Carey Baptist Grammar School

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Cover Image
Senior School students, 2019.

Above right
Senior School students, circa 1993.

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Equal opportunity through co-education

Philip Grutzner
Principal

On the second Sunday of May each year, we celebrate Mothers Day. At that time we are bombarded with junk mail, television ads and other marketing material trying to persuade us that our mothers ‘need’ this or that. And sadly, these advertisements perpetuate long-held stereotypes.

Wouldn’t it be nice if our television advertisements showed the fathers in the supermarket aisle, making the school lunches and applying the toilet cleaner and mothers buying the ute, using the new brand of motor mower and quenching a hard earned thirst? The blame for this does not rest entirely with advertisers, because they do the market research and understand who holds the spending power.

Australian society has made great progress in the past 100 or so years, with important landmarks including the right for women to vote in 1902, legislation supporting equal pay in 1972 and the introduction of maternity leave in 1973. Thankfully, at modern social functions no one would even think to include the message, ‘Ladies bring a plate’, women are no longer excluded from sections of the Melbourne Cricket Ground and various occupations that were the domain of just women, or men, have opened up to both genders.

Carey is an independent and progressive school. We are also a proudly co-educational school, thus reflecting life after school, which is not segregated. In addition to this, many working women are often not only spending long hours in the workplace, but are expected to manage the entire busy family schedule at home as well.

Fortunately, education has changed too. Various school subjects were divided along gender lines – woodwork was ‘for boys’ and needlework and home economics were ‘for girls’ – but this is certainly no longer the case.

Women in Australia’s defence forces can serve on the front line, and we welcome men entering the care professions and encourage more female engineers.

In wider society it is pleasing to see great progress in gender equality and that we are making progress in overcoming stereotypes and eliminating discrimination. There is no longer a widely held view that women are only homemakers and caterers. However, society still has a way to go. Sadly, the proportion of women in senior positions, board rooms and politics, including our current federal Cabinet, is not as high as it should be.

From the Principal
At Carey, we believe passionately in co-education. We dismiss all of the old arguments of girls being distracted by boys or vice versa, of girls learning in dramatically different ways to boys, or that students will feel less confident speaking up in class in front of peers of the opposite sex.

We maintain an even gender balance across the whole School at Carey. Boys and girls learn alongside each other in the classroom, on stage, in sport, in our pastoral care and our outdoor education programs. They work collaboratively, exchange ideas and debate issues. The presence of both genders adds to the richness and diversity of thinking and learning that fills all classrooms in our school. It builds healthy and respectful relationships between boys and girls.

I hope each Carey family was able to leave aside the commercialisation surrounding Mothers Day and instead show thanks for the past, present and future contributions of mothers in a non-commercial way. At Carey, we acknowledge the endless generosity of our mothers. They are the workers, board members, volunteers and breadwinners, while still fulfilling roles as supporters, homework helpers, mediators, problem-solvers, confidants, sports coaches, readers and drivers.

I trust you enjoy reading this edition of Torch in which we celebrate the 40th year of co-education at Carey.
Tackling the big issues

Sophie and Cristian
2019 School Captains

When Alan Attwood (OCG 1974) was a student at Carey, he dreamt of becoming an actor, and was a prominent presence in Carey’s productions. He was talked out of this idea and ended up completing an Arts Honours degree at the University of Melbourne, where he stumbled upon a passion for journalism.

After working for The Age, travelling the world and writing a couple of novels, Alan became the editor of The Big Issue, a role he filled for 10 years. This magazine creates employment for people who are unable to access mainstream jobs, not only providing monetary support to people who desperately need it, but also helping to give them a sense of purpose and membership of a community. Alan thrived on building relationships with the vendors and knowing that he was making a difference to their lives.

In 2015, he was awarded the Carey Medal for his outstanding and tireless service to helping those in need.

Alan recently talked to this year’s School Captains, Sophie and Cristian, about his time at Carey, his work with The Big Issue, and some of the lessons he has learnt along the way.

Cristian: What is your best memory of Carey?

Alan: I remember I caused a bit of controversy in Year 12, to the dismay of my parents and some teachers, because I devoted much of second term to a big stage production. I was playing Mark Twain, so I had to be on stage and talk an awful lot, and some people, like my parents, thought this was a very irresponsible thing to be doing in the middle of my Year 12. I remember after one production, a woman who I didn’t know – I’m guessing she was someone’s mum – came up to me afterwards and basically said, ‘Well if you can do that, you’ll have no troubles with your Year 12 exams’, and I remember thinking that is the opposite way of looking at things, compared to what everyone else says. So even though I didn’t know this woman, I wanted to give her a big hug. But I think that was partly why when I actually finished with Year 12, if you had asked me what I wanted to do, I possibly would’ve said, ‘I want to be an actor.’ Except I didn’t really go on with that idea and perhaps I regretted that a little later on.
Sophie: What was the pathway you initially took after leaving Carey?

Alan: I started out with an arts and law course at the University of Melbourne, and particularly in first year I did not have a terrific time. However, I started working for the university paper, *Farrago*, in my second year, and loved it. It hit me like a revelation that there were people out there who got paid to do this. Because I’d found what I thought might be an alternative career, I could then break the news to my parents that I was never going to be a High Court judge. But at least I did have some kind of an alternative. One thing I have always thought since then was that it is okay to make mistakes like that. The idea that you leave school and you have a very definite idea of what you want to do – it doesn’t always work that way.

Sophie: Do you have any advice for current Carey students?

Alan: Don’t believe for a minute that what happens at school or what happens in Year 12, or even what happens in the first year or two after you finish school, is going to shape your whole life, what you do or what you become. But also, don’t be afraid to aim high. If there is something you are interested in, whether it is a career or a hobby, it is never a bad idea to get in touch with people you like, or admire, or you think they are doing the work you think you’d like to do, and just say, ‘Look, can I hang around for a day, can I come have a cup of tea with you?’ Also, trust your instincts – listen to that little voice in your head.

Cristian: What are you passionate about in journalism?

Alan: I have worked in lots of different kinds of journalism, for newspapers and magazines, done a little radio work, and I have worked overseas. What I have been trying to do in the more recent decades is different kinds of journalism, like *The Big Issue*, because that struck me as an example of media...
trying to do something positive. Media generally gets a fairly bad rap, and a lot that is quite well deserved. The Big Issue is an example of a media product that is actually trying to do some positive things, and actually help people who aren’t doing so well. I came to that having had quite a few years in the mainstream media, and that was fascinating. I am still involved in The Big Issue world, not so much in the magazine itself. I also do a couple of different types of volunteering work. If you look at my career, it seems to have these odd little diversions quite regularly. I think it is quite a healthy thing to get yourself involved in different sorts of things.

