservation through rewilded areas and the creation of food co-ops.

To achieve its goals, the Town Team Movement:

- Inspires, supports, connects and promotes local Town Teams
- Provides consultancy services for local governments, State government agencies, private enterprises and more
- Hosts inspiring and interactive events
- Provides placemaking education and training services

A skilled trumpet player and stalwart of the live music scene in Perth, Jimmy has also served as a Councillor for the City of Vincent. In addition, Jimmy co-founded a philanthropic organisation that funds arts projects called Arts Impact WA.



*Jimmy Murphy (Prep/St 1990-1997) at the 2023 Australian of the Year Awards.*

Photo by NADC/Salty Dingo

This unique background has prepared Jimmy for navigating the bureaucratic landscape and with building strong ties with communities.

Described as positive and pragmatic, Jimmy's influence in the Town Team

Movement social space has spread beyond the WA border, across the country and into New Zealand, with 116 Town Team Groups at the time of writing. The motto 'act local' underpins the movement with the view to make the world better - one place at a time.

## Reunions every 10 years – help us organise yours: 1973, 1983, 1993, 2003, 2013 to celebrate in 2023

The Old Guildfordians Association holds reunions for classes every 10 years. If you are from the class of **1973, 1983, 1993, 2003, or 2013**, we need your help to make it a celebration worthy of the occasion. If you are not sure what your class year is, consider what the calendar year was when your age group graduated in Year 12, even if you left beforehand.

If you would like to assist in organising your reunion, please contact **David Williams** on [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or (+61 8) 9377 8522.

# Engineering sister act on different tracks

▶ For the **Rheeston-Stewart sisters Alicia and Lauren**, seeking success in engineering has been a shared theme, but their chosen pathways are a world apart, quite literally.

With both girls having been born in the United Kingdom, the family moved to Qatar when Alicia and Lauren were still young. The family then moved to Australia in 2007 and the girls started at Guildford Grammar School, with Alicia in Year 5 and Lauren in Year 4. In an unusual twist due to a realignment of school years in the education system, Alicia was in the last year group to undertake Year 7 at the Preparatory School, with Lauren in the first group to finish in Year 6, this meant they graduated the Preparatory School together. They were strong students, and the sisters were named Dux in the same year, a wonderful feat that will never be repeated. As the School did not admit girls into the Senior School at that time, Alicia and Lauren then moved to Perth College to complete high school.

Alicia, having decided to attend university in the UK, moved to Surrey University in 2015 and studied for a Master of Chemical Engineering. As



*Alicia Rheeston-Stewart (Prep 2007-2009)*

part of her course, one of her projects was to convert whey into ethanol for a local dairy to make gin or vodka, thereby reducing waste. While Alicia found this fascinating, COVID-19 hit and the university closed with a weeks' notice, so she returned to Perth and continued her research. As part of her studies, Alicia visited local distilleries to talk about the process of making gin. Inspiration hit and Alicia began to dream about setting up her own distillery once she had completed her degree. Alicia and her parents then set about researching what was required and, on Christmas Eve 2020, the family received final approval to set up a distillery.

Alicia started work on her first gins, sending two over to the 2021 Gin Masters

in the UK, where the Botanical Gin won a gold medal and the Orange Gin won a silver medal. Since then, Alicia has won the top award of a Master Medal in the 2022 Global Gin Master competition, as well as a number of gold and silver medals around the world, including San Francisco and Australia. She continues to work on new recipes including expanding the range into vodkas and liqueurs. Alicia is also responsible for the marketing and social media and works closely with a local artist to create the distinctive and beautiful label designs. The business, AmberChes Spirits Distillery, has now been going for about eighteen months and, despite the pressures of opening in times of COVID, has continued to grow.



*The Rheeston-Stewarts with Mr Roger Budler in 2009.*

**Alicia was in the last year group to undertake Year 7 at the Preparatory School, with Lauren in the first group to finish in Year 6, this meant they graduated the Preparatory School together.**





Lauren Rheeston-Stewart (Prep 2007-2009)

While Lauren took a different engineering pathway, there are some similarities with Alicia as Lauren also decided to study in the UK. However, before leaving Australia Lauren learnt to fly, gaining her private pilot's licence at 17 years-of-age. She then moved to Southampton University to study for a Master of Mechanical Engineering with Mechatronics.

