

Lion

THE WESLEY COLLEGE COMMUNITY MAGAZINE

Wearing our purple with pride

Purple is the colour of
Wesley – and equality

Knowledge, skills and attitudes

The attributes of
successful students

STEM matters

Find out why

A True Education



WESLEY COLLEGE

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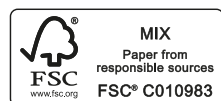
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Editorial

Remote learning. Until just a few weeks ago, this notion was exclusively linked to our Yiramalay/Wesley Studio School in remote far north-western Australia. Now, of course, the COVID-19 pandemic has seen to it that *all* learning at Wesley is remote, at least for the time being.

Teaching is an intensely people-focused vocation. Many Wesley College teachers have face-to-face interactions with well over a hundred people every day, and at the heart of this is the social dynamic of the classroom. Wesley students are happy to be in class; they enjoy the closeness with their peers while they are learning, and the interactions with their teachers are genuinely warm and respectful. Uniquely for our school, many students thank their teachers as they leave the room at the end of class. 'Thank you, Mr Munn,' 'Thanks, see you tomorrow, Mr Munn!' are things I hear routinely amid the end-of-class bustle. For now, all that is gone.

I write this editorial at the end of our first week of teaching from home. My teaching is now entirely mediated through my laptop screen and WISE, our online teaching and learning platform. The learning curve about what works and what doesn't work when teaching remotely has been steep. Adapting lessons to be delivered online has been stressful and tiring, but also strangely invigorating as long-term benefits for both teachers and students start to reveal themselves. Ben Reeves' timely and thoughtful piece on the attributes of successful students in this edition of *Lion* is particularly apposite right now with our students learning from home. To be organised, to be reflective and, above all, to take control of one's own learning: these skills are ripe for the developing while many of the distractions of normal school life are temporarily removed.

This edition's feature on STEM and project-based learning also brings home to us the importance of agency in one's own work, and, when working with other agile learners, just how powerful a STEM education can be. There's no clearer testament to that than the work of Dr Julian Druce (OW1982) and his team to help the global science community move towards an understanding of COVID-19.

We're in the midst of the greatest social upheaval since the Second World War, and living through it is stressful for all of us. I love how, in her article on page four, Kim Bence describes the students and teachers at Wesley as 'a lot of daring purple hearts'. It's a reminder that all of us in the Wesley community can dare to be wise – and resilient – as we face this challenging time in our school's history.

Our learning may have been remote, and in the coming months may continue to be remote, but the lessons we learn about ourselves will be very close to home, and enormously valuable.

Paul Munn

Lion Editor and features writer

A True Education

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We acknowledge and pay respects to the Elders and Traditional Owners of the land on which our Australian campuses and Studio School stand.



Principal's lines



Principal Nick Evans (OW1985) and Year 12 students at the Glen Waverley High Achievers Assembly: please spare a thought for our Year 12 students, whose year is in the process of being disrupted'

Having begged from an indulgent Editor an extension on my deadline for these Principal's lines, I find myself writing them in a world unimaginable from when they were first due. The pace of the impact of COVID-19, both in pandemic terms and in the subsequent social and economic fallout, has been astonishing. I have made decisions this week that I wouldn't have thought likely last week.

The health crisis has also seen behaviour in Australian society that has been disturbing. People fighting over rolls of toilet paper in the aisles of supermarkets gives us a glimpse of how thin the veneer of civil society can be. I truly hope this veneer can prove durable over the weeks and months ahead.

It is always dangerous making predictions and, as a historian, I am loath to do so. This health crisis could yet prove to be a blip or it could be a tragedy. The associated and as yet nascent economic crisis could prove to be short lived and transient, or deep and painful. Right now, no one knows.

I am, however, prepared to make a prediction about the thin veneer of civilisation and its durability. People will, almost without exception, rise to whatever challenge COVID-19 throws against us. Society has been remarkably resilient throughout the ages when confronted with such moments. It is worth remembering that this isn't the first challenge faced in the lifetime of those alive today. It is during the lifetime of my parents that the catastrophe of the Second World War unfolded. Australians, and Australia, coped with an existential threat. Other societies responded magnificently, and in unexpected ways, to the tragedy heaped on tragedy of that

terrible conflict. Their parents experienced, as young people, the twin catastrophes of the Great War and the Spanish Flu. As young adults, they experienced the Great Depression.

During the Second World War, Wesley College endured an existential threat of its own, with the occupation of the College by the military and a consequent move to Scotch College. The College responded magnificently on that occasion, and with a real sense of community. The College abided.

These events are not as distant as they seem. Society has changed, but people have not.

We shall, no doubt, see schools affected for a period of time, sporting events cancelled, normal life disrupted. There may well be shortages of goods more essential than toilet paper. We will, I greatly fear, see many people die. It may well be a tragedy.

But we will endure this moment of history, and the veneer will hold. We will have stories that will lift the spirit.

There are already wonderful indications of the strength of the Wesley College community, from the way in which our students have responded through to the many messages of support from the wider Wesley community that have flooded in. One story that has reached me concerns an OW who contacted his former, now retired, teacher. The OW offered unconditional support to his old mentor. It was a heart-warming story to hear.

In the meantime, please spare a thought for our Year 12 students, whose year is in the process of being disrupted. Events which have been keenly anticipated for years, such as the Head of the River, have been cancelled. Let's hope that this disruption passes quickly, and that they can enjoy the normal rhythm of the last year of school. It is the only last year they will get.

But mostly, yet still with sadness, I hope that the disruption for our Year 12 students is the worst thing that happens in 2020.

I wish all of you and your families good health over the coming months.

Nick Evans (OW1985)





Hardwired for learning: from left, Asher Ronalds, Allyce Sturge and Maddie Temple problem solve together, with guidance from teacher, Lorna Holmes

Wearing our purple with pride

Wesley's holistic approach to learning develops the whole child in an inclusive, coeducational environment, and empowering girls is crucial, not least to deliver a better world for everyone, as **Kim Bence** explains.

Purple is the colour of Wesley College, but it is historically also one of the colours of suffrage and equality. It combines the calm stability of blue and the fierce energy of red, representing both genders. Both of these energies must unite if our school is to achieve what is truly needed in the future.

Whenever the distinctive purple of a Wesley blazer catches my eye, I imagine a world in which gender equality is not merely a quest but a human right that we must stitch into the rich fabric of our great school. Our students literally wear our purple with pride. Metaphorically, so must we all.

Whenever the distinctive purple of a Wesley blazer catches my eye, I imagine a world in which gender equality is not merely a quest but a human right that we must stitch into the rich fabric of our great school.

As a teacher with a long and proud career in Kindergarten to Year 12 education, it is my pleasure and privilege to have joined a school with such a superlative record in enlightening and empowering young men and women.

An equal world is an enabled world

When Wesley celebrated International Women's Day last month, we all – men and women, boys and girls, young and old – took the opportunity to reflect on the theme for 2020, 'Each for equal,' and the understanding that an equal world is an enabled world, and that equality is not a women's issue, it's a business issue.

At Wesley, we focus on equality and enablement every day. After all, equality is in Wesley's DNA. It is in our values and our attributes: namely, that we celebrate inclusivity, acceptance, diversity and the development of the whole child.

By that rationale, when we celebrated International Women's Day, we celebrated for us all because the day is less about women's rights sought by women and more about equal, human rights. Gloria Steinem, the world-renowned feminist, journalist and activist, said, 'The story of women's struggle for equality belongs to no single feminist nor to any one organisation but to the collective efforts of all who care about human rights.' And so, as the battle for equal rights gains momentum, so too does the need to make the fight one in which *all of us* have critical parts to play. But make no mistake. The rise of women is not about the fall of men; far from it.

The struggle of which Steinem spoke cannot be waged, or indeed won, by women alone, nor on just one day a year. It is up to each and every one of us to use the remaining 364 days to make the world healthier, wealthier and more harmonious for every one of us.

A proud history of coeducation

Wesley has a proud history of empowering girls since the inception of coeducation in 1978. That year also marked the world's largest-ever march for equal rights in Washington DC, at which organiser Eleanor Smeal told a crowd in excess of 100,000 people, 'We are here because our hearts are here, our souls are here and our spirits long for liberty and justice.'

Today, more than 40 years later, women are doing better than ever in many ways. Female labour force participation in Australia has steadily increased over the past 60 years. Women are completing university degrees at an unprecedented rate, and there is better female representation in previously male-dominated tertiary fields such as life sciences, business and law.

But for many young women, there remains a palpable feeling that the opposite sex has an advantage in relation to accessing opportunities. When the child rights development agency, *Plan International Australia*, surveyed 600 Australian girls and young women in 2016, it found that 15- to 19-year-old girls feel the weight of gender inequality in a variety of ways and they believe it will prove a barrier to their careers and future leadership opportunities. Strikingly, one-third of the 600 young women surveyed believe it would be easier to secure their dream job if they were male. Their perceptions align with previous research that illustrates instances of unconscious bias that women experience in workplaces, particularly in male-dominated work environments.

Wesley should not become complacent because we are a coeducational school, nor should we rest on our laurels and be satisfied that, because we educate young men and women, our job is done, or that that is enough. It is not.

This generation of Wesley students is aware that it is their responsibility to have courage and 'find their voice,' but it is our collective responsibility to do much more. Advocacy, inclusive mindsets and tangible action are needed from all of us, in every school of every city of every country.

As Pakistani activist for female education and the youngest ever Nobel Prize laureate, Malala Yousafzai, once stated, 'One child, one teacher, one book, one pen can change the world.'



'Equality is in Wesley's DNA': Kim Bence, newly appointed Head of the St Kilda Road Campus and the first female to hold this position

Underpinning that view is the understanding that education is the key to igniting, engaging and equipping our young people with a sense of awareness, meaning, purpose and hope for driving large-scale change. Education can provide the platform for eliminating gender inequality, overcoming global poverty, eradicating illness and disease, and tackling the controversial agendas that impact the fragility of our planet.

To our Wesley students, whose unquenchable thirst for equality is truly fire for my soul, I say: wear your school colour with pride and stand tall. In the words of the Epistles of Horace (l.ii.40), '*Dimidium facti, qui coepit, habet. Sapere aude: Incipe*' or 'Well begun is half done. Dare to be wise: make a beginning.'

Sapere Aude. One school; more than 3,450 students; more than 800 staff. That's a lot of daring purple hearts.

Kim Bence (pictured above) is the newly appointed Head of the St Kilda Road Campus. She is proud to be the first female to hold this position.





Attributes of successful students

Ensuring our students are successful is all about enabling them to develop strategies, attitudes and practical skills for effective learning, as **Ben Reeves** explains.

We all know what a successful student looks like. They enjoy learning, are well-prepared and achieve high grades. They are, in a word, successful. The interested reader might recognise there's a tautological problem with this, though: successful students are successful. To understand what really makes a successful student we need to be a bit more specific about the range of attributes they bring to their learning.

Successful students turn up. I don't just mean they turn up punctually to class – although they are punctual – but that they turn up in mind as well as in body, keen and ready to learn. They are prepared for class. Preparation involves everything from having completed preliminary homework to remembering to bring their calculator to being intellectually engaged with the task at hand.

Strategies for learning

Successful students are aware of their strengths and weaknesses as learners, and motivate themselves to engage in their learning and improve their knowledge and skills. There are many strategies they use to help them learn independently, including the following.

- **They are active listeners in class.** Active listening involves fully concentrating on what others in class – teachers and peers – are saying. It involves much more than hearing what is said. As active listeners, successful students actively engage with others, for example, making eye contact, responding with relevant questions, elaboration and summaries and – crucially – without becoming distracted. This does two things: it stimulates the teacher or peer who is speaking to engage with the student and it keeps the student switched on. In other words, successful students really think about what is being said in class.



Successful students turn up. I don't just mean they turn up punctually to class – although they are punctual – but that they turn up in mind as well as in body, keen and ready to learn.

- **They practise the skills they have acquired.** By practising, successful students maintain current skills and consolidate new skills. Whether it takes on average 10,000 hours of practice to become expert at a skill, as Malcolm Gladwell in 2008 claimed in *Outliers*, it remains the case that 'practise makes perfect.'
- **They mentally summarise and take notes about what they have heard, read or seen.** By mentally summarising or taking notes, successful students process and interact with information rather than simply copying and pasting it. Summarising or taking notes stimulates students to: analyse and assess information, extract and combine relevant details, identify any weaknesses, inaccuracies, omissions or biases in the information, and relate their newly acquired understanding to their existing knowledge and experience in a way that is meaningful to them.
- **They set specific short-term goals for themselves and monitor their performance for signs of progress.** To do this, they use metacognition (knowledge about themselves as learners), strategies that are effective and available, and knowledge of the task they are undertaking. According to *Metacognition and Self-regulated Learning*, a report from Evidence for Learning, metacognition is all about planning, monitoring and evaluation. In planning, successful students ask themselves: what is the goal of my task, what kind of information do I need, and how much time will I need? In monitoring, they ask themselves: do I have a clear understanding of what I am doing, am I moving towards the learning goal, and do I need to change strategies? In evaluating, they ask themselves: have I reached the learning goal, what worked and didn't work, and what would I change for next time?

^

Page 6, Federico Zaccareo and Olivia Hodges, ready to learn: successful students take control of their learning

This page, Annabel Schmidt, focussed on learning: one of the most important characteristics of successful students is that they have a growth mindset





Nathan Ashdown: successful students actively engage with others

A growth mindset isn't just something that students have, it's something that they work on. This is because we have different mindsets about different things.

Attitudes for learning

In applying these strategies, successful students also undertake a self-evaluation of their methods and attribute causation – that is, they understand that it's the methods they used that caused their learning. Crucially, this is all about their attitude as a self-regulated learner. Put simply, successful students believe they control their learning, and actively take control of their learning.

One of the most important characteristics of successful students is that they have a growth mindset, a term coined by Carol Dweck, professor of psychology at Stanford University and the author of *Mindset: The new psychology of success*. What is this 'growth mindset'? Put simply, we all have a mixture of different conceptions about ourselves and our abilities, usually a combination of fixed mindsets and growth mindsets. A fixed mindset is one where we think our ability is fixed. When we have a fixed mindset we tend to avoid challenges where we are likely to fail because we think we 'lack the ability.' In this mindset, we think effort is pointless and feedback when we get things wrong is negative. A growth mindset is one where we think our ability can be improved. When we have a growth mindset we tend to look for challenges as a way to improve on the path to mastery. We think effort is worthwhile and feedback when we get things wrong is positive as it guides our improvement.

According to Dweck, a growth mindset isn't just something that students have, it's something that they work on. This is because we have different mindsets about different things: we might have a fixed mindset about, say, swimming – 'I will never be a good swimmer' – and a growth mindset about, say, visual arts – 'My skills really improved after I started carrying a journal with me and drawing everyday life.'

Dweck also notes that, while effort is important, students with a growth mindset also need a repertoire of strategies and the readiness to seek input from teachers and others when they're stuck.

Successful students are aware of their strengths and weaknesses as learners, and motivate themselves to engage in their learning and improve their knowledge and skills.

Practical skills for learning

Finally, successful students do a variety of basic practical things.

They record assignments and homework tasks as well as other school and out-of-school commitments in their record book. This is not only about time management and being organised but also about being accountable and taking control of their learning. Being organised enables them to complete assignments and homework tasks by the due date without feeling rushed or stressed, which means they're in a state of mind that's conducive to learning.

They establish and follow a study routine, with appropriate rewards when they complete tasks. This enables them to maintain balance in their life – focusing on their learning and cocurricular interests, relaxing with friends and the like – and to get a good night's sleep.

They also create a physical study environment – at home and at school – that's conducive to learning.

Helping students build their strategies, attitudes and practical skills

Teachers at Wesley are enabling students to develop self-regulation and knowledge about themselves as learners by investigating specific strategies for planning, monitoring and evaluating their learning progress.

