

# Forward

SCHOOL MAGAZINE • WINTER 2023

**School Life**  
The Guildford Partnership

**Senior School**  
First female Indigenous  
Co-Captain

**Preparatory School**  
Kindy Kindness Kitchen

**Old Guildfordians**  
Women in Agriculture



**Guildford Grammar School**

FOUNDED 1896



# Go Forward 2030: Our vision, our future

Over the coming term, our community and beyond will be able to read our Strategic Plan; Go Forward 2030. Following a considerable contribution from all aspects of our community, we believe this plan, both now and into the future, will set the direction for a clear identity and pathway to continue to establish Guildford Grammar as one of Australia's leading schools.

This plan defines our vision for Guildford Grammar School and how we will work together as a community to leverage our strengths to achieve our strategic objectives.

As a learning community, we are revolutionising our approach and practices to engage and empower our students to embrace their education as a lifelong pursuit, not just a means to an end.

We will work with our students and their families to build a deeper understanding of themselves and the world around them, preparing our graduates with

**As a learning community, we are revolutionising our approach and practices to engage and empower our students to embrace their education as a lifelong pursuit ...**

agency, agility and the capacity to rise to life's opportunities and challenges whilst pursuing personal excellence.

Our Strategic Plan is designed to be an agile and living document that is responsive to the needs of our students in a rapidly changing world. Our people-orientated approach is guided by our four pillars of success - **Learning, Wellbeing, Community** and **Sustainability** that strive to pursue collective and personal excellence for all.

Within these pillars, our community will see a series of 'We will' statements; our commitment to our community on what we shall deliver as we continue to build on 127 years of celebrated history.

Broadly our pillars can be captured as follows:

- **Learning;** An empowered learning community; personalised, innovative and relevant
- **Wellbeing;** Nurturing minds and inspiring futures
- **Community;** Belonging for a lifetime
- **Sustainability;** Forward for generations

Each of these pillars will have specific strategic statements that will indicate our direction. Further to that, our pillars will include guiding documents, detailing for our community how we approach each area with deliberate, research-based intent.

Importantly, we also need to consider how strategy becomes reality.

Within this thinking we have set several key goals including, and not limited to:

- Improving our academic culture
- Modernising our approach to technology to improve learning
- Implementation of a school-wide wellbeing program
- Providing more appropriate age and stage environments
- Enhancing our methods of communication
- Developing a culture of philanthropy
- Improving our sporting culture

- Increasing our offerings in boarding and across the School as we grow in size
- Attract and retain staff of the highest quality

As we look to the future, we encourage you to read our Strategic Plan and share in our School journey as we continue to bring our School Purpose to life. Thank you for your continuing support of our wonderful school.

**Pete Allen**  
Principal



## Principal's Commissioning Service

▶ In March, we held our special Commissioning Service for Mr Pete Allen, our 14th Principal in the School's 127-year history. Joined by The Most Rev'd Kay Goldsworthy AO The Anglican Archbishop of Perth, Pop Ben Taylor-Cuimara, Reverend James Stephenson and the Chair of Council, Michael Hillgrove, it was a beautiful morning at the Boat Shed on the banks of the Swan River/Derbal Yerrigan. The whole school gathered together to welcome and celebrate Mr Allen's Commissioning as he officially joined our community.



Prior to the ceremony, all students and staff participated in traditional Noongar cultural practices, including 'throwing of sand', as well as a smoking ceremony to cleanse the spirit, body and soul whilst on Noongar Country.

Mr Allen shared, "My commitment to you today is to give all of myself to this community, my strengths, my vulnerabilities, my enthusiasm, my passion and care as I, walking alongside you, add my part to this community whilst honouring those who have come before me."

As we prepare to launch our new Strategic Plan in Term 3, we are excited about the future and look forward to Mr Allen's positive contributions as he leads Guildford Grammar School.





## Expanding boarding opportunities

Exciting things are happening in boarding at Guildford Grammar School. We are very excited to grow our boarding offering with plans to increase the capacity within our boarding facilities. By 2024, we will be able to accommodate an additional 40-50 boarding students approximately, which will allow us to improve the offering for our current families and help us grow to be the largest co-educational boarding facility in Western Australia.

To achieve this, we will be refreshing one of our original Boarding House facilities, Graham Malcolm Junior Hall of Residence, situated on Terrace Road which will accommodate our Year 7-8 male boarders from January 2024. This will bring all our facilities to the contemporary modern design that students currently enjoy.

Currently our Year 7-8 male boarding students reside in Sir Francis Burt Hall of Residence, situated next to the new Boarding House and the move will see our Year 7-8 female boarders take up residence in Sir Francis Burt Hall of Residence, from January 2024.

As the School experiences increasing demand for our offering from across the

State and as the only co-educational boarding school in Perth, we are delighted to be able to extend our co-educational boarding experience to more families throughout Western Australia, interstate and overseas. Our proud tradition of boarding is a home away from home for our boarders, and our boarding family enriches our school culture.

Our senior boarders will continue to act as mentors in both the junior boarding houses from 2024. This ensures the development of our holistic culture

by supporting younger boarders in their entry years, while also providing leadership opportunities to our older students. This project ensures that we are designing spaces and programs that are age, stage and gender appropriate and considers the needs of our students within three unique settings within boarding.

Renovations will begin in Term 3 and we look forward to transforming this space as we grow boarding and continue to offer a boarding experience like no other.



# Farewell Reverend James Stephenson

At the end of Term 2, we sadly farewelled the Rev and the Stephenson family as they embark on their next adventure.

We thank our Chaplain for his positive contribution to our community and school - in the classroom, on the sports field, in the staff room, on the river and most significantly, in the heart of our School, the Chapel. He succeeded in motivating and inspiring our students and staff to nurture their spiritual wellbeing and pursue their personal aspirations.

We will miss his inspiring presence and ensure this lives on through the Guildford Partnership - our collaborative outreach program led by our students that enables them to engage with service learning and all its benefits.

We know Reverend James Stephenson will continue to spread the love and uplift others, just as he did for our community.

Go Forward Rev.

## A final word from the Rev

The Chapel is arguably the most beautiful and impressive building in Western Australia. But what does great modern chaplaincy look like? Maybe it's connection to community, maybe it's wellbeing, maybe it's nurturing spirituality, maybe it's providing a sanctuary and safe place, maybe it's about great exegesis of the Bible from the pulpit, maybe it's infusing all of school life, or maybe it's all these things?

What we do know - it's about the Christian message and the people.

***He aha te mea nui o te ao -***

*What is the most important thing in the world?*

***He tangata, he tangata, he tangata -***

*It is the people, it is the people, it is the people.*

*- Maori proverb*

Sometimes I sit and think, sometimes I just sit! When I'm thinking, I think about



these things. How can, we as adults, create the most supportive world for our children to grow in? How can we create the leaders of the future who will look after the planet? How can we nurture the best partners, parents, friends and work colleagues from all the students at Guildford Grammar? Only a small goal then!

The chaplaincy's mission is to wrestle with these lofty goals and support in every possible way to help achieve them. We can begin by examining what lies at the heart of great education.

There are four main elements; academics, cultural activities, physical activities, and the one that is often ignored, spiritual growth. Without this final ingredient, life can feel unfulfilling. Another question to ask is; what can everyone be successful in that underpins happiness? Everyone can be successful in upholding (as much as we can) great values and principles. Everyone can build an identity on principles - let's call it a principle-based identity.

Almost everyone, apart from Rafa Nadal in tennis and Don Bradman in cricket, will fail if they build an identity on competition - let's call this a competitive-based identity. Chaplaincy aims to nurture and champion principle-based identities for young people, not competitive-based identities. This is a great message from the Bible, great church leaders of the past and Jesus Christ himself.

It has been an honour to work at Guildford Grammar School with its Anglican heritage and grapple with these questions with students, staff and community in a space of inclusivity, love and great community spirit.

**The Rev**  
School Chaplain

## Sculpture by the sea – Boodjar Bidi Youth Art Group



Cottesloe's famous Sculpture by the Sea saw our Boodjar Bidi Youth Art Group students and Mr Josh Casey, our Indigenous Program Coordinator contribute another amazing sculpture to the event in March 2023. Their submission was successfully chosen from 230 entries from 33 countries. The sculpture titled, The Little Boy and the Whale - Biindiirwoorr, depicts Biindiirwoorr riding on the back of Mangalla, the Mumang, guiding the spirits of those who have passed to the Kooranap/Mambakoort.

Endless hours of hard work and commitment went into its production with over 80 students aged from 4 to 17 years contributing to the final piece with an individual drawing for the symbol people. At sunset, these symbols projected across the ocean and the sculpture slowly transitioned to a warm amber as it rusted - every detail was thoughtfully considered and executed.

Today, the sculpture resides proudly on Chapel Close near the Thwaites Centre for the whole School community to enjoy.



## New online Clothing Shop

Have you visited our new online Clothing Shop yet? In Term 2, we launched our online store for all your uniform needs, as well as being able to purchase bus tickets, school merchandise and gift vouchers. You are able to click and collect your items, or ship them home, to the Boarding House, Prep admin or the Finance office.

Visit the store via our Parent Hub on our website or through this url - [www.guildford-grammar-school-clothing-shop.myshopify.com](http://www.guildford-grammar-school-clothing-shop.myshopify.com)



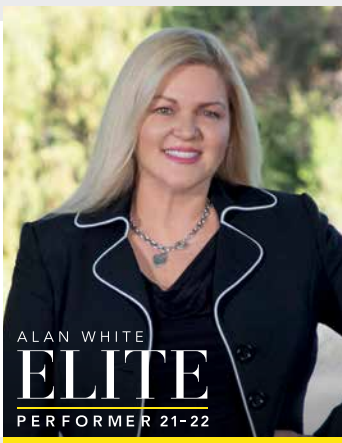
# International **Women's Day**



*L-R: Julia McGibbon-Briggs – Deputy Principal, Year 12 Prefect – Adam Pinelli, Dr Holly Miller – Head of the Preparatory School, The Hon Donna Faragher MLC – Old Guildfordian, Dr Mariam Bahemia – School parent, The Anglican Archbishop of Perth, The Most Rev'd Kaye Goldsworthy, Year 12 Prefect – Gigi Solomon, Pete Allen – Principal.*

▶ International Women's Day is a global day celebrating the social, economic, cultural, and political achievements of women. The day also marks a call to action for accelerating women's equality.

On March 8, we celebrated this important morning with a special breakfast recognising many of the special women, leaders and students within our School community, focusing on this year's theme – Embrace Equity. Our Year 12 Prefects, Gigi Solomon (12Fr) and Adam Pinelli (12SG) facilitated an interesting Q&A with a panel of inspiring women including Julia McGibbon-Briggs, Deputy Principal, Dr Holly Miller, Head of our Preparatory School, Old Guildfordian, The Hon Donna Faragher MLC, Dr Mariam Bahemia, School parent and The Anglican Archbishop of Perth, The Most Rev'd Kaye Goldsworthy.