While at university, Lauren became involved with Formula Student, a student racing car engineering competition in the UK. Student teams from around the world design, build, test and race small-scale formula-style racing cars.

Lauren travelled with the team to Europe to race their car and she took on various leadership roles while participating in Formula Student, including Head of Powertrain Testing and Head of Electronics. This exposure to racing and leadership inspired Lauren to follow a career in Formula 1. Having worked for Mercedes-AMG Petronas Formula One Team during her placement year from July 2019-July 2020, Lauren accepted a position with McLaren Racing in September 2021 and works as one of their engineers. She is on the Technical Graduate program which allows her to move through

a number of different departments, thereby having the opportunity to gain a fuller understanding of the many different areas and aspects of working in a Formula One team. Currently she is working in Suspension Design, with quite a bit of Computer Aided Design, but she has also worked in disciplines such as Control Systems and Aero Model Design.

While Alicia and Lauren are both at the beginning of their respective careers in vastly different industries, they are similarly ambitious and intelligent. We look forward to seeing what their futures hold and we wish them well.



## Out and About



**Stirling House 100th Anniversary**  
25 August 2022, Guildford Grammar School



**Class of 1992 Reunion**  
27 August 2022, The Shoe Bar, Perth



**Old Guildfordians' Annual Dinner**  
8 October 2022, Guildford Grammar School



**Class of 1962, Old Guildfordians' Annual Dinner**  
8 October 2022, Guildford Grammar School



**Class of 1972, Old Guildfordians' Annual Dinner**  
8 October 2022, Guildford Grammar School



**Class of 1982, Old Guildfordians' Annual Dinner**  
8 October 2022, Guildford Grammar School

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**Class of 2000 Reunion**  
19 November 2022, The Shoe Bar, Perth



**Class of 2012 Reunion**  
26 November 2022, The Shoe Bar, Perth

## Reunions & Events 2023

To ensure you receive timely notification of events, please provide your email address to **David Williams** at [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or call (+61 8) 9377 8522.

Event Date	Event	Venue
Friday 24 March	Old Guildfordians' Golf Day	The Vines Country Club
Wednesday 29 March	50 Plus Reunion Day	School
Thursday 30 March • 6.00pm	Symphony on Swan	School
Friday 31 March • 7.00pm	Beverley and Districts PSA Old Scholars' Association Annual Dinner	Beverley Golf Club
Wednesday 3 May • 2.05pm	OG mentors sought for student Careers Expo followed by networking function	School
Saturday 20 May • 9.00am	PSA Fixture at home	School
Saturday 26 August • 7.00pm	Class of 1993 Reunion	The Shoe (in the Baby Shoe), Perth CBD
Saturday 7 October	Annual Dinner	School
Saturday 7 October	Reunion for Classes of 1963, 1973 and 1983 at the Annual Dinner	School
Friday 27 October	PSA Old Boys' Golf Day	Cottesloe Golf Club, Swanbourne
Saturday 11 November • 7.00pm	Class of 2003 Reunion	The Shoe (in the Baby Shoe), Perth CBD
Wednesday 15 November • 6.15pm	Annual General Meeting	Foundation Pavilion, School
Saturday 25 November • 7.00pm	Class of 2013 Reunion	The Shoe (in the Baby Shoe), Perth CBD

## Business Networking Hub

Support your community.  
Search for businesses and mentors.

While our community is strong, we could be much stronger and there is no time like the present for our Old Guildfordians to support one another. We have introduced a Business Networking Hub to encourage networking, business growth and mentoring opportunities, all searchable and from the one place.

Use this facility to increase exposure for your business and access the advice and support of mentors, or become a mentor yourself.

In the past, the ability to list a business on the directory was a feature reserved for members of the Old Guildfordians Association. At this point in time the Association has decided to support the businesses of all Old Guildfordians, whether they are members or not.

To take a look, simply go to the link at right and filter your searches to show businesses and/or mentors and then select the industry.