The teacher research is informed by the understanding that one approach does not fit all. As Evidence for Learning's Tanya Vaughan and Susannah Schoeffel note in 'Building students' metacognition and self-regulation,' 'What (metacognition) looks like at different stages will vary considerably – so expect a wide range and adjust your techniques to meet students at their point of need.'

The teacher research is also informed by the understanding that self-regulated learning and metacognition are context dependent, so the strategies used by a student for, say, upper primary art might be quite different to those of a student in senior secondary maths. To complicate matters, according to Vaughan and Schoeffel's *Metacognition and Self-regulated Learning* report, 'A student who shows strong self-regulated learning and metacognitive competence in one task or subject domain may be weak in another, and metacognitive strategies may or may not be effective, depending on the specific task, subject, or problem tackled.'

To address that complexity, a team of Wesley teachers has been working since 2019 on micro-projects that address 'owning your learning' to identify specific metacognitive strategies that are effective in enhancing the learning and engagement of students at various year levels on various kinds of task across various subject domains.

Teachers at Wesley are enabling students to develop self-regulation and knowledge about themselves as learners by investigating specific strategies for planning, monitoring and evaluating their learning progress.

What is success?

I began this article with a tautology – a successful student is a student who is successful – and the claim that they tend to achieve high grades, but it's worth pointing out that in truth a successful

student is someone who is able to learn and take control of their learning – about swimming or drawing, literacy or numeracy, cooperation or kindness.

And if you think the attributes I've described here only apply to older students, think again. An observational study by David Whitebread and Penny Coltman from the University of Cambridge, published in *ZDM Mathematics Education*, found that children as young as three engage in metacognitive and self-regulatory behaviours, from setting goals to checking their understanding. That's why we're focused on enabling every student from ECLC to Senior School at Wesley to develop their attributes as successful students.

Ben Reeves is a College Teaching Practice Leader and Philosophy teacher at Wesley's St Kilda Road Campus.

Read more

To read *Metacognition and Self-regulated Learning* on the best available research about teaching metacognition and self-regulated learning, visit evidenceforlearning.org.au

To read more by Carol Dweck and growth mindsets, visit profiles.stanford.edu/carol-dweck

To read 'Building students' metacognition and self-regulation,' visit teacher magazine.com.au/articles/building-students-metacognition-and-self-regulation

To read 'Aspects of pedagogy supporting metacognition and self-regulation in mathematical learning of young children' by David Whitebread and Penny Coltman, visit link.springer.com/article/10.1007/2Fs11858-009-0233-1



Features



Annika Ridd, Amelie Bayliss and Ocean Luk in the Tech Centre at Wesley's Glen Waverley Campus: project-based learning is a natural part of the STEM approach at Wesley

STEM matters

STEM programs at Wesley are providing students with the tools they'll need to help surmount some of the world's most pressing challenges, and survive and thrive in our changing world. **Paul Munn** reports.

STEM. The simplicity of the acronym belies the complexity that lies behind it. Referring to the confluence of science, technology, engineering and mathematics, STEM is an approach to learning that integrates these disciplines to offer possibilities far beyond what each offers by itself. For students, a contemporary STEM education still has elements of the traditional in it, namely, deep discipline knowledge, but it's combined with this integrated approach,

and the glue holding it all together is some very important – and very transferrable – soft skills, such as problem-solving, creativity, critical thinking and collaboration.

Why does STEM matter?

The potential for STEM-skilled people to make important contributions to our global community is significant, as the current global COVID-19 crisis makes eminently clear, but even on the purely

pragmatic level of future careers, having STEM skills makes sense. Government labour force data shows that STEM jobs are growing almost twice as fast as other jobs, with the trend set to continue. The digital technology revolution has completely shifted the way we learn and work. Head of Design and Technology at the St Kilda Road Campus, Gayathri Wijesekera, observes that, 'Jobs that didn't exist five years ago are now the strongest drivers of economic growth.' She sees it as her faculty's responsibility to nurture in students the skills necessary to flourish in the face of change. 'As a department, we're focused on allowing students to see the opportunities digital technology provides. The life cycle of a technology is roughly about two years. We don't have six months to learn something and then take action. Our students need to feel comfortable with being self-learners, to go out and find information, to be adaptive, to be agile.'

So what does STEM look like at Wesley?

In the Primary Years Program (PYP), 2020 marked the arrival of MakerSpaces across our Junior Schools. The MakerSpace is a room crammed with a vast array of age-appropriate tools and materials where, consistent with PYP learning principles, teachers guide their students using a design-thinking model to find solutions to a presented problem, create prototypes to test their ideas and then refine their thinking to make improvements.

According to Glen Waverley PYP Head of Learning Science, Technology and Social Studies, Blair Odom, 'MakerSpace is not about using the latest gadgets in stand-alone lessons, unrelated to what is going on in students' lives and the world around them. It's engaging with projects that build upon what they are already doing in the classroom to increase collaboration, improve problem-solving skills and enhance creativity.'

The new Technology Centre at Glen Waverley is like a 'MakerSpace for big kids,' and indeed the skills the younger students learn in the PYP are further developed as they progress into the deeper waters of project-based learning in the Middle Years Program.

A natural part of STEM DNA, and a very powerful teaching approach, project-based learning has become a significant part of the MYP curriculum via Design and Technology, now a core subject for Years 7, 8 and 9 at Wesley.

Examples of the sort of work Wesley students are doing in this space are many and varied. In Year 7, students can opt to learn computer coding, but everyone gets involved in a variety of team challenges, often run as an interdisciplinary unit with the Science faculty. Projects include designing and constructing balloon-powered vehicles, watercraft, glue-less bridges, and robotic fish, the challenges providing an exciting focus for the students and an opportunity to test their designs to the limit.

Innovation and entrepreneurial skills (another important STEM skill-set) are given a healthy workout at Year 8 level. In an exercise designed to address global issues, students at the Glen Waverley Campus design conceptual apps in response to UN Sustainability Goals, then pitch their ideas to guest judges. 'The pitch is a chance for students to receive industry-standard critiques of

their products and to practise their entrepreneurial skills in a lifelike setting,' says Daniel Galvin, Head of the Design and Technology faculty. In the same way, Year 8 students at the St Kilda Road Campus have staged pop-up exhibitions of their own innovative prototypes. 'We're empowering students with the opportunity to create a product that can help address an issue they're concerned about,' says Wijesekera.

In Year 9, students step up to even more sophisticated design and development challenges. An 'Escape Room' unit has students designing and creating a working escape room prototype model, which features electronics, sensors, construction and, of course, more teamwork. A Biomimicry unit challenges students to focus on problems connected with urbanisation and overpopulation. They learn from and mimic the strategies found in nature to solve human design challenges and find sustainable solutions.

In Senior School, the real-world links become even more tangible. In collaboration with the Product Design Engineering Faculty at Swinburne University, Wesley's Design and Technology faculty runs a program in which students in Years 10 and 11 have worked with Swinburne staff in full-day workshops on modelling and rapid prototyping. In Year 12, Design and Technology students collaborate closely with a client from business and industry, again within a strongly project-based framework. The projects and partnerships are diverse: from developing a sanitary kit for teenage girls in partnership with the Aminata Maternal Foundation to working with the local council to implement design solutions for public green spaces to offset heat island effect. Real-world applications and intense collaboration are hallmarks of the program.

STEM: making powerful things happen

Australia's Chief Scientist and past Wesley parent, Dr Alan Finkel, has been a strong advocate for STEM for many years. Dr Finkel maintains that in the midst of all the collaborative effort, deep content knowledge is still critical – it's the pairing of this knowledge with STEM interdisciplinary skills that makes powerful things happen.

Climate change mitigation

Zebedee Nicholls' (OW2011) story is a case in point. Passionate about Physics at Wesley, Zeb studied a Masters of Physics at Oxford, completing it with a thesis in Climate Physics. Currently in the third year of his PhD in Climate Physics at the University of Melbourne, Zeb is researching climate change mitigation, developing models that project global mean warming and sea level rise from man-made emissions of greenhouse gases and aerosols. As Zeb tells it, 'When (if!) governments ask, "How quickly do we need to cut our emissions?" researchers like us are the people who answer.'

Deep knowledge indeed, but then there's a raft of soft STEM skills to go with it. According to Zeb, 'My entire PhD is problem-solving on both multi-year and hour-to-hour timescales. And cross-discipline communication is a skill I draw on daily. My project is a collaboration between me, my main supervisor (a Physicist by training but also an experienced negotiator working for the German government) and our in-house software engineer, an expert in a different domain. Beyond that, I also work with a few groups in Europe, which brings its own challenges in cross-cultural, cross-timezone and cross-institution collaboration.'

'These collaborators have backgrounds in mathematics, engineering, economics and geography, so quite a range of cross-discipline work. We're all pulling in the same direction, which means there's always a solution; it's just finding it can be the hard part.'

Helping people see again

Creative problem-solving is clearly a common thread across STEM-related professions. For eye surgeon Amy Cohn (OW1993), 'Creativity and curiosity are absolutely essential to being a good doctor. When you're creative you think outside the box – you question things, you want to look for alternative solutions.' An ophthalmologist who specialises in eye diseases and cataract surgery, and a Senior Research Fellow at the Centre for Eye Research Australia, Amy felt very supported by Wesley in pursuing her career pathway. 'As a girl who was passionate about sciences and maths, I was always encouraged to follow those interests, and this led to me doing two maths and two sciences in Year 12. I loved that I was challenged to ask questions and supported as I found my path,' Amy says.



Features

As a girl who was passionate about sciences and maths, I was always encouraged to follow those interests, and this led to me doing two maths and two sciences in Year 12. I loved that I was challenged to ask questions and supported as I found my path.

Amy Cohn (OW1993)

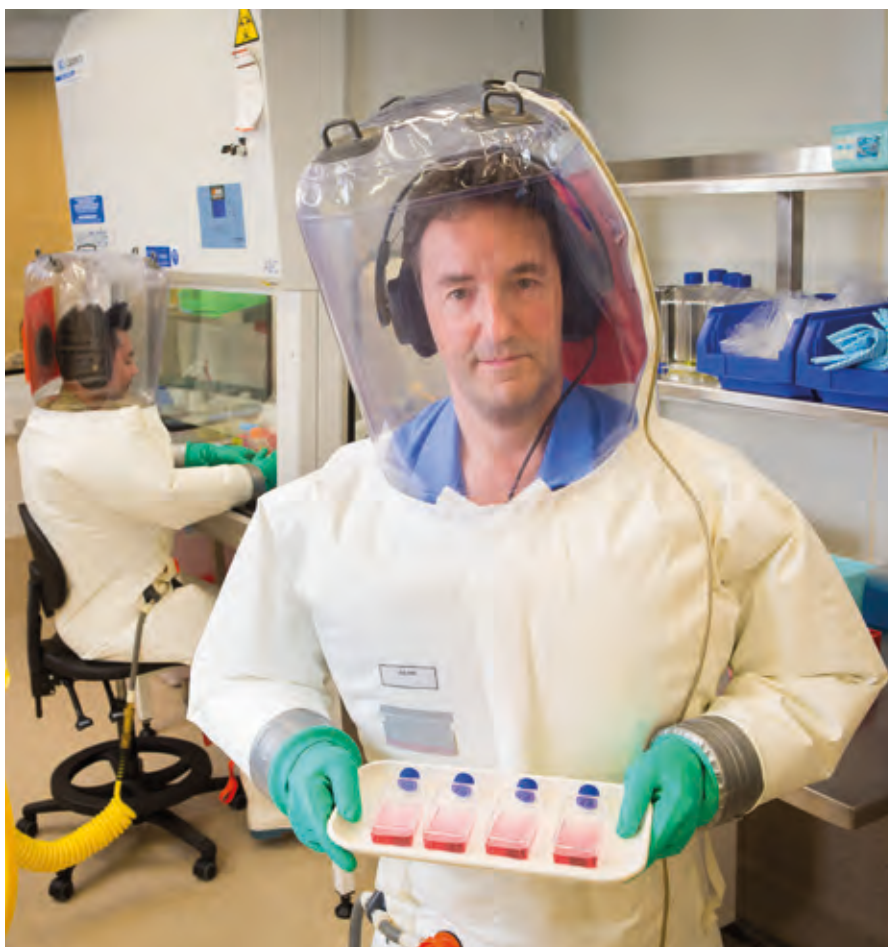
The real-world rewards that Amy has gained in pursuing her passions in STEM are very tangible. 'I love that my job can help people see again. They can continue working and look into the faces of the people they love. There's really no greater high from a professional standpoint for me.'

Finding a coronavirus vaccine

You can't work any closer to the STEM coalface in making a real-world difference than Dr Julian Druce (OW1982), Head of the Virus Identification Laboratory at the Peter Doherty Institute for Infection and Immunity, who in late January made world headlines when he successfully grew the novel coronavirus (now named SARS-CoV-2) from a patient sample – a crucial breakthrough in helping medical scientists accurately diagnose and develop a vaccine and medicines to combat the disease.

After graduating from Wesley, Julian studied at Monash University, completing a Master of Science and PhD in Virology. Among his other professional experiences, he conducted a four-year AusAid-funded teaching and mentor program in Vietnam for improving the diagnosis and detection of avian influenza virus and other respiratory viruses, before joining the Doherty Institute. Jointly operated by the University of Melbourne and the Royal Melbourne Hospital, the Institute is a \$210 million facility bringing together hundreds of scientists from different areas – research, diagnostics, teaching, medicine and public health – to collaborate in the fight against infectious diseases: STEM writ large in a professional context.

The first case of SARS-CoV-2 in Australia was diagnosed at 2am



Dr Julian Druce (OW1982), Head of the Virus Identification Laboratory at the Peter Doherty Institute for Infection and Immunity, made a crucial breakthrough in global efforts to develop a vaccine for COVID-19. Photo courtesy the Doherty Institute

on Saturday, 25 January; just two days later, Julian had the virus growing in culture. Speaking later, Dr Mike Catton, Deputy Director of the Doherty Institute, said, 'How pleased we are to have been able to grow this virus in a very short space of time, directly from a patient sample. That's an art, and Julian is the artist.' Needless to say, collaborating with the global community was foremost in their minds. 'We've moved immediately to share this with our international colleagues,' he said.

To grow this virus in a very short space of time, directly from a patient sample – that's an art, and Julian is the artist.

Dr Mike Catton

From Junior, Middle and Senior Schools, to university and beyond, our students are going out into the world equipped for many opportunities – and the contributions they can make by engaging in their subject passions and using their STEM skills are limitless. As Dr Finkel maintains, it's developing the deep content knowledge and expertise in a specific discipline and developing the problem-solving, collaboration, creativity and critical-thinking skills that are at the heart of STEM that will provide our students with the agency necessary to thrive in a changing world.

And maybe, like Zeb Nicholls, Amy Cohn and Julian Druce before them, they'll be there helping address some big questions being asked about our daily lives, or even the future of our planet.

Paul Munn is the Editor of *Lion* and regular features writer.

See our story on page 33 on David Yu (OW2012), who has been working since February to help contain COVID-19 in Shanghai.

A truly design-oriented STEM learning environment

A new design and technology facility at the Glen Waverley Campus is enabling students to develop and apply their STEM and design technology knowledge and skills by addressing real-world problems, as **Daniel Galvin** explains.

In a world increasingly dependent on science, technology, engineering and mathematics (STEM) knowledge and skills, enabling students to develop their digital skills and capabilities – as consumers and producers – is more important than ever. The new STEM and design technology hub at the Glen Waverley Campus, called the Tech Centre, is a learning space that is enabling students to do exactly that.

With two main classrooms and a product design and versatile MakerSpace, the Tech Centre enables students to develop and apply their STEM and design technology knowledge and skills, from developing a concept and rough prototype through to creating a final product.

