



# forward

Official journal of Guildford Grammar School

July 2020



## strength and resilience



Around the School  
**Principal's commissioning**  
Senior School  
**Exercise for our body  
and mind**

Preparatory School  
**Endangered animals  
research project**  
Old Guildfordians  
**Bringing telemedicine to the bush**



***"My barn having burned down,  
I can now see the moon."***

– Mizuta Masahide, 17th Century  
Japanese poet and samurai.

This edition of the *Forward* magazine contains a multitude of examples showcasing the strength and resilience of our Guildford Grammar School community.

While leading and managing through a worldwide pandemic was not on my to-do list when I commenced as the new Principal of the School this year, it has certainly enabled me to witness firsthand the incredible strength and agility of our students, staff, families and Old Guildfordians.

As COVID-19 made its presence felt in our nation, at Guildford Grammar School we adapted quickly and effectively, creating new ways of doing and clever ways of communicating. We travelled less, mastered live-streamed meetings (or not!) and washed our hands (again and again). We shifted to remote learning in a matter of a fortnight and planned for limited personal interaction in Term 2, only to have those plans change within 48 hours. However, the best outcome of this sudden shift was that we could focus again on being present with one another, building those relationships that foster great teaching and learning. Of course, for some, the realisation of this connectedness has been somewhat hampered by distance, closed regional borders or quarantine requirements. Nevertheless, as Term 2 has unfolded, our community has gradually come together again, like the pieces of the many jigsaw puzzles that we all bought for those long days we thought we would have in self-isolation.

We work closely with our students at Guildford Grammar School to support their development of resilient responses to setbacks, to foster their growth mindset and to help them make courageous choices. We know that learning and growing from challenges are essential to building a greater sense of balance and satisfaction in life.

I have been reading journalist and author Leigh Sales' book, *Any Ordinary Day: Blindsides, resilience and what happens after the worst day of your life*. In it, she states,

*"Traditionally, psychologists have studied the negative impacts of trauma and bereavement, the ways in which people are left broken and troubled, and the focus has been on how to return to so-called 'normal' functioning. In the past three decades, though, researchers have asked, what if people don't return to normal, what if they develop enhanced functioning instead?"*



I hasten to emphasise that, for many of us, the Coronavirus pandemic is not, and will not be, the worst thing that has ever happened to us. However, it has created moments of doubt, fear, indecision and unpredictability that have afforded us an opportunity to rethink our daily lives. I have witnessed our students in both the Preparatory and Senior schools, devise ways to offer support to one another both online and in person. The two weeks of learning from home at the conclusion of Term 2 prompted rapid innovation in the online space that our teaching staff will continue to leverage in the future. With the need to restrict large gatherings in small spaces, we have been out in the fresh air walking, riding bicycles and scooters and kicking a ball. After all this, we may well find that we do not wish to return to the 'old normal' and instead will create new opportunities to support further change.

Sales concludes her book by saying: "life is richer, kinder and safer than the news would have you believe. People are more decent. The things you think you won't be able to survive, you probably can ... be grateful for the ordinary days ... They're not so ordinary really."

I am very grateful for the resilience and courage of all in our Guildford Grammar School community. This has been a challenging and unusual time in our School, our State and indeed, globally. I am sure you will enjoy reading about our School community's remarkable tenacity, patience and innovation in this edition of *Forward*.

**Mrs Anne Dunstan**  
Principal

#### *Reference*

Sales, L. 2019, *Any Ordinary Day: Blindsides, Resilience and what Happens After the Worst Day of your Life*, Penguin, Australia



If you have driven or walked along Terrace Road recently you could not have but noticed how beautifully restored the Chapel's great West Doors and the southern side door are. Given the restrictions placed on numbers attending church services during the coronavirus pandemic you may have thought the Chapel of St Mary & St George would have been very quiet. It was not so, for Heritage Conservation auditing of the Chapel required that not only the doors be restored but that the internal woodwork, pews, and floor needed to be waxed, polished, and buffed also.

Recognising an opportunity, Mr David York, Director of Property, asked if he could bring forward the work planned for the July school holidays.

Lest you think with the Chapel out of use the chaplains (Father Philip and Father Barry) spent their time watching the skilled craftsmen revive and restore the woodwork, be assured they were busy improvising ways by which meaningful acts of worship could be provided for students of both the Senior School and the Preparatory School.

Modern technology and time-honoured orders of services combined to allow all students to continue to have weekly acts of worship while boarding students, even while at home, had specially provided services in which to participate. Alongside the provision of digital orders of service with readings, prayers, and embedded addresses by the chaplains, YouTube hymns were also embedded.

Toward the end of Term 1 a Liturgy of the Stations of the Cross was pre-recorded and circulated digitally to students and staff. Upon the return for Term 2 when it was Eastertide, a service in which the Paschal Candle was lit, was also pre-recorded.

With the ongoing lifting of restrictions on gatherings it will a great blessing to return to services in the Chapel. However, I do believe that despite the circumstances and inconveniences, the School has responded positively to what must be always the first call on the life



of any Christian or Christian community; the worship of God. That this has not been lost at Guildford Grammar School is to the praise and glory of the most Blessed and Undivided Trinity of Father, Son and Holy Spirit.

**The Rev'd Canon Dr Philip Raymont**  
Senior Chaplain



## Principal's commissioning

*"We do not believe in ourselves until someone reveals that deep inside us something is valuable, worth listening to, worthy of our trust, sacred to our touch. Once we believe in ourselves, we can risk curiosity, wonder, spontaneous delight or any experience that reveals the human spirit." – E E Cummings*

**It was with these words**, that Mrs Anne Dunstan was commissioned as the thirteenth head of Guildford Grammar School at a moving ceremony at the Thwaites Forecourt on Wednesday 5 February, 2020.

The Commissioning of the Principal is an important event in the history of the School and the Anglican Diocese of Perth. It was at this event that the Archbishop formally commissioned Mrs Dunstan for her important

role and presented her a Licence by which authority she is permitted to serve and lead the School.

The Service was officiated by The Most Rev'd Kay Goldsworthy AO, Archbishop of Perth and Visitor to the School, in the presence of invited guests, staff and students from Years 1-12.

Mrs Dunstan joins the School from Pulteney Grammar School in Adelaide where she was the Principal from 2014-2019. Prior to that she was the Deputy Head and Head of Senior School at Scotch Oakburn College in Tasmania. She holds a Masters of Leadership and Education Management from the University of Newcastle and a Bachelor of Arts and Graduate Diploma of Education from the University of Adelaide.

Anne has significant experience in transformational change and has a track record of developing and implementing evidence-based goals in a collaborative way. She is skilled in the relational, strategic and





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Go Forward – to  
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of ourselves.”***

operational domains of school leadership and has experience with capital projects, including, most recently, the design, construction and opening of a new purpose-built Middle School at Pulteney Grammar School.

As an educator, Anne’s focus on student engagement and academic rigour has seen students grow and learn in and beyond school. She is also firmly committed to student wellbeing and pastoral care and to the provision of safe, nurturing and collaborative environments where students learn as equals, side by side, while also receiving the individualised support they need to thrive and excel.

In concluding her inaugural speech to the School community, Mrs Dunstan confirmed her commitment our students.



*The Most Rev'd Kay Goldsworthy AO, Archbishop of Perth,  
Principal Mrs Anne Dunstan and Chair of Council Mr Roger Port.*

*“To all of the students gathered here I confirm my commitment to you. Why? Because as an educator I believe in everything you dream of being. I thrive on your success. My heart swells with pride when I witness your growth, the development of your understanding, when I see your integrity in action, your love and compassion.*

*My commitment to you all is this:*

*Just as I have asked of you, I will use all of my energy to learn, to stretch the bounds of my understanding, to make mistakes and own them and to learn from them, to mentor and lift each of you up.*

*Thank you again for your welcome and your support of me as your Principal.*

*The strength of our School comes from its stories and traditions, but the future of our school rests in us being creative, relevant and pioneering. Together, we will Go Forward – to embrace opportunity, meet challenges head on and seek wisdom so that we will achieve great things; most importantly, by becoming the best possible versions of ourselves.”*



## About resilience

**The subject of countless books**, much academic research and debate, human resilience is, in a nutshell, our ability to recover from difficulties. Perhaps more importantly it is our ability to recover and then adapt and change our behaviour, so that we can learn and grow from adverse experiences.

We know that people who are resilient lead happier, more fulfilled lives, contribute to communities and support those around them. Without this key ingredient, it is difficult for people to recover from adversity and impossible for them to thrive. Fortunately, there is a good body of evidence that shows we can build and develop resilience, or learn resilience, and of course as someone involved with young people this is the area that interests me the most.

My grandad grew up in the mill towns of the south west of Western Australia in the 1920s and 1930s. These were small communities where income was limited. He told stories of wrapping his feet in Weetbix bags on his way to school, then quickly unwrapping them before arrival so that attention was not drawn to the family's lack of ability to afford shoes. Life was difficult and opportunities were very hard won. He passed away earlier this year, at the age of 94. He had an ordinary, but extraordinary life, and his most enduring legacy was his ability to adapt, to

people and situations, to creatively problem solve and to create tools that suited his purpose when there was not one for the job. I remember him laughing regularly, often at his own quiet jokes, and in constant motion, always up early and on the move. He always had time, was never too busy to explain what he was doing or answer 101 questions from his grandchildren. He was the most resilient character I know.

A quick scholarly search results in 2.6 million academic articles for resilience. My ability to summarise this into something meaningful in 300 words is, frankly, impossible. So, I return to my grandad's example. To be resilient is to lead a contented and fulfilled life, with the ability to deal with the inevitable hardships that will come our way. Heartbreak, loss, financial hardship, illness, failure and death are a part of every life and it is essential that we can recover and thrive after these events.

Resilience diminishes when we are belittled, when people around us are unkind, sexist, racist, or marginalise and make judgements about us. It also diminishes when we are not allowed to fail or reflect on our mistakes, when we are not asked to take responsibility for ourselves and our behaviour and when we are restricted and unable to follow our own path.



Ms Jennyfer Leah

Our resilience is increased when we are loved and cared for, when we are treated equally and fairly and supported by those around us. It is further increased when those around us have high expectations for us and support our dreams and aspirations. They must also let us know when we have not been the best version of ourselves and (without listening to our excuses) help us find a way to be better next time.

*"Fall down seven times, stand up eight"*  
(Japanese proverb)

Just like Grandad.

**Ms Jennyfer Leah**  
Deputy Head of Senior School



## Family generosity through the ages

**There is a stunning stained-glass memorial window** in the Chapel of St Mary and St George which was donated by Charles Herman Bogle in honour of his son **Charles Stewart Bogle** (Sc 37–38) killed in WWII. And today there is an exquisite harpsichord in the Music School, kindly gifted in March 2020 by Charles Herman's grandson, Stewart Bogle (Sc 66-68) and his children Charles and Helena.

The family decided that the seldom used harpsichord should be tuned and played regularly and would be ideal for teaching the keyboard. Stewart said, "We hope that the school finds it a great instrument to teach upon and for the performance of Baroque music. We hope foremost though, that having this instrument will add a new dimension of learning for keyboard students: in the construction of a harpsichord, the tonal possibilities available with it, it's tuning, the manner of its playing when compared to a

piano or organ, and achieving the right pitch for the performance of music written in the Baroque period."

The Director of Music, Mr Kieran Hurley, was thrilled with the gift. "The addition of the harpsichord will allow students to perform on an instrument synonymous with a particularly prodigious time in music history, being the Baroque Period. To play the music of Johann Sebastian Bach and Wolfgang Amadeus Mozart (among many others) on the type of instrument for which it was written, adds a whole new depth to the performance. I look forward to showcasing the instrument in a Chamber Concert as soon as we are able."

The School is extremely grateful for the gift of this beautiful instrument. Our heartfelt thanks go to Stewart, Charles, Rosemary and Helena for this generous gesture. The harpsichord will be treasured by our music teachers and students alike.



# Boarding: exciting development



**Work is well underway** on our new Co-educational Boarding Development, which will be ready for our boarders in 2021. At the time of writing, the project was on track, with the first two wings of the building clearly visible.

A time-lapse video of the project filmed from January – May 2020 clearly shows how much the building work has progressed. You can watch the video on our YouTube channel at [www.youtube.com/watch?v=b4WA6r22I2w](https://www.youtube.com/watch?v=b4WA6r22I2w).