Cristian: Building on that, did you develop any relationships with the vendors at The Big Issue?

Alan: Oh yes, I would say that the most rewarding thing about that time at The Big Issue, and it continues, is getting to know some of the people who sell the magazines. You realise that it is very wrong to imagine that they are all the same kind of people. I still get frustrated when I hear people say, ‘Oh yeah The Big Issue, that’s the magazine sold by homeless people’. That’s far too simplistic. When I was editor, my favourite times were every second Friday morning when we’d have the launch for a new magazine. We’d have a breakfast for everyone to come along and see what was in the new magazine, and it was fascinating to mingle with these people and talk to them. Also, from my point of view as editor, it was extraordinarily valuable market research because the vendors know better than anyone what works, and what doesn’t work, out there on the street.
Sophie: Our school’s theme for this year is ‘Resilience’, and we’re interested when in your life you’ve experienced resilience, either personally or in your work?

Alan: Well I’ve obviously also had personally challenging things that have happened in my lifetime. People have come and gone. That’s always difficult, the deaths of those close to you or in your family, but it’s all part of this fascinating thing called ‘life’. You realise that not everything is going to be wonderful, but all those things do assist you in growing a bit and also getting a better understanding of what goes on. The vendors are a wonderful example of resilience. When you hear some of their stories and you get an idea of what they’ve gone through, it’s remarkable how they keep going. It used to intrigue me that where I worked at The Big Issue was literally only a couple of blocks from the Melbourne Club. We are talking about entirely different worlds that co-exist. The great thing about journalism is that you can move through those different sections of society. Journalism can give you a front row seat in all sorts of things. It was terrific to feel that in The Big Issue I wasn’t so much a spectator anymore, I was actually trying to do something more practical and directly help people just a little. It was also a nice excuse to sit in the courtyard and have a yarn with a vendor and pretend that was real work!
As part of our celebration of 40 years of co-education at Carey, we invited one of our Inaugural Girls to speak at International Women’s Day this year.

Kairsty Wilson (OCG 1979), human rights lawyer and disability advocate, came to Carey from Tintern for her final year of schooling. Her parents believed it would be a great opportunity for her to come out of her shell before she went on to study nursing.

‘We all went on a camp before we came to Carey for the first day, and it was very difficult the night before I went. I remember stressing about my clothes and what I would take and that there weren’t many girls, and I thought, “This is the worst decision.” But the camp was okay and I went and had a fantastic year, I met some great people and met my first boyfriend.’

After leaving Carey, Kairsty studied nursing at St Vincent’s Hospital in Melbourne. She worked there for a few years and in that time had her daughter, Josie, but she soon realised that she needed to do something more. She didn’t feel challenged enough at the hospital, and she had noticed in herself a sense of justice, a desire to stand up for the underdog and an acute understanding of what is right and fair. It only made sense to her from there that she should study law.

Studying and working full-time while raising a child was a difficult time for Kairsty, but with the help of her parents, she made it through and was admitted to practice. Her first job as a solicitor was with a health industry union, before moving to a private practice. One of the greatest internal challenges she had in this job was charging clients, who, for the most part, didn’t have much money.

‘I hated the fact that we had to charge the clients. They very often received very little money for a claim, and then the fees were taken out of it. I didn’t like that, especially as we’re talking about people who don’t have a lot of money. So from there I thought I need to find a job that gives me the chance to represent people who need it without having to charge them.’

From there, Kairsty discovered the Association of Employees with Disability Legal Centre (AED), a centre whose primary goal is to defend the human rights of people living with disabilities. The AED’s services are free of charge, and the work perfectly suited Kairsty, who was always passionate about defending the rights of others and standing up against injustice.

In 2018, the AED represented around 300 clients and dealt with about 600 issues. One of the centre’s particular focus is supporting workers who are employed by Australian Disability Enterprises (ADEs). ADEs are organisations who offer employment opportunities for people living with disabilities, with similar working conditions to other employees, providing a chance for these people to contribute to and connect with their local community.
’You can do whatever you believe you can, you just have to get past your own fears. It’s so important to fight for what you believe in... and if you believe in yourself, you can do anything you like.’

The AED has accomplished some landmark cases, including the challenge to the Business Service Wage Assessment Tool, which was used by numerous employers to calculate how much to pay someone working through an ADE. Some of these workers ended up with only a few dollars a week in wages, which is neither fair nor enough for any individual to live off. The matter went to the Federal Court in 2012 and the High Court in 2013, where it was eventually decided that the tool was discriminatory. This decision has far-reaching implications, and benefits all of the 20,000 employees with disabilities working in ADEs around the country. This then led to a successful class action lawsuit to seek backpay for many of these workers, enabling them to better support themselves and improves their quality of life.

Kairsty’s work has been widely recognised with many awards, including the National Disability Award 2016 for Excellence in Justice and Human Rights Promotion (pictured), the Victorian Community Lawyer of the Year Award in 2011, the Tim McCoy Award 2013, the HESTA Social Impact Award 2014 (National) and the Access to Justice Award (State). In 2013, Kairsty was nominated for Australian of the Year and was a finalist for the Commonwealth Award of Excellence in Advocacy and Rights promotion and the National HESTA Award for Social Impact.

Kairsty believes that the ability to be creative and think outside the square is the most important skill to have as a lawyer. Sometimes, the cases are not about how much money the client can get out of the other side, but the acknowledgement of wrongdoing and the respect of a sincere apology.

She also likes to employ creative methods of illustrating her clients’ concerns and getting a message across.

‘I noticed that the girls at Carey are now wearing shorts. Well, one of the cases I worked on with the union was representing a group of cleaners working in a hospital. They were not allowed to wear trousers. They were getting under the beds, cleaning up high and they were wearing their dresses. And they wanted to wear trousers, the same as the guys were wearing. So one day we decided they’d wear animal costumes to work, to really let the message be loud and clear. We were banned from entering that hospital after that, but we got a result. They were able to wear trousers.’

Kairsty’s biggest piece of advice is to never doubt yourself, and to stand up for what you believe in.

‘You can do whatever you believe in, you just have to get past your own fears. It’s so important to fight for what you believe. And don’t be put off by the people out there who will try to undermine you.’