**Register here**

[www.oldguildfordians.com.au/hub](http://www.oldguildfordians.com.au/hub)

# Going forward with synchronicity, persistence and empathy

Article by **Alex Paioff** (Prep/St 1994-2006)

I was recently asked to give the Year 12 Valedictory Eve Ceremony address at the place that shaped so much of who I am, Guildford Grammar School. Being asked to speak and provide encouragement to the graduating body, at such a pivotal moment in their lives, is something I'll always cherish. I thank Guildford and Brad Evans, Acting Principal for this incredible privilege.

While preparing for my speech, I was given a tour of the grounds to see how much had changed. Brad was also able to gift me some forgotten memories, joking about how a Year 11, me, convinced him as a first-year teacher to contact external headmasters, organise a meeting with the premier and secure funding for a student publication I was trying to get off the ground. Some habits never change - my bullishness can testify to that. This memory wasn't the only thing that struck me while visiting the School. I had a penny drop moment when I saw a banner with the School motto, instantly realising its impact on me and my journey. 'Go Forward' are the words instilled in every student, and there's no better advice to heed as they venture into the unfamiliar.

If there's one thing I've learned from my varied life experiences, it's that all you need to do is keep going forward and everything else will fall into place. With this in mind, I felt it was important to start the speech by listing some of my biggest failures, as failures tend to provide more insight than successes.

I spoke about synchronicity and how, upon reflection, it is easy to see how



you've gotten where you are - but in the moment, it's impossible to know where each step will lead. By actively participating and following your interests, you will create more 'luck' for yourself. Don't overthink each step, just be fully present and participate in the journey you are on.

The second takeaway was about the power of persistence, especially when it comes to experiencing setbacks and failures. I'm lucky to have experienced many of these and each has provided valuable learning and growth. In failure you must continue to 'Go Forward'.

I concluded by discussing the values of empathy and 'seeking first to understand'. I tell our team at my workplace to be genuinely curious about every person you meet as it ensures active

listening and engagement. By building an empathetic and curious nature you ask more questions, gain better understanding and create a solid base for building meaningful relationships.

Thank you, Brad Evans, for the tap to speak, as well as making Economics bearable back in 2005. The feedback from parents and students has been so rewarding to receive, and I'm glad my words resonated so strongly.

Most of all I'd like to thank the students for their energy and enthusiasm on the night. Seeing so many eyes full of ambition brings me back to the time I was in their shoes and even I walked away with lifted spirits. Best of luck to each student for the future, I hope they fill their years with the life of their dreams and continue to 'Go Forward'.

**Alex is the Managing Director and Founder of the MITP Agency, an award-winning full-service agency and Australia's only Meta (Facebook) Spark AR Partner. MITP Agency specialises in social media marketing, augmented reality, content production, brand design, web design and campaign strategy. He is also the CEO of Pilerats.com, a web destination that champions emerging contemporary musical and cultural talent.**



# news

## in year order

**James 'Jim' Baker** (Prep/SG 1931-1941) died in August 2022, age 99, as was listed in the Vale section of the previous *Forward*. Jim attended Guildford as a boarder from the age of seven until he graduated. He went on to join the RAAF and became a fighter pilot, with his squadron flying against the Japanese in WWII. In 2019, the family took Jim back to Guildford to revisit his memories. In particular, he had been the Chapel prefect and wanted to check his initials were still on the back of the altar. Jim rowed for his school in the 1st VIII in 1940, he was a boxer and enjoyed rifle shooting, among other sports. He excelled academically and won a number of form prizes. His years at Guildford helped shape him to be the man he was. Forever the gentleman, well educated, with a naughty sense of humour and a spirited determination to test the limits of his capabilities.

**John Gladstones** (Prep/St 1938-1949) was in the 2022 Australia Day Honours List for being appointed Officer of the Order of Australia (AO) for distinguished service to primary industry, particularly agriculture and viticulture, and as an author.

**Barry Ninham** (St 1945-1952) is still going strong. At 86 years of age, Professor Ninham and colleagues have just published two major research papers that revolutionise physiology. The first, *Pulmonary surfactant and COVID-19: A new synthesis, and the second, Structure and function of the endothelial surface layer: unravelling the nanoarchitecture of biological surfaces*. It seems they are also on track to understand how lithium works for bipolar disorder. Barry was the Foundation Research Professor of Applied Maths at The Australian National University from 1970-2000 and moved from mathematical physics, to physical chemistry, to biology and now to medicine. After 500 research papers, Barry has no intention of quitting.