The new boarding facility includes separate, secure living areas for girls and boys, with

both single sex and co-ed social lounges. It incorporates flexible meeting rooms and lounges, study spaces, media lounges, kitchen facilities, a parent lounge, office spaces, staff accommodation and medical facilities. Located on the northern side of Terrace Road, the building has stunning views across the Swan River flats, looking out over our 100-hectare campus to the river.

Places are now open for boarding in 2021, with further information available on our website at [www.ggs.wa.edu.au/boarding](http://www.ggs.wa.edu.au/boarding), or by contacting our Registrar on (08) 9377 9247 or [registrar@ggs.wa.edu.au](mailto:registrar@ggs.wa.edu.au).



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## Your support can help our students thrive

**Epictetus**, a stoic philosopher born in Turkey over 2000 years ago, is accredited with the cliché we all know well, *'It's not what happens to you, but how you react to it that matters.'* And Epictetus is well qualified to make that observation. Born into slavery his masters allowed him to study and, after obtaining his freedom, he went on to teach philosophy in Rome and Greece for the whole of his life.

Epictetus would certainly approve of the way the School community has responded to our current situation. We have had a significant amount to deal with as individuals and as part of the Guildford Grammar School community. Our resilience and reactions are self-evident. Parents, students, teachers and staff stepped up and our School still operates in a professional and dynamic manner. And how wonderful it was to hear the student's voices echoing around campus on their return.

The aftermath means that much has changed in our community and some of our families

are under financial strain. We would like to ask the community for assistance to enable us to provide means tested bursaries to those of our families who may, temporarily, be in need.

Guildford Grammar School was founded on the philanthropy of Cecil Oliverson, whose generosity paid for the Chapel to be built; and over the years, the School community has responded generously to philanthropic appeals which helped to fulfil our Go Forward vision.

At this extremely challenging time in our School's history, we seek your support so all our students can continue to thrive in a positive and enriching environment and continue to benefit from all the opportunities that arise from a Guildford Grammar School experience.

There is no pressure to participate, no minimum or maximum donation – it is entirely optional. Should you wish to help, please visit our website to donate online at [www.ggsgiving.ptly.com](http://www.ggsgiving.ptly.com)



Ms Ilene Aveling

Please understand that some contributions are not tax deductible.

Thank you for your help. I wish you good health and hope to see you as soon as our events are back in swing.

Epictetus would be proud of us all.

**Ms Ilene Aveling**  
Development Manager

## Restoration of War Memorial

**The War Memorial**, to honour Guildford Grammar School's fallen soldiers, was officially opened on Sunday 23 April 1922 by the Prime Minister W M Hughes and consecrated by the Chaplain-General Archbishop Riley, following fundraising undertaken by Old Guildfordians and Rev Henn. The Memorial was starting to show signs of age and weathering, but due to the generosity of Old Guildfordians, and cousins, **Dudley Preston** (Sc 45-47) and **Frank Green** (Sc 46 -51) the Memorial has undergone an extensive restoration.

The kind and generous donations of Dudley and Frank have allowed the restoration of this significant memorial. Once the scaffolding was in place the memorial was cleaned and the pointing repaired. The engraving of the stones took some time but now the names stand out as a clear tribute to those who gave their lives.



The final touches were put to the cross with the aid of a cherry picker and the gold leaf was restored to new.

Our sincerest thanks to cousins Dudley Preston and Frank Green.



STAFF  
PROFILE

**Kieran Hurley**

Director of Music

**the music man: what can't he play?**



Mr Kieran Hurley

**Director of Music, Mr Kieran Hurley,** is many things. A talented and respected musician, a visionary, and a passionate advocate for the arts. He has been the brainchild behind some of the Music Faculty's most successful events, including 7 Hours of Sound, several Telethon performances and Symphony on Swan, which led to an annual community concert on the bank of the Swan River.

Kieran joined the School in 2013 before which he was Head of the Arts Faculty at Wesley College for 17 years. Kieran's role involves him working across the whole school, overseeing the music program from an academic and performance perspective. His biggest role, however, is to empower staff and students to go above and beyond

to make the Guildford Grammar School of Music the best in Australia! A lofty ambition and one that is clearly within his reach.

Kieran is inspired by working with young musicians, witnessing the depth of feeling they bring to their musical endeavours. "As Georgia Cates once said, 'music is what feelings sound like'. Music allows students to connect with themselves and a greater consciousness and break free of the confines of societal norms and really feel something. Any time that students are empowered to pursue their passion is a wonderful moment for any educator."

Over the past few months, the Music Faculty has embraced the idiosyncrasies of remote learning in creative ways, resulting in some innovative new ways of communicating with

and teaching students. Some initiatives were so successful they will be implemented on a more permanent basis across the faculty.

Kieran is passionate about Indigenous culture and music and works closely with organisations such as Madalah and Future Footprints to encourage the sharing and acceptance of Indigenous culture through the medium of music. "I want to travel the song-lines from Perth across Australia and witness the true power and the spirit as it occurs in our land."

Outside of school, Kieran is just as passionate about his own musical career. As well as performing and writing music, he is an executive member of the Music Arrangers Guild of Australia (MAGA) and is in the process of completing his second large Orchestral Show commission of 20 songs for the Darwin Symphony Orchestra. He is also working on his own show to perform with his group, the 'Classic Album Orchestra'. "I have been fortunate to write for many bands, orchestras and chamber groups around Australia and am blessed to be able to perform alongside so many of my Guildford Grammar School friends and colleagues, including Mr Mark Underwood, Mr Martin Pervan, Ms Amelia Peachment, Mr Quentin Edmonds and Mr Brian Kruger. No matter what genre, we are happy to play it!"

When he is not teaching music, writing music, or performing music, Kieran enjoys spending time with his wife and three children, dog, seven chooks, six quails, cockatiel, various fish and wild quendas! Never a dull moment!



### Kieran's top five gigs

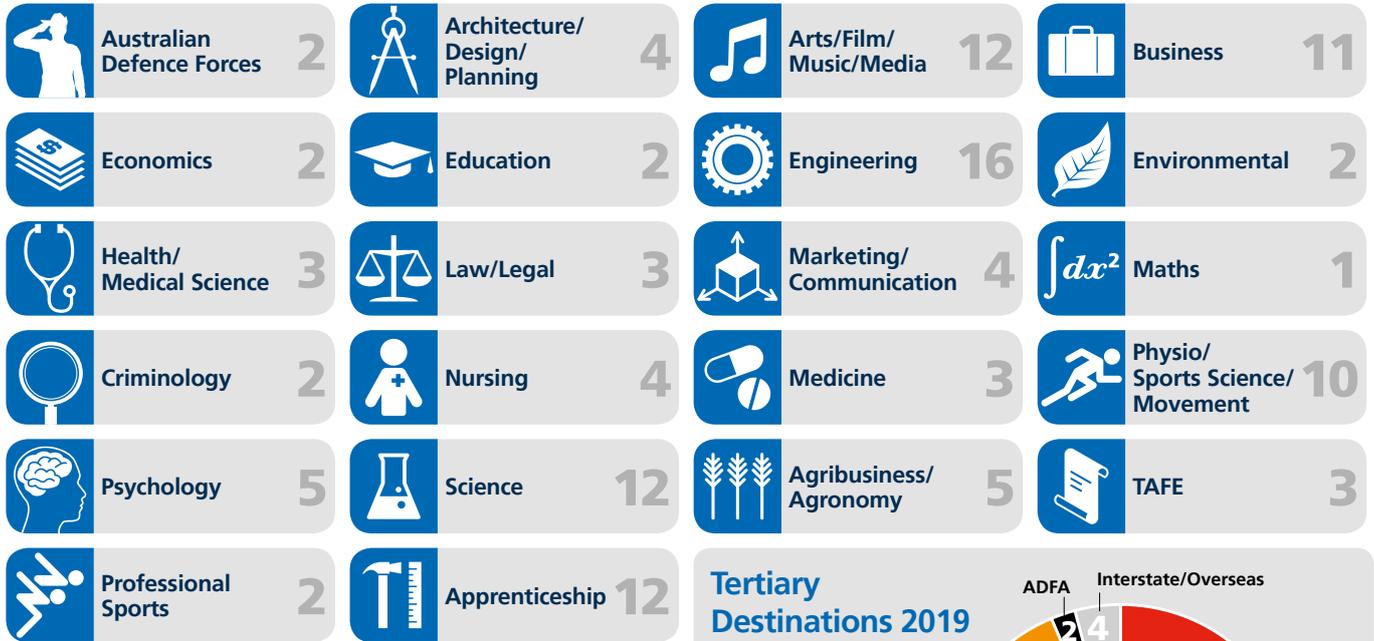
1. *The inaugural Symphony on Swan concert in 2016*
2. *East Kalgoorlie and Guildford Grammar School Telethon performance in 2017*
3. *Hearing the first performance of the Year 2 String Ensemble, every year!*
4. *The final performance of the 2019 Malaysian Cultural Tour*
5. *Performing in the "Elvis, the Wonder of You" show or performing alongside Frankie Valli. Those two are a tie!*



# Personal excellence at Guildford Grammar School

The Class of 2019 were an exceptional and diverse group of young women and men with many talents, interests and abilities. This diversity is represented in their post-school destinations and career choices.

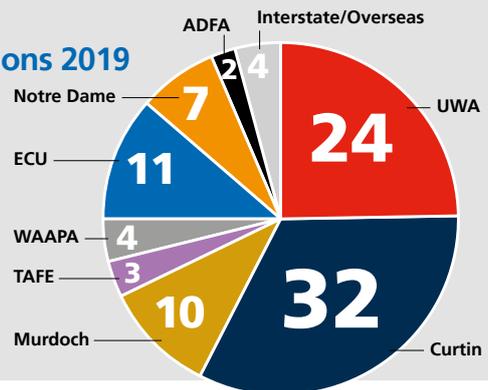
## Pathways



### Apprenticeship Destinations 2019



### Tertiary Destinations 2019



**Personal Success** **76%** of all Guildford Grammar School Year 12 students achieved an ATAR



**22%** of students achieved an ATAR of between 80 and 89.95



**24%** of ATAR students achieved an ATAR over 90



**80.35** was the Median ATAR Score



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## From the P & F

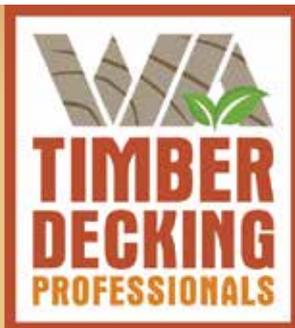
**Well, no one can say this has been a normal year!** All of us have had our world turned upside down. Plans have been shelved, new plans drawn up and shelved again. We have all had to adjust to new rules and procedures which have been difficult for some of us to follow.

The end of Term 1 was a challenging experience for the whole school community. Parents became teachers, students took greater responsibility with their learning, teachers developed a successful remote learning program and our boarders were forced to stay separated from the School for an extended period. However, slowly but surely, our school life is getting back to normal. We are now able to enjoy the events and activities that we all took for granted before COVID-19.

It is often at times of crisis that people and communities show their true resilience and fortitude by working together to help fulfil the needs of others. I certainly believe that this is what the Guildford Grammar School community has shown. The dedication and commitment shown by all parents during this difficult time has ensured our children were able to stay focused and determined, despite the interruptions to their normal routine. The success of our children over this difficult period has its origins in the positive environment created by parents. We as a community helped maintain a sense of normality. The care we all showed is something to be proud. I now look forward to a strong rest of 2020 for the Guildford Grammar School community.

### Mr Tony Minchin

President of the Parents and Friends' Society



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# Resilience

In light of many of the significant events the world has witnessed in 2020. I am sure our students have been confronted and challenged, not only in relation to current events, but also in relation to what they feel the future may hold. Now, more than ever, being resilient and able to quickly adapt is essential to our wellbeing.

Research has established that for our young people to thrive and emerge from challenging experiences with a positive sense of themselves and the future, they need to be resilient. Children who are resilient are

## Children who are resilient are better able to face disappointment, learn from failure, cope with loss, and adapt to change.

better able to face disappointment, learn from failure, cope with loss, and adapt to change. We recognise resilience in children when we observe their determination, grit, and perseverance to tackle problems and cope with the emotional challenges of school and life.

No matter how hard we may try, life is not perfect. Every day is not sunny, our relationships with others are not always smooth, and there are days where life is just downright challenging. However, it is how we react to these less-than-perfect situations that provide opportunities for personal growth and development.