‘Every experience you have is going to lead you to where you end up and it’s important to live those experiences, and enjoy your school years particularly, because they’re great. Embrace all of the joys and setbacks you have throughout your life, and if you believe in yourself, you can do anything you like.’
Courage, connectedness and collaboration: gender equity at Carey

Kalisha, Rose, Emma and Ella
Year 10 students and representatives of the Gender Equity Group

At Carey, we are always working toward gender equality in all aspects of our school and in the broader community. Across the world, gender inequality remains a problem – including here in Australia. The Carey Gender Equity Group provides a forum where students can discuss the big issues as well as the more subtle behaviours and language we witness every day that can reinforce stereotypes and prejudices. As a co-educational school, issues of gender equality amongst peers become even more important. In the Gender Equity Group, boys and girls come together and proactively seek to educate and heighten awareness of these issues amongst the student body in the hope of influencing positive change.

It won’t be long until our generation becomes responsible for the future of social issues like these. As the leaders of tomorrow, now more than ever it is important that we educate people about the unique biases that both men and women face in our society today. In doing this, we are creating a future in which this generation and generations to come will not need to worry about the imbalances we face today.

The Gender Equity Group was founded by a few passionate Senior School students in 2015, driven in particular by Chloe Bouw (OCG 2016). Their initial main goal was to create alternative uniform options for girls, and the group has since developed into a forum that addresses all sorts of gender inequity issues. The group’s ultimate mission is to have fairness of treatment for boys and girls inside Carey and throughout the community, reaching far beyond our school. Regardless of gender or beliefs, we want all opportunities and treatment to be equal at Carey. Our goal is for future generations to not just understand what gender equality means, but to live in complete equality every day. We want people to never be afraid to take a stand when they see inequality. We want them to be aware of what is right and what is not, and be able to make choices that will make the world a better place overall. We often hear at Carey that through our education, we will be inspired and equipped to create positive change; the Gender Equity Group aims to do just that.
Our goal is for future generations to not just understand what gender equity means, but to live in complete equity every day. We want people to never be afraid to take a stand when they see inequality.'

In our work together, the group is a hive of Positive Learner Attribute activity. We naturally employ many of the Attributes to our discussions, particularly connectedness – building relationships with integrity, empathy, fairness, justice and respect; collaboration – listening to and respecting others’ viewpoints and allowing everyone to contribute; and courage – exploring new opportunities, ideas and strategies.

The Gender Equity Group has been working on changing gender stereotypes within the Carey community, and has made significant progress in doing so. One example of this is the introduction of the girls’ pants and shorts. This alternative uniform allows students to move more freely and participate in more of the activities they want to do, as well as symbolically refuting gender stereotypes and spearheading Carey’s progressiveness. The group also identified that advertisements for the Mothers Day Lunch previously included imagery that perpetuated stereotypes about women. To reflect the women of today’s society and challenge these stereotypes, we influenced the change to a new design that we think better speaks to all Carey mothers.

Additionally, after feedback from parents and the Gender Equity Group, an alternative event was offered in 2019 for mothers not able to attend during the day. We were thrilled to hear that the Mothers Dinner sold out in its inaugural year. We are also supporters of and MCs at the annual International Women’s Day Breakfast. In conjunction with the Old Carey Grammarians Association, Carey hosts this important event with a talk from an inspiring former student. This year’s event was amazing and we thank everyone who was there, especially our wonderful guest speaker Kairsty Wilson (OCG 1979), a lawyer with the Association of Employees with Disability Legal Centre who fights for the rights of workers with disabilities. Kairsty encouraged us to follow our passions, not give up on the things that matter, work hard and use our creativity and individual skills and attributes to fight for equality. These values are exactly what we try to uphold in the Gender Equity Group.

If you are in the Middle or Senior School and you are interesting in supporting gender equality, get in contact with leanne.guillon@carey.com.au to join the Gender Equity Group.
The Harding family have had an ongoing relationship with Carey since the 1970s. Greg started at Carey in Year 7 in 1976, followed by Fiona (née Cowie) in 1981 who attended Carey for her final year of schooling. Her brother, David (1979), also attended Carey. At the end of Year 12, Greg and Fiona got together and are still together today, with three children, also Old Carey Grammarians (OCGs), Darcy (2010), Isabelle (2014) and Michaela (2015). Darcy is married to Ellie, another OCG from his year. Even though all the Hardings have graduated, they remain engaged with the School, helping out in various sports teams and on the Carey Medal Committee.

The Hardings were recently interviewed by the Torch to find out more about their Carey stories, and particularly about the early days of co-education.

What are some of Carey’s most notable changes between the 1980s and now?

Greg: It’s definitely a much bigger school now. There were only about 1300 students when we were in Year 12, but now I think there’s over 2500.

Fiona: It still seemed like a big school at the time for me though. I came to Carey in Year 12 from a small all-girls school, because I wanted to experience a much bigger, co-educational school before going to uni. Another big difference is the ratio of boys and girls. I started only two years after co-education was introduced at Carey, so there were only about 30 girls in my year level. That was pretty interesting. There were only a couple of girls in my geography class, and I was the only girl in my PE class. I think that made the boys more uncomfortable than me! I ended up switching into a different class. I think some of the boys found it a lot easier to accept the girls than others – some thrived and for others it wasn’t what they were used to.

Greg: I think it was pretty brave of the first girls who came to Carey. I was in Year 10 in 1979, and to begin with a lot of us found it to be a bit of a novelty and maybe even a bit awkward. I’m sure it could have also been intimidating for the girls, and I think they were all really close because of it.

When did you first meet?

Fiona: We met on my first day at Carey actually, because I was trying to find my way around and Greg came up and asked me where I was going. I needed to go to Chemistry, and he sent me to the wrong room! I’ll never forget that. We didn’t have a lot to do with each other throughout the year, we had no classes together. We didn’t get together until the end of Year 12.

Isabelle, Darcy and Michaela – did your parents talk much about their experience at Carey with you?

Isabelle: Little snippets used to come through at dinner! I remember Dad telling us about having to tie himself to his tent buddy on Hattah camp because he’s a sleepwalker and a liability to get lost in the middle of the night. Mum also told us about Dad not doing a very good job of showing her around on her first day and getting her lost, and that he didn’t invite her to the Year 12 formal!
‘Carey instilled me with a deep appreciation for friendly and supportive people, just from the nature of my classmates and teachers and other staff members. I was made to feel motivated about life and its possibilities.’