The Tech Centre is equipped with a laser-cutter, systems engineering lab, industry-standard CNC (Computer Numerical Control) router and MakerSpace, all of which enable students to give shape to their design ideas. Without great program design and highly capable teachers, though, this is only so much hardware. Many of the teachers in our Design and Technology faculty bring unique design specialties to the role. Their real-world industry experience and teaching expertise combine to create a truly design-oriented STEM learning environment, and our students pick up on that.

The Tech Centre is part of our ongoing focus on STEM programs that develop real-world experiences and provide students with opportunities for authentic, inquiry-based learning. That includes the development of industry relationships, which is quite common in tertiary learning environments but quite rare in schools.

Many STEM and design processes in the real world are actually about learning by developing and testing ideas and prototypes. By applying the design process to new briefs and real-world problems, students learn to approach problems methodically. They also learn that failure is not so much a problem as an indicator of the path to a solution, and that's a really useful understanding they can then bring to their learning in other areas.

The design process is not only about creativity but also critical thinking. Critical

thinking is about really nutting out the question you want to answer, or the problem you want to solve. If you don't ask the right question, it's awfully hard to get the right answer.

Our students' creativity and critical thinking skills, and the problems and solutions they identified, were particularly well demonstrated in our Year 8 app-development program in 2019.

A kick off with Selim Ahmed, the founder and managing director of local digital agency, Bourne Digital, gave students plenty of insights into the process of professional app development before they then conceptualised their own apps, based on a brief that required them to address the United Nations Sustainable Development Goals.

In a simulation of a real venture capital pitch similar to the entrepreneurial television program, *Shark Tank*, the students behind the 12 strongest apps – as selected by both peers and teachers – then pitched to a panel of industry professionals, including Ahmed and Bourne Digital UX (user experience) designer Ben Kemal (OW2002).

In the design process, the pitch is not an add-on, it's a crucial part of developing a viable product or service, and for our students it's a powerful learning experience. The feedback from the panelists was that the winning student's pitch showed a level of professionalism they would expect from their own team.

The Tech Centre and programs at Glen Waverley and across Wesley's three campuses are enabling students to look at real problems and equip them with the skills to create solutions.

Albert Einstein once explained, 'When I have one week to solve a seemingly impossible problem, I spend six days defining the problem. Then the solution becomes obvious.' A design-oriented STEM learning environment is enabling our students to address real problems and solutions, and maybe even to solve seemingly impossible problems.

Daniel Galvin is Head of Design and Technology at the Glen Waverley Campus.



College snapshots



The advice of Katya Crema (OW2006) at the Elsternwick International Women's Day breakfast: 'Always pursue what you are passionate about. Strive to be the best you can be in a chosen area. Don't be afraid to fail.'

Sharing stories over breakfast

Did you know that International Women's Day (IWD) has been celebrated for more than 100 years? This global day calls for gender parity and celebrates the wide-ranging achievements of women, and three remarkable women each shared their own stories of achievement over breakfast at Wesley.

At Glen Waverley, it was a particularly poignant moment for guest speaker Lisa Alexander: it was her final official duty as head coach of the Diamonds, Australia's national netball team. Having left her job as a Wesley teacher to take up her position in 2011, she noted it was strangely appropriate that her incredible journey ended where it began. She was appointed as both coach and director of the program, so the job was huge and came at an important time when netball was on the brink of becoming a high-profile mainstream sport. As the most capped Australian coach in history, Lisa had a rich treasury of experience to share, and coming at the end of her own history with the team, it was fitting that she contextualised it within the Diamond's larger history, which is embedded in the experience of women

and girls in every suburb and country town around Australia. She spoke of the importance of netball to their communities, providing them with strength, and how it highlighted the existing leadership roles by women in these communities.

At Elsternwick, the breakfast audience listened with great interest to Katya Crema (OW2006). Loving APS sport while at Wesley, Katya later took her special passion for snow skiing on to the highest level, representing Australia in both the Vancouver 2010 and Sochi 2014 Winter Olympic Games. She credits a 14-year-old female friend with inspiring her with a handwritten note that she still holds dear. The note reads simply: 'See you at the Olympics!' Katya now runs HIP V. HYPE, a successful property development and sustainability business that is pioneering more sustainable housing in Australia. Katya's advice to her audience? 'Always pursue what you are passionate about. Strive to be the best you can be in a chosen area. Don't be afraid to fail, because life is made up of successes and failures. Failing makes you resilient, and ultimately you must have resilience to achieve what you want to achieve,' she said.

That 'one thing leads to another' is very much the lived experience of Melbourne-

based journalist and Channel Nine news anchor, Alicia Loxley, who shared her story at the St Kilda Road breakfast. Having loved English, writing and current affairs while at school, Alicia lined up with 1,500 others to sit the entrance test for RMIT journalism. She got into the course, and so began her one-thing-leads-to-another journey: work experience at the ABC with Radio National and Triple J led to short-term contracts and then a full-time job as journalist and news reader at the ABC in Perth. After five years, Alicia joined Channel Nine back in Melbourne as a reporter. 'It was one of the more challenging times of my career, but out of those challenges comes the best growth. It's great being comfortable, but if you're always comfortable, you never grow,' she said. And grow she did – covering big stories, becoming a news anchor and taking on an active role as Patron of the Lighthouse Foundation, a charity that cares for homeless young people. Reflecting on this 'tapestry of experiences,' Alicia offered this advice: 'When you're in high school and you're thinking about what you want to do, it doesn't mean by making a choice you're closing the door to lots of other opportunities; often through your work other pathways open up. You never know what you're going to end up achieving.'



Ishaan Sendhil, Eric Wang, Sienna Glennon and Zofia Dabkowska experience service learning through our community partnership with the Richmond Churches Food Centre

Diversity and inclusion award winners

For four years, Year 8 students at the Elsternwick Campus have had the opportunity to experience service learning through our community

partnership with the Richmond Churches Food Centre (RCFC). The RCFC provides nutritious food parcels to people living in the Richmond area who are experiencing food insecurity. Late last year, the RCFC was thrilled to receive the City of Yarra Diversity and Inclusion Award, and our students felt great pride to hear that the efforts of all volunteers had been recognised in such a way.

'Hearing that the RCFC won the Diversity and Inclusion award was a joy, but I'm not surprised. There are so many inspiring people at the RCFC, and it's an honour to know that our students are among the people who won the award,' said Annie Johnstone, MYP Service Learning Coordinator at the Elsternwick Campus.

'Volunteering at the RCFC gave me a whole new perspective on our city,' said Lola Shelley, a Year 9 student at Elsternwick. 'Before I went, I thought it was all about handing out food, but I saw the relationships between the volunteers and regular visitors and realised that the sense of belonging is just as important as the food.'

Entering the RCFC, you will often hear laughter and volunteers chatting in a variety of languages as they sort and pack food parcels. Students love getting to know the other volunteers and hearing how the RCFC operates. They leave with a better understanding of our community and our commitment to strengthening the partnership between Wesley College and the RCFC.



The presentation of the Cato Star enables students at the Elsternwick Campus to develop a stronger understanding of Elsternwick's identity as one of Wesley's three metropolitan campuses

The Cato Star

Wesley College at Elsternwick has been part of the vast history of this great school for 31 years. Before beginning life as Wesley's third metropolitan campus, the school had its own long history as part of the educational landscape in Melbourne.

The school was established in 1931 after the president of Methodist Ladies College (MLC), Frederick Cato, purchased

the Gladstone Parade property on behalf of the school. It underwent a number of name changes including MLC Elsternwick, Cato MLC and Cato College before merging with Wesley College and becoming Wesley College, Elsternwick in 1989.

The name of Frederick Cato lives on at Elsternwick through a symbolic gesture that takes place a number of times a year: the presentation of the Cato Star to new students and staff. The Cato Star is a symbol of the 'guiding light' provided to all community members. At our most

recent presentation, Junior School students shared their perspective on the significance of the Cato Star.

For Year 3 student Edoardo, 'The Cato star reminds me of how we might wish upon a star. My wish is to work hard and enjoy coming to school. So far this school has been great!'

'A star is a beautiful thing to look at,' Year 1 student Astrid said. 'When we come to school it is important we are really nice to one another. That way people look at us in the same way they look at a star.'

Year 2 student Anna said, 'Stars in the sky are very bright. At Wesley you get to show how bright you are in so many different ways. Through music, art, maths, physical education, writing, these are all opportunities people have to show how bright they shine.'

At Elsternwick, we not only celebrate the history and tradition of our school, but also the history and tradition of the schools that stood on this site before us. Our Cato Star presentation recognises the significance of Frederick Cato's contribution to education and helps our students develop a stronger understanding of Elsternwick's identity as one of the three metropolitan campuses of our great school.



College snapshots



At the Teddy Bears' Picnic, 'the big kids' and 'the little kids' discovered they shared a common love for the purple and gold, and for learning

If you go down
to the Preps today,
you're sure of
a big surprise...

All too easily, different age groups can remain isolated from each other, but not at the Glen Waverley Campus, where a strong tradition sees the Prefects travelling 'down the hill' in order to make meaningful connections with students of the Junior School.

One such tradition is the Teddy Bears' Picnic. For this event, all the Prefects dug out their favourite stuffed toys and joined the Preps for a Teddy Bears' Picnic. Wondering, 'Were we ever that small?' the Prefects introduced themselves and their teddies to the Preps, who were all very excited to tell them about their own teddies.

As School Spirit Prefect Charlotte Miller remarked, 'It was fantastic talking to the Preps and asking them about what they enjoyed about Wesley. You never forget the leaders you look up to, and that's what we, the Prefects, aim to be for our Preps.'

A theme of the conversation between 'the big kids' and 'the little kids' was a common love for the purple and gold, and for learning, which encouraged all the Prefects to reflect on how far they had come in their own school journeys. After the picnic, Prefects embraced their 'inner child' and played games with the Preps, including basketball and hide and seek, which brought a smile to everyone's faces. Then it was time for a sad departure, but it was such a fun lunchtime, thoroughly enjoyed by Prefects, Preppies and tired little teddy bears alike.



The magic of Hutch home visits

Imagine if every Wednesday you went to five children's birthday parties all over Melbourne... exhausting, right? Well, that's what it feels like for homeroom teachers from The Hutch at St Kilda Road's Junior School, who, one day a week for the month of February, make extended visits to each of their student's homes. Intense, yes, but the payoff is significant.

Early Childhood Learning Centre Coordinator Diana McKellar puts it like this: 'We focus very much on relationships with young children, and just having that time to connect with parents and to connect with the children in their home environment makes a huge difference when they're coming back into a classroom.'

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Four-year-old Anika Sharma proudly shows her musical trinket box to her teachers during their home visit



Satch Anstee prepared to give Jeremy Meltzer (OW1993) a 3D virtual reality tour of his team's Tiny Homes product late last year

'The children are so excited, waiting at the door for us. What's really lovely is that they become the experts. They feel so much more comfortable in their home environment, and we also get a sense of what they love doing at home. And for us that's really good, especially in first term when we're looking at settling them in; we can draw on those interests at home. We get a sense of the whole child; it really is amazing because you see the two sides of their world, from home and from Schools.

'We have a lot of children who may never have been in care before, so building trust is important, and it really does speed up the relationship building for any who have trouble settling in.'

It seems the role reversal that comes with home visits works well for everyone. 'The teacher is very much the listener in that space,' says Dianna. 'For us it's very much about the child teaching us, and that's very valuable for us as educators.'

Rising above the routine

You may think the phrase 'Startup Grind' refers to the Monday morning routine, but Year 8 students at the St Kilda Road Campus know it as something much more exciting than that. Working in collaborative groups, the students spent all of their second semester Design and Technology classes last year creating and developing a product that would assist in addressing a global issue, and then presented it at a special end-of-year entrepreneurial-style exhibition event – the aforementioned Startup Grind.

Amongst the wide range of business ideas that students proudly exhibited were a 'tiny homes' enterprise, travel bags made from reusable denim, a device that vacuums up sea pollution, and even an energy-generating shoe: generate and store electricity as you walk, then plug in and charge your mobile phone!

Guest speaker Jeremy Meltzer (OW1993) inspired the students by sharing his own entrepreneurial journey from his days at Wesley through to creating and running

i=Change – a highly successful social enterprise partnering with NGOs to empower women and break the poverty cycle in developing nations.

For Head of Design and Technology Gayathri Wijesekera, the 'global issue' brief was the all-important starting point. 'Unlike profit-driven commercial entrepreneurship, social enterprise entrepreneurship is about using a sustainability model which has a positive impact on the community or environment where the business is aimed,' she said. She was enormously impressed with how the students negotiated the complexity of their projects. 'Design thinking and entrepreneurial thinking are very complementary to each other - it's a problem-solving process. Our students are incredible learners. Their intuitive ability to navigate through uncertainty and learn independently is a really strong attribute.'

Presenting awards at the exhibition, our campus entrepreneur-in-residence, Omar de Silva, was glowing in his praise about what he saw. Addressing the students, he said, 'Your work is unbelievably good. I work with a number of different schools in the area of entrepreneurship in the curriculum, and I can hand on heart say that Wesley is the most advanced.'



Twenty years of experiential learning at Clunes

It's 20 years since the first Year 9 students attended Wesley at Clunes, and Group 81 students quietly recognised that anniversary in March after planned celebrations were postponed as a containment measure to minimise the spread of COVID-19.

According to Principal Nick Evans (OW 1985), the Clunes program has played a pivotal role in preparing students for life. 'Clunes is all about helping our Year 9 students to develop real life independence and experience, while living in community,' he said. 'Clunes helps them to learn about themselves in relation to others, and to develop their collaborative, interpersonal and social skills and to discover and embrace who they are. Clunes is all about learning to know, learning to do, learning to live with and learning to be, the Wesley College vision statement that underlies our approach to education.'

When David Loader OAM, Wesley's 15th Principal, arrived in 1997, he wanted to establish a Year 9 program that focused on experiential learning, practical involvement, community engagement and interpersonal relationships, all a key part of learning in the Middle Years Program (MYP) at Wesley.

'I'm a strong believer in the power of the residential experience. We wanted the Wesley at Clunes experience to be a rite



'Clunes is all about learning to know, learning to do, learning to live with and learning to be'

of passage for our Year 9 students that enabled them to see themselves within a community context, supported by adults who can help them understand the various cultures of which they are members,' he said. 'At the forefront for me was the idea of a village: a learning experience that enables students to engage differently with their personal and social education, learning about history in a historic setting, about geography by walking it, about the environment by taking care of it – all as part of the wider Clunes community.'

For Warrick Mitchell, a member of the College Council at the time and President from 2003 to 2010, the idea of a learning

village began to take shape when fellow Council member Daryl Jackson AO (OW1953) suggested locating the dedicated Year 9 off-campus program in a small town. 'Daryl was born in Clunes, where his father was a local bank manager, and I believe he had Clunes in mind when he made the suggestion,' he said. He worked closely with Doug Turnbull (OW1970), Pat Cook, Lou Newman, Joy and Lindsay Tourney, Judith Fawcett, many others involved with the Clunes Uniting Church and, last but not least, Malcolm Hull.

'Here we are, 20 years on, and looking forward to the next 20 years,' Malcolm said.

Peter Pan impresses in New Zealand

Members of Glen Waverley's Student Theatre from Years 5, 6 and 7 had the time of their lives recently when they toured Peter Pan and the Lost Boys across New Zealand's North Island. For eight days, the 23 students performed across Auckland, Rotorua, New Plymouth and Wellington. Performances at each venue were as magical as The Shire and

Hobbiton beneath a blue Waikato sky. The success of the tour was perhaps best expressed by Roger Phillips, @VoyagertoursLtd tour driver, in two words: 'You're awesome.'

'This group of youngsters would be without doubt the most amazing I have ever had the privilege to work and travel with.

'Not only are they wonderfully talented, but they're also amazing young people. Wesley must be immensely proud to have such incredible young ambassadors. The

staff's dedication and commitment to the students was above and beyond anything I've seen before, and they are also a credit to your college.

'Having got to know these incredible students, I know Australia's future is in great hands.'