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# Making wellbeing visible

Article by **Julia McGibbon-Briggs**, Deputy Principal – Wellbeing and Student Experience

When we ask parents what their hopes are for their children, more times than not, they will answer, "I just want them to be happy." During a time where wellbeing has become a priority, Guildford Grammar School has taken a significant step forward by adopting a Visible Wellbeing (VWB) approach by Professor Lea Waters, to teach students valuable ways to prioritise their wellbeing which will improve all aspects of life.

This approach links the science of wellbeing with the science of learning to achieve three main goals:

1. Helping students and staff to see more clearly their own wellbeing and others wellbeing using VWB practices
2. Helping students and staff to build wellbeing more systematically
3. Facilitating learning through the Visible Wellbeing classroom process.

Key features of this strength-based approach include its flexibility; it is easily integrated into any classroom throughout the School with the ease and speed at which techniques can be implemented. With the VWB approach, academic learning and wellbeing are truly integrated. A core part of the approach is the SEARCH framework.

### The SEARCH Framework

The acronym SEARCH represents six core elements: Strengths, Emotional Management, Attention and Awareness, Relationships, Coping and Habits. These elements are based on Lea Waters' published analysis which identified



When we ask parents what their hopes are for their children, more times than not, they will answer, "I just want them to be happy."

pathways that can help students reach their full potential not only with their mental health but also socially, physically and academically.

### Visible Wellbeing at GGS

We have embraced the VWB approach, recognising its potential to improve student wellbeing and to support our journey towards happiness. By integrating VWB into our everyday teaching, we provide students with the tools to navigate challenges and develop resilience, allowing students, over time, to unlock their full potential. From explicitly teaching character strengths to incorporating mindfulness practices and the very popular brain breaks, our School is embedding visible wellbeing wherever we can and building a culture of wellbeing across the entire School.

### Whole school implementation

The whole school implementation of the first parts of the SEARCH framework has returned positive benefits so far. Students have been receptive to the new

techniques being trialled in classrooms. It is so pleasing to see staff embrace the approach and support each other to try new things. Having everyone move towards a common goal and a shared language is important.

### Fulfilling our School's Purpose

The integration of the VWB approach aligns perfectly with the School's Purpose - inspiring students to achieve personal excellence and to be outstanding citizens who work to create a just, loving and peaceful society. By prioritising student wellbeing through visible wellbeing and the variety of other programs and experiences that we offer, we are committed to fostering an environment where students can thrive, achieve happiness and become positive contributors to society.

**Julia McGibbon-Briggs**

Deputy Principal –  
Wellbeing and Student Experience

# The Guildford Partnership

▶ In Term 1, we launched the Guildford Partnership. This student-led initiative brings together our students' current and future outreach, service learning and charity work under one umbrella. The aim is to engage students with community service in some capacity, ranging from local, community-driven and global opportunities. This transformational approach enables students to truly engage with service learning and all its benefits. The relationships and partnerships developed will unite both parties to grow in character, and as individuals, empowering them to help others now and in the future.

Some of the initiatives include:

- Partnering with Moorditj Noongar Community College and Guildford Primary School
- Ambassadors for Anglicare WA
- Inter-generational work e.g. visiting aged care homes
- Duke of Edinburgh's International Award service opportunities
- Supporting House charities.



Guided by our School Chaplain, Reverend James Stephenson, our students have taken this idea from inception to reality and are excited to continue to contribute to our local community and make a real difference where they can, growing our partnerships as the program builds momentum.

As explained by our Chapel Prefects, one of the joys in life is giving back to others in a meaningful way.

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## ► staff profile: Julia McGibbon-Briggs

### What is your role at the School?

I am the Deputy Principal of Wellbeing and Student Experience. I also look after my Year 7 HASS class which is often my favourite part of the day. This year, I was also Teacher in Charge of Swimming.

My Deputy Principal role gives me strategic oversight over the programs and experiences that we develop and plan for our students from K-12. This includes the implementation of projects such as the Visible Wellbeing approach, other pastoral care programs and student experiences across the School. The role is collaborative and creative, allowing me to work closely with staff and leadership to ensure we are current, aligned with best practice and innovative in our approach.

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

I was at St Marks Anglican Community School from 2007, eight years as Head of Middle School.

### What are the values that drive you?

I really value equity – everyone having access to the right resources and opportunities to reach an equal outcome. Our School is really personalised and we individualise things where we can, so students have the best chance of reaching their potential.

Kindness is another value that drives me – it's free and it has a ripple effect. We live in a world that is driven by instant gratification and we need to be conscious of doing things for others, not just for ourselves.

Student agency is also a big one – by listening to students more and empowering them to do things, we can make things better and more relevant for our most important asset, our students.

I also value the opportunities that life provides, and I don't take for granted this role or the fabulous opportunity that we have to leave the world in a better place than we found it.



“Kindness is another value that drives me – it's free and it has a ripple effect.”

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

I like that it is all about the students and making something better. It has a good balance of strategic and operational oversight; the reach is great, and I'm embedded in the sequence of what we do from Kindy to Year 12. I also enjoy the variety of things I can have input into. The depth of personal learning and the community aspect of the role are two aspects that I didn't expect, and I really enjoy.

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

School-centred, strategic and creative – doing what is best for our School, our context.

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

Guildford Grammar School has all the really important components of what I believe makes a great school; it is co-ed, has oodles of opportunities for staff, students and the community, a beautiful environment that is great for student wellbeing (except when it is raining!)

and the students are just terrific. They are friendly and eager to reach their potential.

### What makes GGS a community?

Our people believing in our purpose of a 'just, loving and peaceful society' is an important and positive outcome. We all must lean in and contribute to community. It means investing in everything we do from our Little Explorers program in Prep to our alumni to help create a connected and inclusive community. A proud community. One that lasts. Everyone contributes to this rich tapestry, and being open to everything, including the challenges that the modern world presents us, helps create a community network that is supportive and encouraging for all, now, and into the future.

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

All the normal stuff – catching up with family and friends, watching my children play sport. You can also catch me enjoying coastal walks on the weekend.



# Music

▶ What do you call a period of time that contains a fantastic rock concert at Mojors Bar, a packed Chamber, Cheese and Chardonnay event in the Swan Valley, Big Band Barefoot Bowls at the Swan Bowling Club, GGS Jazz Night at the Ellington Club, a very successful Preparatory School Eisteddfod and a celebration of all things 80s at the 2023 Symphony on Stage? Many may call it busy, some may call it insane - we call it Semester 1!

If you throw in the Commissioning of our Principal, musical items at each and every assembly, Kindy Cushion Concerts, live lunchtime performances, vocal concerts and a visit from our Artist in Residence Mr John Hoffman, there is no question the School of Music has, once again, set the bar very high for a successful 2023.

Whilst we continue to grow, it is important that we maintain our high standards. Our Music Tour of South-East Queensland is the perfect opportunity to develop the skills that will help keep our ensembles at the cutting edge. The tour offers the chance for knowledge to be passed down from the older students to the younger, ensuring that the standards and expectations within the ensemble program remain high for years to come.

So far, our music events have been particularly well attended by audiences, with the Chamber, Cheese and Chardonnay night hosting over 200 people. This was followed by a sold-out Ellington event and preceded by well over 120 people enjoying a balmy evening on the bowling green whilst listening to some very chilled out Big Band and jazz music.

We have been prepping for the Senior School production of Legally Blonde, where once again we will have a band made up entirely of student musicians. This is not something that is done in

other schools, and speaks to our desire to give students the best and most realistic grounding in performance that we can give.

Through all of this, we are maintaining and developing a classroom program that allows students to learn music in the most contemporary framework possible. The new SCSA courses have been adapted in Year 11 and 2024 will see them fully implemented, allowing students to learn a much broader variety of music than before. Our Instrumental Music program remains one of the most well respected in the State, but there is always room for more students who wish to learn!

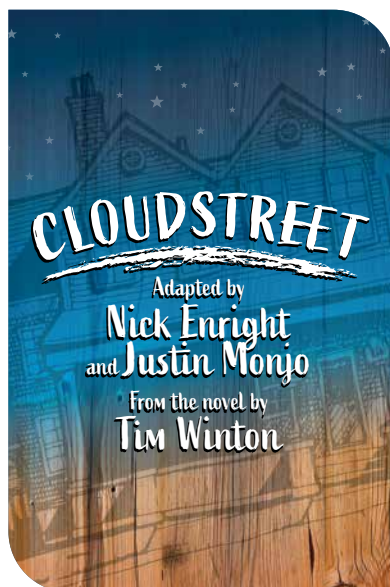
We look forward to welcoming you to one, or all, of the events that we have planned in Semester 2. Whether your taste runs more to Rock 'n' Roll over Classical, Choral over Orchestral, or Musical Theatre over Solo Recitals we will have something that appeals to you. No matter what the weather, you will always be assured a warm welcome from the School of Music.

**Kieran Hurley**  
Director of Music



# Drama

## ► Company 2023



### *Cloudstreet* Senior Drama Production

In Term 1, our Year 12 students entertained audiences with the play *Cloudstreet*, by Nick Enright and Justin Monjo, based on Tim Winton's novel and is set in Perth during the 1940s to the 1960s.

The play follows the lives of two working-class families, the Lambs and the Pickles, who end up sharing a large house at number 1 Cloud Street. The Lambs are a family of devout Catholics, while the Pickles are more laid-back and carefree. Despite their differences, the two families learn to live together and form a unique bond over the years.

Our students performed brilliantly and explored the play's themes of family, identity, love and fate as it delves into the personal struggles and triumphs of the various members of these families.

Well done to our Drama team and talented cast for a memorable performance.



**Angus Lincoln**  
(Drama Captain)



**Roree Norrish**  
(Drama Vice-Captain)



**Charlie Ford**  
(Drama Vice-Captain)



**Lotte Agnew**



**Gibson Bell**



**Josh Buchanan**



**Sam Clode**



**Olivia Crossen**



**Harrison de Vos**



**Holly Dunne**



**Noah Johnson**



**Abrahamu Kabwe**



**Poppy Knapton**



**Mason Lai**



**Niamh Mac Alasdair**



**James McCabe**



**Lennard McFadyen**



**Jaxon Merrin**



**Amy Petherick**



**Patrick Smith**



**Brooke Trethowan**



**Robbie Wilkinson**



**Sari Wilson**



**Charlie Unitt**

# Engaging and growing in sport

▶ Guildford Grammar has a strong tradition of ensuring sport and physical activity are a regular part of school life for every student irrespective of level or genders. It underpins our approach to physical and mental wellbeing, providing opportunities for our community to engage in sport as part of a balanced education. This is something we are proud of and believe it contributes to successful academic outcomes.

The Australian Sports Commission's report - Sport 2030 outlines the strategic plan for sport in Australia over the next decade and details some of the challenges faced nationally. Sobering statistics on the physical health of Australian children include, "Only 19% of Australians aged 5-17 are meeting the recommended guidelines of 60-minutes of moderate-to-vigorous physical activity each day" and even more surprising, "The average child in 2015 would finish 250 metres behind the average child from the 1980s over a 1.6km run."