Greg: Definitely the friends I met. I made a group of friends in Year 8 that I’m still really close with. We actually went overseas last year with mates from Carey, the Richos and Ken Neate with his wife Michelle. It seems like people from Carey stay much more connected with each other, I don’t know many others who are still friends with the same people from school.

Michaela: I was quite sporty when I was at school, so through sport I met so many people I wouldn’t have met otherwise. They had a blend of year levels and all sorts of different people. I also have friends I’m still close with.

Isabelle: I loved the Outdoor Ed camps, including the harder moments like struggling to navigate Hattah-Kulkine National Park with bucketing rain and humongous packs. It was such a great bonding experience. I also loved APS sport, especially winning the basketball premiership!

Greg and Fiona – why did you choose to send your kids to Carey?

Fiona: When Greg was running for OCG Athletics in the Jamison Cup at Bulleen, this was long before our kids, I remember seeing all the Carey students there – they looked so positive, like they were ready to take on the world. I wanted to send my kids to a school that would make them feel like they could achieve anything they wanted. I think Carey provided them with flexibility and lots of opportunities. It suited our three individual kids.

How did your time at Carey shape you into the person you are today?

Isabelle: I think it instilled me with a deep appreciation for friendly and supportive people, just from the nature of my classmates and teachers and other staff members. I was made to feel motivated about life and its possibilities. I was also really fortunate to be able to go on a few of Carey’s trips, like when I went to Ecuador on World Challenge. I know this hugely contributed to me choosing to take a gap year to backpack and volunteer in South America, as well as later going on university exchange to Norway. I always look back on my Carey experience very fondly and I’m extremely grateful for having had it.
We arrived in India very early in the morning, to the loud, busy streets of New Delhi. We immediately boarded our bus for a 10-hour drive, and then an eight-hour jeep ride, which ended at the base of the Himalayas. We spent seven days hiking the Pindari Glacier trek in freezing temperatures, which is something I’ll never forget. The incredible scenery, delicious food, the mentally and physically challenging days and the nights sitting around the campfire were some of the reasons our trek will be something that we, as the ‘Chapatti Squad’, will reminisce about for years.

Carey students are always looking for the next challenge. This year, World Challenge – an organisation that aims to build on the life skills of young people through travel – took 56 Carey students to India for a month during the summer break. The trip was organised by the students, who hiked through the Himalayas; camped for days without showers, electricity or phones; volunteered at local schools; and learnt a great deal along the way. The following are short reflections from some of the students who went.

Last year, I would have never imagined being so far out of my comfort zone and embarking on a journey like World Challenge. But I knew I had to go. The Himalayas had the most breathtaking view; every time we admired it, we commented that it looked like a postcard, because we couldn’t comprehend that this was reality. We then travelled to Udaipur to embark on our community project. We worked with the Green Lion project to support education and create an inviting environment for students to learn in by painting classrooms. We also travelled to various cities, including Jaipur and Jodhpur, to enrich our understanding of Indian culture. We saw so many amazing new things, like the Blue City and the Taj Mahal, and ate so much delicious food.

We had the most amazing trip of our lives in India and have been changed for the better. All the confronting experiences we went through and memories we shared have really changed our perspective on our lives in Melbourne. We are so lucky where we are and that is a big lesson we took away from the World Challenge. The trip inspired us to really value what we have, to go see the world and not take what we have for granted, and to cherish every moment we have here with our family and friends. For anyone thinking about going on World Challenge, it’s a definite yes. We wouldn’t trade the experience and friendships for anything in the world and that’s what makes it worthwhile.

Olivia Sinnicco

On the seventh morning, we woke up to snow. I lay tightly in my sleeping bag, half on top of Emmy now after inching closer and closer slowly throughout the night, greedily trying to capture any warmth possible. Voices outside woke the soundly sleeping Sophie and Emmy with audible groans. With great difficulty I slid my hand out of my sleeping bag and lightly touched the tent. Wet to the touch and freezing cold, I thought miserably that it had rained. All of a sudden Jess was calling our names, with evident excitement in her voice. I zipped open the tent noticing white power lightly sprinkled over my boots. The second zip started to open, revealing Jess, and beyond her a sea of white spreading perfectly all the way to the mountains in the near distance. All cares of the cold were gone as we smiled up towards Jess’s camera.

Veronica Morris

We also did some amazing sightseeing. We saw the Taj Mahal, Amer Fort and small local temples and ventured through local communities, learning so much about India. We spent a week at the Sambhali Trust, where we painted the Fatima Centre, a small school for girls in Jodhpur. We heard incredible stories of resilience from some of the young girls who attended the School. It was very humbling for all of us.

India is an amazing and life-changing place to visit. It encouraged us to reflect and be grateful for our lives in Australia. The people and culture are incredible. We are all so grateful to have been able to experience this amazing adventure together and will cherish it forever.

Leah Quay
Resilience and embracing the inevitability of failure

Peter Robson  
Director of Positive Education and Wellbeing

In Paris in 1910, the then President of the United States of America, Theodore Roosevelt, spoke at a gathering of over 2000 people. He attempted to rally a group of government ministers, members of the armed forces and students to be outraged, with the purpose of attacking the vocal majority he believed had been publicly critical of the minority who were trying to make the world a better place.

It was the prologue to his now famous speech as he went on to applaud those who were metaphorically ‘in the arena’, willing to confront the possibility of failure. He explained that ‘there is no effort without error and shortcomings’, encouraging his audience to attempt great things with the knowledge that failure is inevitable at some point. Roosevelt saved all of his criticism for those he described as ‘cold and timid souls who know neither victory nor defeat’. In the Australian vernacular, we would say he was full of praise for the individual who ‘gives it a go’.

It is a principle that has stood the test of time. Over 100 years later, this concept remains a prominent aspect of what we at Carey believe is vital in a progressive education where the intention is to enable students to become wise, independent and motivated as learners. We have used the word ‘resilience’ to capture this particular focus, where the individual must change what they are doing in order to manage a setback. Resilience is a vital quality; it is one of our nine Carey Positive Learner Attributes and is our whole-school focus in 2019. Developing resilience is an ingredient necessary in the healthy learner, regardless of whether the learner is a child in our Early Learning Centre or an adult member of the Carey community. Confrontation with failure is not something that is readily sought, but the building of resilience only happens when a setback is acknowledged and managed. A question that can be asked, and one we encourage staff to ask of
'Confrontation with failure is not something that is readily sought, but the building of resilience only happens when a setback is acknowledged and managed.'
Lessons from Nauru

Hamish
Year 12 student

Carey’s relationship with Nauru began in the early 1990s. Former Carey Chaplain Revd Bill Pugh lived on the island to support local pastors. In 2002 he arranged for a young Nauruan, Jezza Agadio, to work with Mr David Crawshaw for a term to explore choral conducting and arranging. This began Carey’s expedition of community service to the island, which has, up to now, been an annual one. Ou students are warmly welcomed by the islanders, who eagerly anticipate Carey’s visit.