Our students spend a significant portion of their time at school, which provides a valuable context through which to examine resilience, and actions we can take to develop this trait further in our students.

A relevant example for some of our students may be their first day back at school after examinations. They may receive their first examination result and experience disappointment at the result due to misinterpreting a question or misunderstanding an instruction. This may lead to anxiety and negative thinking, spiralling downward until the student is extremely anxious and stressed.

So, how can we help our students to avoid this pattern?





- Encourage positive and reaffirming self-talk, encouraging our children to think positively first and have confidence in their ability and the wider picture. In the case of a possible exam failure, rather than focusing on the error, encourage them to focus on how well they performed or revised for other exams.
- Think beyond the current situation and focus on the future, where the problem no longer exists.
- Focus on how the future looks, setting targets or goals for improvement.
- Ask for help, share the concerns and ask someone to help you find a way forward if you are stuck.

An important tool our students can use are affirmations; simple present-tense statements of fact, about the future. Students must believe that through their attitude and effort they have the ability to impact future performance. Some examples of affirmations that students might find useful are:

- I have the tools around me to get support for my individual subjects.

- I was successful in some of my exams. I can apply the same processes to areas where I need to improve in the future
- I have studied and revised, and I know my subject

The important thing is to have our minds firmly fixed on the future, the future without the current challenge. Our mind moves us towards the most dominant picture. If our thoughts are consumed with negativity and doubt, we will not be able to move forward. The more affirmations we say, the clearer our picture of the future becomes and as a result our performance also improves.

Resilience also has a much wider application in our lives. Every year, the world witnesses its share of disasters and 2020 has certainly highlighted this. In each instance, the aftermath has been almost unbearable to watch. We feel a lack of control and an inability to prevent these events from occurring. We need to take care of how our mind approaches coping with disaster. Rebounding takes a conscious effort to

control our self-talk in order to remain positive. Looking beyond ourselves, by helping others, is a great strategy to improve our positive self-talk. Making the effort to visualise what our world will look like, once the current situation has passed, provides a path to follow. Reinforcing that vision with positive affirmations goes a long way towards avoiding the pitfalls of a downward spiral.

We are all prone to moments of fear and anxiety, but it is important to remember that there are people around us who can help. We only have to ask. Letting others help us, or helping others, creates a sense of belonging and community. The knowledge that we can work together to solve problems is very powerful and is the foundation on which resilience is built.

**Mr Brad Evans**  
Head of Senior School

## Senior School Sensory Garden

*Earlier this year the P & F Society approved funding for the development of a sensory garden for the Learning Enrichment team. Since then, the team has developed the garden and it is now being utilised by students and staff as a place for quiet reflection.*

The purpose of the sensory garden is to stimulate all five senses, with aromas, textures colours and shapes, through the use of plants and other materials. Sensory gardens have proven therapeutic value for students and can contribute positively to emotional and physical wellbeing.

Along with specially selected plants, the sensory garden includes elements such as wind chimes, sensory paths and a water feature.

Learning Enrichment students will use the three garden beds to plant herbs, vegetables and fruit trees to incorporate the garden into the curriculum using the Stephanie Alexander Kitchen Garden and the ASDAN Independent Living and Meal Preparation Units.

The sensory garden is located in Robinson Court and is available for all students and staff as a place to relax, reflect, meditate, contemplate and talk.

**Mrs Ullisa Macdougall-Hull**  
Head of Learning Enrichment





## Students driving the development of innovative **Student Business Centre**



**A group of Senior School students who are completing their Certificate IV in Business Studies are working with Mr Mike Burbridge, the School's VET Co-ordinator, on a proposal to create a Student Business Centre. The students have prepared detailed project plans for the development of the Business Centre and recently presented their ideas to the School's Strategic Leadership Team towards the end of the term. The students detail their hopes and plans below.**



**Elliot Wilkinson (12Sc),  
Woodrow McKechnie (12Ha)  
and Jack Stringer (12Wb)**

**As Year 12 students** of Guildford Grammar School, we have been thinking about our legacy and what we want to be remembered for when we leave the School at the end of the year. We have decided that we want our legacy to be a Student Business Centre that will help students prepare for entering the workforce.

If approved, the Student Business Centre (SBC) will be a modern learning and working centre for students, staff, parents and the community to utilise to gain experience in a business workplace and receive support from others. Our aim is for the Centre to help future generations to learn from others and gain valuable business experience and knowledge.

We propose that the Student Business Centre be located in the Medical Centre, once the medical staff have moved into the new boarding house. Our research leads us to believe that this will be the most beneficial location, as it is easily accessible, it is separate to the School and it has several rooms that can be used for different purposes.

There are many benefits for the School in developing the Student Business Centre, including the ability to have volunteers located there to work for local businesses. It has the potential to become a groundbreaking new learning environment for students and teachers alike, unlike anything we have heard of in any other school.

The Student Business Centre will put Guildford Grammar School ahead of all other Perth schools in preparing their students for the future. The modern learning centre is designed to equip students to work in the

real world, giving them real life experience and access to opportunities other schools are unable to provide.

This concept is something that is close to our heart and we have developed it with the students in mind. We plan to showcase it as an example of what students can do with a good plan, goals, and passion. We want to show that we are not just students; we are the entrepreneurs of the future.

The Student Business Centre will become the modern hub for Guildford Grammar School students to go forward in their learning and create new opportunities that will benefit them going forward in life. This is what our School prides itself on and is the basis of our School motto - "Go Forward".

We hope we will have the Student Business Centre up and running by Term 1, 2021.



Ty Fisher (12SG) and  
Michael Cowcher (12Ha) and  
Jordan Bushby (12Be)

#### **Certificate IV business students**

have been working on developing a Student Business Centre to benefit future Guildfordians in their endeavours to enter the workforce. The Student Business Centre will replicate a workplace, allowing students to gain experience within the workforce, while businesses can access the Centre for additional business support.

We aim to encourage businesses in the community to use the Student Business Centre as a source of volunteer work. Our students will gain experience by working with local businesses and the businesses gain workers at little or no cost. There are other benefits for businesses also, not just financially but from a marketing perspective, showing that they are giving back to the community and helping students gain valuable work experience.

We have considered the possible location of the Centre and feel that the creation of the new boarding house frees up several potential locations for the Student Business Centre and we are currently exploring these.

To prepare for any challenges we may face, we will research other Student Business Centres and use their experiences as a template for what to do and what not to do. To keep a consistent team of students we plan to encourage them to join the Business Centre early, through rewards and other incentives.

We believe that future generations of Guildford Grammar School students will

***“We aim to encourage businesses in the community to use the Student Business Centre as a source of volunteer work.”***

benefit from the development of this centre and it is an incredible legacy for us to leave behind when we graduate later this year. The benefits that a centre like this will provide for students are not currently available to us, but it is our goal to make them available for the benefit of future generations.

Throughout the year we have gained valuable experience developing and creating a business centre that will be an important part of what Guildford Grammar School can offer its students for the foreseeable future. We have appreciated Mr Burbridge’s support and encouragement to bring this idea to fruition.

## Stop the press!

**On Thursday 18 June**, Certificate IV students presented their proposal for the creation of a Student Business Centre to the School’s Strategic Leadership Team (SLT). Project Manager Joel Richards said “we see the creation of a student led Business Centre as a key contribution to creating a peaceful, loving and just society. It is also our legacy to the School. We were very pleased to present to the SLT on behalf of all 50 Certificate in Business students”.

Our vision for the Student Business Centre is that it is run by students, for students, to help us develop skills and gain experience that will enable us be effective in the workplace after school. The idea is that we will work on real projects, for real customers in real time.

To keep costs to a minimum, our plan is to repurpose existing rooms so as to turn them into a modern, high tech workspace – similar to Google’s Hub – where students can work independently on business ideas and projects with the help of experienced Year 11 and 12 students.

We will be reaching out to Old Guildfordians for their financial support and business expertise in this journey. We will also be making an application for funding from the P&F Society. We intend that through the SBC we will create strong and enduring connections between the School and the Old Guildfordians.

If you feel you would like to be involved in this exciting project, please contact Mr Mike Burbridge, Senior School Teacher at [mike.burbridge@ggs.wa.edu.au](mailto:mike.burbridge@ggs.wa.edu.au).

Students: **Joel Richards, Oliver Harding, Cleo Williams, Adam Brocklehurst, Lyle Sibosado, Mahalia George, Ruiha Kopa** and **Callum Hutton**.

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## Boarding news



**We all heard the word 'unprecedented'** a thousand times or more this year, but it certainly fits the situation that we as a boarding community faced, along with the school, the state, the country and the world.

Term 1 started relatively normally with another successful Boarders' Cup Competition on the first weekend of term. It was great to see our new boarders getting involved and starting to develop new friendships.

2020 is a significant year for boarding at Guildford Grammar School, as we welcomed the first cohort of female boarders into our community. The girls have integrated

into boarding life extremely well and it has been pleasing to see how collaborative and collegial the boys and girls have been.

In Week 7 of Term 1, the COVID-19 crisis reached Australia and we were the first boarding school in Perth to make the decision to close our Halls, for the protection of our students, staff and the wider community. Within a few weeks all schools, boarding or otherwise, were in full lock down and our boarders were transitioning into an online learning environment.

It was amazing to see how resilient our students were during this period, rolling up their sleeves and getting on with their

learning in the face of adversity. What has been more incredible is how well our community has returned to relative normality.

This whole situation has once again shown the many positive virtues of our boarders and this community. Resilient, hard-working, kind and compassionate. These are the attributes we are all determined to take with us into our new boarding facility for 2021 and beyond.

**Mr Matthew Weston**  
Head of Boarding

**We have a great mix of siblings, who are now able to share their boarding experience, as well as new families joining our school community for the first time this year.**





**At the beginning of Term 1** we were privileged and excited to welcome the first cohort of female boarders into our community.

The girls, in Years 7 through to 11, joined their fellow male boarders in Malcolm Hall, adding a wonderful dynamic to our close boarding family.

We have a great mix of siblings, who are now able to share their boarding experience, as well as new families joining our school community for the first time this year.

The girls' wing has become a lively hub, with rooms being decorated and girls helping each other with homework, painting, baking, singing, much talk of horses and hockey, and endless hair braiding! I am so proud of the

strong sisterhood the girls have formed in such a short period of time. This is due to the strong leadership and kindness displayed by our senior Year 10 and 11 female boarders, who live and breathe our school values.

Joining boarding is a significant experience and change for any student, and the resilience and support the girls have given each other, especially throughout their first term, has been very special. I am so excited to see these girls continue to grow and contribute to such an essential part of the school; they have already made boarding at Guildford Grammar School something special and unique.

**Mrs Sophie Carroll**  
Head of Girls Boarding



## Caleb puts his woodworking skills to the test at home

**Year 7 boarder Caleb Mincherton (7Wb)** was disappointed at missing out on his woodworking classes after the boarding house was closed down during Term 1 due to COVID-19, but his mum came up with an idea to keep him busy and make some extra pocket money at the same time!

*"While I was at home on our farm in Ballidu during the COVID-19 closure, my mum came up with the great idea that I should make something at home, and we came up with the idea of making the coat hanger together.*

*I got the timber from our old shearing shed and the railway pins from the side of the Ballidu railway track.*

*It took me about an hour to make the rack once I had sanded the wood, smoothed the rust off the nails, drilled the holes, oiled the wood and drilled the chain on the back. My family think it is pretty cool and would like to buy one from me. I am going to use the money to buy a new skateboard.*

*Guildford Grammar School is a massive school and boarding is a big change to what I am used to. I do miss home a lot, but I have made lots of new friends, my Mentors are really nice, and I have experienced different things that I can't do on the farm or in the country. On the*



*weekends we go down to the river and fish, ride around the School on our bikes, make our own fun and go on outings. I like Morrie the dog as well. I can't wait for the new boarding house because it looks so awesome!"*

**Caleb Mincherton (7Fr)**

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## #Boarding@Home photos showcase our state

To celebrate **National Boarding Week**, the Australian Boarding Schools Association held a photo competition encouraging boarders from all around the country to submit photos of their home. The photos were then shared through the School's Facebook and Instagram pages using the hashtags #Boarding@Home and #NationalBoardingWeek. Photos were judged on the quality of the photo and the largest number of likes and shares.

Our wonderful boarding community threw their support behind the competition and we received dozens of photographs from all around the State, showing us how our boarders spend their time at home and showcasing some truly stunning locations.