**Geoffrey Field** (SG 1950-1957) shared that his grandson **Luke Field** (SG 2004-2008), also a member of St George's House for several years, is now the father of Mason, born March 2020, and Lachlan, born April 2022. Geoff wonders if his great grandsons may also become members of St George's House in the future.

**Cameron Bell** (Ha/St 1955-1960) is searching for the old Guildford Grammar School bus. As a Past President of the Bus Preservation Society of WA (based at Whiteman Park), Cameron is very keen to know the fate of/ or the whereabouts of the School's first bus.

Bought second-hand in 1955 or 1956, it is a bonneted, petrol, six-cylinder Austin. It was painted the School's blue with the School's crest on both sides and driven by Sports Masters to take sporting teams to outside fixtures. This bus has historic value and is a very rare bus in its own right. If it still exists, regardless of condition, Cameron would like to know its location. The Bus Preservation Society has a team of expert bus restorers who can restore this bus to its original (as new) condition. Does anyone have a photograph? Please contact Cameron on 0413 574 620 or [atthebells@hotmail.com](mailto:atthebells@hotmail.com).

**Robert Kimpton** (St 1960-1964) completed his Pharmacy degree at WAIT (now Curtin University) and worked initially in the Hospital sector. He became Chief Pharmacist at Hollywood Hospital. Robert transitioned to the manufacturing/wholesale side of Pharmacy and became General Manager of Delta West. This was followed by many years with Orion Laboratories as Managing Director. Robert enjoyed the fellowship of the Old Guildfordian community and was regularly involved as a mentor for students at the School's Careers Expo. At 75 years of age, Robert sadly passed away in August 2022 after a long battle with cancer.

**John Dunnet** (Ha 1963-1966) spent many years dreaming of flying, including reading Biggles books when he was a student. He is now semi-retired from farming, and he can finally tick flying off his bucket list. John says, "What do they say about old dogs and tricks?"

**Stephen Waylen** (St 1967-1971) has retired after working for the Education Department for 43 years.

**Thomas Anderson** (Prep/Sc 1969-1972) regrettably passed away on 5 October 2022, at the age of 65.

**Nigel McCombe** (SG 1967-1972) is currently living in Perth after spending the years 2013-2018 living in Sydney and Melbourne. At present Nigel is a consultant and advises companies on Environmental Social Governance (ESG). Previous roles have seen him work for Sustainability Victoria as Project Management and Planning Lead, Department of Treasury WA as General Manager Project Assurance, Taronga Conservation Society Australia (Taronga Zoo) as Senior Project Manager, Department of Treasury and Finance WA as Senior Project Director, and the Department of Sport and Recreation as Director of Facilities and Camps working on stadium and facility funding.

**Russell Gray** (Ha 1971-1974) was an outstanding sportsman who played 1st XI Cricket (1973-1974) and was a member of the undefeated junior champion First Year A's Cricket team (1971) and the Second Year A's Cricket team (1972). Russell also played First XVIII Football (1973) and was a member of the competition winning First Year A Football team (1971) and the undefeated junior Second Year A Football team (1972). Unfortunately, Russell passed away in October 2022, aged 64.



**Hugh Callander** (Prep/St 1968-1977) recently returned from the USA and is now living in Sydney. Hugh and his brother, **James 'Angus' Callander** (Prep/St/He 1966-1976), visited the school in October 2022. A highlight of the visit was viewing a Boarding House bench (pictured) donated by a group of former Henn's House boarders in recognition of **Colonel John Callander** (Staff 1965-1982). Hugh and Angus travelled to New South Wales for the 80th Anniversary of the sinking of the WW2 corvette, HMAS Armidale, on 1 December 1942. John was one of the few survivors and was rescued nine days after the sinking.

**David Eckhart** (Prep/Fr 1972-1980) has been the breakfast host on Triple M in Port Hedland, Western Australia, since 2016. As shown in the annual survey results released in June 2022, he has maintained the number one ratings position overall for Triple M in the Pilbara region, as well as the number one ranked breakfast show in the region.