Hamish went to Nauru in 2018. His reflection is an eloquent testimony and trenchant reminder of how community service transforms the life of its provider. The 107 students who have been to Nauru would surely concur.

I loved every moment on the tiny, isolated tropical island of Nauru in some way. However, in each of those moments also lies a different lesson; contributing to an indissoluble experience upon which it is endlessly difficult to reflect.

During our time on Nauru, I made new friends, engaged with the multitude of cultures on the island, and performed a musical with and for all the people we met there. Even if we couldn’t see it clearly, we could sense we were making some difference for these people with our efforts on and off the island.

Painting a few buildings and meeting different communities evidently doesn’t make a global change, but I could always feel an inexplicable benefit in our actions. Often the difference was being made in the students who went to Nauru; the community ironically doing us much more of a service than it felt like we were doing them. But all the people we met, and all the beauty we saw on that island, even within the pollution and poverty, was profound and proved to be the most important experience I’ve had. Nauru changed me completely. It changed the way I exist in this world and how I want to change the world in which we all exist.

Whilst I’ll never be able to completely share the profundity of the experience, perhaps the following snapshots will help describe our two weeks in Nauru.

‘Often the difference was being made in the students who went to Nauru; the community ironically doing us much more of a service than it felt like we were doing them.’

I remember sitting on the floor of the house of a woman named Ruby on our first day. Blind and unable to walk, she spoke about her fights against unfair governing on the island. Ruby taught us all what it really means to be a hero within half an hour. Her bravery and the pure spirit she possessed showed me what to aspire to in order to achieve real change. In an environment where no one can hide, she shouted for her beliefs, not only existing in the absence of fear but inspiring courage in many others.

I remember dancing at every gathering. Performing and listening to music that was so steeped in culture, demonstrating the strength of community on the island. It showed me the strength I should aspire to build in the communities in which I am involved.

I remember swimming in the harbour, terrified of the ocean but sharing the plunge with lifelong friends. In those moments, the salt of the water reminded me of the necessary bitterness we face in life and how true friends provide us with the ability to float.

I remember being sick and feeling like I couldn’t move for the pain, but also, being cured by the Nauruan sun over the course of a few hours with friends.

I remember being inside a detention centre, trying to understand the complex narratives I was hearing about it. In a place like this where the value of human life seemed diminished, I was heartened by the power of the people fighting for their rights.

I remember leaving Nauru, just as polluted and broken down as it was when we arrived, but I understood that the island contained something more perfect than anything I’d experienced.

I have learnt more from Nauru than I can express. I hope to share these lessons through my future actions and hope that future students can experience what I did. The world is full of dangers and tragedies, but these aren’t what I encountered on Nauru. I encountered the need to seek truth, perspective and an understanding of human experience.

I realise now that the absence of this feeling is the only danger I need to be concerned about. For if we lose perspective in our life or in our world, we lose purpose.
State of the art – and design

John Collins
Production Design and Technology Teacher

Ruth McDonald
IB Visual Art Teacher

In recognising the creativity, hard work and imagination of VCE and IB Visual Arts and Design students, there are a few important exhibitions held at the beginning of the year. Carey was once again well represented in the IB Visual Arts Exhibition and Top Designs, two exhibitions showcasing the best of the Class of 2018 in Victoria. This is testament to the talent and dedication of our students, and we congratulate them on their achievements.

Top Designs
Having completed his studies in VCE Product Design and Technology, Jarred Frahamer applied for the prestigious VCE Top Design exhibition. His work, pictured right, was selected from entries from a large contingent of entries from students across Victoria. Jarred was one of only seven students chosen.

Jarred’s work is an insightful process of discovery from the initial stages of surveying an end user group, through to the conceptual development and manufacture of a functional product. Jarred’s art storage unit was skilfully made; each part was well considered and fabricated using a mix of traditional handmade techniques and new technologies. Jarred spent many hours in thought and practice engineering component parts using laser cut and computer numerically controlled technologies.

Despite moments of difficulty in the design process, Jarred accepted the consequences and found solutions whilst pioneering new concepts and developing an admirable determination when faced with adversity.

IB Visual Arts Exhibition
The annual Victorian IB Visual Arts Exhibition held at the Glen Eira City Council Gallery throughout February featured a strong presence of Carey’s 2018 cohort. An impressive eight Visual Arts students were selected to showcase 10 artworks exploring photography, digital imagery, painting, drawing, printmaking and sculpture.

Stella Ackland-Evans, Tara Andrews, Maddy Chung, Oscar Hill, Ruby Hubbard, Tess Jackson, Joey Phyland and Sally Rechner are congratulated on having artworks selected for this year’s show. The opening night on 15 February was a wonderful celebration for students, staff and families and once again this highly regarded exhibition has highlighted Carey’s successful and creatively diverse Visual Arts program.
In Ruby Hubbard’s ‘Salvage value I’, pictured right, she used a car door from her family farm’s junkyard. The door’s rusted surface and separation from the rest of the car represents decay, while the new car painted onto its surface in oil paint is a reminder of the car’s past life. ‘Salvage value’ is a financial term for the value which remains at the end of an object’s life. While this usually refers to the value of the scrap materials, Ruby wanted to consider the value of beauty and history in this piece.

Maddy Chung’s photograph above, ‘Rice saviour’, is a profound insight into culture through the struggles faced by young refugees from Asia. Rice has been an important commodity since it was first cultivated during 3000 to 2500 BC. It is a staple food for the people of many Asian countries and is the most important food crop in the world. ‘Rice saviour’ highlights this idea by looking at rice through the lens of a refugee; the young girl in the photograph, taken by Maddy. While the young girl was living in a refugee camp, rice was the main source of food she had. It was crucial for her survival.

The focus of Stella Ackland-Evans’s IB Visual Arts project was the exploration of the internal aspects of the body. She is particularly interested in the composition of bones. Using a Trabecular bone scan, she replicated the structure with wax pastels on paper and house-grade paint on wood to create ‘The vibrancy of life’, pictured above. Saturated colours have been used to subdue the anatomical appearance by creating a visual distraction. This piece was the beginning of her exploration of how intense colours can reflect the health and life of the body. Wax pastels allowed experimentation with blending and detail to create a piece that is beautiful in its intensity.