The report acknowledges the role played by schools, "We need to build on current levels of sport and physical activity in schools to ensure each day children are meeting the physical activity guideline. Research shows fitter children achieve better academic results. Children who grow up playing sport are also 10% more likely to remain active as adults."

Our pattern of sport at GGS provides a framework for physical activity to be an integral part of school life, supported by our beautiful campus, spacious grounds and facilities. We will continue to review and reimagine our approach to ensure we provide new and inclusive opportunities which meet the current needs of our student profile.

## New opportunities in the Prep School

Triathlon will become an option for our Term 4 Quarter Carnival and also for the Interschool Carnival within the JPSSA for the first time. We continue to evolve our



Year 4 program and have added Netball as a carnival sport. We are seeking expressions of interest from families with a plan to field a Year 5 and 6 girls' Hockey team in the 2024 Hockey WA competition. We are also in the planning phase of a physical activity community engagement strategy which will focus on innovative ways to bring more moderate-to-vigorous physical activity into our daily lives.

In our Athletics Prep Quarter and Senior House Carnival programs we are increasing the opportunities available for more students to engage, using the recommended approach from Athletics Australia and global research trends. This inclusive approach complements our desire for competitive improvement in this key interschool sport. For students with ambitions of interschool representation, training has commenced in earnest and we already have more than 70 students attending.

## New opportunities in the Senior School

We have broadened the suite of activities available in the Barber Fitness Centre which is attracting a wider and more diverse group of students into that space, such as Core and Stability High Intensity work outs. We continue to offer sport-specific strength and conditioning and open gym sessions alongside the new offerings.

We have introduced indoor Volleyball as a competitive winter sport for our female students, and four teams from Year 7-12 compete on Friday evenings in the Volleyball WA High School Cup with teams from all over the Perth Metropolitan region. Student feedback and engagement is positive and we anticipate further growth in this sport in 2024. Growing interest in the Prep School and the Friday Afternoon Activities space has seen us working with Water polo WA



and in Term 4 we will begin to roll out Water polo as a competitive sport for Year 7-9 girls.

Within the PSA, there is an increased breadth of interschool activities available to complement the seasonal and carnival sports on offer with Theatre Sports, Debating, Public Speaking and Model UN now a regular feature.

There is no doubt that the sporting landscape in Australia is changing and the challenges faced to address the decline in the physical and mental

wellbeing of young people nationally is significant.

At Guildford Grammar, we expect every student to engage in sport and physical activity, and in doing so, we provide a strong foundation to support the development of lifelong healthy habits. The role of our community, parents and staff is to encourage students to engage, even on challenging days. From a program perspective, we strive to innovate to ensure we provide new and appropriate opportunities for inclusive engagement.

We are excited about the new opportunities and adaptations we are rolling out this year and look forward to watching our students grow from the experiences. In the words of Roy T Bennett, "Every challenge, every adversity, contains within it, the seeds of opportunity and growth."

**Janine Finnie**  
Director of Sport

### Reference

Australian Sport Commission, *Sport 2030*



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# The Stewart Staff Travel Scholarship – The Green School



▶ The Green School, Bali supports the whole child by encouraging agency in their own lives and learning so children can grow with purpose in our rapidly changing world. The 'Green School approach' is a progressive away to view education. The school's primary philosophy for teaching students from K-12 is "a community of learners making our world sustainable." Their educational program strives to educate students for life in the real world by giving them the knowledge, morals and coping mechanisms needed to survive in a dynamic environment. Beyond that, it gives them the ability to have an influence right away.

Visiting the Green School was a unique experience that we were lucky enough to have and living in a yurt in the jungle was fantastic and eye-opening. It was quite strange to sleep in the jungle, while listening to the insects and the monkey's calls. We embraced life in the jungle, even though we didn't enjoy the drop toilets or the cold showers. We were fortunate to have five (big!) meals a day of fresh Indonesian food, particularly their love for jackfruit.

Being at the Green School as an educator is such an incredible experience. Pet pigs, cows, ducks, and dogs roam freely

on high, rough terrain, teaching kids to respect the environment and make sustainable decisions every day with the goal of leaving just their footprints behind.



An eight-day schedule of events immersed us in the culture of the Green School. Traditional Balinese morning ceremonies, kayaking through the mangroves and gathering 105 kg of trash, cooking lessons using produce from the organic gardens, touring the campus and its sustainable, purpose-built, wall-less classrooms and learning areas, traditional Balinese music lessons, and riding in the bio-bus, which is powered entirely by used cooking oil, were some of these activities.

In our Prep school, I would like to build an emphasis on sustainability, taking care of our ELC garden with worm towers, recycling and compost. For our adventure walks and outdoor classrooms, Green School ELC teachers have given fresh perspectives and knowledge. Our focus on further community involvement has been strengthened and I feel tremendously fortunate to have had this once-in-a-lifetime chance to engage with the Green School.

In the Senior School, I am inspired at the thought of working with students to build our own garden; where we can grow produce and cook from the ingredients. The development of outdoor, natural classrooms and play areas, and the idea of promoting class engagement by taking inspiration from nature, is something that I look forward to doing. I have some ideas on how to develop the subject of Design so that it is primarily student-centred learning, with students creating their own designs using sustainable products that could be made commercial.

**Alexis Mathews**

Preparatory School Teacher

**Emma Brown**

Senior School Teacher

# 2023 Prefects and School Leaders



Throughout Term 1, we inducted our new School Prefects through several special Chapel services including a Lady Day service and the commissioning of Sacristans and acknowledgement of Boarding Prefects service.

## School Sacristans and Boarding Prefects 2023

- **Charles Cowcher** (12Ha)  
(School Sacristan and Co-Captain of Boarding)
- **Noah Thompson** (12SG)  
(School Sacristan)

- **Akyma John-Furnace** (12He)  
(Co-Captain of Boarding)
- **Draye Jury** (12Wb)  
(Vice Co-Captain of Boarding)
- **Sari Wilson** (12Wb)  
(Vice Co-Captain of Boarding)
- **Thomas Bolt** (12Fr)  
(Boarding Prefect)
- **Tahlia Richardson** (12Sc)  
(Boarding Prefect)
- **Mischa Rodier** (12Fr)  
(Boarding Prefect)

## School Prefects 2023

- **Oliver Chapman** (12Sc)
- **Nash Cheetham** (12Sc)
- **William Cutler** (12St)
- **Harrison de Vos** (12Ha)
- **Matilda Hermann-Ralph** (12He)  
(Vice Co-Captain of School)
- **Mani Lethbridge** (12Wb)
- **Niamh Mac Alasdair** (12Ha)
- **Adam Pinelli** (12SG)
- **Nathan Schupelius** (12St)  
(Vice Co-Captain of School)
- **Oliver Sills** (12Fr)  
(Co-Captain of School)
- **Gigi Solomon** (12Fr)
- **Hayley Sykes** (12St)
- **Lemarna Valentine** (12Wb)  
(Co-Captain of School)
- **Harrison Webster** (12Ha)
- **Sari Wilson** (12Wb)
- **Josephine Cymer** (12Sc)
- **Lee Benporath** (12Wb)

We thank all our School Prefects for your care, commitment and dedication to our School and have enjoyed watching you flourish in your well-deserved positions throughout 2023. May you continue to Go Forward and lead with passion and purpose.



# Reflecting on a broader worldview

Article by **Brad Evans**, Head of Senior School

As I reflect on new opportunities during the last semester, I think about those that are special to me and that represent new traditions. Despite being new in our current school context, these events are anchored to heritage and tradition beyond Guildford Grammar School.

During Term 1 and 2, it has been a privilege to work with and learn from the Davis family and their First Nations Social Enterprise, *As One Nytting* about a number of significant Indigenous practices and protocols, many of which relate to the proximity to, and the use of the Derbal Yerrigan.

This journey began in November when our School's Strategic Leadership Team took part in an 'on country' experience, leading to a partnership which saw our School advocate and educate students on cultural practices. This was evident when hosting the Guildford on Swan Regatta and the Principal's Commissioning service.

The commencement of the service was one of the most moving and beautiful beginnings to any of our School functions in my 19-year memory of the school. All our students participated in acknowledging a significant ritual for our daily interaction with the Derbal Yerrigan.



“One of the remarkable aspects of partnering with First Nations communities is the opportunity for cultural exchange.”

way for transformative educational experiences that foster respect, collaboration and a broader worldview.

One of the remarkable aspects of partnering with First Nations communities is the opportunity for cultural exchange. Through interactions with Elders, knowledge keepers and community members, students can gain insights into the rich traditions, values and spirituality that shape Indigenous cultures. By learning from First Nations languages, students not only acquire linguistic skills but also gain appreciation for the cultural nuances embedded within these languages. Such experiences foster a sense of pride and respect for the diversity of human expression, strengthening cultural identity and promoting inclusive communities.

Forming this, and many other new partnerships has opened up a world of new opportunities for learning. By embracing cultural exchange, environmental stewardship and traditional knowledge, students develop a broader worldview, empathy and a profound respect for Indigenous cultures. These partnerships pave the way for transformative educational experiences that foster inclusivity, diversity and a deep appreciation for the wisdom and resilience of First Nations peoples. As we forge these partnerships, we embark on a journey of mutual understanding and shared learning that enriches our educational landscape and nurtures a more just, loving and peaceful society.

As well as being visibly symbolic, what is more important about these events is the shared learning, curiosity, and the future conversations we will have which will result in positive change.

For schools, partnerships with First Nations peoples offer an incredible opportunity to enrich learning experiences. When we engage with the cultural and historical knowledge of Indigenous communities, students can gain a deeper understanding of our shared heritage, cultivate empathy, and develop a greater appreciation for the wisdom and resilience of First Nations peoples. These partnerships pave the



# Lemarna Valentine

Year 12 Co-Captain of School

## Tell us a little about yourself.

I'm Lemarna Valentine, I've always lived in Perth but most of my Aboriginal family live in Queensland, which makes me a Kubbi Kubbi and Goreng Goreng women, which is close to Bundaberg in Queensland. I've spent most of my life at Guildford, I used to live in Guildford and I've attended the School since Kindy.

## What is your leadership role at Guildford Grammar School and what does this entail?

My leadership role is Co-Captain with Oliver Sills. What we do includes speeches at different school events, help organise different school events with the Prefect body and act as the face of the School in the sense that we represent the student body.

## As the first female Indigenous Co-Captain, what does this mean to you?

Being the first Indigenous Co-Captain is a huge honour for me; I'm extremely proud of it. I think for me, I feel the need to respect my Indigenous heritage and make sure that I stay true to myself and what my idea of leadership is. Growing up, kindness and warmth are what stand out to me as being really important leadership attributes, so I try to employ that into how I present myself as a leader. And I think this is mainly because of the kindness and warmth my family show me. But overall, it's just something I'm super proud of and always has the ability to make me smile when I think of the achievement.