**Michael Feutrill** (Sc 1984-1989), the Captain of School in 1989, was appointed a Judge of the Federal Court of Australia in March 2022. Justice Feutrill was a Senior Council for several years and he was one of two Senior Councils to conduct questioning during the Royal Commission into the Perth Crown Casino. Michael is also heavily involved in his farming operations at Vasse, south of Busselton.

**Malcolm Wells** (Wb 1987-1991), in June 2022, was appointed Member of the Order of Australia (AM) for exceptional service as the Deputy Commander 2nd Division and Joint Task Force 629, and Commander of Joint Task Force 629 during Operation Covid-19 Assist. Malcolm is a Brigadier in the Australian Army and has already received a Distinguished Service Cross (DSC).

**Leycester Cory** (Wb 1989-1993), as part of the management team at SeaLink WA, was humbled to help accept the Sir David Brand Award for Tourism at the 2022 WA Tourism Awards. The 2022 Perth Airport WA Tourism Awards Gala Dinner showcased Western Australian tourism operators that demonstrated an outstanding commitment to business excellence through the past financial year. Against strong competition in the Major Tour and Transport Operator category, SeaLink WA was judged the gold medal winner, reflecting their commitment to service, standards and experiences on their cruises and tours to Rottnest Island, Fremantle, the Swan Valley, Perth and on the beautiful Swan River. The tourism industry's ultimate prize, the Sir David Brand Award for Tourism, was also presented to SeaLink WA for their focus on staff and guests, diversification of product, and reinvestment in tourism. All gold medal-winning businesses were judged for the opportunity to receive this prestigious accolade. The Sir David Brand Award is the highest tourism honour in Western Australia awarded to the best tourism business across all the gold medallists in the 26 categories. SeaLink WA operates three well-known tourism brands in Western Australia - SeaLink Rottnest Island, Captain Cook Cruises on the Swan River, and Swan Valley Tours. As a gold medallist,

SeaLink WA will go on to represent Western Australia at the Australian Tourism Awards in Sydney.

**Matthew McKail** (Fr 1991-1994) celebrated 10 years as an Education Support teacher this year, specialising in Autism Spectrum Disorders and behaviour support management at Success Primary School. He recently completed a certificate course with the University of South Australia in understanding and working with children who have experienced abuse and neglect.

**Paul Merry** (Staff 1981-1996), the former Deputy Head of the Preparatory School, sadly lost his battle with Leukaemia on 28 October 2022. He was first diagnosed in September 2019 and fought long and hard to beat this dreadful disease. Paul remained very positive and courageous throughout his treatment. He passed away peacefully and comfortably in St Andrew's Hospital, Toowoomba. Guildford Grammar School remained near and dear to Paul's heart with the School Hymn, *Forward! be our watchword*, sung at his funeral at St Luke's Anglican Church, Toowoomba. The rector at St Luke's is Reverend **Paul Mitchell**, brother of former School Chaplain Reverend **Nigel Mitchell** (Staff 1990-1993). Paul leaves behind his loving wife, **Lyn Merry** (Staff 1982-1996), and daughter, **Sara Merry** (Prep 1989-1992).

**Benjamin Rogers** (Wb 1989-1996) proudly welcomed his first son, Beau, to the world in August 2021. Benny now has one of each, with beautiful **Isabella** born in August 2013.

**Fergus Thom** (SG 1992-1996) accepted a new position as the Western Australian State General Manager, Business Banking, for ANZ Bank.

**Simon Cherriman** (Wb 1999-2001) has been thrilled to continue building on his lifelong interest in birds, which was very much instilled during his Guildford Grammar School days, with some recent highlights to his science and ornithological career. In late February 2021, Simon initiated a volunteer project to help fire-affected wildlife following the tragic Wooroloo Wildfire, a disaster that saw over 800 AFL-sized football fields of forest and woodland severely burned. Simon used crowdfunding to raise just over \$12,000, which was used to engage Men's Sheds, a local high school and the Darling Range Wildlife Shelter, and together they constructed and installed over 230 nest boxes. Acting as artificial versions of the

countless tree hollows lost in the fire, these nest boxes were installed on private land, particularly in the Tilden Park area. Such hollows take over 200 years to form naturally in old-growth Eucalypts. More than half of the 20 very large, top-entry nest boxes were used by Ngolyenok/Carnaby's Cockatoo, and endangered species, just 6 months after the fire. Many fire-affected residents found the returning wildlife immensely helped their own journeys of healing. Simon's nest box work, and its relevance to private landowners hoping to create fauna habitat in their own backyards, was also featured on ABC TV's *Gardening Australia* as part of National Bird Week in October 2021. The episode is viewable online at: [www.abc.net.au/gardening/how-to/bird-box/13599442](http://www.abc.net.au/gardening/how-to/bird-box/13599442)