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'You're awesome': the Peter Pan troupe even found a magical waterfall, a feature of New Zealand or Neverland?



Kahlia Rogers: influencing and inspiring her community. Image by James Taylor for Pics That Pop, courtesy Virgin Australia Melbourne Fashion Festival

Kahlia's fashion journey

From Wangkatjungka, a remote community 100 kilometres south-east of Fitzroy Crossing in Western Australia, to the runways of Melbourne's Fashion Festival, it's been quite a journey for Kahlia Rogers (OW2016) since she completed Year 12 at the Yiramalay/Wesley Studio School. The young Indigenous woman with strong cultural connections and a desire to influence and inspire her community has been supported by the Yiramalay/Wesley Studio School Foundation's alumni program to explore a modelling career and training opportunities after completing Year 12.

Last year, Kahlia was signed up by Jira, an agency representing First Peoples of Australia in the modelling world. Founded in 2017 by Indigenous stylist and model Perina Drummond, Jira is helping shape and strengthen the Australian fashion industry by showcasing the work of Indigenous designers and creating career pathways for Aboriginal and Torres Strait Islander people into the industry. Since being signed up, Kahlia has been seen modelling in various locations across Australia, most recently in Design Within Country, an ongoing collaboration between designers and Kimberley artists, as part of last month's Virgin Australia Melbourne Fashion Festival. Kahlia was featured in three shows during the fashion festival, starting with Design Within Country.



Getting a taste for diplomacy

Social justice action is a central pillar in a Wesley College education. From an early age, Wesley students are taught to think of the community around them and take action to help those less fortunate than themselves. Placing local social action within a global context, Year 9 Glen Waverley students recently spent two weeks developing and participating in an 'Inspiration Symposium'.

The symposium was run by the United Nations Association of Australia and was entitled: 'Asylum Seekers and Refugees: A global humanitarian crises'. Allocated to a specific country as its delegate, each student researched and wrote a position statement regarding asylum seekers and refugees, then was asked to present and explain the political stance their country. For example, Australia opposed resolutions suggestive of prohibiting refugee detention programs.

This research culminated in a mock UN General Assembly meeting. The delegates presented position statements and asked challenging questions of other countries. Suggested amendments were proposed and finally a vote of delegates was taken. Teacher convenor Sansha Johnson said, 'I was very impressed with the effort that they put into investigating other nations, so they could provide relevant and challenging questions to the other delegates.'



Year 9 Glen Waverley students got a taste for diplomacy, and placing local social action within a global context, at an 'Inspiration Symposium' run by the United Nations Association of Australia





archive

/ˈɑːkʌɪv/

noun 1 the noncurrent documents or records pertaining to a place, institution or group of people; 2 the place where noncurrent documents or records are stored

verb to store, preserve, file or place noncurrent documents or records in an archive

Forged by fire

Looking back over 30 years at Wesley, **Kenneth Park** explains why archiving is not just about our legacy but also our culture here and now.

I came to Wesley three decades ago, in early 1990, as Curator of Collections, an appointment that was but one consequence of a devastating fire at the St Kilda Road Campus on the evening of Saturday 18 November 1989.

Some readers of *Lion* may have witnessed the event. They may remember the next morning, seeing the original building that fronts St Kilda Road almost razed by the flames. Perhaps they may remember, when they witnessed the devastation, the sense of loss they felt, but also the feeling that the spirit of the school was not extinguished but lifted, before the ashes had even cooled. Students gathered, shocked but

undaunted, on the Monday morning; offers of help flooded in; Alan Storen, a staff member at the time, had raised the Wesley flag atop the North Tower. For those assembled that morning, it was a fluttering talisman that represented optimism and hope.

Thirty years on, in the fire season of 2019-20, we have all witnessed much more destruction, tragic loss and suffering, but we have also seen survival, not only of people, pets, livestock, wildlife and habitat but also things – big things like property as well as little things like photographs, a child's drawing or favourite toy, precious things that remind us who we are.



Wesley's 1989 fire and the fire season of 2019-20 both made eminently clear to me the fact that so many things around us are precious, not simply as objects but as touchstones. They remind us where we have come from and who we are. Whether we preserve those things after an extraordinary calamity or through the normal passage of time, we preserve them not simply as a repository of things past but as the embodiment of our values, traditions and culture.

Those fires made clear to me the importance, in a word, of *archiving*.

Protecting and preserving precious artefacts

While much was destroyed in the 1989 fire, a great many things were salvaged, and the immediate need when I arrived on the scene was to protect and preserve those precious artefacts, each of which in some way represented our values, traditions and culture, for the College archives.

What followed the 1989 fire, and likewise the 2016 fire at the Glen Waverley Campus, showed that no fire can ever stop the College from fulfilling its educational mission. Both the St Kilda Road Campus and Glen Waverley Campus were not simply rebuilt, but reinvigorated so that Wesley students can learn, today and into the future.

What was significant about the 1989 fire, though, was that a great many precious artefacts and documents could well have been lost. As well as raising the Wesley flag, Alan Storen was aware that the Victoria Cross awarded to Captain Robert C Grieve VC (OW1905) for his actions at Messines during the First World War had been housed in the Library. If the medal had survived the fire, it was crucial that we found it before the cleanup began. He made a point of scouring the ashes and miraculously uncovered it, ribbon burned but the medal – made from gun metal from captured cannon in the Crimean War – unmelted. Today, it is on permanent loan to the Shrine of Remembrance and proudly displayed for all to see.

Those fires made clear to me the importance, in a word, of *archiving*.

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From top, left to right

Some books were packed so tightly on the shelves that the flames only scorched the edges of the volumes

Still standing: many treasures were discovered intact amid the bones of the building



Many generations of students have shaped Wesley. They are the spirit of the College. No fire is able to destroy that legacy



From frozen chickens to frozen *Chronicles*

The preservation of other artefacts, more fragile but no less precious, was a bit more complicated.

I recall paying a visit to a freezer works in Port Melbourne accompanied by the late Bruce Gregory (OW1944), former long-serving staff member and outstanding servant of the OWCA, to make an assessment of the artefacts that had survived and identify how best to protect and preserve them. We were at the freezer works as, immediately after the fire, the disaster plan included snap freezing the salvageable but completely water-soaked books, papers, photographs and the like that had been rescued in order to save them from literally rotting away. In front of us were three pallets of artefacts that needed to be defrosted and dried and preserved as quickly as possible. I climbed up on a pallet, pulled back the covers and grabbed the first thing I could find – which turned out to be a frozen chicken that had fallen off another pallet!

The experience prompted us to contemplate the task ahead. We convened a group of people that included Duncan and Tine Rolley of Artifact Conservation – both highly

experienced conservators who still work with us – to defrost, conserve and refurbish the collection.

In this frozen treasure trove of items we found a complete set of every edition of the 1877 *Chronicle* – in its earlier incarnation as Wesley's quarterly magazine before its transformation into a yearbook. The set had been packed so tightly on the shelves that the flames had only scorched the edges of the editions. Every page was painstakingly separated and conserved individually. These magazines were conserved for future generations and are now being digitised so anyone can look at them via the College website. Among countless photos and bundles of papers I found, tucked between a few pages of paper destined for the bin, a perfectly preserved photograph of a student named Robert G Menzies (OW1912) – later Prime Minister of Australia – taken in 1913. The discoveries went on and on.

The art collection survived the fire largely intact as it was secured in a fireproof vault. The famous old Adamson sideboard fared worse but was restored with the support of a generous OW, one of many OWs who not only gifted huge amounts of memorabilia but also provided significant financial support to preserve and digitise our collections.

After 30 wonderful years, I am glad to say our archives and art collections are recognised as a vital resource for the College and wider community, and a precious historical legacy. Wesley can take great pride in the way it treats its history.

Many generations of students have shaped Wesley. They are the spirit of the College. No fire is able to destroy that legacy and, as history tells us, after the 1989 and 2016 fires, the College always rises from the ashes like a phoenix, blending innovation with tradition, preparing generations of students for an ever-changing future while remaining true to its heritage.

Kenneth Park is Curator, College Archives

To find more on Wesley archives, visit wesleycollege.edu.au/about-wesley/our-history

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Kenneth Park, Curator, College Archives, in 1993: the art collection survived the fire largely intact as it was secured in a fireproof vault

Chum Creek and bushfire safety

Wesley's Chum Creek site is no stranger to fire, with the mess hut, the camp's principal building, being destroyed in 2001. The mess hut, built by volunteer OWs, teaching staff, day students and boarders in 1952, was replaced in 2003 by the environmentally sustainable facility currently on the site.

Chum Creek was again threatened in the 2009 Black Saturday fires. Former staff member Hayne Meredith in 2003 had worked with the University of Melbourne's Dr Kevin Tolhurst to identify measures to create a defensible space to protect the site by reducing fuel hazards. When the East Kilmore fire approached the site from the west on Black Saturday and, on subsequent days, from the east, fuel modified protection zones were sufficient to protect the dormitories and main buildings.

The bush character of the site was retained while creating defensible space around buildings. The defensible space was established using a variety of measures: slashing and other manual removal of fuels, prescribed burning, the selective planting of peppermint eucalypts, and thinning out of trees and the removal of stringybark species within 30 metres of buildings. According to a report by Dr Tolhurst written in response to a request by the Counsel Assisting the 2009 Victorian Bushfires Royal Commission, 'In the absence of the defensible space, the dormitories and other buildings are likely to have been destroyed.'

No students were at Chum Creek on Black Saturday in 2009. Staff evacuated before fire reached the site and returned, when safe, on Sunday morning. In the days following Black Saturday, staff and the CFA saved various buildings three times from further threat, assisted during the ensuing six weeks by campus colleagues, particularly from Maintenance, in site clean up. Programs



were postponed for Term 1, and a truncated schedule put in place to ensure all students could participate in programs, from Term 2.

Under Wesley's bushfire policy, Outdoor Education sites – Chum Creek, Lochend and Mallana – and the Clunes Year 9 site are closed and students and staff safely evacuated, automatically during Code Red (catastrophic) fire conditions and at the determination of the College executive during Extreme and Severe conditions.

To support communities recovering from the fire season of 2019–20, you can still donate to the Foundation for Rural and Regional Renewal Disaster Resilience and Recovery Fund at frrr.org.au

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Volunteer OWs, teaching staff, day students and boarders at work on the original mess hut at Chum Creek in 1952

Former staff member Hayne Meredith firefighting at Chum Creek after Black Saturday in 2009

OWs now in their 20s may remember their contribution to recovery activities like tree planting, and weed and erosion control as students in 2009



Sapere Aude Bequest Society welcomes new members

The Foundation was honoured to have four distinguished alumni join the *Sapere Aude Bequest Society* early this year. We are delighted to acknowledge and thank them all. While all have their own personal journeys and reasons for giving back to the College through a legacy in their Wills, we feature brief articles from two of them, David Kennedy (OW1966) and Graeme Johnson OAM (OW1966).



Graeme Johnson: I have very fond memories of Wesley and am thankful for all it did for me

Giving back to society

My father had an enormous influence on my direction in life, not least when he accepted the place in Year 7 that Wesley offered me, despite my having been enrolled from an early age to attend another APS school. My father said I was going to Wesley as, 'It is better to go to a school where you are known than one where you are not.'

I certainly do not regret his decision. I thoroughly enjoyed my six years at Wesley and was very fortunate to have had the education and career I had as a result of the foundation given me by the school. Dad also instilled in me an important ideal, that one has a duty to give back to society.

In my hard yet very fulfilling work as a board member or chair of several charities, I have tried to honour that ideal.

Many years ago, some of my Wesley contemporaries decided to have a lunch which turned into a mini-annual reunion and is now attended by 40 or more former Wesley Collegians. This lunch commemorates one of our mates who died far too young, Tony Ayerbe (OW1968), and we decided to establish a bursary at the College in his name. This bursary is specifically focused on assisting sons or daughters of alumni who have been adversely affected financially. A number of us contribute annually to increase the fund which, given my passion for education, is a priority of mine. It gives our group a great deal of pleasure knowing we are helping families who may otherwise have to take their child out of Wesley.

Having spent 30 years or so raising money, and even begging for it for a variety of charities, I now find myself on the other side of the fence, chairing two trusts that were set up years ago by clients of Hedderwick, Fookes and Alston, the law firm I joined from university and stayed with for my entire career. That also is very gratifying, knowing that you are helping needy charities undertake their valuable work.

I have very fond memories of Wesley and am thankful for all it did for me. So, when asked recently if I would join the *Sapere Aude Bequest Society*, the decision was a very easy one – and the discussion very short!

Graeme Johnson OAM (OW1966)



Debbie and David Kennedy: the ongoing success of the school is of great importance to us both and why we are pleased to be members of the *Sapere Aude Society*

Investing in education

My father was a self-made man who worked hard to send my brothers and me to Wesley College. In my case, I suspect at times he may have questioned his investment in my education. Nobody will find my name on any of Wesley's honour boards as I was not particularly scholarly and only average at sport. Nevertheless, I very much enjoyed my school days at Wesley, although at the time it never occurred to me exactly why; I suspect I rather took it all for granted.

The longer I have been a Collegian, the more I have come to appreciate what Wesley did for me. Sadly, my father didn't live to see the reasonable success I have made of my life, but I don't doubt for a second that much of that success stemmed from my time as a Wesley boy.

The bonds of comradeship I probably took for granted way back then have become more important to me as the years have passed, and I take every opportunity to celebrate my involvement with the school.

I have been lucky enough to see my son enjoy a Wesley education and my four grandchildren are all enrolled, none of whom would even exist had I not met my wife, Debbie, which almost certainly would not have happened had I not attended Wesley College. The ongoing success of the school is of great importance to us both and why we are pleased to be members of the *Sapere Aude Society*.

David Kennedy (OW1966)

For further information about *The Sapere Aude Bequest Society*, please contact Debra Stiebel in the Foundation Office on +61 3 8102 6121 or debra.stiebel@wesleycollege.net



Phil Lambourne (OW1980) and Craig Walden (OW1981) are proudly assisting alumni and their families, and support the *Sapere Aude Bequest Society*

APS Wills & Estates sponsors Society

The *Sapere Aude Bequest Society* is grateful for the support of APS Wills and Estates through Phil Lambourne (OW1980) and Craig Walden (OW1981) who specialise in assisting clients with estate planning. Phil and Craig are delighted to be able to assist alumni and their families, and support the events and activities of the Society. With the growth in membership and events, the Society is very thankful for this sponsorship which directly assists our activities.

For more on APS Wills and Estates, visit apsbenefitsgroup.com.au/wills-and-estates; for a no-obligation discussion, please email Craig at c.walden@apsbenefitsgroup.com.au



Guests enjoyed their tour of Government House with host, Anthony Howard AM QC

Visit to La Trobe's Cottage and Government House

Anthony Howard AM QC recently hosted a guided tour of Government House, the official residence of the Governor of Victoria, for supporters of the Wesley College Foundation and friends of the College. Tony is the father of two OWs and the husband of the Honourable Linda Dessau AC, Governor of Victoria and a former Vice-President of the Wesley College Council.

The Wesley College Foundation and the *Sapere Aude Bequest Society* are facilitating many such events in order to engage and connect with members of the Wesley and wider community.

Guests commenced their visit with a delightful tour of the beautifully furnished La Trobe's Cottage and its garden. Described in 1852 as 'small but elegantly furnished and standing in spacious grounds,' the cottage was the original home of Victoria's first Lieutenant-Governor, Charles Joseph La Trobe, from 1839 to 1854 – when Victoria was still 'the Port Phillip District' of New South Wales – and is Melbourne's oldest surviving building.

Guests then moved on to Government House where they were led on a tour through the magnificent interior of this splendid building. Designed by William Wardell, Inspector General of the Public Works Department, and opened in 1876, Government House is in the Victorian-era Italianate style, an extravagant style that reflects the booming economy of 'Marvellous Melbourne' spawned by the Victorian gold rush. Tony provided many very interesting insights into the history of Government House. Everyone enjoyed the tour and the opportunity to this see this truly magnificent building.