## What do you enjoy most about school?

Without a doubt, the people at school. I'm a social person, I love talking, listening and being surrounded by people, it brings me comfort and makes me look forward to going to school every day. The people at Guildford Grammar are what keeps me motivated to be the best version of myself, and they also keep me engaged and excited about attending school.

## What are your goals for the role? What do you hope to have achieved by the end of the year?

A huge quote I live by that my dad once told me, someone most likely came up with it originally but it is, "People over the years will forget the details of what you said, they might forget some of the things you did, but what people won't forget is the way you made them feel." So, I think something I personally want to achieve by the end of the year is knowing that I made a positive impact on at least a few peoples lives at school. Whether that's smiling and starting a conversation with a little Year 7 or making my friends laugh at recess and lunch, or genuinely asking about Teacher's Day and knowing that after a small interaction it made them smile or feel a little happier. For me, that's what my role as a leader is; to make everyone feel more comfortable at school and happy to be there.



## What are your aspirations beyond school?

I have a few ideas that are playing around in my mind, one of them includes going over east to study either at Australian National University or Melbourne University. If not, I'd love to work and save up to go travelling around Australia and then hopefully find opportunities to travel internationally.

## How has Guildford Grammar School supported you on your school journey?

A lot of it comes down to the type of people that are at the School. Almost everyone is willing to give a helping hand and support you. The School offers so many opportunities that allow you to be successful but also opportunities that can help you find success. The teachers are really important in this, I've been very fortunate to have great mentor teachers and built strong relations with a lot of teachers over the years I've been at school, so I always feel secure in knowing it's safe to fail and make mistakes.

## What advice would you give to new students?

My advice would be to take advantage of every opportunity you are given, but also to find your own opportunities, as the school is always willing to support you on your endeavors. I wouldn't get too caught up on all the small things, but I'd try to optimise your time; experiment in different facets of the school, explore different activities, classes and sports.

Remind yourself that it's ok to not know what you want to do, but you can definitely get a sense of what kind of person you want to be. Don't sell yourself short by trying to fit in with everyone else and, be your true self, and the ones that matter will stick around. School is not for everyone, but I think it really builds character so make sure you give yourself the best chance at being proud of yourself and everything, you can, and will achieve.

# Academic Excellence Assembly



▶ In Term 1, we held our annual Academic Excellence Assembly to recognise and celebrate students who have demonstrated outstanding achievement across a range of academic endeavours. A huge and well-deserved congratulations to all our recipients on their remarkable achievements.

## Academic Excellence Guild

Congratulations to the following 2022 Year 12 students who achieved a WACE result of 97.5 or higher, and were inducted into the Academic Excellence Guild:

- **Darby Walsh**
- **Michael Jacobs**
- **Jeremy McVey**
- **Callum Neil**

## Scholarships

Congratulations to the following 2023 Scholarship recipients:

### D'arcy Slater Scholarship

- **O'Hara Daly** (7St)
- **Xavier Parker** (7Fr)

### Harry Campbell Pope Scholarship

- **Callum Hedditch** (7Be)
- **Adia Plaisted** (7Be)



### Council Scholarship

- **Charlotte Cousin** (7Sc)
- **Samuel England** (7Fr)
- **Emma Jarvis** (7Ha)
- **Lylah King** (7Ha)
- **Luke Lancaster** (7Wb)
- **James Tyson** (7Wb)

### A R Mackewn Boarding Scholarship

- **James Bradley** (7Sc)
- **Caitlyn Ho** (7Be)

### Open Music Scholarship

- **Harrison Reid** (7St)
- **Reuben Sibbel** (7Sc)
- **Tate Tolchard** (7SG)

### Go Forward Scholarship

- **Ariah Bradbrook** (8St)
- **Amber Duffy** (10Be)
- **Dale Hill** (8St)
- **Vishver Morendage** (9St)

### Clothworker's Foundation Scholarship

The Clothworker's Foundation Scholarship recognises major leadership within the School and was awarded to the Captains of School, **Lemarna Valentine** (12Wb) and **Oliver Sills** (12Fr).

# World's Greatest Shave

Senior School Assembly took on a carnival atmosphere in March as our School Prefects, along with several other students, shaved or cut their hair for the World's Greatest Shave. The students provided a bake sale, table tennis, raffle tickets, and WGS 'tattoos' for all students to enjoy.

The goal was to raise \$20,000 for the Leukaemia Foundation but our students and families went above and beyond and raised almost \$24,000! Well done to everyone involved!



## Senior School Mothers' Day



It was a wonderful morning on Chapel Close as we celebrated our Senior School mothers and mother figures. It was a lovely start to the day with a warm breakfast, live music from our Strings Ensemble and a lot of love.



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**Tom Meredith** • Old Guildfordian/Greenstone Founder & Director

# Boarding news

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

▶ In 2021, we opened the doors to our new, 132-bed co-educational boarding facility and we hoped that in time we might see it filled with boarding students. By the end of 2022 we were already overflowing with students and have now converted Sir Francis Burt Hall (formerly St George's House and Senior Boarding) to become our Junior Boys Boarding House.

We are now excited to be moving once again, as we have announced that Graham Malcolm Hall (formerly Henn's House and Junior Boarding) will be

renovated and re-instated in 2024 as the Year 7-8 Boys' Boarding House. This move allows Burt Hall to become the Year 7-8 Girls' Boarding House and our newest facility to accommodate all Year 9-12 boy and girl boarders.

This strategic move means our overall capacity will grow to see us become the largest boarding facility in Western Australia. It also means we will have a perfect balance of girls and boys within our boarding community with capacity for 120 of each. The move also reflects the changes happening in our day

school as we restructure our Year 7 and 8 approach.

By creating Year 7-8 age and gender-specific areas in our School, we can tailor our pastoral care program to suit the unique needs of our young people. Commencing boarding at a young age can be daunting for some students and these spaces will be homely, warm and fun. Our staffing model will also reflect the needs of our young people with a dedicated House parent allocated to each Junior Boarding House. Our House parents will be ably supported by our existing Boarding Year Coordinators who will continue to be key staff members within the Senior School. This additional resourcing provides additional supervision and allows our boarders to be seen, heard and valued at all times.

Our boarding community continues to go through a significant transition and period of growth, and whilst our facilities have changed, the community within them have not and this has and always will be the cornerstone of our amazing boarding environment.

**Matt Weston**  
Head of Boarding



# GGS Futures – working with Sandalford

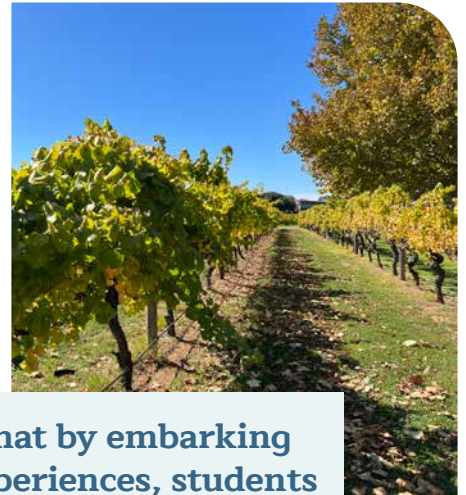
Article by **Celine Noort**, Futures Coordinator

▶ In April, we were fortunate to have the Corporate Tourism Manager, Jenny Hvalgaard and Recruitment Administrator, Katie Brogden from Sandalford visit our School to present to students the diverse career pathways available in the wine and hospitality industry.

As a result of this rewarding and unique opportunity, students had the advantage of directly applying to potential jobs they were interested in on the day. Some students were also able to conduct work experience during the exam break which included a special meeting and a few hours work with the Executive Chef for one of our students who wants to study commercial cooking after graduation.

Another Year 12 student also got the chance to tour the estate, and help with bottling which many people do not get to enjoy. After impressing the Functions Manager whilst setting up for a wedding and corporate event, they were offered the opportunity to apply for a casual role within the team which is an amazing outcome.

Whilst work experience is often focused on experiencing the career you hope to one day work in, GGS Futures hope that by embarking on varying work experiences, students are afforded a unique opportunity to try different work environments and develop many new skills.



**GGS Futures hope that by embarking on varying work experiences, students are afforded a unique opportunity to try different work environments and develop many new skills.**

How many jobs will the average person have in their lifetime? It is estimated that most people will have around 12 jobs during their lives – each requiring different skills and expertise. On leaving university, almost a third of graduates completely change fields and we believe that

approaching work experience to discover a breadth of industries is a very important step in developing work-ready skills.

**Celine Noort**  
Futures Coordinator

## New Agribusiness ATAR course

▶ We are delighted to be among the first schools in Western Australia to offer the Agribusiness ATAR course to Year 11 students for 2024.

The Agribusiness ATAR course will support young people to develop knowledge and skills related to the business decisions needed to run enterprises from production to marketing, adding value at all stages of the production process. The new course has been designed to provide students with a comprehensive understanding of the agriculture industry and its contribution to the Australian economy.

Students who enrol in the Agribusiness ATAR course will have the opportunity to learn about current industry trends, innovative technologies and practical business skills that are necessary for success in the agriculture industry.



Demand will continue for skills in combining scarce resources and innovative production and marketing methods, and we believe this course is an important addition to our curriculum. We look forward to providing students with a unique opportunity to learn about one of the most important industries in Western Australia.

# Living our School Values through positive behaviour

▶ In Term 2, we introduced the Adventure Trail approach with a focus on celebrating students who live our values through their actions, words and behaviour every day. We continued to work on framing behaviour guidance with the language of our values. This helps to support educating young people that work to build a just loving and peaceful society, as well-rounded individuals with strong values and a moral compass. Within the Adventure Trail approach, students have the opportunity to work towards individual rewards as well as a team reward for their Quarter. The positive reward aspect of the Behaviour Adventure was designed with significant input from students and has certainly resulted in enthusiasm and motivation for our students.

The Positive Behaviour Adventure follows a Positive Behaviour Support (PBS) model which is an evidence-based framework that supports students to develop and maintain positive behaviours in the classroom, the playground and within the school community. Clear expectations are outlined and align with our School Code of Conduct, along with a clear and consistent process for misbehaviour. We all make mistakes, and naturally within a School environment, students are given opportunities to learn from these mistakes. Our Prep School culture will continue to adopt an inclusive, compassionate approach, ensuring students feel valued and heard, as well as safe to reflect on mistakes as learning opportunities. As a School, we continue to focus on applying restorative practice approaches to situations of poor choices, mistakes and where behaviour guidance is required, as this is where empathy for others is fostered and significant personal and social development occurs. The PBS model and restorative practice



**The PBS model and restorative practice structures are complementary and work together to support the holistic development of children and young people.**

structures are complementary and work together to support the holistic development of children and young people.

We continue to focus on the overall wellbeing of children and skill development through the Visible Wellbeing model, Friendology curriculum, Health programs and Zones of Regulation program. The explicit instruction of academic and behavioural expectations, as well as the skills in order to achieve such expectations underpin the successful implementation of a PBS model, with research indicating

that this supports positive outcomes for students. Students are encouraged and celebrated for meeting expectations and research indicates improved outcomes in the management of inappropriate behaviours. The PBS approach also positively impacts general school culture as students embrace more pro-social behaviours, which is linked to improved academic outcomes for students.