**Alison Davis** (Prep 1998-2002) moved to Perth College after finishing at Guildford Grammar Preparatory School. After completing a Geology degree with first class honours at The University of Western Australia, Alison accepted a PhD position at Monash University in Melbourne, where she now lives with her fiancé and 2-year-old cavoodle. Alison completed her PhD in 2021 amidst the Melbourne lockdowns with a thesis in isotope geochemistry. Her research developed a new technique for determining the depth, size and formation method of high-grade gold deposits. Upon completion of her studies, Alison took a few months off to renovate her home as an owner-builder, which involved a painstaking restoration of a period house. She now works as a geologist at an international consulting firm and is busy planning her upcoming wedding in February 2023.

**Harry Clark** (Wb 2008-2008) is back in business less than two years since closing 'ecoJarrah', a sustainable resource recovery and agricultural products company. Harry has over 10 years' experience in commerce, having founded his first company in 2012. He has since achieved various levels of education, experience and knowledge in the fields of establishment, growth, management, sale and liquidation of commercial businesses in Western Australia. Having launched in January 2022, Harry's current venture is a consultancy firm providing business development, strategic planning services and support for established small and medium-sized enterprises, as well as new start-up businesses.

## Update your details

Have you moved or changed your mobile number or email address? You can now login and update your information on our website, or contact **David Williams** on [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or (+61 8) 9377 8522.

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**Brooke Rego** (Prep 2010-2012) turned 21 in December 2022 and the party ended up being a birthday/going away party. Brooke has accepted a graduate position as an Economic Analyst with FTI Consulting in Melbourne, commencing January 2023. Celebrating with Brooke at the party were a large number of Old Guildfordians (pictured).

**Angus Adamson** (SG 2016-2021) and **Hamish Adamson** (SG 2016-2021) were both in the Western Australian State Under 21 Hockey Team that won the National Championships, defeating Victoria 2-1 in the grand final on 27 July 2022.

**Callum 'CJ' Hutton** (Sc 2014-2021) and **Dylan Holthouse** (Sc 2016-2021) formed 'Team Hybrid' to take on the 24-Hour Marathon category of Swim For Life 2022, a Mens Talk event. Mens Talk collaborates with the community to bring to the mainstream a conversation around wellness and masculinity for all who identify as male. Swim for Life is an annual fundraising event and a means to drive awareness around mental health and suicide. This year there were both 24-hour and 9-hour teams in the pool in a relay format. It's a challenging event both mentally and physically, and without the support of teammates it could be overwhelming. Another element of this event is to create a community of ambassadors who champion healthy support and interaction around mental health. There is plenty of fun, information and food to be found around the pool. CJ has been involved since the events inception, now in its fourth year. The swimmers are looking forward to next year and it would be great if more OGs can get involved. **Scott Bradley** (Wb 1979-1984) is the local Proprietor of Cafe Zoe's at Scarborough Beach Swimming Pool, and he sponsored the swimmers and handed over a cheque for \$2,000 on the day. All OGs are welcome to drop into catch up with Scott next time they visit Scarborough Beach.

**Tyron Mirco** (Fr 2007-2008) has started a new position as Construction Manager at Bennco Group.

**Hamish Robertson** (Prep/Be 1998-2012) became engaged to the lovely Nicki Jacobs in October 2022. Hamish and Nicki are yet to set the wedding date, but they are thinking late 2024 or early 2025.

**Oscar Wharton** (Prep/Sc 1999-2012), committee member for The Old Guildfordians Association, made his debut as an umpire in AFLW on 22 September 2022. He officiated the Round 5 Derby clash between West Coast Eagles and the Fremantle Dockers at Optus Stadium.