The Foundation appreciates the support of the National Trust of Victoria in making the visit to La Trobe's Cottage possible and is especially appreciative of Tony Howard's time and involvement in hosting our tour of Government House. We hope this event will be repeated in the future.

Bequest by the late Cliff Barnes

The Wesley College Foundation and the *Sapere Aude Bequest Society* were informed earlier last year of a generous bequest left to the College by the late Cliff Barnes (OW1938). We are most grateful to Cliff for his gift to the Library Fund.

According to Cliff's son, Mark, Cliff began his schooling in a one-classroom school in Boort, 250 kilometres northwest of Melbourne. He attended Wesley College as a boarder and, following his

matriculation, studied pharmacy at the University of Melbourne before enlisting in the Royal Australian Air Force in 1943 at the age of 21. He was in the Pacific War on the islands of Morotai and Labuan. After the war, he studied medicine in Melbourne and worked in Melbourne hospitals and Broken Hill. After some time in the United Kingdom, where he did his physicians training, he spent his working life in Kuwait, Indonesia and Bahrain. He retired to Victoria initially and then to Queensland. Throughout his life he retained fond memories of his time at Wesley which he credited with opening his eyes to many possibilities.

If you are interested to learn more about leaving a gift in your Will to the Wesley College Foundation, please email Debra Stiebel on debra.stiebel@wesleycollege.edu.au or call on +61 3 8102 6121.



Foundation



Lifelong love of Wesley and rowing inspires donation

The Wesley College Foundation was honoured to receive a generous donation to our Boathouse Campaign from Associate Professor John Collins AM (OW1963) and his wife Mandy. For John, rowing inspired his and his family's love for Wesley and rowing.

'I attended Wesley from Year 7 and rowed throughout my time at the school, finishing in 1963 in the first crew,' John said.

'We lost the Head of the River but I gained a lifelong love of Wesley and Wesley Rowing. Two of my nephews have rowed in the first crew, Al Wright (OW2004) and Adam Wright (OW2008) and my cousin's son Wesley Hudson, currently in Year 11, is in the 2020 first crew.

'Wesley gave me a wonderful education that has served me well throughout my life, and rowing gave me lifelong friends and a love of sport, particularly team sport. I consider rowing a wonderful team experience for young women and men, which can be extended throughout their lives. It is a pleasure to continue supporting Wesley and Wesley Rowing.'

William (OW1974) and Grant (OW1976) Crothers and their families are also very significant donors to our Boathouse Redevelopment Campaign. Their naming donation was made to honour the memory of their father, Bill Crothers (OW1947), who was Captain of Boats and a member of the winning 1947 crew. Boathouse architect, Peter Sandow

(OW1966), met some members of the Crothers family to update them on the progress of this project.

The Foundation is still seeking tax deductible donations for this significant development with opportunities to acknowledge individual or family names on the Boathouse Donor Board.

To support our Boathouse Campaign, contact Jack Moshakis (OW1973) at jack.moshakis@wesleycollege.edu.au or visit wesleycollege.edu.au/community/support-us/donate/boathouse

^

Left, Associate Professor John Collins AM (OW1963) and his wife Mandy: donors to our Boathouse Campaign

Right, donors to our Boathouse Campaign, from left, Joanne, William and Margaret Crothers, Amanda Derham and Peter Sandow

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Wesley family supports Charlaftis Collaborative Learning Hub

Arthur (OW1985) and Effie Charlaftis and their family were honoured by the College and Foundation at the official opening of their innovative Learning Hub in The Drennen Centre at the Glen Waverley Campus late last year. Arthur and his family have had more than 40 years association with Wesley College, as students, parents and in Arthur's membership of the Wesley College Foundation. Arthur was joined at the opening by Principal Nick Evans (OW1985), adding to the significance of the event for both members of the Class of 1985.

At the opening, Arthur spoke passionately about his family, their connection to the College and the reasons for supporting the work of the Wesley College Foundation, explaining that the decision to support Wesley College was driven by three key factors.

'We are driven, first, by our fond association with Wesley College and the many memories it has created for many of us over the years,' he said, 'but, secondly, by our ability to help.

'Our parents migrated to Australia with not much more than hope. They established their children with a focus on education, knowing that the

foundation of a good education would help us prosper. We wanted to name this Collaborative Learning Hub in our family's honour, and I know my father is celebrating with us in spirit.

'Finally, our children all attended the Middle School at Glen Waverley, which was struck by the fire that swept through where The Drennen Centre stands today, so there was a very personal connection. The vision displayed by Wesley to replace what was once here was inspirational. The environment is a key component of learning and we were keen to support the Wesley College Foundation in its fundraising campaign. The idea of a collaborative learning hub excited us: for Effie it was the progressive developments in teaching, and for me the strong connection with technology.'

'We are excited to be part of this development and to leave a legacy in our family name.'



At the opening of the Charlaftis Collaborative Learning Hub, from left, Arthur Charlaftis (OW1985), Deputy Principal and Head of the Glen Waverley Campus, Richard Brenker, Effie, Madeleine, Cassandra (OW2013) and Nicholas (OW2007) Charlaftis, Principal, Nick Evans (OW1985) and Nicki Isaacs (née Lefkovits OW1990)

Arthur Charlaftis (OW1985) at the opening: the collaborative learning hub is a progressive development in teaching and technology



Fundraising to celebrate 20 Years of Wesley at Clunes



Elaine Pounder-Smith, at centre, with Head of Wesley at Clunes Ben Marsland and Clunes students late last year, from left, Jack Hoyne, Farah Elmalik, Joe Boucher, Madeleine Groves-Crawford, Jack Edwards and Cezary Carmichael

This year, Wesley College celebrates 20 years of Wesley at Clunes with a significant redevelopment of the site and the launch of a refreshed Year 9 Program.

Conceived by then Principal David Loader, the program has seen significant development over the years, but has always stayed true to the initial concept of learning in community.

Wesley at Clunes was officially opened by then Victorian Premier Steve Bracks on Sunday 2 April, 2000. Since then, the Clunes community has opened its arms to more than 6,000 Year 9 students from Wesley's three Melbourne campuses.

The community's contribution to the success of Wesley at Clunes cannot be overstated. Wesley at Clunes has a strong and highly valued relationship with the local community, enriching many elements of the program: our Community Service program, Community Cooking, assisting with student projects and volunteering at community events such as the Booktown Festival and the Clunes Show.

The College is about to embark on the largest redevelopment of the Clunes site since its establishment, and the Foundation has launched a capital fundraising campaign to assist with funding this exciting \$5 million development. Sincere thanks to the alumni, and families, who have already made a tax-deductible donation to support this project. We acknowledge and thank the following three benefactors in particular.

Elaine Pounder-Smith and her late husband, Keith Smith (OW1935), have been supporters of and donors to Clunes from its inception. Each year Elaine funds a project that is associated with the vegetable garden, recycling and composting, outdoor furniture and the like. She delights in visiting Wesley at Clunes each year, chatting with students about their experiences and being updated on developments. It was after she was briefed on the major development at Clunes by Ben Marsland, Head of Wesley at Clunes, that she very kindly agreed to be Patron of our campaign and make a leadership gift to kick off our appeal.

Responding to Elaine's extraordinary generosity, Principal Nick Evans (OW1985) said that her philanthropy and the support of other past and current donors have been instrumental in the



For Mohan Du, Clunes was 'life-changing':
'This experience absolutely shaped me into
who I am today'

establishment and continuing evolution of Wesley at Clunes. 'The importance of legacy and providing for future generations, just as past donors have provided for the current generation of Wesley students, can never be underestimated,' he said.

The Foundation also acknowledges long-time Clunes locals, Tim Hayes and Michael Waugh, who have joined Elaine as local Patrons. Tim and Michael have a long association with Clunes through the local Shire, Keebles Guesthouse and now Widow Twankey's, which is very popular with our Clunes students.

Mohan Du (OW2004), Chief Executive Officer, Capital Alliance, commenced in Year 7 at the Glen Waverley Campus and looks back at his time at Wesley with affection and regard, particularly his time at Clunes, describing the experience as



Amy Alston (OW1991) with her son, Ethan Russell: looking forward to attending Clunes in 2022

life-changing, which is why he is supporting our fundraising campaign. 'Clunes was my first insight into what adulthood would potentially be like,' Mo said. 'At the tender age of 14, I was given the freedom to live away from my parents for the first time, cook on my own, have nine housemates and partake in subjects unrelated to the traditional academic curriculum. This experience absolutely shaped me into who I am today.'

Mo encourages other students who experienced Clunes to consider donating to assist this significant development for current and future generations.

Amy Alston (OW1991) and John Russell's son, Ethan Russell, commenced at the St Kilda Road Campus in Year 5 in 2018. With Ethan set to attend Clunes in 2022, Amy and John were keen to support the Clunes fundraising campaign.

'One of the highlights of my time at Wesley was the focus on independence-building,' Amy said. 'The Clunes experience is the epitome of this aspect of a Wesley education, and so we were glad to have been able to participate in the campaign.'

To support our Clunes redevelopment, visit charidy.com/clunes to make your tax deductible donation.



Second Annual Grand Prix Breakfast

While the Formula 1 Rolex Australian Grand Prix in Melbourne was cancelled in early March as containment measures to minimise the spread of COVID-19 were ramped up, our second Annual Grand Prix Breakfast proceeded a week earlier.

Following on from our very successful inaugural Annual Grand Prix Breakfast last year with racing legend Sir Jackie Stewart OBE, this year's event featured Australian champion, Alan Jones MBE. Alan was Formula 1 Drivers' Champion in 1980 and the second Australian to win the championship following triple championship winner Sir Jack Brabham. In his career, Alan achieved 24 podium finishes and 12 Grand Prix wins, and was the first driver to win a Formula 1 World Championship with the Williams team.

Alan gave an interesting and entertaining account of his experiences in motor racing with the CEO of the Australian Grand Prix Corporation, Andrew Westacott (OW1982). We acknowledge and thank Andrew for his crucial support in arranging this significant event.

▼

At the Annual Grand Prix Breakfast, from left, Molly Robson, Saskia Lloyd, Australian Grand Prix Corporation CEO, Andrew Westacott (OW1982), Alan Jones MBE, Principal, Nick Evans (OW1985), Hopper Fagan, Nicki Isaacs (née Lefkovits OW1990) and Cindy Chen



Foundation Sponsors

The Foundation is grateful for the generous support of our sponsors. One of our most loyal sponsors is Total Facilities Maintenance through Jon Docking (OW1988) and Brad Woolhouse (OW1988) who have a long association with Wesley, its affiliates and the Foundation. Brad and his wife, Dr Jacqui Dobson (OW1988), have three children currently attending Wesley.

Jon and Brad met in 1987 when the school combined for all Year 11 students

at the St Kilda Road Campus and have since been almost inseparable: they became friends, Collegians Football Club teammates, work colleagues and, for the past 20 years, business partners.

Through their business, Jon and Brad proudly support the Wesley Foundation, Collegians Football Club and the Building Fund – all due to a chance meeting at Wesley, shared values and a wish for future students and families to have the same positive experience they had.



Brad Woolhouse (OW1988) and Jon Docking (OW1988): generous sponsors of the Wesley College Foundation

Generation after generation at Elsternwick



Members of the Michell family, part of the family of Joyce McCarthy, from left, Catherine (MLC Elsternwick 1959), David (OW1983), Jon (OW1994), Anthony, Chris (OW1985), Belinda (Cato MLC 1984) and Belinda's son Lachlan to start at Wesley in 2021

The wonderful legacy of Dorothea Joyce McCarthy, known as Joyce, lives on in today's small, intimate and cohesive Elsternwick Campus, where students are given every opportunity to grow and develop as individuals.

The Michell/McCarthy family has a strong and continuing connection with Wesley College Elsternwick, previously known as the Fred J Cato branch of MLC and later Cato College, and over the years Tony and Catherine Michell, an MLC Old Collegian, have happily returned to the Elsternwick

and Glen Waverley campuses as parents. Tony also served as a member of the Cato College Council from 1984 to 1986.

Their three sons, David (OW1983), Christopher (OW1985) and Jonathan (OW1994), all attended Wesley and their daughter Belinda (Cato College 1985) was Head Prefect at Cato in 1985. Belinda's son Lachlan Tabara will commence at the St Kilda Road Campus in 2021.

Catherine's mother, Dorothea Joyce McCarthy was the inaugural Principal of the MLC Elsternwick campus from 1961

until 1972. Joyce was a devoted Old Collegian of MLC Kew in the 1920s and the daughter of the Reverend John E Warren, President of the Methodist Conference in 1934. She was a bright student, showing ability and confidence at an early age. She developed a love of languages and enjoyed drama and literature, which was to continue throughout her career and life.

Joyce was the Joint Senior Prefect in 1927 and finished second to the dux that year, after which she went to the University of Melbourne in 1928 to complete an Arts degree with Honours, followed by a Diploma of Education, graduating in 1932.

While teaching positions were difficult to obtain during the Depression, Joyce taught at the Hermitage in Geelong and then returned to her old school to teach at the Elsternwick branch and at Kew before her marriage.

Joyce and Maurice McCarthy were married in 1939, at which time Joyce left teaching to raise their family of three children. Sadly, in 1951 her husband was killed in an air crash in Kalgoorlie, Western Australia, and she needed to return to work, first at Elsternwick, then Shelford Girls' Grammar, while maintaining her connection to MLC and Wesley College through her son Michael (OW1957), Catherine (MLCOC 1960) and Margaret (MLCOC 1963).

In 1960, she was invited by MLC Kew Principal, Dr Harold Wood, to be the first Principal of Elsternwick MLC, which would become an independent school where students could complete their matriculation, something parents had been requesting for years. Joyce remained in that role for 12 years. She retired in 1972 and died in 1974.



Co-Presidents' report



From left, outgoing Co-President, Belinda Danks-Woodley (OW2004), with continuing Co-President, Jack Ayerbe (OW1963), and newly appointed Co-President, Kate Evans (OW1998), at last year's Founders' Day Dinner

Following several exceptionally productive months across the OWCA Executive and Office in late 2019 and early 2020, we have signed off on our new Constitution – refreshed, up-to-date and appropriate for our current OWCA members. We have also commenced the execution of our strategic plan, which will take us through to 2025 and act as our guide in delivering relevant and targeted activities.

In January, we celebrated Australia Day with an array of OWs, past teachers and parents on the Honours list. February saw our very successful second OW Auto Club Event held on the HJ Kroger Front Turf at the St Kilda Road Campus, with another superb display of automobiles.

Our first Business Networking event for the year was the inaugural Women

of Wesley (WOW) event. OWs had the opportunity to hear from an expert panel of Wesley women leading the way in the building and construction industry. The aim of this WOW initiative is to bring together and celebrate women throughout the Wesley community via networking forums, big-ticket events, wine tastings and more. Watch this space!

The OWCA is a proud sponsor of Collegians Football Club, our biggest and strongest affiliate organisation, and we have recently boosted funding with a special grant. Their expansion and success over the past 10 years is second to none.

We are honoured to work alongside the enthusiastic and committed members of our Executive. They are a remarkable representation of our multi-generational community. We thank them for their time, ongoing commitment and experience, which supports us in serving our 22,000 strong membership base.

We thank every OW who has reached out to support the OWCA and each other as we and the world tackle the unprecedented public health and economic implications of the current COVID-19 pandemic.

#oldwesleycollegians
#bleedingpurpleandgold
#WomenofWesley #FDD2020

Kate Evans (OW1998) and Jack Ayerbe (OW1963)

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David Yu (OW2012) has been volunteering and working since February to help contain COVID-19 in Shanghai

It's difficult to imagine what life in Shanghai is like for David Yu (OW2012) these days. He's been working and volunteering non-stop for the past few weeks in a public health capacity to address Coronavirus disease (COVID-19).