An important aspect of supporting explicit teaching and helping children to transfer this to their everyday context is behavior-specific praise. The PBS framework integrates specific praise and



redirection as an important aspect of supporting the development of positive behaviour skills. In practice this means that when we recognise what a student is doing well, it is done within the context of the language of our School values and the associated behaviours outlined for each value. When redirecting and guiding poor behaviours, the same language is used, supporting students in developing their understanding through a consistent approach.

It has been wonderful to celebrate the many students who are living our values every day and acknowledge the amazing efforts towards improvement, as well as using the PBS model to support all students in achieving their personal excellence across all domains of development.

**Dr Holly Miller**  
Head of Preparatory School



# Year 5 Fire Services incursion

Article by 5T

With sirens blaring, lights flashing and water spraying, the West Swan Volunteer Fire Brigade had arrived at Guildford Grammar Preparatory School.

In Term 1, Year 5 had a visit from the West Swan Volunteer Fire Brigade, who helped us explore the wonders and dangers of bushfires. Over the term, students have been studying the impacts of bushfires on the land, people, property and animals, both natively and on farms. After looking at the way Indigenous people use fire to care for the land and to hunt for food, we researched the causes and impacts of bushfires here in Australia as part of our inquiry question. We used a range of primary and secondary sources such as readings, class speakers who shared stories of bushfires they had experienced and by watching videos. This led to making information posters and wanting to find out more. Mr Cousin, a volunteer fire fighter offered to bring the trucks and crew out to visit us and gave us some information to further aid our work.

Mr Cousin and the crew talked us through a presentation explaining their job and duties and presented information about bushfires in general. They also explained the dangers of bushfires and what to do if caught in one, and why everyone needs to have



a fire emergency plan. Each Year 5 student has now developed a plan for their families.

Finally it was time to walk down to Pexton Oval to try out our own fire-fighting skills after an explanation of the fire-fighting equipment. We all sprayed the hoses, tried the helmets on, had a great time climbing over the trucks and pushing buttons for sirens and lights.

# Prep School student leaders



In Term 1, we formally welcomed our 2023 School Captains, Vice-Captains, Quarter Leaders, Councillors and student leaders at our Ash Wednesday Chapel Service and special Assembly. Congratulations to the following students and thank you for leading and supporting your peers throughout Semester 1.

## School Captains

- Lillian Matthew
- Benjamin Felsch

## School Vice-Captains

- Sienna Raddock
- Ben Haines

## Quarter Leaders

- *South* – Scott Armstrong and Krista Fenn
- *North* – Evelyn Rees and Jackson Smythe
- *East* – Indy Moffitt and Hamish Wood
- *West* – Will Mac Alasdair and Amelia Chester

## Councillors

- Eliza Durrant
- Jestina Marinelli
- Samuel Warner
- Liam Day
- Milla Swinbourn
- Ryler Thomas

- Sebastian Belci
- Sophie Kavanagh

## Chapel Leaders

- Mia Casella
- Lachlan Durrant
- Liam Furber
- Nate Kensett-Smith
- Raphael Scanlan

## Music Leaders

- Ned Flood
- Holly Smith
- Pippa Valli

## Art Leaders

- Molly Cucel
- Kyla Hart
- Joel McMillan
- Isabella Reynolds-Pratt
- Eleanor Soccio

## Library Leaders

- Caelan Hathway
- Kaedin Local

## Sport Leaders

- Matthew Bond
- Jentsen Dwyer-Davis
- Nate Kensett-Smith
- Layla McTavish
- Jacob Munyard
- Nate Parker
- Dylan Sweby
- Jasper Thomas

## Chinese Language Leaders

- Mason Barrett
- Lachlan Durrant

## Tech Leaders

- Joyce Murray
- Edison Rees





# Kindy Kindness Kitchen

On our journey to spreading kindness, the Kindergarten students chose to set up a café and smoothie bar in their learning environment and this led to further discussions about how to run a café.

We visited the Guildford Grammar Food Truck to experience placing

an order and paying for a product independently. The Food and Beverage Services Manager, Arran Warren spoke to our students about the Food Truck and how everything happens behind the scenes.

We have been discussing kindness, what it looks like, how we can spread

joy to others and how it makes us feel to give and receive kindness. From these discussions and experiences, it was suggested that we run our own Food Truck. On further investigation, students decided it would be more practical and safer to organise a Kindy Kindness Kitchen.



They designed a menu, created a poster and baked delicious muffins. One of the suggestions had been to have music like an ice cream van so we involved Mrs Pignéguay to help us create music for our delivery service.

Each learner was given the opportunity to make fruit smoothies, milo or freshly

squeezed orange juice, along with the muffins they had baked. Students visited various staff around the School to deliver their wares to make them smile. They wanted staff to have a joyful day and played the music recording to announce the Kindy Kindness Kitchen is in service. This has been a valuable experience for

the Kindy students as they learn that kindness works both ways.

**Elise de Jong, Jen Griffiths and Maddie Lumbus**

Kindergarten Teachers

## Year 2 excursion to Woodbridge

As part of our Year 2, Olden Days History Inquiry Unit, we had the fantastic opportunity to visit Woodbridge and learn about its significant past. Woodbridge sits on the banks of the Derbal Yerrigan (Swan River) and is known as one of the most culturally significant places in Whadjuk Noongar country. It has sustained the Whadjuk people for tens of thousands of years and is known as Mandoon.

Diana, our excursion guide explained that in 1883, Charles Harper and his wife Fanny purchased the land. Charles was an agricultural entrepreneur and parliamentarian and in 1896 established Guildford Grammar School with five of his children including other local children from Guildford and the Swan area. It was purchased in 1909 by the Church of England and went on to become what is now Guildford Grammar School.

After arriving at Woodbridge House, we explored the house room by room and took in the grand architecture and decor. We were shown some of the original Harper furniture, their kitchen and personal belongings. Upstairs,



the students were able to enjoy some hands-on play in the activity space and explore some of the olden day toys that the Harper children owned. We heard stories of how teachers used the cane to discipline students at school and how there were no toilets in the house. The house was even used as a home for the elderly and a hospital during World War I. After lunch we enjoyed playing some olden day games outside on the

immaculate lawn. Skipping, hopscotch and bowls were the favourites.

Upon return to the classroom, the students set about the task of persuasive writing, arguing that it is better to be a child now, than in the olden days. Thank you, Woodbridge House for a wonderful and immersive look back in time.

**Wayne Ritzema**  
Year 2 Teacher



# Prep School Mothers' Day

It was a lovely morning shared between our youngest students, mothers and mother figures in celebration of Mothers' Day and in appreciation for all they do. Mothers and students were treated to a tasty breakfast, time spent in the classroom and flowers to take home.



## Crazy Hair Day and World's Greatest Shave

Our Prep School fundraising efforts were out in full force for Crazy Hair Day and World's Greatest Shave in March. It was wonderful to see so many students having fun and supporting such important causes. We raised over \$10,000 between the World's Greatest Shave and Crazy Hair Day, and this was donated to the Leukaemia Foundation Western Australia – an amazing result! Which hairdo is your favourite?



# Year 5 enquiry – Guildford township

Article by 5T

The history behind the settlement of Guildford township became a focus for 5T after exploring the reasons why different sites around Australia came into being during the 1800s. This was part of our Inquiry questions study which included:

- Who were the original inhabitants?
- What were the social, political and economic reasons for settlement and development of the different colonies?
- In what ways does settlement impact on the environment?

After looking at the Swan River colony specifically, the importance of Guildford as a trading, exploration and hub became obvious. Each student was allocated an historic Guildford building and were tasked with following the design process and brief to construct a historically accurate version of it. To fulfil this objective, students conducted a thorough research inquiry to collate as much information as they could find about their chosen landmark. They needed to visit a variety of websites to locate information about how and why their building was made during the development of Guildford town. In more detail, students researched:

- The original owner and the successive owners of the building
- The tools and materials used to make the building
- The contribution the building made to the settlement



James Street, Guildford, 1940.

- The size of the building and land it took up
- What was the land used for or owned by, prior to the building
- The original design used
- Other information they came across in their research

Students brought in recyclable materials to share with others for the designing and constructing process. They had to sketch a model of their building and experiment with a select set of materials to create a replica of their building.

This inquiry activity is effectively integrated into a variety of curriculum areas, particularly English and Humanities for the research component, Design and Technology for the creating and building component and Mathematics where the map of the township will be later used for position and location activities.

Throughout this term, the inquiry allowed students to develop their ability to research and retrieve specific information about the original owners

of the land Guildford is built on, use materials for a purpose, as well as to consider the social and environmental context of historic Guildford town and how it affected the use of their building.

Emphasis was not just placed on the construction and researching of these buildings but also on evaluating the entire process. Students needed to judge the successfulness of their buildings and what could have been done differently to improve the process and product. They had to explain why certain challenges occurred and how they affected the results. The evaluation component challenged students to use their ability to reflect on their own work and the structure of the research inquiry.

Some of the significant building created include the Rose and Crown, the colonial Goal and Courthouse, Taylor's Cottage, Padbury's and Moulton's Cottage. Finally, the completed three dimensional models were placed on a giant map covering Guildford from Barker's Bridge to James Street and just past the Stirling Arms Hotel.



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# Miss Marion Walker – our first female teacher 1897-1903

Article by **Rosemary Waller**, Archivist

▶ Frank Bennett, his wife Nellie (nee Walker) and three children, Enid, Madge and Reginald arrived in Guildford from York in 1896 and lived in a house on Swan Street. Frank had been appointed as the first Headmaster of Guildford Grammar School. The first students enrolled were the children of the founder, Charles Harper. They were Charles Walter Harper, Harcourt Harper, Gresley Harper, Prescott Harper and Clara Harper. Joining them were John, David and Craigellachie Grant, Bruce Leake, Fred Snowball, James Craig, Bert Hall, and Calvyn Seabrook. Later they were joined by twin sisters Enid and Frederica Drake-Brockman, Fanny Viveash, Lilian Rogers and Edward Ingram. By the end of the year there were nineteen students all taught by Frank Bennett.

Bennett was an excellent teacher but suffered from a creeping paralysis which made him lame in one leg, forcing him to use a walking stick. He had a short temper and the girls were very frightened of him.

The first class was carried out in the billiard room. The billiard table was stacked at one end. The rest of the room was occupied by Frank Bennett's desk and three tables or desks for the pupils which were formed into a rectangle. The billiards table proved to be a huge attraction to the Harper twins Maddie and Kitty who after walking on it ruined not only the cloth but the slate underneath.

By 1897, enrolments had increased to 41 students. With growing numbers, classes spilled out onto the veranda, and it was during this time Frank Bennett wrote to his sister-in-law, Marion Walker and persuaded her to come over from New South Wales to teach the younger pupils. Marion recalled "My brother-in-law found



*Miss Marion Walker, her new husband Mr W H Merry and her bridesmaids standing in front of the main building, 1905.*

teaching small boys and girls irksome." It would have been impossible for one man to teach such a variety of subjects to such a large class comprising of various ages.