Sally Rechner’s large-scale piece, ‘Roots’, pictured left, uses a found tree root and found figurines to create a representation of the journey of life an individual can undertake. The figurines represent the different people that we meet or can become on our own journeys of life. The figures gradually become older as they move toward the tip of the root. Having the eldest figure at the end of the root shows how we forge our own paths in life, just as roots do in soil. The flowers are motifs of life on the dead root, and they are stylistically connected to other artworks Sally created throughout her IB Visual Arts course.

There were so many incredible artworks by Carey students in the IB show that we were not able to feature them all here. Art and Design at Carey is important and highly valued, and we look forward to seeing what our 2019 students produce.
The two of us: Maggie Bassily and Sofie Carfi

Maggie: I first met Sofie Carfi in 2012 when we both volunteered to co-ordinate the student meals roster for the Middle School Musical. My first impression of Sofie was that she had years of experience on me as she had older children (albeit only two years older) and I immediately valued her insight and work ethic.

Our paths then diverted until we started our second stint together as parent volunteers. In 2017 Sofie was nominated as Middle School Parent Association (MSPA) President, succeeding our mutual friend Titilayo Adetunji. I was already on the MSPA and was pleased that Sofie was to be leading us. Filling Titilayo’s shoes would be difficult, but if anyone could do it, it was Sofie!

In 2017 and 2018, the MSPA supported many new initiatives, including the Whole School Ball, Fathers Day Dinner and Mothers Dinner. Sofie was instrumental in their success and actively helped grow the whole-school Mothers Day Luncheon (MDL). One event is never enough for Sofie, and she is always thinking up new ways to bring parents together.

The 2017 MDL Committee, headed by the very capable Cathy Addison, selected a new venue under the guidance of both Titilayo and Sofie. The event grew from an attendance of 180 to over 250. Sofie left the detailed planning of the event to our committee but was always on hand for advice and guidance as she had a clear understanding of the desired outcome. As MSPA President, Sofie spoke at the beginning of the 2017 MDL, and she was a natural! She was so positive and had a way of instantly relating to all the mums present. This made her the obvious choice to host and MC the 2018 event, which she did elegantly and successfully! The MDL has grown from an MSPA-run event to a committee consisting of parents from all school sections and a truly whole-school representation, with an attendance of over 450 in both 2018 and 2019. Sofie has been a driving force behind this change and without her support, along with the other parents associations, this would not have been possible.

Sofie and I work well together as we both have a keen interest in being involved in the parent committees, helping at school events and fostering the connection between parents, school and students. I admire Sofie’s passion for bringing parents together, not only for our own benefit, but ultimately for the benefit of our children. We also share a love of organising events, so we naturally get a lot of enjoyment and satisfaction seeing our events succeed and everyone enjoying themselves! Last year, along with our equally enthusiastic friend Titilayo, we held our first fundraiser for the JMB Foundation, which Sofie kindly hosted in her home. We raised over $4000!

I look forward to continuing to work with Sofie over the next few years at Carey, supporting the parent associations and the School in our collective aim to encourage and maintain connectedness.

‘I admire Sofie’s passion for bringing parents together, not only for our own benefit, but ultimately for the benefit of our children.’
Sofie: I got to know Maggie over catering duties for a Middle School Musical about seven years ago. Even though we were in the same House, Cartwright, we did not have kids in the same year level and didn’t know each other. However, during this volunteer activity we bonded over the quality time doing what we both love: organising, co-ordinating and making sure everything is perfect!

As my children were not involved in any musicals beyond 2012, my dealings with Maggie were few and far between until 2017 when I joined the MSPA. I was slightly nervous about starting with the MSPA as President as I had big shoes to fill taking over from Titilayo. However, knowing Maggie was there was a comfort as I knew she was a smooth operator and would be a great support.

I was astonished that Maggie had so many hats on during that period and still does to this day. One role is never enough for her and she is dynamite at balancing work, family and volunteering with her many other responsibilities. Maggie and I started working on the Mothers Day Lunch (MDL) Committee in 2017 under the guidance of Cathy Addison. The event sold out the 250-maximum capacity at Fenix. It was a first for an event like MDL, but made possible by a fantastic committee represented by all the Carey parents associations. After that success Maggie took the helm in 2018 and blew the event out of the water by moving it to Leonda and selling out 450 tickets within a week! She worked relentlessly with her committee, making sure everything was done properly with no room for errors. Unfazed by the workload, Maggie stayed on the MDL Committee and organised the 2019 lunch, which sold out in a day.

Maggie is calm, a good listener, always analysing and considering others in her actions. Her kind nature is the magnet that attracts people to her and she is totally selfless in the roles she takes on. When the occasion arose to organise a Mothers Dinner, I set the wheels in action but needed some advice, so of course I went to Maggie. She always makes time and helps with whatever needs to be done. I value her opinion and she has a wealth of knowledge and connections.

My relationship with Maggie is now not confined only to school events. Last year we joined forces with Titilayo and organised a fundraiser for the JMB Foundation. That was another success story for us where we managed to put together a last-minute event and raise a significant amount.

The rewards from being active in the School community have been priceless for me as I have met incredible people like Maggie. I know we will be friends long after our days at Carey end.
Hi, I’m Charlotte Jackson. I’m 12 and I started at Carey last year. I’m now in Year 6 and I have a twin sister called Caitlin and a little sister called Olivia in Year 3.

I love playing sport, particularly basketball which I have been playing for five years now. Another passion of mine is helping people less fortunate than I am.

Before I started at Carey, I really didn’t like to read much and I found most books boring or too hard. I got really worried when I saw all the books I’d have to read in Year 5 Book Chat! Miss Davidson, our librarian, introduced me to some amazing books and one-by-one, I got through them and couldn’t wait for the next round of books to choose from.

One of my favourite books is A Long Walk to Water by Linda Sue Park, a true story about the struggle to survive in South Sudan. It follows two children, Salva Dat and Nya, whose lives cross paths as Salva has to flee his home because of civil war and Nya has to walk many kilometres every day to get water for her family. It really inspired me to want to make a difference for these people.