The weather in Shanghai has improved and the number of new cases there decreases every day, but David is still finding it difficult to take time out to rest. He has been volunteering in Shanghai Railway Station and Shanghai Hongqiao Railway Station, the two biggest and busiest stations in the city. Tens of thousands of passengers come in and out of the city daily and it has been a key point in protecting the city from the spread of coronavirus.

David has helped wherever he could. On the front line at Shanghai Railway Station, he has been monitoring and guiding passengers at the first checkpoint, helping passengers fill in important health forms and assisting medical teams and police. At Shanghai Hongqiao Station, he has been working as a translator assisting foreign passengers, and in the storage facility, moving and distributing medical stocks for local communities.

This began back in early February, and as things worsened, he worked from home during the day for D-Lux Travel, China's premier travel company, and volunteered

at night. The shifts are up to eight hours long, finishing after the last train at midnight. David works hard to support travellers as they negotiate the first line of defence, which can be complicated and distressing for many. 'Once I saw a mother and daughter coming through the gates with the crowd at the station; other than the usual guidance I gave the little girl a wave and hello, she waved back and I could see her smiley eyes behind the face mask,' David said.

Many of David's volunteer colleagues have been sent by organisations, but David came with an independent sense of altruism. 'The reason I wanted to go out to the dangerous part of the outbreak to contribute whatever I could was nothing but a sense of community. I don't know anyone like me from my friends or family doing the same, and I don't know any volunteer that has been going to so many different places by his or her own will,' David said. 'The police at the railway stations were amazed by what I did. I told them I came as a proud member of the community with nothing but pure compassion. I love my city and the people, so that's why I am here to protect the ones I love.' His selfless work was reported in *China Daily*, China's widest-read English-language newspaper.

David believes he owes much of this compassion to his time at Wesley. 'I realise this is exactly what Wesley has

taught me, to care for the people in our community and to stand up and serve when there's a need. I have been saddened by some racist comments regarding the virus in China. The truth is, the coronavirus does not discriminate; why should we? What Wesley has done, from the beginning, is teach everyone to love and serve through a true education. It opened its doors to coeducation, local and international students, Aboriginal students, the International Baccalaureate and alumni from all over the world. In these difficult times, coming together is the only way to solve challenges that affect humanity, not just in China, but every community in the world. I truly believe Wesley has made a great impact, making me who I am today,' David said.

After leaving Wesley, David went to Monash University to study Computer Science, then worked in various industries in Melbourne and Shanghai, beginning in real estate as General Manager at the China Belgium Diamond Cultural Exchange Centre, where he is still an active club member. At school, he participated in sport and charity and community work. He admits he was not the best player in the sports team, but he had a wonderful time playing soccer with his teammates every weekend, and really appreciated the opportunity to learn and grow outside the classroom. In Melbourne he was a volunteer at Lentil as Anything, a community soup kitchen, and Moira, working with disabled children. 'I witnessed the kindness not only from the organisers but also my fellow volunteers. I saw my schoolmates improve their leadership skills and consistently contribute to the community, and I was really proud to let people know I was a Wesley student when I was volunteering,' he said.

After graduating from Wesley, that sense of community and responsibility has continued, with the Leukaemia Foundation, Melbourne Marathon, Beyond Blue, organising an annual charity hike for several years, and with Bridge Church Melbourne as a Sunday School volunteer and Mission Trip member to Thailand.

While David's dedication to the greater good is outstanding, he sees his contribution as collaborative. 'It's about solidarity with the rest of the community and the rest of the world, together, to combat the virus. I ask for everyone's support and compassion not to use the virus as an excuse for division and prejudice.'





Sarah Cavalier (OW1995), with her children: supporting other mums and local businesses

Mama on a mission

When Sarah Cavalier (OW1995) returned to Melbourne in 2012 following her marriage breakup, she not only rebuilt her life as newly single mum but also created a successful new career.

Moving back to bayside Brighton with two kids to support, income and work flexibility was essential. The solution? Working as a freelance graphic designer in an advertising agency. After 18 months, though, Sarah realised that not only was the growth of her own design business suffering, so was her growth as a person and a mother.

Settling back into Melbourne life with kids in tow and no local friends with children, she struggled to find local support or information about how to be a mum in the city. Where were the good playgrounds, local activities, kid-friendly cafes? There were parenting magazines out there, but nothing to support, unite and nurture mums on a local level.

The problem, she realised, was also an opportunity. Building on her existing graphic design business, she created *MamaMag*, a local magazine for mums, to fill that gap of local support and build up

her graphic design business at the same time. Launched in 2014 in her local area with just 5,000 copies a month, the enterprise had grown within two years to four separate publications, Bayside, Northside, Eastside and Westside, which today cover the whole of Melbourne with 50,000 copies distributed free in about 2,000 locations every two months.

Although the magazine started off as something she needed herself that other mums would also enjoy, it quickly became so much more. *MamaMag* provides the perfect vehicle to support other mums and local businesses through targeted advertising opportunities, editorial support, interviews and a host of other exposure opportunities. It provides valuable information about what's on, what's hot, what's new. In the confusing world of parenthood, mums love print and having something tangible to sit down and read, but of course it is further complemented with digital versions and social media as well. Almost six years on, Sarah has now printed more than 1.5 million copies and cemented *MamaMag's* place as Melbourne's leading free publication for parents.

MamaMag can be found free in more than 2,000 locations, including most childcare centres, libraries, popular cafes, play centres, sporting venues, Coles, Woolies, independent supermarkets, shopping centres, book and toy shops, maternal health centres, medical centres, gyms, swim schools and many other popular family friendly locations.

Find MamaMag at
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Hovering again near a cuckoo's nest



Lachy Hulme's (OW1988) enthusiasm for things theatrical has not abated one bit

It is 32 years since Lachy Hulme (OW1988) stepped off the Adamson Hall stage for the final time, to become one of the most visible presences for three decades in Australian television drama, not to mention the 'cool and enticing' voice of Fox Footy and Fox Sports since 2010. Lachy's catalogue of successes has been virtually continuous – from *The Hollowmen* to *Offspring*, from *The Secret River* ('a bullet-proof script')

to the phenomenally successful sequel to *Romper Stomper* for new streaming service STAN – culminating, certainly artistically, in his Best Actor Silver Logie for an unforgettable portrayal of Sir Frank Packer in Channel 9's *Power Games* (he had been nominated the previous year for playing Sir Frank's son, the more infamous Kerry, in *Howzat! Kerry Packer's War*).

Film and television have been Lachy's preferred medium, but he will be walking the boards again, once containment measures to minimise the spread of COVID-19 are lifted, in the central role of RP McMurphy in the stage version of Ken Kesey's *One Flew Over the Cuckoo's Nest* at Her Majesty's Theatre, Melbourne.

When we catch up in January, it's clear his enthusiasm for things theatrical has not abated one bit. I am about to suggest mischievously that his Adamson Theatre Company involvement all those years ago might have provided some useful preparation for once again entering a cuckoo's nest, but he pre-empts me by insisting how much that spirit of eccentric fellowship and well-modulated madness was an ideal preparation for his chosen career.

Lachy generously insists that he didn't really need to follow the formal path into NIDA or the VCA. 'You guys,' he says, 'gave me enough to get started.' With the passion ignited, Lachy subsequently went out and just did it. Not everyone, however, might take this course, and it speaks volumes for Lachy's self-belief and indefatigable spirit – which comes from within. He reinforces several times during our extended coffee that, aside from the joys of performance, one of the

things he took from his Wesley days was the equal joy in just hanging out with fellow would-be actors, sharing the turf with others and allowing himself to be liberated by the inner freedom that trust and responsibility provide. I reassure him these values are still absolutely present for today's Wesley students who seek the enduring riches of performance and companionship. The two are inseparable.

As if to give me an appropriate metaphor to sum up all our insights about his past and present experiences, Lachy reminds me that when called to the stage for his initial audition for *South Pacific* (he memorably played the role of Luther Billis) he walked across the backs of chairs to reach his destination. A way of emphatically announcing his audition? Partly, of course, but also an expression of purpose and singularity. Lachy's successful acting career has, I suspect, involved numerous walks across chairs.

A final irony. In Year 11 Lachy wrote and performed a parody of *One Flew Over the Cuckoo's Nest*, a text for study, for performance at an assembly. The kids of the time, the resident cuckoos then, loved it. Let us hope some of them who remember that moment in their Wesley time, and many others of our community, get along to Her Majesty's to watch this eminent contributor to the Australian arts scene play the famous role in that famous nuthouse, which demands that we look again at conventionality, prescriptive behaviours and, perhaps disturbingly, illuminates where the real cuckoos might be. It is bound to be a truly memorable night at the theatre.

Contributed by past staff member, former Editor and regular features writer for *Lion*, Dawson Hann.



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Finding and photographing the graves of Joseph Robert James (OW1923) and Colin Norwood (OW1928) in Thailand was an opportunity to pay his respects for former Head of the Glen Waverley Campus, Peter Dickinson

POWs remembered in Thailand

Former Head of the Glen Waverley Campus, Peter Dickinson, recently returned from a visit to Thailand to pay his respects to two OWs. Armed with OW research, he planned a visit to the Commonwealth War Graves Cemetery at Kanchanaburi and the graves of two former OWs who were prisoners of war (POWs), to locate and photograph. Both OWs were captured in Singapore.

Corporal Joseph Robert James Matthews VX63888 2/10 Ordnance Field Park (OW1923) died at age 36 on 10 November 1943 from malaria. Corporal Colin Norwood VX61448 Command Pay Office 8 Div AAPC

(OW1928) was 31 when he died on 5 July, 1943. The exact cause remains uncertain, but was most likely an illness.

The information books at the entrance to the cemetery were missing the names of some POWs, but with details supplied by historian Philip Powell (OW1973) in hand, Peter was able to find and photograph the graves. He also visited a new interactive centre at Hellfire Pass and found the walk down through the pass well worth the effort, although it was difficult to comprehend what must have been endured there during the war.

Affiliates



Alan Mitchell Club

Since 1975, the Alan Mitchell Club has been supporting the Wesley College rowing program with contributions to shed renovations, boat purchases, training equipment and sponsorship of rowers and coaches.

Fun, fitness and friendship are all on offer at the Alan Mitchell Club to those who have an interest in rowing. Catering for beginners, social rowers and competitive rowers, the Alan Mitchell Club is a proud supporter of Wesley Rowing, providing rowing opportunities, whether it's in a single, double pair, quad, four or eight.

In addition to the regular rows that take place on weekday mornings, the club has also commenced a Sunday morning sculls class.

If you are interested in getting a refresher in rowing, or just starting out, once containment measures to minimise the spread of COVID-19 are lifted, please contact Alan Mitchell Club Boat Captain Ana McCloskey at ana.mccloskey@gmail.com



From top, left to right

A happy Alan Mitchell Club crew after completing the eight-kilometre Head of the Yarra

Senior Men's leadership group, from left, Kalem Post, Vice-Captain, Sam Hibbins (OW2011), Captain, Corey Cassidy (OW2010), Vice-Captain and Viv Michie (OW2009), Vice-Captain

'Young' Bob Loder (OW1944), centre, needs your support to represent OWCA Bowls

Team Wesley – Champions!



Members of Wesley's inclusive community choir, A Chorus Lion, performing last Christmas



Collegians Football Club

Collegians Football Club members are busy maintaining fitness so all are ready for the season, whenever that may be, and an improved campaign after mixed results in 2019, with the Senior Men's side the pick of the bunch finishing in fourth position. Having undergone repair on the eve of last season, the Harry Trott Oval is in great condition, ready for players when containment measures to minimise the spread of COVID-19 are lifted. We are always welcoming new players, especially OWs, into the fold in one of our six sides, ranging from our Senior Men's to our Under 19s and our Seniors Women's and Development sides.

We are very pleased to announce Sam Hibbins (OW2011) as Captain of Collegians Football Club and Vice-Captains Viv Michie (OW2009), Kalem Post and Corey Cassidy (OW2010). The Women's leadership group will be announced shortly; stay tuned via collegiansfc on Facebook and Instagram, and our website collegiansfc.com.au

If you are keen for a kick and a catch with a friendly, welcoming side, once containment measures to minimise the spread of COVID-19 are lifted, contact either Michael Dockery (OW2011) on admin@collegiansfc.com.au or Rodney Nancarrow (OW1982) on rnancarrow@iprimus.com.au



OWCA Bowls

OWCA Bowls is hoping its opening event at West Brighton Club will still go ahead in September. Last year, we lost the trophy to West Brighton for the third year in a row but all players had a wonderful day and the hospitality from our hosts is always fabulous.

Subject to advice from public health authorities, we will resume play this year at MCC Swinburne, where we have had varying success. In January, we had success against Old Melbournians, MCC and Old Scotch, with an overall tally of two wins and one loss with 13 shots up for the day.

We have been fortunate to add three members to our ranks, but more new members are always welcome. We cordially welcome Kurt Langfelder (OW1954), current staff member Mark Louis and David Paxman (OW1971) to our ranks. 'Young' Bob Loder (OW1944), centre of photo above, aged 94, needs your support as he continues to represent OWCA Bowls!

To join OWCA Bowls, once containment measures to minimise the spread of COVID-19 are lifted, contact the coordinator, Richard Sluggett (OW1972) on 0403 023 288 or email bowl7@optusnet.com.au



Golf

Wesley took out the OW APS Golf championship at Woodlands Golf Club late last year. With representatives from nearly every APS school on hand, the team representing the purple and gold put in a near faultless performance to dominate a highly competitive field. It was a case of going one better after losing last year's event in a heartbreaker to Carey, something that was clearly in the back of the mind of the Carey players as they steelled themselves on the tough Woodlands course.

Our intention is to keep this winning streak going, so we'd love to see all members of our championship-winning team return this year, along with more OWs who enjoy putting the ball in the hole and beating our fierce APS rivals. Our numbers have been good over the past couple of years as APS hosts, so we'd love to see this continue.

For further information or to join Wesley Golf, once containment measures to minimise the spread of COVID-19 are lifted, visit owca.net/ connect-with-your-community/affiliates

A Chorus Lion

Singing for joy and community, Wesley's inclusive community choir, A Chorus Lion, is open to alumni, staff, parents and friends. Once containment measures to minimise the spread of COVID-19 are lifted, rehearsals will recommence every Wednesday evening during term, from 7.45pm to 9.15pm, in the amazing Stillwell Recital Salon, in the Music School at the St Kilda Road Campus.

The choir sings a mixture of international songs, classics, Beatles et al and folk music; reading music is not essential but does help. There are no auditions, and all are welcome.

For further information or to join Wesley's inclusive community choir, once containment measures to minimise the spread of COVID-19 are lifted, email Sharon Quick at sharkarina@yahoo.com.au



Updates

David Prest (OW1977)

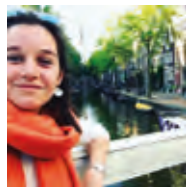


There is a purple thread that binds us all, a shared experience that often leads to friendships that last a lifetime. For some we enjoy catching up at reunions every five or 10 years; for many there are fast friends made as 'juniors' that stick. Such friends are pictured here on the occasion of the 60th birthday party of John Davies (OW1976). It is wonderful to know that a mateship formed beneath the Grey Towers has survived so many decades already. May it endure many more to come!

^

Seen above, getting together for John's 60th, from left, Peter Layton (OW1976), David Prest (OW1977), John Davies (OW1976) and Ian Douglas (OW1976)

Winnie Orchard (OW2012)



Winnie Orchard (OW2012) is a PhD student at Monash University researching the parental brain – how pregnancy and parenthood change the structure and function of the human brain. Using magnetic resonance imaging (MRI), which is safe for breast-feeding women, Winnie investigates the structure and function of the parental brain, and implications for maternal cognition and mental health across the lifespan. She is recruiting participants for the NAPPY (Neural Adaptations of the Postpartum Year) study, investigating how women's brains adapt to the demands of motherhood in the first postpartum year. Winnie is seeking first-time mothers aged 18 to 45 and 10 to 14 months post-partum, and women who have never been pregnant aged 30 to 45 to participate.