**Ethan Aird** (Be 2011-2015) started a new role as the Boat Shed Manager at Guildford Grammar School in July 2022. He has been a rowing coach for a number of years and he also worked as a boarding supervisor. In addition to his involvement with GGS, Ethan has been a high-performance rowing coach at The University of Western Australia and their Women's Rowing Squad Coordinator. He is currently working on his Bachelor of Education (Primary).

**Samuel 'Sam' Taylor** (Fr 2012-2016), after a stellar 2022 season, was named an AFL All-Australian and Club Champion of the GWS Giants, winning the Kevin Sheedy Medal. Sam played in all 22 games for the Giants in 2022. In polling for the Kevin Sheedy Medal, Sam took the lead after Round 18 and finished on 156 votes, followed by Stephen Coniglio on 108 votes. Naturally Sam showed his talents as a footballer while at Guildford Grammar School, having played in both the 2015 and 2016 1st XVIII teams. He was also in the 2016 Swimming and Athletics teams.

**Jordan Clark** (Ha 2017-2018) was spotted training in his old Guildford Grammar School 1st XVIII jumper on 1 August 2022. Players at Fremantle Football Club all wore

their junior footy jumpers, with some great jumpers on display.

**Christopher Peters** (Prep/Sc 2005-2018) graduated from James Cook University in July 2022 with a Bachelor of Science, majoring in Aquaculture. Chris started his honours in September 2022.

**Nicholas Wright** (Wb 2016-2018) has begun work in the broadcast industry as a cameraman and editor for regional Seven News in Bunbury. Nick is the first person on the scene when it comes to breaking news in WA's South West and he must ensure the best video is taken. He then collaborates and works with journalists to tell the story. The job has Nick driving to and from the scene, and then he edits the news packages that night for them to be shown on the next bulletin. He must solve problems under pressure, and he directs a news studio to ensure all updates throughout the day are completed and running, helping to keep the studio operating at optimal capacity. This experience is helping Nick improve his understanding of camera work, editing and the news process.

**Bodi Bauk** (Wb 2011-2019) has been working at the company Stockhead for 18 months. He received a promotion from Intern to Account Executive at the start of November.

**Elijah Hewett** (Prep/He 2011-2020) was selected by the West Coast Eagles at Pick 14 in the 2022 NAB AFL Draft. A product of Swan Districts in the WAFL, the powerful and explosive midfielder has modelled his playing style after Dustin Martin. The 18-year-old would have caught the attention of recruiters in his Round 15 performance versus Claremont, a game in which he amassed 31 disposals, six tackles and one goal. Elijah joins **Rhett Bazzo** (Sc 2019-2021) and **Abbygail Bushby** (Be 2018-2022) at the club.

## Vale

*Our sympathies are extended to the families and friends of the following Old Guildfordians:*

**Thomas Anderson** (Prep/Sc 1969-1972)  
**Noel Bradford** (Sc 1946-1948)  
**Dean Broad** (He 1970-1974)  
**Colin Butcher** (Sc 1967-1971)  
**Edgar Cooper** (Staff 1990-1999)  
**Ashley 'George' Davies** (Staff 1969-1996)  
**John Davison** (He 1962-1964)  
**Colin 'Matthew' Ellis** (SG 1982-1984)  
**Maxine Farrell** (Staff 1989-1990)  
**Brett Gigante** (Be 1987-1993)  
**Russell Gray** (Ha 1971-1974)  
**Terrence Grescos** (Wb 2012-2015)  
**Noel Hunt** (St 1953-1955/Staff 1965-1996)  
**Ross Kiesey** (Sc 1970-1973)  
**Robert Kimpton** (St 1960-1964)  
**Blair McGill** (Prep/He 1998-2004)  
**Roger McKenzie** (St 1948-1952)  
**Justin McKenzie** (Prep/St 1982-1989)  
**Robert Meadows** (St 1954-1959)  
**Paul Merry** (Staff 1981-1996)  
**John Richards** (He/St 1948-1952)  
**Kim Thomas** (Prep/SG 1956-1962)  
**Michael Tiller** (Sc 1949-1953)  
**Ronald Way** (SG 1949-1952)



## Acknowledgments

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