We are pleased to advise that Year 7 boarder **Isiah Wuruki** (7Fr) won the Individual photo category with this stunning photo (see right) taken at Pardoo Station.

A massive thank you to all of our boarding families who send in their photos and to everyone who liked, commented and shared all of our boarding photos.

A few of the photos are shown here and all of the photos can be viewed on our YouTube Channel at <https://youtu.be/6084BRvSOpm>.





## Blair builds a new firepit in Beacon

**Year 11 student Blair Dunne (11He) put his considerable welding and metalwork skills to good use during his time at home in Beacon, to make a fire pit for his family using recycled materials.**

*There is something about fire. The warmth? The comforting glow? Maybe the energy contained within it? One thing is for sure, when you grow up in the country, a good fire is a part of your life.*

*During COVID19, when our boarding houses closed in Week 8, we travelled home to our farm in Beacon to commence remote learning. By the time the school holidays and Easter arrived, we were itching to get out into the great outdoors. We had to cancel the camping trip we had booked with friends for Easter due to the travel restrictions, so Mum decided we would make our own fun for Easter. "A new fire pit," she declared, to replace the humble ring of rocks, where we usually sat outside around a fire.*

*We drove around the farm to various metal dumps where we drew inspiration from vintage machinery and parts which were to be given a new lease of life. We found the base, half buried in dirt, up at our old sheep yards. The rim that the pit sits on was found near the fertiliser shed and the old plough disks that are welded together to make the pit itself, are from some old disks in the scrap metal pile. After loading the ute up and heading off to the main workshop, we pieced the parts together to finalise the design. I designed and welded the creation using the welding skills I have been taught by my dad, Mr Tolomei and Mr Jones in my metalwork class.*

*The finished product was placed in a spot in the garden, the base filled with rocks from around the farm, and it will be a landscaping work in progress on the next school holiday break!*

### Blair Dunne (11He)

Blair also used his welding skills and knowledge on the holiday break to complete some repairs on the farm truck in preparation for seeding time. "There were a few holes that rusted through on the tray of the truck. Blair cut out galvanised sheets of metal to the correct sizes and welded their perimeter over the holes, directly onto the truck tray. It was a pretty time consuming and monotonous job that really needed doing, and because he was welding thin rusted metal, it required quite a bit of skill. He's a pretty good welder for any age person but given the fact he is not quite 17 yet, his ability is impressive," said his dad, **David** (He 91-93).



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# 2020 Prefect Group



On Thursday 30 and Friday 31 January, Principal Anne Dunstan inducted the 2020 Prefect group in the Chapel of St Mary & St George.

- **Ellen Cutler** (12St) Captain of School
- **William Kail** (12St) Captain of School
- **Jade Begovich** (12Sc) Vice-Captain
- **Lauren Byford** (12Sc) Vice-Captain
- **William Bond** (12Fr)
- **John Carter** (12Wb)
- **Mackenzie Hall** (12SG)
- **Olivia Park** (12Wb)
- **Trent Sherlock** (12Be)
- **Max Stewart** (12He)
- **William Tang** (12Sc)
- **Lewis Tester** (12Be)
- **Charlie Weston** (12He)
- **Terence Win** (12St)

## Lady Day Prefects

**Jordan Bushby** (12Be) and **Finlay Pyke** (12Sc) were announced as the 2020 Lady Day Prefects on Friday 27 March. Unfortunately, we were unable to officially induct the two new Prefects until June, due to restrictions on the number of people permitted in the Chapel.

Jordan and Finlay were officially inducted by Principal Anne Dunstan at a special Chapel Service on Tuesday 9 June. Our congratulations to both students.

## Lady Day Prefects



*Jordan Bushby (12Be), Mrs Anne Dunstan, and Finlay Pyke (12Sc).*

### About Lady Day

It was on Lady Day in 1914 that our beautiful Chapel of St Mary and St George was consecrated. On that day Canon Henn celebrated a Holy Eucharist early in the morning. A little later the Consecration Service, attended by church dignitaries and 150 visitors, was led by Bishop Riley, Bishop

of Perth. In the afternoon a Thanksgiving Service was attended by the Governor, officials of the Church of England, Secretary of the Old Guildfordians' Association, visitors, staff and students. After dinner, Canon Henn officiated at a Service of Choral Evensong attended by the masters and students only.



# Exercise for our **body** + **mind**

*We all already know that exercise is good for your body. But did you know it's also effective in dealing with depression, anxiety and stress?*

*In this article, we will explore the Health and Physical Education Faculty's philosophy on exercising and the benefits it has on mental health. We will also outline some of the strategies we used to keep students engaged and active while they were socially isolating.*

Exercise is not just about aerobic capacity and muscle size. Sure, exercise can improve your physical health and trim your waistline, but that's not what motivates most people to stay active. Students who exercise regularly tend to do so because it gives them an enormous sense of wellbeing. They feel more energetic throughout the day, sleep better at night, have sharper memories, and feel more relaxed and positive about themselves and their lives.

Science shows that exercise is a powerful depression and anxiety fighter for several reasons. Most importantly, it promotes all kinds of changes in the brain, including neural growth, reduced inflammation, and new activity patterns that promote feelings of calm and wellbeing. It also releases endorphins in your brain that energise your spirits and make you feel good. Finally, exercise can serve as a distraction, allowing you to find some quiet time to break out of the cycle of negative thoughts that feed depression.



**The positive effects of exercise are further enhanced with the addition of mindfulness.**



The positive effects of exercise are further enhanced with the addition of mindfulness. Try to notice the sensation of your feet hitting the ground, or the rhythm of your breathing, or the feeling of the wind on your skin. By adding this mindfulness element, you will not only improve your physical condition faster, but you may also be able to interrupt the flow of constant worries running through your head.

Exercising regularly is one of the easiest and most effective ways to improve concentration, motivation, memory, and mood. Physical activity immediately boosts the brain's dopamine, norepinephrine, and serotonin levels – all of which affect focus and attention.



Physical activity immediately boosts the brain's dopamine, norepinephrine, and serotonin levels – all of which affect focus and attention.

The other mental and emotional benefits of exercise include:

- **Sharper memory and thinking.** The same endorphins that make you feel better also help you concentrate and feel mentally sharp for tasks at hand. Exercise stimulates the growth of new brain cells and helps prevent age-related decline.
- **Higher self-esteem.** Regular activity is an investment in your mind, body, and soul. When it becomes habit, it can foster your sense of self-worth and make you feel strong and powerful. You will feel better about your appearance and, by meeting even small exercise goals, you will feel a sense of achievement.
- **Better sleep.** Even short bursts of exercise in the morning or afternoon can help regulate your sleep patterns. If you prefer to exercise at night, relaxing exercises such as yoga or gentle stretching can help promote sleep.
- **More energy.** Increasing your heart rate several times a week will give you more get-up-and-go. Start off with just a few minutes of exercise per day, and increase your workout as you feel more energised.
- **Stronger resilience.** When faced with mental or emotional challenges in life,

exercise can help you cope in a healthy way, instead of resorting to other negative behaviours that ultimately only make your symptoms worse. Regular

exercise can also help boost your immune system and reduce the impact of stress.





*During our period of remote learning in Term 1 we came up with some helpful strategies to help our students maintain an exercise regime.*

- **Get outside if you can** – Take a walk, jog, or ride a bike outside if you can – just maintain a safe distance from others. The fresh air and sunshine will benefit your mental health as well.
- **Make it a social activity** – Including the people you are isolating with can make exercising more fun. Play an active game like tag or hopscotch with your parents or turn on some music and make a TikTok.
- **Track your workouts** – We encouraged students to use fitness trackers, apps, or even just keep a journal to help stay accountable and motivated. Tracking progress and ability can lead to a sense of accomplishment and provide an emotional boost to keep you going.
- **Exercise during commercial breaks** – Many of us were watching more TV. Make the commercials and credits count by adding in some squats, jumping jacks, push-ups, or lunges.
- **Take advantage of pauses during the day** – Take advantage of times when you are waiting for something to finish or start. You can fire off some arm exercises or practice some yoga poses while the dinner is in the oven or during those 15 minutes before a Zoom meeting.
- **Move around the house more** – Walk around while you are making calls. Take an extra lap or two around the house if you have to put something away. If you have stairs, go up and down them a few times throughout the day.



- **Take advantage of technology** – We used YouTube clips with personal trainers such as PE with Joe, Yoga stretching classes and Hip dance classes. These clips offered guided lessons.
- **Turn it into a game** – use the Xbox and Wii for Just Dance games to get heart rate up while staying at home. There are also many options for “exergames” that simulate dancing,

skateboarding, soccer, bowling, or tennis. These can be great alternatives if you miss the real thing.

In what has been a challenging and unique term for all families, I hope that you take away from this article something that might help you, or someone in your family, to improve their wellbeing through exercise.

**Mr Len Fernandes**  
Head of Health & Physical Education Faculty

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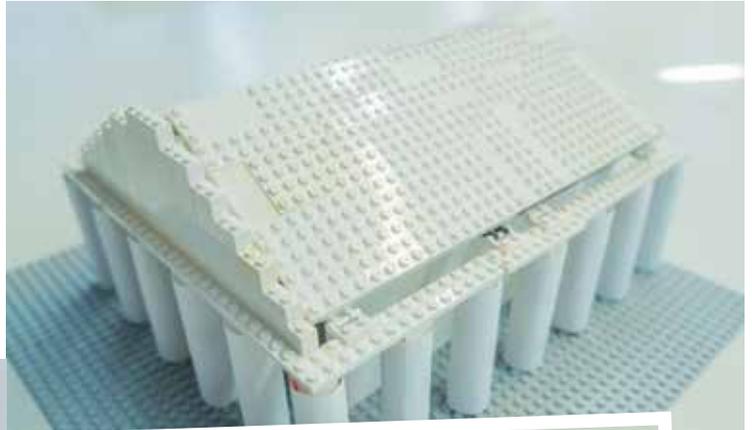
# Ancient Artefacts from modern day materials!

**At the end of Term 1 as we went commenced our remote learning program, the Year 7 History students took part in a competition to create museum exhibits based on artefacts from the Ancient World civilisations that they had been studying. The students created some incredible work and it was the perfect way to round off a fun term of work. Congratulations to Ashton Stanger (7Be) who won the competition and Zach Dechan (7Wb) who was the runner-up.**

## Ashton Stanger

My exhibit is a Greek Temple, which I built mostly from white Lego bricks. It has a roof that opens and a small, yellow altar with a God and some sacrifices.

I really enjoyed building the Greek Temple at home. We were remote learning so I could build it during my online HASS class as well, when Mr Wildman was there to help. It was pretty challenging, but fun, separating all the white pieces in my Lego box! During the project I learnt that Greek Temples were placed at the highest point of a city, to show respect to the Gods.



## Zach Dechan

My exhibit shows King Tutankhamun's mummy and the coffin he was discovered in, which was made of pure gold.

While researching Tutankhamun I learnt all about the mummification process and the beliefs that the Egyptian people have in relation to the afterlife. I really enjoyed spending my time making this while I was remote learning. It took a few trips to spotlight and about five days to create. The time at home meant I could put a lot more effort into my project. By the time I brought it into school it had grown quite a lot of mould, which could either make it look more like a real artefact or make it smell really bad!





## Searching for Soundtrap

**This year started perfectly well** in the classrooms and studios of the Music Faculty, then halfway through Term 1 the world of music education, and education in general, was changed due to the COVID-19 virus.

Whilst many of the other faculties were able to utilise Microsoft Teams, Zoom and various other online teaching aids, these platforms were not designed for instrumental music lessons, due to latency with the audio. We were committed to ensuring our students could continue with their music lessons, so I had to find a suitable alternative!

Enter Soundtrap; a cloud-based recording platform that empowers students and teachers of all ages and abilities to explore creative sound recording. Students could also record themselves and compose and create tracks, using loops and the piano keyboard in the program. Even better, they could collaborate with their teachers and each other live, by either a video feed or by text, from within the program.

For my vocal lessons, it allowed the students and I to not only communicate via video, but for them to record their songs to the tracks I uploaded to the program so that we could both see and hear, in real time,



what they were singing and recording. I set it up so that when students recorded their songs during the week, in between lessons, I received an email notification and I could listen to what they were working on and keep track of their progress.