Email nappy.study@monash.edu
or visit facebook.com/MaternalBrain

Zac Gross (OW2004)



After two years at the Reserve Bank and five years at Oxford University, Dr Zac Gross (OW2004) jumped for joy in front of the Sir Christopher Wren-designed Radcliffe Camera at Oxford after submitting his thesis on macroeconomics. Zac returned to Radcliffe several months later for his graduation, and a life of penury and anonymity, if not misery, as an academic. In his final year at Wesley, Zac was neither a school leader nor a subject prize winner, which just goes to show that success can come via many paths after Year 12! Having run admissions for Economics at Hertford College, Zac has started teaching Year 12 students how the Oxford admissions process works; any current students who are interested in applying are welcome to contact the OWCA for Zac's details. He is very happy to help!

Australia Day 2020 Honours

OFFICER (AO) IN THE GENERAL DIVISION

Ms Jane Caroline HANSEN | Past parent
For distinguished service to the community, to education and cultural institutions, and through philanthropic support for charitable foundations.

Professor John Michael PERMEZEL (OW1971) | Past parent

For distinguished service to medicine, and to medical education, in the fields of obstetrics and gynaecology, and to professional colleges.

Professor Rachel Lindsey WEBSTER | Past parent, current member of the Wesley College Council

For distinguished service to education in the field of astrophysics, to astronomical research and to young women scientists.

MEMBER (AM) IN THE GENERAL DIVISION

Emeritus Professor Richard Laurence BROOME | Past parent

For significant service to education in the field of history and to historical groups.

Dr John Paxton COLLINS (OW1963)

For significant service to medicine, particularly to breast cancer treatment.

Ms Deborah Anne CONWAY | Past parent

For significant service to the performing arts as a singer, songwriter and producer.

Mr David Edmund CURTAIN QC | Past parent

For significant service to the law and to professional legal organisations.

Ms Mary FEATHERSTON | Past parent

For significant service to the arts, particularly to interior and industrial design.

Briggs McIntosh (OW2018)



Brigalow (Briggs) McIntosh (OW2018), a graduate from the Yiramalay/Wesley Studio School program in 2018, is currently studying a Bachelor of Arts Extended at the University of Melbourne and attending Queen's College, a residential college in Parkville. 'The Yiramalay/Wesley Studio School helped me greatly throughout high school, supporting me and encouraging me to use my full potential in the VCE program,' Briggs said. 'The mentors at the Yiramalay/Wesley Studio School are a big reason for me being where I am now.' Describing the Yiramalay/Wesley Studio School as an experience of many ups and downs, Briggs said the program helped him develop into the person he is today, and he wouldn't trade it for anything. 'For current and future Yiramalay/Wesley Studio School students, make the most of the journey you are undertaking and always strive for excellence in your education,' he said.

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Mrs Diane Mildred FLEMING | **Past parent | Past staff**

For significant service to Australia-Africa relations and to education.

Emeritus Professor Anthony John GUTTMANN (OW1961) | Past parent

For significant service to the mathematical sciences and to education.

Dr Anthony Leigh MYLIUS (OW1975)

For significant service to community health and to cardiology.

Dr John William ORCHARD (OW1983)

For significant service to sports medicine, particularly to cricket.

Mr George SAVVIDES | Past parent

For significant service to the community, to charitable groups and to business.

MEDAL (OAM) IN THE GENERAL DIVISION

Dr Lynne Maree COULSON BARR | **Past parent**

For service to community mental health.

Mr Kim GILLIS (OW1980)

For significant service to public administration and to defence projects.

Dr Geoff Lawrence IRVINE | Past parent

For service to the chiropractic profession.

Mr Noel Stanley JACKLING (OW1956)

For service to the community history.

Dr Joseph Vaughan JOHNSON CSC **AAM RFD ED (OW1961) | Past parent**

For service to veterans and to the community.

Dr Robert LAVIS | Past parent

For service to the international community through dental programs.

Ms Sabine Cornelia PHILLIPS | **Past parent**

For significant service to aged welfare and to the legal profession.

Emeritus Professor Staniforth RICKETSON | Past parent

For significant service to legal education and to intellectual property law.

Ms Jane TURNER | Past parent

For service to the performing arts as a writer, actor and comedian.

Mr Peter John WILLIAMS (OW1954)

For service to maritime history.



Reunions



The OWCA's second annual OW Auto Club Event was a resounding success

OW Auto Club Event

A glorious Melbourne summer Sunday on the Front Turf at the St Kilda Road Campus saw many OWs proudly display their classic cars at the OWCA's second annual OW Auto Club Event. It was a real treat for those in

attendance to get an up-close and personal look at some of the finest motoring masterpieces known to man, as well as hear from the owners themselves in roving interviews with MC for the day, Mark Samlal (OW1982). The People's Choice award went to Roger Fooks (OW1964) and his amazing 1970 Aston Martin DBS – a real crowd pleaser!

A fun family day with food, lawn games, a jumping castle and many student bands to entertain the crowd, the event was a resounding success. The annual OW Auto Club Event has really marked itself on the OWCA calendar as an occasion not to be missed. We look forward to an even greater number of cars and people keen to look at them in the next instalment in 2021.

Geelong Regional Lunch

The OWCA Geelong Regional Lunch once again returned to the popular bayside and OW-owned restaurant, The Geelong Boathouse. Former rower, staff member and Wesley parent, Malcolm Ralton (OW1961), offered guests generous hospitality, unbeatable views and seafood so fresh it practically jumped from the ocean onto the plate.

As usual, the event attracted a great mix of OWs from a variety of years, who thoroughly enjoyed the relaxed and friendly atmosphere, perched over the water on a secured barge, just west of Cunningham Pier on Corio Bay. Malcolm was even kind enough to fish out a bit of Wesley rowing memorabilia from his own personal collection, much to the enjoyment of all on hand, including Geelong royalty and MC, OWCA Co-President Dr Jack Ayerbe (OW1963).

Donations of rowing memorabilia are always welcome.



Malcolm Ralton (OW1961) fishes out a bit of Wesley rowing memorabilia from his own personal collection

Women of Wesley

The Stillwell Recital Salon at the St Kilda Road Campus recently played host to the inaugural Women of Wesley (WOW) event, highlighting some of our most dynamic and impressive female OWs. Titled 'Building a city,' the latest instalment in the OWCA's Business Networking series featured panellists Katya Crema (OW2006), Development Director at HIP V. HYPE, Tina Schober (OW1997), Director at Salter Brothers, Jennifer Bednar (OW1996), Director at the City of Casey, and Anastasia Malishev (OW1995), international interior designer and business woman. The panellists presented their unique views on the business of building big. Our first celebration of the Women of Wesley certainly left all on hand saying WOW! and really looking forward to the next big event.

To join the **WOW** mailing list, please email owca@wesleycollege.edu.au
You can also follow **WOW** on Instagram at [#womenofwesleycollege](https://www.instagram.com/womenofwesleycollege)



From top, left to right

From left, Anastasia Malishev (OW1995), Jennifer Bednar (OW1996), Tina Schober (OW1997) and Katya Crema (OW2006) with OWCA Co-President Kate Evans (OW1998)

'Building a city': 'WOW' described everything about the inaugural Women of Wesley event

Our Women of Wesley panellists WOW-ed their attentive audience during a question-and-answer session

YOUR OWCA

OWCA Executive

Co-Presidents

Jack Ayerbe (OW1963)

Kate Evans (OW1998)

Treasurer

Chris Foster-Ramsay (OW1999)

College Head, OWCA

Ian Thomas (OW1982)

Executive members

Belinda Danks-Woodley (OW2004)

David Kennedy (OW1966)

Anastasia Malishev (OW1995)

Amy McAlister (OW2003)

Thomas Pewtress (OW2018)

Rob Wilde (OW2004)

Director, Foundation and Alumni

Jack Moshakis (OW1973)

Interested in becoming involved in the Executive?
Contact Ian Thomas (OW1982) College Head, OWCA
ian.thomas@wesleycollege.edu.au + 61 8102 6475

Key contacts

Social media | OW Connections | Transcripts | OW Updates | Bereavements | Club enquiries | Grant enquiries from Affiliates | Club advice
Cam Evans | Alumni Relations
cameron.evans@wesleycollege.edu.au
+ 61 3 8102 6695

Lion stories | Birth notices

Lucy Gilfillan (OW1995) | Lion magazine
lucy.gilfillan@wesleycollege.edu.au

Event enquiries | Calendar enquiries | Administration | Membership records
Zena Eastburn | Events
zena.eastburn@wesleycollege.edu.au
+ 61 3 8102 6750



SKR 1970 50 Year Reunion



Rick Osborn, Alistair Sloman
and Charles Cohen



Doug Turnbull, Peter Gilbertson
and Nick Varigos



Spencer Wilkinson, Richard Henley
and Chris Rowston

SKR 1989 30 Year Reunion



Daniel Epstein, Jay Rottem and Revel Gordon



Josie Achermann (Szonar), Emma Pratt
(Stansfield) and Sam Sammut



The Class of 1989

GW 1999 20 Year Reunion



Susannah Quick, Jodie Mortimer and
Shalini Verma



Brett Sparrow, Andrew Hull and Rebecca Lay



Peter Gavin, Dalip Sandhu, Henry Chow and
March Lai

Geelong Lunch



Andrew Trott (OW1965), Alan Williamson (OW1964), David Walker (OW1959) and Rod Dudley (OW1953)



Len Hatfield (OW1955), Annie Butler, David Unkenstein (OW1980), Jan Hastings, John Lesser (OW1955), Malcolm Hastings (OW1958) and Elizabeth Wright



MC Jack Ayerbe (OW1963) and host Malcolm Ralton (OW1961) entertained guests

SKR 2018 1 Year Reunion



Stella Barker, Riley Harris and Max Nethercott



Will D'Amico and Cameron Sharp



Adele Ensabella, Francesca Abrahams and Annabel Edelstein



Aaron Burrows, Akari Hull and Hugh McLean



Thomas Pewtress, Tom McGoldrick and Lucy Lin



Jack Kritopoulos, Alex Rhodes, Aaliya Fernandes and Blake Tahlambouris



Births

ALEXANDER >

To Bethany (OW2004) (Mitros) and Dean on 8 October 2019, a daughter, Camilla Christine, a sister for Grace and a niece for Edward (OW2008)



BARKER >

To Hamish (OW1992) and Gail, on 30 October 2019, a son, Jude David, a sister for Ruby, a grandson for Carolyn (past staff) and David (past staff), a nephew for Stuart (OW1986), Cameron (OW1988) and Bradley (OW1989)

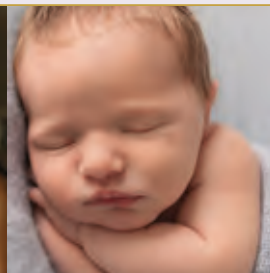


CALABRO

To Zach (OW2004) and Olivia (OW2003) (Mullan) on 9 November 2019, a daughter, Willa Grace

CAMPBELL >

To Rod (OW1995) and Laura Dabudyk on 4 November 2019, a son, Louis Edward Dabudyk, a grandson for Stuart (OW1957), a nephew for Lauren (OW1999)



< COHEN

To Julian (OW2003) and Melissa on 19 September 2019, a son, Lewis Phillip

COOKE >

To Tara (OW1995) and Ola Almarker on 26 August 2019, a daughter, Adelina May, a sister for Harkin, Malin and Elias, a niece for Ashley (OW1998)



DAKIN

To Alex (OW1996) and Fran Wilson on 14 December 2019, a son, Murphy, a brother for Freddie and Louis, a grandson for Peter (OW1963), a nephew for Victoria (OW1991), Tim Wilson (OW1996) and Chris Wilson (OW1998)

< GILLIES

To Haley (OW2000) and Dylan Stephens on 4 February 2020, a daughter, Amelia Isabelle, a niece for Jacqueline (OW1993)



< GIEROBA

To Tess (OW2005) (Malseed-Harris) and Tom on 17 July 2019, a son, Toby Tomasz, a brother for Ella and Flora, a grandson for Tim Malseed (OW1962), a nephew for Jules Malseed-Harris (OW1999) and Joanna Parkinson (OW2002) (Malseed-Harris)



HABERSBERGER

To Andrew (OW1998) and Sally on 13 June 2019, a daughter, Lily Charlotte, a granddaughter for Peter (OW1958), a niece for Jonathon (OW1993) and Kate (OW1995)

HEARD

To Joshua (OW2000) and Caitlin (OW2000) (Storey) on 28 September 2019, a daughter, Amelia Zoe, a sister for Georgia and Eliza, a niece for Mark Storey (OW1988), Matthew Storey (OW1991), Drew Heard (OW2002) and Liam Heard (OW2005)

< KAHN

To Victoria (OW1999) and Matt Campbell on 13 July 2019, a son, Jack Samuel



< KOSSMANN

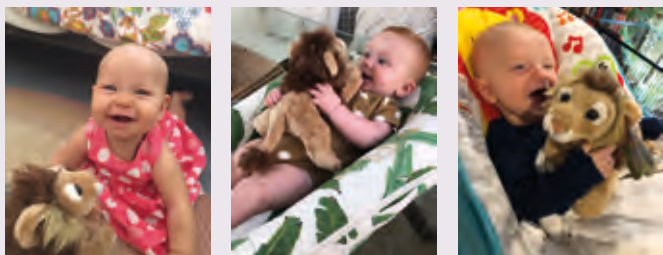
To Giulia (OW2008) and Andrew Turner on 9 November 2019, a daughter, Sofia Cristina Helen, a niece for Phil (OW2011)



LAZAROVITS > <p>To Jonathan (OW2004) and Jodi on 13 June 2019, a son, Oliver, a nephew for Mark (OW2008)</p>		LIM <p>To Justin (OW1993) and Yulia on 14 June 2019, a daughter, Annika, a niece for Selina (OW2003), Elaine (OW1996) and Mark Miller (OW1996)</p>	LODGE – GRIMA > <p>To Charlie (OW2008) and Lauren (OW2008) on 20 March 2020, a daughter, Marlena Jasmine, a niece for Tom Lodge (OW2010) and Alex Grima (OW2010)</p>	
	< MENGONI <p>To Marc (OW1998) and Julia (OW2000) (Skomra) on 17 November 2019, a son, Hugo Marc</p>		< PARKINSON <p>To Christopher (OW1999) and Joanna (OW2002) (Malseed-Harris) on 3 June 2019, a son, William (Billy) Patrick, a brother for Edward, a grandson for Tim Malseed (OW1962), a nephew for Jules Malseed-Harris (OW1999), Timothy Parkinson (OW2001) and Tess Gieroba (OW2005) (Malseed-Harris)</p>	
		< RAY <p>To Matthew (OW1999) and Rebecca on 4 February 2019, a son, Louis Michael, a nephew for David (OW1999)</p>		< ROUND <p>To Trevor (OW2000) and Han on 26 December 2019, a daughter, Olivia Lan, a granddaughter for Keith (OW1971), a niece for Alison (OW2004)</p>
ROUND > <p>To Alison (OW2004) and Brooke Starbuck on 8 October 2019, a daughter, Frankie Mae, a sister for Jack, a granddaughter for Keith (OW1971), a niece for Trevor (OW2000)</p>		SANDOW > <p>To Tom (OW1999) and Claire on 12 November 2019, a son, Maxwell Andrew, a sister for Zoe, a grandson for Peter (OW1966), a nephew for Ben (OW1995), Pippa (OW1995) (Drake) and Nick (OW1996)</p>		
	< SCHIAVELLO <p>To Aysu (OW1995) and Tony on 14 November 2019, a daughter, Ayla Selen, a sister for Aydin and Adem</p>		< THOMPSON <p>To Simon (OW1995) and Sara on 20 August 2019, a daughter, Grace, a sister for Audrey, a niece for Sarah (OW1997)</p>	
VIAL <p>To Tom (OW2001) and Ellie on 7 September 2019, a son, Hugo, a grandson for Peter (OW1963), a nephew for David (OW2000)</p>		WATTS <p>To Jack (OW2005) and Rosie on 2 March 2019, a daughter, Ignacia Rose, a niece for Fergus (OW2003) and Ellie (OW2009)</p>		WILSON <p>To Tim (OW1996) and Kristianne on 3 April 2018, a son, Otis, a brother for Willow, a nephew for Alex Dakin (OW1996) and Chris Wilson (OW1998)</p>

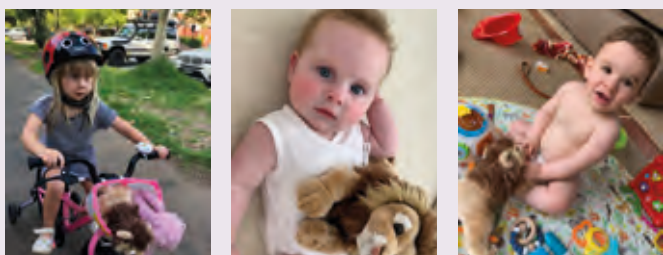


Lion cubs



We are pleased to welcome new OW cubs to the Wesley pride!