After the death of her husband, Frank Bennett who died in October 1898, Nellie married the new Headmaster, Alexander Gillespie who served from 1899 to October 1903. On the death of Gillespie, Charles Harper had offered Nellie the position of matron and her sister Marion stayed on to assist her.



*The dining room decorated for the wedding in 1905.*

Due to the death of two husbands, Nellie suffered from depression and took refuge in alcohol. Marion and Mr McKinlay (Staff 1902-1906) protected Nellie to a degree which caused Charles Harper's displeasure. Nellie signed a pledge to abstain from drinking but found this impossible. Charles Harper allowed Nellie to resign rather than be sacked. Marion Walker left the school at the end of 1904 as she planned to marry Mr W H Merry.

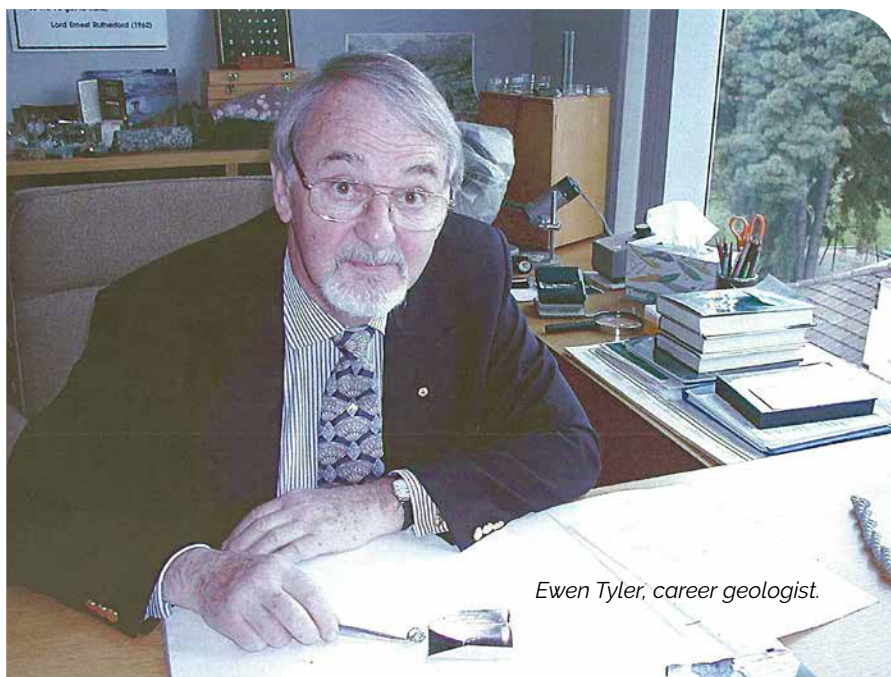
The wedding of Miss Marion Walker to Mr W H Merry took place at Guildford on March 15 1905. The bridesmaids were twins Maddie and Kitty Harper, daughters of Charles Harper and Enid and Madge Bennett, daughters of the late headmaster Frank Bennett. A half-holiday was granted by the Headmaster William Stewart Corr (1904-1909) and the boys enjoyed tea provided by Mrs Fanny Harper, wife of Charles Harper and Mrs Nellie Gillespie. In the evening, a concert was enjoyed in the Dining Hall which was in the main building followed by a bonfire on the flats.

# The geologist who unearthed the world's largest diamond mine: **Ewen Tyler AM**

▶ **Ewen Tyler AM** (SG 1941-1945) is a legendary geologist, celebrated for his extraordinary contributions to the diamond mining industry, most notably for the discovery of the world's largest source of natural diamonds – the Argyle Diamond Mine. He also uncovered the Ellendale deposit in Western Australia and the Merlin in the Northern Territory.

Ewen's fascination with geology began early on, thanks to his father who was a geologist in Sarawak, Borneo. After starting his education in England away from his father, Ewen joined Guildford Grammar School where he resided as a boarder in St George's House.

The outbreak of World War II led to a pivotal moment in Ewen's life at Guildford Grammar School, when the School was evacuated to Fairbridge, near Pinjarra, from 1942 to 1943. Despite the challenges of wartime disruptions, Ewen's determination remained unshaken. He passed his Junior Certificate with seven subjects in 1943 and went on to excel in five subjects for his Leaving Certificate in 1945. His leadership qualities and academic excellence were evident during his time at school, as he was appointed a House Prefect, received a



*Ewen Tyler, career geologist.*

Distinction for Chemistry and won four academic prizes including the Form IIIA Foreign Languages Prize (1941), Form U/IVA A.H. Sanderson Prize (1943), Form U/IVA Science Prize (1943) and the Form VI Special Merit Prize for Science Subjects (1945). Ewen also explored other interests as a student, including joining the Choir (1942-1945) and Cadets, reaching the rank of Lance Corporal (1945).

After graduating high school, Ewen enrolled at the University of Western Australia in 1946, graduating in 1948. Equipped with the expertise he would later employ in his remarkable career, Ewen then spent two decades working in Africa and London.

Now armed with international experience in geology, Ewen joined Tanganyika Holdings and headed to Australia's Kimberley region in 1969 to search for economically viable diamond deposits. Rumours had circulated of someone showing regional diamonds to a monastery's abbot in the 19th Century, however, no actual discovery had ever been documented.

Ewen and his team were targeting diamond-bearing kimberlites, ancient volcano 'pipelines' packed with diamonds. After four years of searching 190,000 square kilometres of challenging terrain and processing 1,800 gravel samples, despite recent samples showing promising mineralisation, Ewen was warned his exploration funding could be cut as no diamonds had been found. However, on the evening of his 45th birthday in 1973, mere months before the axe was expected



to fall, a lone diamond was uncovered in a sample with accompanying indicators. While the diamond was only microscopic, its discovery would change Ewen's life forever.

Continuing his relationship with Tanganyika Holdings, which evolved into Tanaust Pty Ltd and eventually was taken over by Ashton Mining Limited, Ewen persevered with his search for a significant source. His meticulous tracing within the northern Kimberley region ultimately led to the discovery of the Argyle (AK1) deposit, located

approximately 75km south of Kununurra. Mining commenced in 1983 and full production was reached by 1986, with the AK1 pipe proving to be the largest source of natural diamonds globally, representing about 40% of the world's total supply. These natural-coloured diamonds included white, cognac, champagne, violet, blue, and the rare and highly desirable Argyle red and pink diamonds.

After 37 years of operations and producing more than 865 million carats of rough diamonds, the Argyle

Mine closed on 3 November 2020. The plan now is to respectfully rehabilitate and return the land to the traditional custodians, the Miriwung, Gidja, Malgnin and Wularr people of Western Australia.

Ewen's remarkable journey is a tale of exceptional expertise, tenacity and determination in Australia's harsh outback. With his world-beating discovery, he left an enduring mark on the diamond mining industry and will continue to inspire generations of geologist and fortune-hunters to come.



- ▶ This year's golf day was the best ever, with the most golfers and sponsors since we started the annual event in 2019.
- ▶ The ticket price was again kept low and this year's prize pool went to the next level because of the generous support from businesses in our community.

Results	
1st place and winners of the Arnold Green Cup	<b>Louis Conner</b> (He 2007-2010), <b>Stuart Lamont</b> (Fr 2006-2010), <b>Justin Purslowe</b> (Sc 2003-2010) and <b>Nathan Ridout</b> (Be 1998-2010) Score 61.250
2nd place	<b>Lachlan Byrne</b> (He 2015-2020), <b>Wayne Byrne</b> (OG Parent), <b>Callum Partington</b> (Prep/Ha 2012-2020), <b>Linton Partington</b> (OG Parent) Score 61.500
3rd place	The Bunting Group's team of <b>Shane Scott</b> , <b>Luke Bunting</b> , <b>Dan Stafford</b> and <b>Glynn Bunting</b> (Be 1980-1984) Score 63.375
Nearest to pin (5)	<b>Cameron Alexander</b> (W/b 1983-1987)
Nearest to pin (17)	<b>Glynn Bunting</b> (Be 1980-1984)
Longest drive (9)	<b>Louis Conner</b> (He 2007-2010)
Longest drive (18)	<b>Charlie Weston</b> (Prep/He 2008-2020)

## Thanks to our sponsors

Our heartfelt thanks go to the following sponsors.

### Event partner: The Bunting Group

#### Prize and hole sponsors:

- Nuheara
- AmberChes Spirits Distillery
- Helen Bond, Ray White Inner North
- Aviso WA Insurance Brokers
- Bee Happy Apiaries
- Creative Art Tranquility
- ECORP Project Management
- OccuMED Consulting

## Women in agriculture

Despite not coming from farming parents, three Old Guildfordian women have been working the land and are now pursuing careers in agriculture or related industries. All three ladies were thrilled to learn that Guildford Grammar School is among the first in WA to offer ATAR Agribusiness to Year 11 students in 2024.

### Arian Tolomei (SG 2019-2021)

Arian was accepted to do Agriculture at Murdoch University, but put this on hold to participate in the AgCareerStart Program that is run by the National Farmer's Federation.

Featured in the most recent issue of R.M.Williams OUTBACK magazine, Arian praised her experiences in the AgCareerStart program. She has enjoyed

learning how to drive a front-end loader, cropping work and stock handling.

Since her AgCareerStart placement, Arian has commenced a training program with The Greenscape Collective, operated by Old Guildfordian Joshua O'Keefe (SG 2004-2005). In addition, Arian is completing her Certificate IV in Horticulture with the view to pursue a degree in Landscape Architecture.

To read more from the OUTBACK article about Arian, please visit:

[www.outbackmag.com.au/starting-out-in-ag/](http://www.outbackmag.com.au/starting-out-in-ag/)

*Arian Tolomei recently featured in an edition of the R.M.Williams OUTBACK magazine.*

*Photo by Rosie Henderson.  
[www.byrosiehenderson.com](http://www.byrosiehenderson.com)*



### Amelia 'Millie' Barton (Prep 2010-2011)

While neither of her parents farmed, Millie's maternal great grandparents farmed in Quorn, South Australia, and her paternal great grandparents were poultry farmers. In addition, Millie grew up around dairy farms and vineyards and was attracted to the agricultural lifestyle from a young age. After last year's marriage to a Gnowangerup local, Callum Thornton, Millie now finds herself living in Wagin with Callum and their beautiful baby daughter, Maisie, born in April this year.

No stranger to the hard work required in agriculture, some of Millie's roles have included working in the Agricultural Machinery sector as a Parts Interpreter and also nutrition work with a CSBP pilot program, which monitored soil nitrogen rates during the cropping season.

After becoming a member of The Wagin Agricultural Society, which organises the Wagin Woolorama, Millie took on the responsibility of being the Societies Secretary and the Administration and Event Manager for the 2023 Woolorama – a massive task.