It made me think of how lucky I am, and how hard it would be to grow up like that. I always thought I had it hard with my difficulties with literacy, but it’s nothing compared to them. I wanted to give my $150 of saved pocket money to these children, so Mum and I got to work and realised we could do much more. We found Water for South Sudan, a charity that build wells for these communities. A well costs $15,000, so after getting in contact with the charity and the Heads of the Junior School, my parents helped me start a fundraising page.

Over the summer holidays, I sold Zooper Dooper icy poles at local parks and other public areas in my spare time. With the help of Mrs de Paiva when school started back, we also sold them at school and raised $1444 in three days! My parents shared my fundraising page with family and friends and on Facebook, and Dad shared it at work which helped us get so many donations!

I recently ran a movie afternoon for friends to help raise more funds, which I’ll do again soon. People have been very generous and we’ve raised over $11,000 so far! We have more ideas, like a sausage sizzle, bake sale and a ‘Long Walk to Water’ fundraiser.

I would never have dreamed of doing something like this, but since starting at Carey, so many opportunities have come my way. What made me want to do this was picturing myself in the shoes of South Sudanese children, trying to imagine how hard they’ve got it, and how good we’ve got it. As Malala Yousafzai (my hero!) once said, ‘The only person holding you back, is yourself’. If we can reach our target of $15,000, the new well will bring fresh water to 3000 people. From there, the community will grow with schools, fresh food and new opportunities. I’m so glad I decided to help.

If you want to find out more or help Charlotte reach her target, please contact communityengagement@carey.com.au
Brian Hartzer

Father of Year 12 student Olivia, Year 10 student Amelia, Year 8 student Georgia and Year 6 student Benjamin

We’ve been a Carey family from the start: Olivia began in Music Room, and Amelia, Georgia and Ben all started in Jungle Room. It’s been a great school for them and I’m really impressed with how grounded all the Old Carey Grammarians I’ve met seem to be.

Officially, I’m the CEO of Westpac, Australia’s oldest company and first bank. I mostly work out of Sydney, where I live with my wife Georgy. I spend two or three weekends a month in Melbourne for my unofficial job as Carey parent and taxi driver for school sport.

The past year has been challenging for the banks, but the truth is I love my job. I grew up outside New York and became interested in banking when I was 16, though my degree is in History. After 25 years, Australia’s very much home now – I became a citizen 15 years ago. So, it’s a great honour to lead a 202-year-old Australian bank.

The Banking Royal Commission was a pretty searing experience for our industry, and we’re working hard to make sure that the issues can’t recur. The overwhelming majority of people who work in the banking industry are people of high integrity who genuinely like helping customers.

There’s so many interesting aspects of the banking industry, and every day is different. For example, we employ a huge number of technologists, and we have teams of experts in sustainability, financial markets, trade finance, marketing, insurance, and cyber security – just to name a few.

After 30 years in banking, I still learn things every day. It’s why I always tell my children how important it is to be curious, to try new things, and see where it takes you. I know that’s something that Carey values as well.

As a CEO you’re always ‘on’, thanks to mobile phones, iPads, and every other technological distraction available. But I do try to switch off when I can, and I read a lot. On weekends I’m often in Melbourne with the kids, or they come up to Sydney on holidays. When we’re apart, FaceTime is great, and Ben and I sometimes play video games online.

My wife Georgy has a daughter in Year 12 at Geelong Grammar and a son at uni in Wollongong. We live a pretty quiet life – films, the occasional AFL (Tigers) match, trips to the beach or dinners out. I try to keep active, but with my job it’s a challenge. I love cycling and recently did a 100km ride as part of our Westpac Tour de Cure event, which raised over $1.3 million for cancer research, prevention and awareness. It was exhausting but a great experience and a great cause.

Life can be pretty hectic in our family, and I’m blessed with a demanding yet fulfilling job. But nothing beats a quiet night at home with my wife and our six children.
Kathryn Mann

Year 5 teacher

Carey has been such a significant part of my life. I attended Carey Donvale as a student in Years 5 and 6 and I completed my final teaching rounds here, followed by 15 amazing years of classroom teaching. I can’t imagine being anywhere else. It really is such a special community in a beautiful environment.

I have such fond memories of my upper primary days at Donvale: inspiring messages from Revd Reviere, some of my first camping experiences near the Mitchell River and Camp Toonalook, caring teachers who always had time and advice for me and amazing APS sport opportunities. I attended the Donvale campus at a time when the School was building numbers and many still thought of Carey as a boys school. I can remember having three girls and nine boys in my Year 5 class. Carey’s gender ratios sure have changed since then! I also had a great time in PE with my fabulous teacher, Adrian Cresswell, who I enjoy working with today as a colleague.

In my final placement during my bachelor’s degree at the University of Melbourne I was thrilled to be placed at Carey Donvale. I was mentored by the amazing educator Jenny Walsh and on completing my degree was very appreciative to be appointed a Year 6 classroom position. I taught in the same classroom I’d learned so much in as a student 10 years earlier. I love teaching at Carey Donvale. I have relished the opportunity to be kept abreast of current educational best practice, work with inspiring colleagues and innovate on a range of curriculum areas. I have also felt a strong connection to the School’s Positive Education focus and developing character in my students.

On the weekends, family time is my highest priority. My husband and I enjoy being kept busy with our two boys, both under four. I also love photography and have recently been privileged to photograph a few friends’ weddings and children’s birthday parties.

Over the years I’ve been greatly supported by the Carey Donvale community in my volunteer work at Mission in Action, an orphanage founded and run by Australians in Kenya. For a number of years I spent the Christmas holidays in Kenya helping those in need, supported by my faith. Since having my own children I have found it difficult to travel back to Kenya, however I now support Mission in Action through volunteering graphic design services, including designing their new website and promotional materials as well as creating content for their social media pages.

When my time at Carey is over, I hope I will have made a difference to the many students I have taught. It is a privilege to connect with them, develop their confidence in their abilities, broaden their view of the world and impart to them our individual responsibility to take care of people in need.
Babak Maboudi
Copy Office Supervisor

The most important part of my life is my family. The main reason we decided to immigrate to Australia was to provide the best opportunities for my son, Farsan, and my daughter, Beason.

I grew up in Iran, which was tough. There weren’t many options for kids to have fun, we’d just go to school and come home, play outside and that’s it. I can’t compare my school experience to my children’s – they have so many more opportunities here.

I studied a bachelor of applied physics, which I completed in 1999. To work in physics in Iran, you have to work for the government sector, which I didn’t want to do. I decided the following year that I would continue my father’s work in the printing and publishing industry. I went back to university to do an associate degree in print and publication management, and I eventually started my own office, providing print services to universities and manufacturing companies. It took a few years and a lot of hard work to get it up and running, but when my wife and I had our son in 2012, we decided we would emigrate.