The program has also been useful in the classroom. One of the projects my Year 7 students undertake is to create their own ringtone using musical loops and chords they learned in class. Soundtrap allowed them to complete these projects remotely and share their work with me. I could check to see how their projects were progressing and send them messages within Soundtrap

on different techniques they could use to improve their compositions. Some of our students also collaborated with each other to create a shared project, which is something they have not been able to achieve in the past.

So, whilst remote learning posed some initial challenges for the Music Faculty, the solution was one that we can continue to use in our classroom teaching to improve teaching and communication with our music students.

**Mr Mark Underwood**  
Music Teacher and Vocal Tutor

## Hamish and Angus State Hockey Representatives

Twins **Hamish** (11SG) and **Angus** (11SG) **Adamson** started playing hockey at 5 years of age and have developed a passion for the sport that has seen them both selected in many junior WA representative teams. Hamish was recently selected for the School Sport All Australian Under-16 Team and Angus as a train-on member of the team. This team was due to travel to South Africa to play a series of matches but unfortunately, due to the travel restrictions in place, the trip was cancelled.

Leading up to selection in the national team, Hamish and Angus were selected for the following state teams, enjoying considerable success at the various national tournaments:

- School Sport WA Under-12 team, bronze medal
- WA Under-13 team, 2 state teams selected finishing 2nd and 4th place
- WA Under-15 team, silver medal
- School Sport Under-16s, 5th place

Hamish and Angus also played in the WA Under-15 and 18 State Indoor Hockey teams and last year the boys made their Premier League 1st division debut, quite an achievement considering their age.



**Braydon Fernandes** (11Sc) has played alongside Hamish and Angus in the under 13, 15 and 16 teams and was also in the squad for the under 18 team.



# Emily swimming towards her goal

**Year 10 student and swimming champion Emily Nayler** (10Be) has had a tough few months with pools closed and training postponed or cancelled. Then came the announcement that she had been awarded the Jack Howson Trophy for the most consistent 15-year-old female performer at the SunSmart Swimming Championships.

*"This year I was fortunate enough to receive the John Howson Trophy at the Westpac Swimmer of the Year Awards (WA).*

*The Jack Howson Trophy is awarded to the swimmer who is the most consistent 16-year-old male or 15-year-old female performer at the SunSmart State Age Long Course Swimming Championships. Selection for this Award is based on the total number of points gained in long course Olympic events. Once*



*these points were collated, Joshua Edwards-Smith and I were named joint winners.*

*It has been a difficult couple of months, as it has for everyone, with sporting commitments postponed or cancelled and pools closed. We did a lot of land-based training, which is perfect for working our strength, but it is not great for our fitness levels.*

*Although it was tough, it reminded me how important swimming is to me and has motivated me to get back to training as soon as I can to reach my goal of being on the Australian team in the future."*

**Emily Nayler** (10Be)

# Ethan's Club Cricket Success

**Congratulations to Ethan Richards** (7Sc) who ended his club cricket season on a high note, opening the batting for the Mount Lawley District Cricket Club 13s in their John Inverarity Shield game against Fremantle. Despite being knocked to the ground twice by some fairly hostile bowling, Ethan went on to make a bruised fifty not out.

Ethan's season average of 35 in grade cricket was a promising start in his first districts season and he has been selected to play for the Mount Lawley District Cricket Club in the 13s again next season.

Playing cricket in the Guildford Grammar School 7A Team has been the best part of Ethan's time at school – so far. The highlight of a shortened season was the team winning an excellent game against Christ Church Grammar School on 21 February.



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## Hannah Kappelle

Assistant to the Directors of Sport, and much more!

**As Assistant to the Directors of Sport, Ms Hannah Kappelle** is a keen sportsperson who enjoys hockey and recently took on the challenge of learning golf.

We asked Hannah a few questions to find out more about what makes her tick!

### **Where did you work before coming to Guildford Grammar School?**

I worked at Hockey WA in the Participation Department, where I organised camps and clinics, events, school clinics and coaching.

### **What attracted you to the school?**

I was initially attracted by the opportunity to develop and broaden my skills by working with students across a wide variety of sports and other areas. It goes without saying that the amazing facilities and grounds were also very appealing!

### **What are your role/s at the school?**

My main role is Assistant to the Directors of Sport, based in the Sports/PE office during the day. In this role I work with the Director of Girls' Sport and the Director of Boys' Sport and look after the sports website, loading fixtures and other information into the system. I mentor a wonderful group of Year 9 students as a School House Mentor, which I really enjoy. In addition to that, I am a boarding resident and provide support for our female boarders now residing in the Junior Boarding Hall. Lastly, I coach the Year 7/8 girls' hockey team.

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

Integrity and honesty, connectedness (which includes my family, friends and the community), openness (which includes positivity, gratitude and joy) personal growth and kindness.

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

I enjoy the social aspect of my job most of all, my relationships with the students and staff. I have a passion for sport and wellbeing, and I feel very fortunate that I am able to implement these in my job. Being able to help and get to know students across all my different roles in the school has been an absolute delight.

### **What examples of resilience have you seen over the past few months in staff or students?**

I think our staff and students have shown tremendous resilience in the last

few months, adapting to a new online learning environment. COVID-19 definitely challenged us as a school, but I think we have done an amazing job as a community to get through the last few months by working hard and sticking together.

### **What do you enjoy doing outside of work?**

I enjoy playing hockey as well as lots of other sports. Sport has always been a big part of my life. I play hockey competitively but am always looking to learn new sports (golf is my current challenge). I also very much like the beach and exploring new cafes and restaurants, as I like food a lot. I spend lots of my free time with my friends,

whilst also staying in touch with my friends and family back home in The Netherlands. I love to travel and explore new places.

### **What are your future plans and ambitions?**

I would like to keep developing myself as a person and keep finding ways to contribute to other people's happiness. My main aim is to enjoy life and make the most out of it.

### **What is something new you tried or learned when you were in lockdown?**

I started playing golf and I took up some additional study to broaden my knowledge. I also learned how lucky I am in my life to be able to work and live in such an amazing environment.



**I would like to keep developing myself as a person and keep finding ways to contribute to other people's happiness.**



# finding independence!

Our students' superpower

We have learnt quite a few things in 2020 and, as a result, we have seen some incredible developments we could not have anticipated. The ravages and the sadness wrought by this global pandemic have, and will continue to have, an enormous impact on our planet. We acknowledge the incredible pain and suffering of this pandemic. We have also seen some 'green shoots' as a result of the resilience we

have shown as a country, a community, as a school and as individuals.

Resilience is that ability to bounce back from adversity. Well, we have not only seen a 'bounce back' from our students, we have seen enormous growth in one specific area: independence. This independence is a core trait in growth, overcoming obstacles, self-confidence and the all-important aspect of growing into oneself. We cannot understate the importance and incredible present and future impacts of this growth in independence. The ripple effects (if we let it continue and do not regress back to the 'old normal') will be profound for our students. It may sound simplistic, but imagine the potential growth, short and long term, from:

- Students carrying their own school bag
- Unpacking their bag and organising their diary, lunch and folders
- Walking into their class or building by themselves
- Picking up their own school clothes, lunch box and other items
- Communicating with their teacher about their morning, last night or any concerns
- Saying goodbye with a hug and a kiss and walking away from their parents in the morning

- Packing their own bag at the end of the day and remembering to pack everything they need

These all may sound mundane, but they form a crucial developmental milestone for our students. Hundreds of our students now do these things daily. Most have never done them before. This resiliency to adapt and change to a 'new normal' has had this incredible impact on independence. Our students (and families) can only benefit from these new standards and independence.

But it is hard. As parents, we know that each transition of our children growing in independence is also a transition of them growing away from us. It hurts. It's hard. But, it's so necessary for them to do this.

As we Go Forward from this change we can look back at some positive points. Our students have found their 'super power' of independence and, in doing so, they have built the essential platform for future growth, resilience, change, adaptation and learning – real life.

Well done to our students and families for embracing this opportunity.

**Mr Clark Wight**  
Head of Preparatory School





# An Education Worth Having: Resilience

**An education worth having** must include the development of values and character traits. This is something that Guildford Grammar School has always focused on, with the School values and student care and wellbeing at the core of everything we do.

Character traits that are widely talked about are resilience and grit and whether they are innate in people or something that you can teach. I believe this is something we can guide the development of through the experiences we offer students and the type of support we provide when things are tough or don't work out as planned.

Many highly successful people regularly talk about their failures and how it was through reflection and learning from failure that their success grew. As empathetic humans we often instinctively want to protect children and young adults from the pain and hurt of failure, but we shouldn't shy away from students feeling these feelings, and in many ways must embrace being present in the moment of failure and truly feeling those emotions. It is through supporting students to work through these emotions, being a shoulder to cry on, and helping plan the next steps, we can help them build resilience.

Students need to fail and learn how to manage their emotional response to failure as well as develop their positive risk-taking skills so that they are not afraid of failing. Resilience is a core element of both social emotional development and academic progress. How do you cope when you have an argument with a friend, or when a peer socially excludes you, and what do you do when you get the answer wrong or don't succeed the first time you attempt the harder course or project?

Learning to take positive risks starts at a very young age. Babies learning to walk are incredibly resilient. Just ponder how many times they fall before they finally get up and walk. And how much they wobble and fall once again even after their early successes. Academic and social learning is no different. Everyone makes mistakes, everyone fails at times and everyone falls down, but what counts is how you get back up and try again. If the baby never took a risk by trying to stand up they would have never succeeded and felt the joy of first walking and then



Dr Holly Miller

**It is the conversation that helps them see that these feelings can spur them on to keep working hard and try again.**

running. If a student doesn't take that risk and challenge themselves to strive for personal excellence, they often miss out on feeling the joy of success later on.

One of my favourite books is *'The Blessings of Skinned Knee'* by Dr Wendy Mogel, who dedicates a chapter to fearfulness in children and the intense overprotectiveness of some parents that hold their child back from developing and maturing. While no parent wants to think too much about the time



their child will leave home to follow their own path, Dr Mogel says that "our job is to raise our children to leave us" and I believe it is the School's job to work together with parents on this journey. Together we should support and encourage students, while at the same time help them, often by letting them fail, to develop independence, values and character to deal with what life throws at

them, knowing they can get back up again when they fall down. We must of course also help them to know it is okay to ask for help, no matter how old or successful, and that there is always a community of people ready to support them, just not necessarily do the job for them.

So how does all of this relate to an education worth having? It is the variety of opportunities and co-curricular options that we offer as a school where unique learning experiences present themselves. It is the outdoor education program where students take physical risks, overcome fears and often need multiple attempts at tasks to achieve success. It is the love and care we show students so that they do not back away from their feelings of disappointment and have a shoulder to cry on if needed. It is the conversation that helps them see that these feelings can spur them on to keep working hard and try again. It is the way teaching and learning programs are designed to push and challenge students and ensure things are not too hard, but that every student, no matter their ability, experiences what it is like to get the answer wrong and have to try again to find the solution.

Resilience and grit are lifelong skills that parents and schools can work together on to support student development, so that when they graduate or leave home, they can embrace challenges and never stop striving for personal excellence.

**Dr Holly Miller**  
Deputy Head of Preparatory School



# ▶▶▶ Making **student voices** count

**This year** the Preparatory School Student Leadership Program was restructured to increase student voice in the appointment process as well as create a stronger team environment within what is now known as the Student Council.

Led by Mr David Taylor, Head of Senior Primary, students completed a nomination form to put their name forward to become a School Captain. This involved them thinking and writing about their leadership skills and what they would offer their peers and the School, and was supported by a number of leadership workshops run by staff and leadership experts. The nominated students then presented a speech at a special assembly for Year 3 – 6 students, which was followed by voting.

The courage demonstrated by students in this speech-making process was impressive, with all speeches showcasing how many capable potential leaders we have within the Year 6 cohort. Once voting was complete the School Captains were announced at Prize Giving and then a similar process was conducted to determine the rest of the Student Council, which consists of Quarter Captains, Quarter Vice-Captains, Councillors and Preparatory School Ambassadors.

The School Captains shared what they enjoyed about the new process and what they liked about being able to meet regularly as a Student Council this year.