Millie is acutely aware of the vast amount of knowledge necessary for success in agriculture. Her educational journey began with a Bachelor of Agricultural Business Management, pursued through Charles Sturt University and the Muresk Institute. Eager to deepen her understanding further and contribute to sustainable practices, she has now accepted the challenge of a Master of Sustainable Agriculture, also with Charles Sturt University. Although presently taking a brief study break to prioritise



*Millie and husband Callum.*

precious time with baby Maisie, Millie remains committed to expanding her expertise in the industry.

### Sienna Tolomei (SG 2018-2019)

Sienna had her first real taste of farming during harvest in 2020, with an opportunity arranged through her former rowing coach at the School, **James Kerr** (Freeth 2007-2011). The family farm of James' partner is near Esperance and Sienna got to work with the chaser bins and the header during cropping. This singular, yet vivid experience gave

Sienna a love of working the land and being in that farming environment.

Now employed by the CBH Group, Sienna has completed two seasons in the head office. In her interesting role with the co-operative, Sienna liaises with farmers regarding their crop contracts and delivery services. An enjoyable part of the job has been talking to growers while she represents CBH at field days, such as the Mingenew Midwest Expo and the Dowerin Field Day.

While working with CBH, Sienna is also completing her degree in Agriculture at Murdoch University and hopes to become an Agronomist. She has appreciated the opportunity to go out and witness field trials with the university, and to get exposure to new cropping methods and the range of different crop varieties that are available.

While new to Agriculture, Sienna has found it to be an exciting industry to be a part of as a young person with multiple pathways available.



*Sienna Tolomei has fallen in love with farming.*

## Reunions every 10 years – help us organise yours: 1974, 1984, 1994, 2004, 2014 to celebrate in 2024

The Old Guildfordians Association holds reunions for classes every 10 years. If you are from the class of **1974, 1984, 1994, 2004, or 2014**, 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.

# Exploring humanity and nature through award-winning art: Jarrad Martyn

▶ A talented artist based in Melbourne, **Jarrad Martyn's** (He 2005-2009) practice combines the styles of figuration and abstraction together through contemporary painting, featuring strong references to the real world with an emphasis on the human figure. Through his paintings and drawings, he delves into profound themes, utilising the principle of bricolage – a construction from a diverse range of elements – to interweave academic research and imagery. This unique approach allows Jarrad to create thought-provoking narratives and engage viewers in an alternate conversation about humanity's relationship with the environment and how historical events are framed.

Jarrad's immense talent has garnered attention, leading to his artwork being featured in several notable public and private collections. Institutions like the University of Western Australia, Edith Cowan University, Curtin University, City of Perth, City of Joondalup, Shire of Mundaring and St John of God Hospital Art Collection have all recognised the value of Jarrad's creations.



*Jarrad Martyn with his artwork called 'Host'. Image courtesy of Linden New Art and photograph by Laura May Grogan.*

Beyond galleries and private collections, Jarrad's art extends to the public sphere through various commissioned projects. He has been sought after for large-scale murals by councils and commercial entities in different regions, leaving an indelible mark on places like the Shire of Collie (WA), Rochester (VIC), City of Fremantle (WA), City of Swan (WA), and the Newman Hotel in the Pilbara (WA), among others.

Jarrad's determination has been rewarded, with his artworks frequently selected as finalists in prominent national art awards. Some notable accolades include winning the coveted John Stringer Art Prize in 2018, the City of Joondalup Community Invitation Art Award – Overall Acquisitive Award in 2017, and the Fifty Squared Art Prize at the Brunswick Street Gallery in 2021.

Most recently, Jarrad's painting titled 'Refuge' earned the prestigious Mayors Award for the Nillumbik Prize for Contemporary Art. 'Refuge' draws inspiration from a series of photographs taken by Jarrad's father, Douglas, during his time in Antarctica in the 1980s.

With academic recognition of his artistic prowess, Jarrad recently won a scholarship to pursue a Master of Fine Arts at the Victorian College of the Arts, University of Melbourne.

Through his incredible creations, Jarrad provokes thought, sparks conversations, and encourages viewers to reflect on their place in the world and their impact on the environment. As he continues to leave his artistic mark in various spheres, we eagerly await the next thought-provoking creation from this talented artist.



*'Refuge' was inspired by a series of photographs taken by Jarrad's father, Douglas, during his time in Antarctica.*

# Out and About



**50 Plus Reunion Day**  
29 March 2023, Guildford Grammar School



**Beverley and Districts PSA Old Scholars' Association Annual Dinner**  
31 March 2023, Beverley Golf Club



**Paint and Sip (for Classes of 2013-2022)**  
12 May 2023, Guildford Grammar School



**Supporting Sport at home**  
20 May 2023, Guildford Grammar School



**GGS Connect (for Classes of 2013-2022)**  
8 July, Lyric Lane, Maylands



**Canberra Reunion**  
3 August 2023, Cahoots Events Lounge, QT Canberra

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## Out and About



**Careers Expo**  
21 June 2023, Guildford Grammar School

## 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
Saturday 7 October	Annual Dinner	School
Saturday 7 October	Reunion for Classes of 1963, 1973 and 1983 at the Annual Dinner	School
Friday 13 October	Tour of the Colonial Gaol followed by lunch at Poste Café and Garden Design Centre	Guildford Town
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 Hub for Old Guildfordians and Old Guildfordian Parents

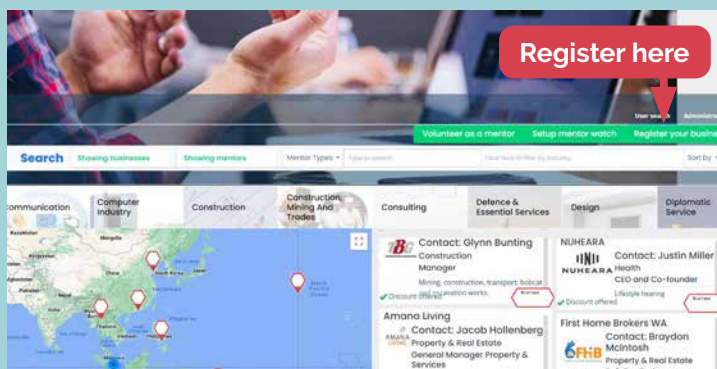
**Support your community.  
Search for businesses and mentors.**

With over 300 businesses now listed, our Business Hub is growing nicely. Support our Old Guildfordian community and make the Hub your first port of call if you have a business opportunity, or you are looking to extend your network ... all searchable and from the one place.

Add your business at no charge to increase exposure and access the advice and support of mentors, or become a mentor yourself.

To take a look or register, visit:

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



**Have you ever wondered about Freemasonry?** Or maybe you once had a family member who was a Freemason? Did you know that there is an Old Guildfordians' Masonic Lodge, which was established in 1953?

You don't need to be an Old Guildfordian to become a member, so calling all staff members, parents, care-givers, grandparents and Old Guildfordians. If you'd like to know more, please contact **Jon Durrant** on mobile 0424 265 215, email [jonathan.durrant@outlook.com](mailto:jonathan.durrant@outlook.com) or contact **Grant Cucel** on mobile 0438 418 009, email [gcucel@yahoo.com](mailto:gcucel@yahoo.com) for further information.

# news

## in year order

**Ewen Tyler** (SG 1941-1945) visited the School with his daughter, Jane, for a tour on 13 June 2023. Ewen was thrilled to see how much the School has grown over the years. Read an article about Ewen in this edition.

**Malcolm Seymour** (Sc 1945-1950) was appointed a Medal of the Order of Australia (OAM) for service to agriculture through roles with a range of associations.

**Thomas Herzfeld** (He 1948-1953), a Prefect, Captain of Henn's House, Captain of Cadets, Captain of Boats (Rowing), an exceptional athlete and scholar, died on 6 June 2023. Tom was a Liberal member of the Legislative Assembly of Western Australia from 1977 to 1983, representing the seat of Mundaring.

**Chow 'Buddy' Chong** (Sc/Ha 1957-1960), at 82 years-old, competed at the State Swimming Championships at HBF Stadium, Mt Claremont on 6-7 May 2023. He came first in the 50m Breaststroke and swam breaststroke in the winning Men's 320 Medley 4x50m team, setting a new State record.

**Graham Croft** (St/Wb 1961-1965) at 75 years of age, broke the State record for 50m freestyle and also the 1500m freestyle at an inter-club swimming meet.

**Steven Lavinder** (He 1962-1965) and wife, Lynne, celebrated their 54th wedding anniversary in June 2023.

**Graham Treffone** (Prep/St 1965-1971) after working in the export meat processing business for 50 years, the last 40 of that in Queensland, the curtain dropped and he retired on 1 September this year. He still gets back to WA every few years and will continue to do so. Graham and his wife plan to do more travel, play a bit more golf and enjoy their family and grandchildren.

**Larry Kickett** (He 1970-1972) and his family popped in to see the Principal, Pete Allen, at August's FeNaCING Festival in Karratha. A tremendously talented footballer with silky skills, Larry could play in a number of positions. Larry started his league career with East Perth in 1974, playing 158 games over 9 seasons and kicking 209 goals. Royals fans will remember Larry fondly for imposing himself in the stirring two-point win over Perth in the 1978 WAFL Grand Final. In 1983, Kickett joined Claremont where he added a final 69 league games in four seasons.

**Dean Broad** (He 1970-1974) was born on 10 July 1957 and passed away on 1 August 2022 after a short illness. Dean was a highly regarded schoolboy rower who had high expectations of his crew. He was stroke of the winning U16 VIII crew at the Head of the River in 1973 and, with a similar crew, had high expectations that they could go all the way the next year with the 1st VIII in 1974. Sadly, however, it wasn't meant to be and they finished in fifth place.

**Mark Bright** (Wb 1974-1978), Kent Broad (Prep/He 1973-1978), **Richard Price** (Prep/Fr 1968-1978), **Bradley Dunn** (Prep/Fr 1973-1978), **William 'Bill' Withers** (He 1974-1978) and **Timothy Price** (Prep/Fr 1966-1976) call themselves the GGs (Golfing Greats) with the obvious reference to their Guildford Grammar School connection. The group recently returned from Malaysia, where they have gone to play golf for over ten years against the Kluang Tigers, with whom the Price family have had a connection with for about 50 years. The father of Richard, Tim and **Robin Price** (Prep/Fr 1966-1973) was an Estate Manager for rubber plantations over many years and he founded a golf course on the last plantation he managed. On this trip, Richard and Tim visited an honour board at the plantation's golf course with their father's name on it.

**Brian McEwan** (SG 1974-1978) has retired due to his Parkinson's Disease, which has made working as a chef too difficult and dangerous. Brian is settled in rural Tasmania

and is enjoying a new and crazy life. He has had Parkinson's Disease for the last four years, so he is still learning to live with it. Signing off with a quote from Douglas Adams, Brian says, "So long, and thanks for all the fish."

**John Callander** (Staff 1965-1982), known as Colonel Callander during his time at the School, had an oversight in his military records officially corrected on 31 May 2023.