Please let us know if you have recently enrolled your child at Wesley by contacting the OWCA office on + 61 3 8102 6750 or email zena.eastburn@wesleycollege.edu.au



<

From top, left to right

Adelina Almaker, daughter of Tara Cooke (OW1995)

Lilly Lightowlers, daughter of Gus (OW2001)

Edwin Das, son of Rhett (OW1996)

Gabby Turner, daughter on Megan Fitzpatrick (OW1994)

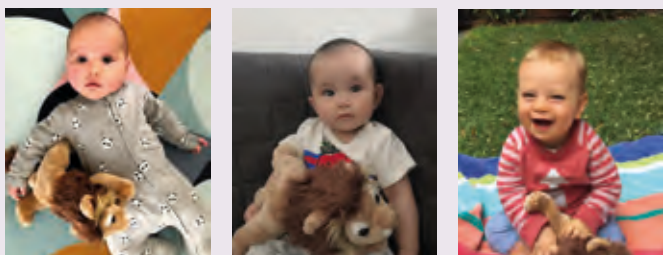
Amelia Heard, daughter of Joshua (OW2000) and Caitlin (OW2000) (Storey)

Beau Mrocki, son of Rachel (OW2004) (Engel)

Olivia Reinhardt, daughter of Fabian (OW2008)

Chancey Shen, daughter of Bobby (OW2003)

Ned Vandenberg, son of Sarah (OW1999) (Moule)



ENROLLING

YOUR CHILD

AT WESLEY



We are delighted when OWs choose to continue their family tradition at Wesley by enrolling their children at the College. Preference in enrolment is given to children of OWs and siblings of current students based on the date of application receipt. Due to increasing demand across all campuses, we are not always able to guarantee a place for children of OWs.

To avoid disappointment, we strongly encourage you to submit your enrolment application as early as possible – many families now submit their applications at birth.

As valued members of the Wesley community, the application fee is waived for applications from OWs.

Don't leave it too late.
Apply today

visit wesleycollege.edu.au/enrol

Engagements



From top, left to right

OKE – FRANKS | Cameron (OW2006) and Jesse

DIAMOND – TIKTIKAKIS | Caroline (OW2009) and Andrew

KOSSMANN – TURNER | Giulia (OW2008) and Andrew

DONNAN – HEY | Alice (OW2008) and Chris

Marriages



From top, left to right

CARTER – BREIDAHN | Alice (OW2008) and Emil on 23 November 2019

WATTS – EMBREY | Ellie (OW2009) and Jon on 11 January 2020

BOWDEN – SCULTHORPE | Lizzie (OW2009) and Nathan on 19 October 2019

KUS – GRZEGORCZYN | Jimmy (OW2010) and Amanda on 7 March 2020

Proudly sponsoring OWCA events

Foster Ramsay Finance.

Experts in mortgage broking and lending.

Contact Chris Foster-Ramsay (OW1999)
on 0448 010 999.



Deaths

ABALDING

John (Jock) Methuen (OW1945)
on 23 December 2019

CHRISTIE

David Maxwell (OW1964) on 18 January 2020, son of James (OW1929) (dec), nephew of John (OW1928) (dec), Francis (OW1931) (dec), Thomas (OW1933) (dec), Bruce (OW1940) (dec) and Keith (OW1942) (dec), brother of Doug (OW1960)

GRAHAM-SMITH

Sydney Graham (OW1951)
on 5 November 2019,
father of Craig (OW1979)

HAINES

Harrison (Harry) (OW2010)
on 7 January 2020

HINDE

Edward (Ted) Roy (OW1971)
on 30 January 2020

HOGG

Russell James (OW1955) on 4 October 2019, brother of Barry (OW1958) (dec), father of Stephen (OW1981)

CHRISTIE

Kenneth Lyle (OW1964) on 25 July 2019, brother of Robert (OW1970)

ROSENBERG

Raymond Isadore (OW1967) on 25 November 2019, brother of David (OW1968), father of Sarah (OW1997), Emily (OW1999) and Daniel (OW2004)

SHACKLETON

Ian (former staff) on 12 January 2020

SMORGON

Samuel (OW1940) on 14 December 2019, cousin of Jack (OW1954), father of Graham (OW1967)

TIBBS

Graeme Richard (OW1957)
on 21 December 2019

TILY

Howard James (OW1944) on 22 October 2019, brother of Austin (OW1936) (dec) and Maxwell (OW1937) (dec)

Obituaries



Samuel Smorgon AO (OW1940)

04/02/1924 – 14/12/2019

Sam Smorgon AO (OW1940) arrived from Russia in 1927, aged three, with his parents and older brother. He began at Wesley in 1937 under Mr LH Kelly in the Lower Fifth B, before moving to the Fifth A with the memorable Mr Gwillim in 1938, completing his Intermediate Certificate with Mr Hattam, before graduating in 1940.

Following his time at Wesley, he served from 1943 to 1945 in the RAAF in New Guinea, New Britain and Manus Island. From 1945 he managed various divisions of the family business, and from 1959 to 1994 was Managing Director of Smorgon Consolidated Industries, his family's private company, with significant interests in industries including meat processing, plastics, glass, paper and board products, and steel.

Sam was passionate about the Carlton Football Club. He was a former Director and, in 1986, became the Club's No 1 Ticket Holder. He was Emeritus Chairman of the GBM Group (Smorgon Family Office), founded in 1983, which is a diversified private conglomerate of various businesses ranging from manufacturing, property investment and development, and funds management to listed and private equity investments.

He was a man with a broad range of interests. He loved going to the Arts Centre Melbourne to enjoy performances by Opera Australia, the Australian Ballet and the Melbourne Symphony Orchestra. He was Deputy Chairman of the Victorian Arts Centre Trust from 1966 to 1994, a Trustee of the Victorian Arts Centre from 1985 to 1994 and Chairman of the Victorian State Orchestra. He was involved in so many ways with charitable organisations and people from all walks of life and was gifted with the profound understanding of the essence of charity.

Sam was Chancellor of RMIT University from 1996 to 1999 and was appointed Officer of the Order of Australia in 1992, in recognition of his services and contribution to charitable organisations and the wider business community. He was a much-liked Wesley parent and a great supporter of the building program.

Sam was a man of great skill and courage, who devoted himself to the creation, development and growth of his various businesses. He is survived by his wife Minnie, his children Graham (OW1967), Barbara and Marilyn, and 10 grandchildren and 21 great-grandchildren.



Henry Greig Foletta (OW1951)

21/02/1933 – 28/08/2019

Greig Foletta (OW1951) was born in Sydney in 1933 to Harry and Mabel Foletta and was welcomed by an older sister, Lois. With the uncertainty of the Second World War and threat of Japanese mini-sub's landing near their harbour-side property, the family moved to his uncle's farm in Buxton, Victoria. Greig was six years old. He enjoyed country life and held fond memories of learning to chop wood and trap rabbits, whose pelts he sold for pocket money. He loved the outdoors and enjoyed being a Scout. His Swiss heritage was a source of pride throughout his life.

Later, the family moved to Lower Plenty in Melbourne on several acres, where they spent decades of happy family life. Greig attended Wesley College in Prahran, which he loved, and stayed in touch with a number of school friends. Greig loved many sports including athletics, where he held House records in the 10 to 15 age groups for around 15 years. He had a passion for cricket and football at school, and tennis and football beyond school.

He continued that love of sport, supporting his children in all manner of sports. He remained an active OW, playing football and continuing to attend OWCA luncheons and reunions as often as he could.

After leaving Wesley, he worked in Flinders Lane at Birch Haberdashery, before undertaking national service, serving as Signals Officer in the Navy at HMAS Cerberus on the Mornington Peninsula. After returning to civilian life, Greig joined the Myer Emporium and enjoyed working in the fabric, hosiery and lingerie departments. To extend his knowledge of textiles, he was given permission for leave to study abroad, and in 1956 attended the New York University School of Retailing, topping his class.

In 1958, he joined Prestige Ltd, the family textile company established by Greig's uncle, George Foletta. Prestige enjoyed many years of expansion, including in Shepparton, Horsham and Ararat, taking over Holeproof Industries. In the early 1960s, Greig met Annemarie Melville and in 1963 they married in the Wesley College Chapel. They had a son, Charles, and a daughter, Victoria, and together discovered a deep love of the bush which remained with them always. Many happy years of camping followed.

By 1967, Dunlop Australia took over Prestige and Greig was asked to stay on, but after two years he wanted to establish his own business. He became interested in tiles, and with sister Lois, bought one of the first tile presses in Melbourne. He worked for two companies before forming his own business, Tilco Tiles, enjoying this until retirement.

Greig loved bird watching, fishing, fossicking, sailing and exploring Australia and overseas. He was also the chef in the family, and enjoyed cooking and creating, but perhaps his greatest love was to be with family and friends. He will be remembered as gregarious, generous and a true gentleman, and he will be missed by all.



Edward (Ted) Roy Hinde (OW1971)

23/02/1954 – 30/01/2020

In 1966 Ted Hinde (OW1971) arrived at Wesley's Junior School, Syndal, the year it opened, where under Mr Curtis in VIIC, he was a Junior Scholarship recipient and Merit Prize winner, an award he also received the following year. His teachers along the way included the likes of Bill Schuster and Bubbles Heywood.

Ted and his friends enjoyed their time at Wesley; for Ted the Wesley years remained central throughout his life, and he shared with them many humorous and excellent stories. When he completed the HSC at Prahran in 1971, he immediately took out a life subscription to the OWCA.

Ted graduated from Monash University in 1976 with a Bachelor of Science with Honours. He initially pursued a career in medical research at the Walter and Eliza Hall Institute where he met his future wife, Anita. He later spent 10 years as Managing Director of a medical instrument/filtration company before forging a new career in information technology services.

Ted also founded his own office supply company in later life, which he continued to operate during many years of chronic illness. He was dedicated to the provision of exceptional service to his customers.



Obituaries

Ted was an accomplished classical guitarist and enjoyed the opportunity to entertain his friends with his music as well as with his wit and humour. One of Ted's greatest achievements was his ability to maintain and enjoy the friendships he forged during school days at Wesley College. His Wesley colleagues, Garry Irving (OW1971), Mark Benson (OW1971), Geoffrey Hicks (OW1972) (dec), Steven Hollings (OW1972), Andrew Hunt (OW1972), Ryan Geddes (OW1971), Brett Cooper (OW1971) and Bill Fox (OW1971), remained friends for life. Ted would often regale his own family as well as the families of his contemporaries with many tales of the Wesley days they shared.

The daily trips on the Number 6 tram along High St from Glen Iris to the Prahran Campus provided endless opportunity for all sorts of hijinx. In Ted's first year at Prahran, around the time of the Boat Race, there were the 'flour wars,' where small paper bags filled with flour were hurled at fellow students, rivals from other schools and the occasional innocent bystander! The Middle School in Punt Road where Ted started his time at Prahran was the scene of a mock fall from a first-floor window into the garden bed below – where the boy lay spread-eagled whilst the master looked concernedly out from the window above.

In Form 6, one of the perks was the 'Spare' periods between normal classes. Students were free to do their own thing, even go off school grounds! Ted and friends Brett Cooper and Bill Fox went across to play golf at the Albert Park Lake Par 3 course – a little sport and recreation would surely help clear the mind – so they could return to study even more effectively for the HSC! On the return trek around the lake, Ted wondered if Bill might think even more clearly after a quick refreshing dip – so he pushed Bill into the lake, fully dressed in his school suit! Ted, whilst not a track athlete, set some sort of record that day, because by the time Bill emerged from the water, Ted was fully around the other side of Albert Park Lake! There were many other escapades that Ted loved to relate.

Ted is survived by his wife, Anita, his children, Adrian and Casey, and his granddaughter, Vada Hinde.



Sydney Graham Graham-Smith (OW1951)

23/12/1933 – 5/11/2019

Graham was the only son of Syd and Flossy Smith and a little brother for adoring sister Barbara. He grew up in a small house in Evansdale Road, Hawthorn, where he slept on the verandah – with his pet chook to keep his feet warm. Graham was inquisitive, self-confident and prone to naughtiness. As a boy soprano, he won a scholarship to Trinity Grammar School, entering in 1943 from Glenferrie State School, and was a soloist with St Paul's Cathedral Choir.

In 1948 he arrived at Wesley, forging an academic, sporting and musical legacy. He took the lead role in Benjamin Britten's *Let's Make an Opera*, a joint Wesley-Merton Hall production that included future actor and playwright, Alan Hopgood (OW1951), and staff member, T Elwyn Brown. Margie Frewin, his future wife, cast as the lead soprano, was heard to whisper, 'Who's he?' to her friends. A musical chemistry developed between them.

Graham represented Wesley in APS Athletics, was a member of the First XVIII and was selected for the 1951 APS XVIII. He became a Prefect in 1950 and matriculated at age 16. Headmaster Wilfred Frederick invited Graham to return in 1951 as Head Prefect. With his

sister having been Captain of MLC in 1945, this was quite a coup for their Methodist parents.

In 1952 Graham enrolled in Engineering at the University of Melbourne and kept up his fitness through OW Athletics and football with University Blacks. Graham's first marriage to Heather Jenkin, in the Wesley Chapel in 1957, ended in tragedy with her sudden passing. Margie sent a condolence letter and a renewal of affections led to their marriage in 1960, beginning 40 years of married life together. They acquired a one-acre block in Donvale and built a castle there for their new family.

Becoming Managing Director of the printing business established by his grandfather, Joseph King, Graham was determined to expand, undertaking a review, visiting operations in Europe and the United States, and returning home with big plans, new equipment and a name change, to SG Graham-Smith Pty Ltd. He won awards, took on leadership roles with employer industry associations and secured the contract for the VFL *Footy Record*.

The family enjoyed domestic and overseas holidays. On road trips, Graham loved singing along with Margie and their children, Craig (OW1979), Kassie and Penne. Graham was philanthropic, raising money for Yooralla, the Kindergarten and other charities, and treasured the company of family, friends, neighbours and colleagues, opening his house for Wesley parents' evenings, parties and BBQs. He helped anybody in need. Indefatigable, calm and reliable, he never took a sick day, never complained, was always happy to give advice and was a handy chef. Graham ended his career in insurance at National Mutual and AMP, retiring in the early 2000s, having won multiple awards.

After separating from Margie in 2000, Graham in 2004 met Trish, a co-resident at the mecwacare Trescowthick Centre in Prahran, and the pair enjoyed four happy years together.

Graham spent his last years at the Trescowthick Centre, where his charm endeared him to staff. He passed peacefully on Melbourne Cup Day 2019.

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