**Adoni:** *"I thought it was much more democratic because we have the same 'power' as the councillors and we are more of a team as the Prep Student Council."*



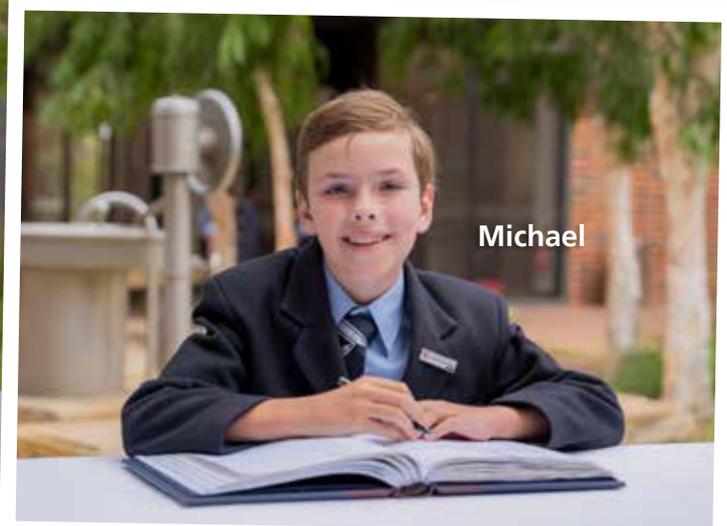
*"Doing speeches helped more people to be open to trying new things. I was very nervous about speaking at assembly but now I have developed my public speaking skills."*

**Summer:** *"It feels that although we have different responsibilities, we are all equal and have the same opportunities to do things, like speak at assemblies."*

**Michael:** *"Doing speeches helped more people to be open to trying new things. I was very nervous about speaking at assembly but now I have developed my public speaking skills."*



**Adoni**



**Michael**



**Tatem:** "Everyone was there encouraging you and pushing you on to be confident to get up and say your speech. People you were competing with for the leadership role were still very supportive."

The School Captains also shared their favourite things about being a School Captain.

**Summer:** "Getting to represent the School knowing that I am one of the leaders."

**Adoni:** "If I didn't get School Captain, I don't think things would be different as you don't need a badge to be leader, although it does feel good to be a Captain."

**Michael:** "I really enjoy being able to speak at assemblies and help out the younger kids at school."

**Summer:** "One of the best parts about being a leader is the Student Council meetings as this is when all the ideas come together, and we can actually do things for the School and students."

**Dr Holly Miller**

Deputy Head of Preparatory School



Caleb and Albert



Gemma



Georgia



## Investigating and **imagining**

**One of the Year 3 Inquiry Units this term** has focused on 'From Little Things Big Things Grow.' We have been classifying things into Living, Non-Living and Once Living.

Dr Harris came to talk to us about characteristics of Living Things. We loved getting outside to find things to bring back to the room. Many Year 3 students were keen to design their own imaginary living creature. They have made models of their creatures and then designed a diorama showing the habitat.

Other students were interested in researching real living things. They were particularly interested in learning about endangered animals.

**Mrs Carol Ray**  
Year 3 Teacher





# Endangered Animals Research Project

## Name: Dugong

*Why they are endangered: Because of sea grass habitat loss and because they are getting caught in fishing nets. They eat sea grass and sea plants.*

*They live in the ocean. Dugongs are related to elephants.*

*How to help the Dugong: Save the sea grass. Don't overfish. Don't pollute.*

*Dugongs live to 60 years of age and they give birth every 3-7 years.*

*They weigh about 400kg.*

*The cause of sea grass dying is overfishing, pollution, petrol and fuel in the water.*

**Evelyn**

## Name: Axolotl

*Axolotls live in Lake Chalco, that is in Mexico.*

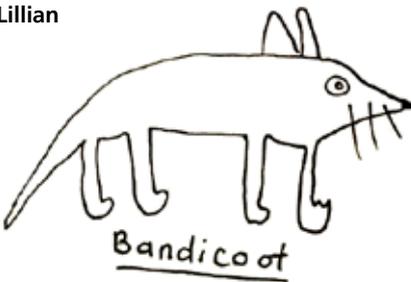
*Axolotls eat worms, insects, small fish and lots of other things that fit in their mouth and they can swallow whole. Some also eat fish pellets because they have poor eyesight.*

*Axolotls are critically endangered because of pollution. There are 700-1,200 Axolotls left in the world.*

*Did you know that an axolotl can regrow body parts that have fallen off or been injured?*

*I chose an axolotl because I know a lot about them and they are very interesting.*

**Lillian**



## Name: Bandicoot

I chose to research the bandicoot because they are an Australian animal and they live in my backyard.

Bandicoots live along the east coast of Australia from North of Queensland to Victoria and Tasmania.

The Eastern Barred Bandicoot is nearly extinct. Bandicoots carry dangerous diseases that can harm humans.

Bandicoots' homes are being destroyed by farmland and housing and they are hunted by cats, dogs and foxes.

**Hamish**

## Name: Black Panther

The Black Panther is a black jaguar. It actually has spots but its fur is so dark you can't see them.

Black Panthers eat deer, warthogs, monkeys, antelopes and gazelles. They occasionally eat fruit and eggs to keep a balanced diet.

Black Panthers have a dark coat so they can blend into the forest at night. They use their sharp teeth and claws for climbing and hunting.

They are great swimmers and one of the strongest tree climbing cats. They are capable of leaping up to seven metres in the air.

**William**

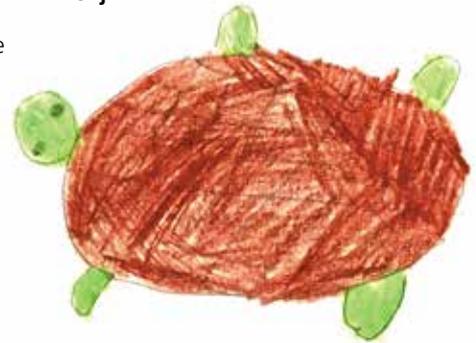
## Name: Sea Turtle

*The endangered sea turtle lives in almost every ocean throughout the world.*

*They feed on a very specific diet of jellyfish or sea grass. They do not have teeth.*

*Sea turtles sleep on the surface while in deep water or under a rock.*

**Benji**



## Name: Giant Panda

Giant Pandas are large animals that have thick coats of black and white fur.

Giant Pandas eat bamboo, grass, roots and flowers. They use their strong claws to chomp on the bamboo and they eat the soft inside of the outer green coating.

Much of the bamboo that the pandas eat is getting chopped down.

The World Wildlife Fund is an organisation saving endangered animals and they have the panda as their logo.

**Edison**

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# flipping over flippaball

During the summer sport period of Term 4, 2019 and Term 1, 2020, Flippaball came to the Preparatory School, providing an opportunity for our girls and boys in Years 4-6 to participate in modified games related to water polo and safety in water. It also provided an opportunity for our students who were interested in playing water polo at the school, to come and give Flippaball a go.

Flippaball is a water-based team sport, offering fun and a social introduction to water polo. Modified games are designed to incorporate a fun way of learning the basic skills in water polo. Chariot races, slam dunking, swimming races, egg beating and blocking goals were all part of the fun during our hourly session.

All going well, Flippaball will return to the Preparatory School in Term 4.

If you would like further information on Flippaball in the Preparatory School, please contact Ms Sherrie Errington at [sherrie.errington@ggs.wa.edu.au](mailto:sherrie.errington@ggs.wa.edu.au).





# Arts video highlights **innovative teaching**

*During our period of remote learning, Mr Ben Mattick, the Preparatory School's Visual Art Teacher, wrote, performed and recorded a great song for our students about the seven elements of art. The song was a huge hit with our students and families and highlighted the innovative ways our teachers worked with our students during remote learning. You can view Ben's video on our YouTube channel at <https://youtu.be/hM02naeb1T8>.*

*We found out more about Mr Mattick and asked for some tips on creating a cool song!*

## **Where did you work before coming to Guildford Grammar School?**

I worked at a small school in Earlwood, Sydney, called Undercliffe Public School.

## **What attracted you to the school?**

Before my interview I came to see the school. Who would not be impressed with the amazing setting and landscape that surrounds this school? I had also heard great things about the school and liked the ethos and approach that the school promoted.

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

I am always trying to achieve the best I can and try to be a good person. These are the main things I ask of my students.

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

I love creating art and I really enjoy working with creative and innovative young people. The students create some exceptional art and the art room is always full of fun, excitement and creativity.

## **What examples of resilience have you seen over the past few months in staff or students?**

If there is one thing that every person has either needed or developed more of in the last few months, it is definitely resilience. The people I have worked with during this tough period, both staff and students, have all demonstrated amazing



resilience. Everyone has their days of being overwhelmed by difficult situations or times, but for the most part what I have witnessed is a collective strength of optimism, hope and "let's get through this".

## **Where did you come up with the ideas for your great art song/video?**

The ideas in the song all came pretty easily as it was all factual and it was actually quite fun to make! The main reason I made the song and video is because the topic itself, when taught face to face, can be quite dry, and engaging students can be a little challenging. The home learning platform lent itself to this type of medium. From

my experience as a classroom teacher and reading a lot of educational resources, songs are a great tool for helping students to remember content.

## **What are your future plans and ambitions?**

My overarching ambition is to develop the art room into a self-propelling machine of creativity that is student-centred and run, so that I am here to provide help and guidance when needed and called upon. I do find it hard to step back sometimes though, and do fear the chaos that could eventuate, so it's a work in progress!

## **Can you give us five tips for writing a cool song?**

1. Have a clear idea about what you are going to write about before you write the song. For 'Elements of art' the lyrics were easy as the content was already there.
2. Heaps of brainstorming. Don't worry about putting it all together until you have lots of content and ideas.
3. Catchy chorus! Start with the chorus first.
4. At least two verses if you have enough lyrics or content.
5. For the majority of the song, stick to the topic with little off tangents here and there if you want to, and never rhyme a word with the same word!





# Rain doesn't dampen our spirits

It was great to see that the recent wet weather didn't dampen our Preparatory School students' enthusiasm for school! With umbrellas, boots, coats and lots of foot tapping, our students were excited to be heading into school with Dr Miller and Mr Wight greeting them with smiles and umbrellas.





# After School Care

## Building Resilience in Children

### Looking out of the OSHC office window,

I can see the after-school group playing on the lawn. From here it looks like the youngest children are chasing Ellen to get the ball back!

Today the children are making their own rules for the game. This is part of the planned program designed to ease the children back into Out of School Hours Care after their long break. The children are settling in, and are happy, participating with their friends, and talking a lot to us about what they want to do and play. This is what we work for, it is a very important part of feeling that you belong.

Children love making rules up, it helps them to feel in control – we know from research that this approach helps children feel calm.

Our planning here is to:

1. Strive for a consistent homelike environment in the Out of School Hours Care lounges
2. Focus on what is going right – a positive approach is supportive
3. Role model having a belief in your own abilities - doing things like making up the rules for a game is ideal – it is about having some control while the world around you feels a bit confusing.

Feeling at home is what we are all about. Do you remember when you used to get home after school? You will have had things to do, and your own favourite rituals. We make space for that here.

Every child comes into after school care with their own idea of what makes a



great afternoon. In our programming and planning, we take that into account, and we are always prepared for the spontaneous, the sudden bright idea, as much as we are ready to help a tired child find a cosy corner and a great book or toy to rest with.

*[Ellen is an Educator at the OSHC who is part of a team where 90% of the staff are studying Education either undergraduate, second degree, or as a Masters.]*

**Doreen Blyth**  
OSHC Co-ordinator

Some more reading that you might like on this: <https://theconversation.com/how-to-build-childrens-resilience-and-your-own-amid-coronavirus-unknowns-135789>

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# 'Resilience' earns Cooper AFLW Coach of the Year

## Trent Cooper (wb 1986-1990)

As senior coach, Trent Cooper (wb 1986-1990) knew in 2019 that his Fremantle Dockers AFLW team was strong, having shown flashes of absolute brilliance at times. With six wins and one loss by the end of the regular season, they came oh so close to topping Conference A, only giving way to the Adelaide Crows based on percentage. Finals loomed and expectations were high, unfortunately the team did have a weakness and capitulated under pressure at critical moments. The preliminary final saw this flaw exposed and Carlton schooled Fremantle with a 64 to 28 shellacking, knocking them out of the competition.

Still smarting from defeat, Trent and the team needed to find that little bit extra for the 2020 season. 'Resilience' became the team's mantra, the determination to fight it out until the bitter end, no matter what was on the scoreboard. The players' leadership group focused on working hard to be unselfish, thinking of their team members before thinking of themselves. The game style shifted to become more attacking and aggressive. These changes paid dividends and the team finished the regular season undefeated in all games, including some absolute nail-biters where the squad fought from behind to overcome Collingwood and St Kilda. Unlike 2019, the Fremantle juggernaut continued on in the Semi Final, obliterating the Gold Coast Suns 80 to 10. Grand Final glory seemed a genuine possibility, however, COVID-19 dealt a cruel blow and the final series ended abruptly.