**Hugh Callander** (Prep/St 1968-1977) and

**James 'Angus' Callander** (Prep/St/He 1966-1976) had been fighting for years to get their father's service aboard the ill-fated HMAS Armidale recognised, along with the service of two other men. To further the cause, Angus became president of the 'Remembering HMAS Armidale Association', which includes descendants of those who had been on the ship. As reported by Malcolm Quekett of The West Australian on 3 June, John and the other two soldiers had returned from serving in the Middle East during World War II and the Bren gunners volunteered to provide firepower for the Navy's beach protection party. Stationed aboard HMAS Armidale, they then sailed north into Japanese patrolled territory on a mission to Timor. On 30 November 1942, two days after setting sail, Corporal Lionel Clarke (26), Private Matt Telley (25), and John Callander (21) who was then a Lance Corporal, were in the fight of their lives in the Timor Sea, stranded in oily, shark-infested water after HMAS Armidale had been blasted to the depths by Japanese aircraft. After repairs had been made on an 8.2m whaler which now carried 26 RAN personnel and Lionel Clarke, Matt Telley and John Callander, they started rowing the whaler towards Australia on 5 December, some 470km away. They had with them just two tins of bully beef and six tins of condensed milk. The whaler was spotted by a Catalina aircraft and on 9 December, after having rowed about 200km, parcels of food and water were dropped by Hudson bombers, and in a matter of hours HMAS Kalgoorlie appeared. After his ordeal at sea, John then spent time in hospital in Darwin before returning to his battalion, serving until the end of the war. For about 80 years the role of the three soldiers was somehow overlooked in their official army records, an oversight confirmed with the discovery of an AIF War Diary.

**Timothy 'Tim' Whitley** (Wb 1979-1982) was really pleased and reminisced when he saw the photo of the 1983 Rugby team recently. While Tim moved to Canada in 1982, he had played with those students in the photograph when he was at GGS. Tim recalls that **Cornelius Myburgh** (Wb 1979-1982) took over from him as Captain of Rugby and that the new rugby jerseys issued in 1982 were excellent.



L-R: Mark Bright, Kent Broad, Richard Price, Brad Dunn, an unnamed friend, Bill Withers and Tim Price in Malaysia.



**Back row (L-R):** Peter Cowcher, Travis Edmonds, Cameron Edmonds, Kieran Hurley, The Rev. James Stephenson, Shanaya Chapman.

**Front row (L-R):** Quentin Edmonds, Wendy Edmonds, Robert 'Rube' Edmonds, Kelly Wensley.

**Quentin Edmonds** (Staff/St 1982-1986) married Early Childhood Educator, **Kelly Wensley** (Staff), on 29 April 2023. The former School Chaplain, **The Reverend James Stephenson** (Staff 2022-2023), presided over the ceremony, with Kelly's niece and current student, **Shanaya Chapman** (Be 10), in attendance as a bridesmaid. Quentin's 'best men' were **Kieran Hurley** (Staff) and **Peter Cowcher** (Ha 1984-1988). Other GGS family in attendance were Quentin's father, **Robert 'Rube' Edmonds** (Staff 1969-2002), the founding Housemaster of Bennett House and brothers **Travis Edmonds** (St 1984-1988) and **Cameron Edmonds** (St 1986-1990). Quentin's school friends **Gregory Port** (Be 1982-1986), **Christopher Lanigan** (Be 1982-1986), **Ian Todd** (Be 1982-1986), and **Dr Richard Gardner** (St 1982-1986) were also present in celebrating the occasion.

**Shane Harington-Hawes** (Wb 1982-1986) is enjoying life in Melbourne and has been there for almost 30 years. If any of his classmates are ever in Melbourne, Shane encourages them to look him up or contact The Old Guildfordians Association for his contact details.

**Kenneth Maisey** (Sc 1982-1986) has been based in Emerald, Central Queensland, from July 2020 to May 2023, where he was the Commercial Manager at the Sojitz Gregory Coal Mine. A member of Rotary International for a number of years, Ken was the Secretary at Emerald in 2021-2022 and Treasurer in 2022-23. Ken is also a member of the Royal Flying Doctor Service Patient Transfer Hub Project Committee with an aim to raise \$500,000 to build a patient transfer facility at Emerald Airport. Having recently moved in July 2023, Ken is now in Brisbane to commence a new role as Executive Consultant - Finance with RPM Global's energy and minerals division. He plans on continuing his Rotary service with a Brisbane CBD-based club.

**Andrew Prosser** (Ha 1987-1991) had the absolute pleasure of being part of a new tech conference called 'Digital Transformation Live' in June 2023. While he was already speaking at the conference, Andy asked if he could help the organisers and ended up opening day two to thousands of people, acknowledging the traditional custodians of the land and

introducing the next three speakers on the main stage, including Microsoft's Australian CTO, Lee Hickin. Andy then introduced the next six speakers in his own theatre and presented his session on 'If AI can "see all" how do we keep everything secure?'. He finished the conference by chairing a panel of cybersecurity experts. At the end of the conference Andy was exhausted, but it was the most rewarding experience and confirmed that he was on the right path when he started his own business, The Executive Technologist.

**Malcolm Wells** (Wb 1987-1991), a Brigadier in the Australian Army, kindly visited the School in March to speak to students about his life in the Australian Defence Force and leadership in general. The conversation was enjoyed by all, with students asking lots of questions, and everyone shook the hand of Brigadier Wells as they left.

**Stevan Rodic** (Ha 1989-1993) has been announced as the next Chief Executive Officer of Western Australia's largest local government, the City of Stirling, commencing on 3 January 2024. With Stev

## Update your details

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most recently working as the City's Director of Planning and Development, Mayor Mark Irwin described him as "Stirling to his bones." With 25 years of local government experience, most of them at the City of Stirling, Stev started his career with the City as part of the planning team on the front counter.

**Laura Russell** (Prep 2004-2006) has been living a slow life in the USA. She has an Associates of Science in Biology and two beautiful children. Laura is very thankful.

**Nathan Cozamanis (Street)** (He 2005-2008) is working at Rio Tinto as the Manager of Operational Excellence. He recently purchased his sixth property to subdivide and then build a duplex. In August, Nathan headed off on a European holiday for six weeks, visiting Croatia, Italy and Greece.

**Thomas Camp** (Be 2005-2009) shared his career experiences as a lawyer with the School's Year 7 STRIVE class in November 2022. The class had been learning about key legal principles as a part of their Humanities and Social Sciences course. In addition to speaking with this class, Tom also volunteers as a Fellow of the Guildford Grammar School Council as The Old Guildfordians Association's nominee, holding a seat on the Association's management committee.

**Jarrad Martyn** (He 2005-2009) is living in Melbourne and has won a scholarship to study his Master of Fine Arts through the Victorian College of the Arts, at the University of Melbourne. Jarrad and his girlfriend have just moved into a house in Collingwood, so they have been enjoying the new area after previously living in the city. Jarrad often makes the trip to Perth to see the family or for work (see the full article about Jarrad in this edition).

**William Rollo** (Wb 2007-2014), in May 2023, was extremely proud to announce he had joined the team at World Aquatics to commentate for the 2023 Open Water Swimming World Cup Series. Getting to commentate on the performances of some of the World's best athletes was truly a dream come true.

**Andrew Wirth** (Be 2012-2017) was thrilled to announce, in May 2023, that he has joined Singapore Airlines as Senior Partnerships and Activations Associate.

**Lawson Harper** (He 2014-2018) visited the School's booth at Wagin Woolorama to meet Pete Allen, the new Principal. Lawson has a special connection with the School as his great-great-grandfather was the School's founder, Charles Harper.

**Bodi Bauk** (Prep/Wb 2011-2019) of Stockhead, recently won The Old Guildfordians Association's Business Hub competition, with the prize being an advertisement in this edition of the Forward magazine. If you'd like to join Bodi and Stockhead on the Business Hub, visit: [oldguildfordians.com.au/hub](http://oldguildfordians.com.au/hub)

**Elijah Hewett** (Prep/He 2011-2020), picked 14th overall in 2022's AFL National Draft, received an AFL Rising Star Nomination for Round 22 of the 2023 season. Despite a tough Western Derby against the Dockers, 19-year-old Elijah managed to amass an impressive 20 disposals, 10 of which were contested, with three marks and an equal team-high four clearances. Elijah was an exceptional footballer at the School and won the Bink Davies Cup, as a Year 10 student, for being the 1st XVIII's Fairest and Best.

**Angus Adamson** (SG 2016-2021) and **Hamish Adamson** (SG 2016-2021) have been selected for the Men's Australian Junior (Under 21) squad in the lead up to December's FIH Junior Hockey World Cup in Malaysia. In terms of school, club and state hockey, Angus and Hamish have played all of their hockey together. It would be a dream come true if both brothers are selected for the final team and we hope they continue their hockey journey together.

**Gary Foster** (Staff 1997-2023), the Senior School's former Head of the Science Faculty, has retired from Guildford Grammar School after 26 years, having started as the Head of Biology in January 1997. During his time, Gary was a teacher in charge of football and basketball, and coached the 8A, 9A, 10A, 2nd and 1st teams for

both sports, as well as some coaching of cricket and soccer teams. Gary also developed many wonderful relationships with Henn's House students over the years in his role as a mentor. Gary has organised and attended numerous tours to the USA and the National Aeronautics and Space Administration (NASA), biology camps and biology field trips. He also attended and assisted with organising several AFL Football tours to Melbourne and New Zealand ski tours. During his long service leave and retirement, Gary recently enjoyed trips to Europe, Singapore and Vietnam.

## Vale

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

**Samuel 'Sam' Adamson** (SG 1971-1977)  
**Patrick Alexander** (St 1963-1970)  
**Bryan Beigel** (Prep/Sc 1937-1946)  
**Letham Burns** (Sc 1951-1954)  
**John Clark** (Sc 1955-1957)  
**Athol Chester** (He 1944-1948)  
**Sean Cornell** (Be 1990-1993)  
**Frederick 'Fred' Drake-Brockman** (He 1954-1955)  
**Kenneth Ferguson** (Staff 1969-1971)  
**Graham Gipson** (St 1945-1950)  
**Raymond Grimsey** (St 1941-1945)  
**Lincoln Hands** (Harper 1966-1971)  
**Robert Harrison** (St/SG 1952-1956)  
**Thomas Herzfeld** (He 1948-1953)  
**John 'Jack' Hodge** (Henn's 1952-1955)  
**Shirley Jackson** (Staff 1974-1997)  
**Phillip King** (SG 1970-1972)  
**Jennifer Lane** (Staff 1996-1998)  
**William Laurisson** (He 2010-2014)  
**Hubert Leake** (He 1942-1943)  
**Samuel Martin** (He 2013-2015)  
**Brenda Mazzucchelli** (OG Parent)  
**Gavin Piggott** (He 1979-1982)  
**Gregory Pynt** (Stirling 1968-1969)  
**John Riviere** (Sc 1940-1944)  
**Hubert 'Hugh' Rutter** (Prep/Ha 1953-1962)  
**Bryan 'Ross' Urquhart** (He 1947-1949)

# STOCKHEAD

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# Guildford Grammar School

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