Naturally Trent so desperately wanted a Grand Final win, however, as some consolation, the team's performance did draw attention and Trent was selected by his peers as the 2020 AFL Coaches Association AFLW Senior Coach of the Year. In selecting the recipient, all AFLW senior coaches voted, taking into account each team's performance, available resources, player talent and team management. Trent, while immensely honoured, was humble and made it clear he shares this accolade with the entire coaching staff.

Surprisingly Trent has not always wanted to be a coach. Footy has always been in his blood though having played for Swan Districts as a Colt and then in the Reserves from 1992-1996, switching to Peel Thunder in 1997-1998 for his opportunity to play



Trent Cooper in action as Senior Coach for the Fremantle Dockers AFLW side.

League, before returning to the Swan's League side in 1999.

Despite his playing career, it looked as though Trent's career path was in Education. He started at Wesley College as a Mathematics Teacher in 1995, later becoming a Head of House. It was while he was at Wesley that he got a taste for coaching and developing football programs, starting with coaching teams like the 8A, 9A and 10A teams while in his early 20's. This led him to coach the 1st XVIII side from 2000-2001 and to become the Director of Football. It was a good program to learn from and in his time at Wesley he had some impressive footballers come through the system, such as Buddy Franklin (who was also in his house when he was House Master), Mark Coughlan and Scott Stevens.

Trent developed a taste for coaching and he discovered he was rather good at it. Of the eight seasons he coached at Curtin Uni Wesley Amateur Football Club between 2001 and 2012, Trent's teams won two premierships and were runners-up three times. He then returned to Swan Districts as a Senior Assistant Coach from 2012-2016 and coached the Colts from 2014-2016. His Colts side won the Premiership in 2014 and Trent received the honour of WAFL Colts Coach of the Year, and the team made the Grand Final again in 2015. In 2017, Trent was the A Grade Coach at Curtin Uni Wesley, as well as the Women's State 18's Head Coach and West Australian Football Commission Female High Performance Coach.

Landing the Fremantle Dockers AFLW senior coaching role was a personal milestone for

Trent. He loves the culture at Fremantle and feels the club has been extremely supportive. Critically the team members feel valued and this positive culture goes right to the top with the President saying he would, "die in a ditch" before allowing the AFLW to get cut.

Trent is a family man and he and his wife, Josephine, have a three-year-old son, Peyton, and a one-year-old daughter, Allegra. While he was already supportive of the School's decision to go co-ed, Trent feels there are parallels with the AFLW now that women can play a traditionally male-only sport. Trent believes that this progress in professional sport plays a vital role in showcasing a more balanced existence to society. To elaborate his point, Trent shares an interesting example of his son. Peyton's exposure to female football has been more than most, including sharing victory dances in the changerooms. In Peyton's world, females in football is the norm, not men, so much so for little Peyton that when asked by dad if he would play football, Peyton innocently said he would play basketball as football was "for girls", because that is what he has seen. Trent will work on that opinion in the future by balancing Peyton's exposure to both the male and female versions of the game.

At the risk of sounding grandiose, Trent believes the AFLW's part in promoting equality is important. For the reason why, Trent looks no further than his son and his daughter as he wishes to raise them both in a world free of sporting stereotypes, where the boundary is marked by a white line, not by a person's gender.



# Bringing telemedicine to the bush

## Constantine 'Con' Michael (Wb 1966-1970)

Australia's Outback is glorious, but the isolation that makes the Outback so unique is what poses the biggest problem when there is a medical emergency. Remote diagnoses using a telephone or radio robs medical professionals of the important information that vision can provide. The challenge is to

**The challenge is to deliver audio and video reliably, in locations where telecommunications can be extremely unreliable, or even non-existent.**



Having now achieved Engineering Executive status, Con Michael (on the left) is pictured here receiving the 'Neville Thiele Outstanding Achievement - National Winner' award, making him the first West Australian to receive this honour. With Con is Dr Walter Green, Chairperson of The Information, Telecommunications, and Electronics Engineering (ITEE) College.

deliver audio and video reliably, in locations where telecommunications can be extremely unreliable, or even non-existent. Driven by the pursuit of a solution has earned Con Michael a litany of engineering awards, culminating most recently when Engineers Australia bestowed him with Engineering Executive status, recognising Con as an eminent individual and leader within the industry.

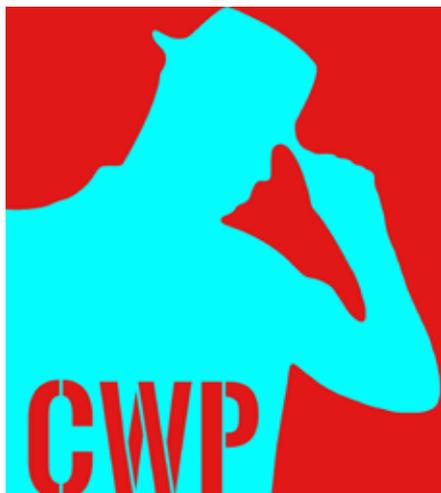
The Balconi 'Smart Torch' is Con's solution for global telemedicine coverage - an affordable, ultra-portable, 2-way video conferencing tool. Using a dynamic algorithm, the Smart Torch provides the best possible video from

very small bandwidth. Reducing lengthy diagnosis delays for patients, the Smart Torch has global application and can also connect offshore workers on vessels and rigs to trained paramedics.

While Con was thrilled to be recognised with Engineering Executive status, he is grateful to have received a total of 14 National and State awards related to engineering, innovation, community services, and benefiting society. The most significant recognition came in the form of the '2017 National iAwards – Innovation of the Year' and being presented as the '2019 Neville Thiele Outstanding Achievement - National Winner'. The

Australian Information Industry Association describes the iAwards as "Australia's longest running and most broadly scoped innovation recognition program, promoting excellence in the Australian digital ecosystem from the likes of Google Maps, Atlassian, Wotif and WiseTech Global". The Neville Thiele award recognises eminence in information, telecommunications and electronics engineering and honours Con for making significant contributions to engineering, in addition to acknowledging Con for his significant contributions to the community.

We congratulate Con for the recognition of his good work.



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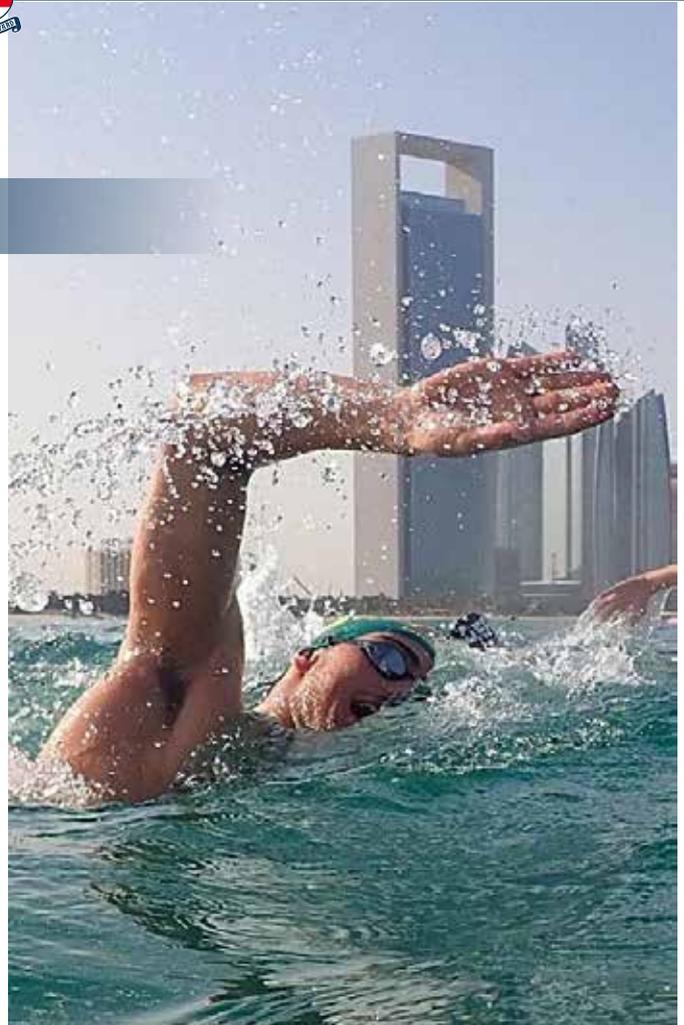
# The Swimmers' Swimmer

Nicholas Rollo (Wb 2007-2016)

After another remarkable year of Open Water Swimming, **Nicholas Rollo** has been voted by his peers as the Western Australian 2020 Swimmers' Swimmer of the Year. This is a great honour as Nic was selected by the elite swimmers at Swimming WA and votes were placed for achievement, resilience and dedication to the sport over the past season.

Nic has had phenomenal performances and recently travelled to The Australian Institute of Sport in Canberra for a two-week intensive training camp. The purpose of the camp was to prepare Australia's finest Open Water Swimming hopefuls for the Tokyo Olympic Games. While Nic just missed out on making the Olympic team, he has been described in a recent Swimming WA article as "one of the brightest stars on the National Open Water Swimming scene," placing strongly at both the national and international level.

In swimming circles, the Rollo name is strong, with Nicholas' brother **William Rollo** (Wb 2007-2014) also making significant contributions



The brothers Rollo with Will on the left and Nic on the right.

to Western Australian swimming. They have a long history of success, and while Nic and Will were still students at the School, both were successful in being awarded The Old Guildfordians Association's Student Travel Bursary. These bursaries support students who incur travelling expenses as a result of winning the opportunity to compete in a cultural, academic or sporting event in a school-sponsored activity at a national or inter-national level.

We look forward to hearing of more success from Nic and Will as they pursue this grueling sport.

## New Business Networking Hub

Support your community. Search for businesses and mentors.

**Our community is strong** and there is no time like the present for our Old Guildfordians to support each other. We have recently introduced a new Business Networking Hub to encourage networking, business growth and mentoring opportunities...all searchable and from the one place.

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

In the past, the ability to list a business on the directory was a feature reserved for members of the Old Guildfordians Association. During these difficult times, the Association has decided to support the businesses of all Old Guildfordians, whether they are members or not.

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

Volunteer as a mentor here!



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# Out and About

Login to [www.oldguildfordians.com.au](http://www.oldguildfordians.com.au) for more photos of reunions and events.



**Class of 1989 Reunion (Part 2)**  
22 November 2019, Rigby's Bar and Bistro, Perth CBD



**Class of 1999 Reunion**  
23 November 2019, The Shed, Leederville Hotel, Leederville



**2009 Reunion**  
8 February 2020, Northbridge Brewing Co (Skydeck), Northbridge



**Lunch with Arnold and Lynda Green**  
7 March 2020, Dunsborough

(L-R): Elizabeth Warren, Arnold Green (Prep/Sc 1955-1963), David Williams (SG 1990-1993), Anne Dunstan (Principal), Lynda Green, Richie Longson (He 1981-1985), John Harris (Ha 1965-1969), Nolene Harris, Denys Warren (St 1971-1975)



**Book Club Reunion**  
14 March 2020, Guildford Grammar School



**South West Chapter Reunion**  
7 March 2020, The Goose Beach Bar & Kitchen, Busselton





# News

*In year order*

**James 'Jim' Baker** (Prep/SG 1931-1941), as a 96-year-old, visited Guildford Grammar School for a tour of the wonderful campus in November 2019. Jim enjoyed being back at the School and reminisced about his fond memories as a student.

**John 'Jerry' Rendell** (Sc 1947-1956) has completed his memoirs detailing a full life, including his appointment as an Order of the British Empire Officer (OBE) by Prince Charles in 1998.

**Maurice 'Fred' Fairhead** (Sc 1955-1959) is a Lieutenant Colonel (retired) of the Royal Australian Regiment. Fred is author of *A Duty Done: A summary of operations by the Royal Australian Regiment in the Vietnam War 1965-1972*. In 2009, he also completed an extremely comprehensive and well-researched Dossier of Old Guildfordians who served in the Vietnam War.

**Malcolm Kelly** (He 1959-1961), and his wife Cathie, celebrated their 50th Wedding Anniversary by renewing their vows on 15 December 2019. This special moment occurred in the School Chapel where they were first married.

**Patrick Lamont** (Prep/St/Ha 1960-1966) sadly passed away unexpectedly at home on 24 April 2020.

**John Matthew** (Fr 1966-1968) is founder of the 'John Matthew and Sons' estate agency. He is also a business broker and coach, and chair of the Chamber of Commerce for Peel. An article in the *The West Australian* said that "as a fourth-generation Goldfielder, leadership and business run in his blood." It is this rich history of business involvement and passion which saw John become councillor for Kalgoorlie-Boulder. In light of his recent appointment, Cr Matthew is eager to address and enhance the current business environment in the

Kalgoorlie-Boulder region. With many years of active business involvement, it is Cr Matthew's belief that "if you don't have a strong small business community, you don't have a strong community."

**Constantine 'Con' Michael** (Wb 1966-1970) has been recognised by Engineers Australia with him receiving Engineering Executive status. See the full article in this edition of the Forward.

**Anja Ravine** (Wb 1966-1972) has recently relocated to The Children's Hospital, Westmead in Sydney, as a staff specialist genetic pathologist. Formerly known as David, Anja previously worked in Perth as an academic genetic pathologist at PathWest, University of Western Australia. During this time, from 2009-2017, Anja was the Royal College of Pathologists of Australasia's chief examiner in genetic pathology. Similar to the experiences of many other transgender people, Anja's sense of gender incongruence goes back to early childhood. Self-recognition and later self-acceptance took time, however, a now more sanguine Anja continues on.

**Karl Langdon** (Sc 1981-1985), a radio personality and 1992 West Coast Eagles premiership player, has recently undergone vocal cord surgery. Working with Paul Haselby, Karl is a popular presenter on 6PR's Sportsday. According to Karl, this problem with his vocal cords is quite common for radio presenters.

**Trent Cooper** (Wb 1986-1990), the Senior Coach of the Fremantle Dockers AFLW side, was voted by his peers as the 2020 AFL Coaches Association AFLW Senior Coach of the Year. See the full article in this edition of the Forward.

**Michael Morrow** (Ha 1992-1996) is currently working as Senior Media Adviser to the NSW Minister for Police and Emergency Services, The Hon. David Elliott MP. He previously worked as Media Adviser to the Federal Minister for Small and Family Business, the Workplace and Deregulation, The Hon. Craig Laundy MP,

until Laundy's resignation at the 2019 Federal Election.

**Jonathan Carter** (Ha 2002-2006) plans to participate in the next London Marathon to raise funds and awareness for Bloodwise and Leukaemia research. Jonathan's motivation to participate in the 42km marathon stems from the tragic passing of his mother, Jacqueline, when he was only 16 months old. It is Jonathan's goal to "do something to contribute so that treatments can continue to evolve and improve." Jonathan plans to seek sponsorship and support for his campaign to raise funds and awareness so that everybody affected by Leukaemia "can live a longer and happier life with their loved ones."

**Alexander Rance** (Freeth 2005-2006), a five-time All-Australian Footballer, endured another knee surgery after rupturing his anterior cruciate ligament in the first round of the 2019 AFL season, in what was also his 200th game. While his promising rehabilitation made a return possible in 2019, Alex chose not to return for the later part of the season as a reoccurrence of the injury would risk disrupting the team's march to the finals. As a result, Alex missed out on winning another Grand Final with the Richmond Tigers as they beat the Greater Western Sydney Giants (114-25). At season's end, Alex was co-winner of the club's Francis Bourke award for the sixth time, voted on by his teammates for the player who most represents the club's values of awareness, unitedness, relentlessness and discipline. Despite his injury, the veteran defender had a huge influence on the development of Richmond's playing group throughout 2019, in particular with the Tigers' backmen. Many players at Richmond have credited Rance in assisting them through rehabilitation in 2019, and he also took on a coaching role in the VFL. Rance stunned the footy world when he announced his retirement at the age of 30, citing family reasons and his faith for the decision.

## Reunions & Events 2020

For more information contact [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or (+61 8) 9377 8522.

**Due to the impact of COVID-19**, all events will be reviewed to decide if they will proceed on the planned date. Invitations will be sent once events are confirmed, so please ensure we have your correct contact details. Email addresses are the best way to allow for quicker notification. Send any updates to David Williams at [og@ggs.wa.edu.au](mailto:og@ggs.wa.edu.au) or 11 Terrace Road, GUILDFORD WA 6935, or call (+61 8) 9377 8522.

EVENT DATE	EVENT	VENUE	COVID-19 REVIEW DATE
Sunday 9 August 9.00am	Service in celebration of Marriage, followed by Breakfast/Brunch	School Chapel	Review by 3 July
Saturday 22 August 7.00pm	Class of 2000 Reunion	Perth CBD	Review by 18 July
Saturday 29 August 7.00pm	Class of 1990 Reunion	Perth CBD	Review by 25 July
Monday 5 October 11.45am	PSA Old Boys' Golf Day	Cottesloe Golf Club, Swanbourne	Not an OGA event, TBA
Saturday 10 October	Annual Dinner	School	Review by 31 July
Saturday 10 October	Reunion for Classes of 1970 and 1980 at the Annual Dinner	School	Review by 31 July
Wednesday 28 October 7.30pm	AGM	Foundation Pavilion, School	Review by 16 September
Sunday 15 November	2009-2019 Leavers' Chapel Service	School Chapel	Review by 9 October
Saturday 28 November 7.00pm	Class of 2010 Reunion	Perth CBD	Review by 18 September



**Thomas Widenbar** (Sc 2002-2007) was elected as a councillor for local government in the Cockburn Ward and reports that targeting innovative solutions to tackle environmental issues will be a priority. Tom had previously worked with the Eastern Metropolitan Regional Council (EMRC) and combatted waste management during this time. He is hopeful that Cockburn will become a leader in mitigating harmful environmental impacts, with an objective to “get towards a zero waste and landfill goal between 2035-55.” Although very experienced, Tom is younger than most local government figures and attributes his rapid rise to his time spent at EMRC, where he observed and learned the workings of local government.

**Amelia ‘Millie’ Barton** (Prep 2010-2011), winner of the Moylen Award in Year 6 at the Preparatory School, has now completed her Agricultural Business Degree at Charles Sturt University Muresk Campus in Western Australia. For her hard work, Amelia has been awarded the 2019 Dux for Charles Sturt University Bachelor Agriculture Business Management Degree and also the CBH Group Prize in Agricultural Marketing. While taking a break from studies, Millie is in Gnorangerup doing jobs like seeding and spreading super. She then hopes to do her honours followed by a PhD.

**Corey Thomas** (SG 2009-2011) made his Super Rugby debut on Saturday, 22 February 2020, representing the Sunwolves and playing against the Queensland Reds. As an avid rugby player for many years, Corey progressed through Western Australia’s higher development pathways and is now playing in Japan’s top league.

**Jarrod Barton** (Bennett 2010-2012) is in Woodenelling and is on the farm fulltime.

**Brandon Poletti** (He 2009-2013) was featured on an Australian TV program called *The Couch* where he performed his wonderful track *Sitting By Myself*. Brandon shared how the song expresses a memory about a family trip from Perth to Margaret River. *Sitting By Myself* conveys that it is important to enjoy the smaller things in life and to find the time to do the things we love.

**Zac Fisher** (SG 2011-2015) sustained a severe syndesmosis injury in Carlton’s first match of the 2020 season and he was expected to miss a significant part of the season. Rather than return home to York, the 21-year-old stayed in Melbourne to focus on rehabilitating his damaged ankle and preparing for Carlton’s next match. Due to the COVID-19 interruption to the season, Zac has been able to spend

## Vale

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

**Thomas Clinch** (Ha 1964-1965)  
**John Forrest** (St 1935-1942)  
**Anthony ‘Tony’ Fryer-Smith** (Sc 1955-1959)  
**Charles ‘Keith’ Gentle** (SG 1948-1949)  
**Terence ‘Terry’ Gray** (Ha 1958-1960)  
**James ‘Jamie’ Green** (SG 1973-1980)  
**Ronald Johannes** (Sc 1949-1953)  
**Patrick Lamont** (Prep/St/Ha 1960-1966)  
**Timothy Latham** (SG 1982-1986)  
**Kieran McRoberts** (St 1980-1986)  
**Ronald Morris** (SG 1947-1949)  
**Anthony ‘Tony’ Munday** (St 1939-1947)  
**Peter Sadler** (He 1962-1965)  
**Stanley Scott** (Sc 1940-1942)  
**Peter Seaton** (Sc 1941-1941)  
**Paul Zeffert** (St 1939-1942)

the downtime recovering and (at the time of writing) is confident he will be fit for round two.

**Griffin Logue** (SG 2011-2015), a key defender at the Fremantle Dockers Football Club in the AFL, featured in *The Sunday Times*. The article highlighted Griffin’s football talents and reported that the 21-year-old “has been one of the brightest sparks for the Dockers” during the 2020 pre-season. Griffin reports that he is “having a lot more fun” under the management of new head coach Justin Longmire and he feels that the new regime has worked remarkably well for his football development.

**Clayton Massey** (Former Staff 2003-2015), has been appointed the new Head of Girton Grammar School, Bendigo, commencing in Term 4, 2020. An experienced Head, Dr Massey is the current Principal at Tranby College. While at Guildford Grammar School, Dr Massey held senior leadership roles including Head of Senior School and Deputy Headmaster – Curriculum.

Dr Massey completed his doctoral studies in 2014, researching the social, cognitive and multi-modal growth of young adolescent males. This work was recognised by an invitation to speak at the 21st Century Academic Forum at Harvard University and he has had subsequent involvement as a contributing author to the 2017 book *Educating for the 21st Century: Perspectives, Policies and Practices from Around the World*.

**Nicholas Rollo** (Wb 2007-2016) has been voted by his peers to be the Western Australian 2020 Swimmer’s Swimmer of the Year after another phenomenal year of Open Water Swimming. Nicholas’ brother **Will Rollo** (Wb 2007-2014) is also making significant contributions to Western Australian swimming. See the full article in this edition of the Forward.

**Lisa Spargo** (nee Perkins) (Former Staff 2013-2016), a Reverend and former Assistant Chaplain at the School, has been appointed as the Priest-in-Charge of the Parish of Riverton effective as of the 1 March 2020. Her commissioning took place on 28 February 2020 in St Andrew’s Church, Shelley. After Guildford Grammar School, Lisa took on the Chaplain role at St Hilda’s Anglican School for Girls.

**Dale Faulkner** (Fr 2015-2017) is working on a farm near Cadoux.

**Charlie Sampson** (He 2012-2017), **Michael Spadaccini** (Ha 2010-2017), **Aiden McLaughlin** (He 2010-2017) and **Thomas Stanicich** (He 2012-2017) completed the 19.7km Rottnest Channel Swim 2020 in a remarkable seven hours, 15 minutes and 17 seconds. **Joey Laugharne** (He 2010-2015) assisted the team on the day. The crew surpassed their fundraising goal and raised an astounding \$6,200. The event was spurred on by the breast cancer diagnosis of Charlie’s mother in 2018 – the second time in 17 years. Charlie and his brother, **Max Sampson** (He 2013-2018), wanted to show their support for their mother and “show her that she’s worth it.”

**Jordan Clark** (Ha 2017-2018) has received high praise from the long-time Geelong Football Club Captain, Joel Selwood. Joel, who has formed a close bond with the talented West Aussie, said Clark was an AFL draft steal and a potential skipper. Joel also revealed he had a soft spot for any WA kid who made their way across the Nullarbor, with two of his brothers, Adam and Scott, having done the reverse journey after getting picked up by West Coast.

**Lawson Harper** (He 2014-2018), interviewed by Farm Weekly, is a sixth-generation farmer, who says his main goal is to help bridge the divide between country and city people. “My generation has the greatest access to digital technology and social media in history, yet agriculture is still so disconnected,” he said. Lawson, who is studying at Muresk in his second year of an associate degree in agribusiness, believes bridging the gap will be critical to the ongoing sustainability of the sector.

## Reunions every 10 years – help us organise yours

*1971, 1981, 1991, 2001, 2011 to celebrate in 2021*

**The Old Guildfordians Association** holds reunions for classes every 10 years. If you are from the class of 1971, 1981, 1991, 2001, or 2011, we need your help to make it a celebration worthy of the occasion. If you are not sure what your class year is, consider what the calendar year was when your age group graduated in Year 12, even if you left before your final year.

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



## Acknowledgments

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