I still remember being on the plane, five minutes from landing in Darwin. I was holding my nine-month-old son in my arms and my wife was resting on my shoulder, and I thought, ‘What will we do?’ It was incredibly difficult moving to a new country, where we had no family or friends, starting a new life in a new house with a new job. We didn’t know anything about the people here, the culture, the country – but month after month, it became easier and easier, and I knew it was the best decision.

I came to Carey two years ago, and I consider myself very lucky to have the opportunity to work here. I love working with educators, because I’m always learning and testing my knowledge. I’m really interested in history and politics, so talking with the teachers is fascinating and valuable for building on what I know. I often feel like a student here, it’s wonderful.

For now, I really want to dedicate my energy to my family. On the weekends I just spend time with my kids, going camping and travelling around, and most nights after work I take my kids to the pool, tennis or music class. I think I’ve had enough changes and tough decisions in my life – changing industry, changing country, starting from zero. I’m very happy with where I am, and I just want to move forward, take care of my family and help them to grow.

Congratulations to Babak and his family, who became Australian citizens on 26 March 2019!
Welcome to the Year of the Pig

Steve Wilson
Head of Junior School Donvale

Vickie Pahos
President of the Carey Donvale Parents Association

Striking, amazing, lavish, remarkable, impressive, brilliant, dazzling, spectacular: you could choose any one of these adjectives to describe Donvale’s incredibly successful ‘Lunar New Year Welcome Fair’. After a long summer break, the Donvale community began the new year with this fabulous celebration, hosted by our proactive Carey Donvale Parents Association (CDPA).

This year’s fair perfectly coincided with Lunar New Year celebrations for the Year of the Pig, prompting a new theme for the annual Welcome Fair. Over 400 members of the Donvale school community came together in the spirit of festive celebration, bringing in a year of prosperity and good fortune. The scale of the event was certainly ambitious, and it had a simple but powerful agenda: to draw the Carey Donvale community into a celebration of the new year in anticipation of what is to unfold in 2019.

The event tapped into many of our Positive Learner Attributes with ‘Connectedness’ at the heart of the festival and ‘Imagination’ the driving force for the hundreds who attended wondering what was in store. Our students were overwhelmed with ‘Curiosity’ when they were invited to meet the traditional Chinese lions, and marvelled at the spectacle of the performances many had never witnessed before. At Carey, we aim to show students that our learner attributes are applicable to every part of life, not only in the classroom.

The magnificent twilight sunshine became the backdrop for a vibrant, culturally diverse event, providing myriad activities catering to all ages. The popular face painting stand which spanned the entire basketball court transformed excited children into fairies, butterflies and ferocious animals, while families played giant yard games nearby. Down on The Flat, others dared to conquer the enormous rock climbing wall or test their AFL skills on the giant target cube. Adorable miniature ponies took children on magical rides through the gum trees along Mullum Mullum Creek trail, while the giant slide made tummies leap as children flew down into their parents’ arms.

Kicking off the live entertainment, illusionist Alex the Unexplainable’s impressive show gave no secrets away, packing out the Hall with his memorising magic. This was followed by a colourful Tai Chi performance which displayed the graceful beauty of traditional Chinese movement, and the Adventure Playground become the stage for the smooth acoustic sounds Brothers in Alms which filled the campus, enriching the festive ambience of the night.

For the finale, the majestic and wonderfully colourful Chinese lion dancers paraded with their booming and cathartic percussion. This drew an entourage of excited children, who were handed oranges (‘ong gam’ in Cantonese, meaning ‘giving gold’), which are a symbol of conferring prosperity and well wishes to the recipient.

The Donvale Welcome Fair is always a wonderful way to start the year and get to know others within our community. This year’s fair was a truly spectacular event, and quite simply one of the most ambitious and successful ever staged at Carey Donvale.’

‘The Donvale Welcome Fair is always a wonderful way to start the year and get to know others within our community. This year’s fair was a truly spectacular event, and quite simply one of the most ambitious and successful ever staged at Carey Donvale.’

Our sincere thanks to the entire CDPA and a host of willing helpers. Special thanks to Vickie Pahos and Joanne Clark for their thorough planning and endless enthusiasm.

Happy Year of the Pig!
The Carey Positive Learner Attribute of ‘Resilience’ is defined as follows: ‘I am able to persevere, sustain effort and bounce back when experiencing setbacks.’ Exposing children to being uncomfortable in their learning, and allowing them to develop a range of coping skills is a key to the educational journey and developing resilience.

Do you remember the mix of excitement and uncertainty that a brand new school year held for many of us? New school shoes, books, bag, calculator, lunchbox, locker, teacher, friends, routines, teams – the list goes on. This is an appropriate time to think about ‘Resilience’, the attribute Carey is focussed on this year.

Our children are growing up in a very different world to the one we grew up in. Carey students today will have to learn new information at an unsurpassed rate, engage with and learn from multiple new sources, navigate online challenges and learn to manage multiple electronic devices, all while dealing with common experiences such as moving to a new house in a new neighbourhood, breaking their arm or leg, getting glasses, encountering anti-social behaviour, making new friends and occasionally getting hurt or let down by those friends – all in the space of a week!

So it seems that now more than ever, we need to support children to develop greater levels of resilience in their lives. Resilience is characterised by the ability to bend but not break, and in practice reaffirms faith in ourselves as learners. It stems from hardship, but is rooted in a desire to continue to survive. Importantly, it is enhanced when that survival is nurtured by the collective support of others, which is the experience we strive for in a school setting. A smile amidst tears reminds us of the potential in all of us to thrive, despite times of difficulty. It is our responsibility as parents, family, friends and educators to help our children develop greater resilience.

The children in the Junior School have many deliberate opportunities to act in a resilient manner each day. We expose children to challenges, and cultivate an approach to learning in life that views obstacles as a critical part of success. This includes the camps program where, for many children, the activities and distance from home is a challenge; APS sport where the desire to win is developing and the sting of a loss is genuine; classroom group work when they are not paired with the friend they want; or the expectation to work co-operatively with a wide range of people with a shared goal in House.

Nowhere is this attribute more prevalent than in the children who commenced at Carey in Prep and Year 5 this year. These new students have demonstrated a desire for learning and a preparedness to challenge themselves, from simply taking off and putting on socks and shoes in a PMP session for the Prep students to climbing a 20-metre indoor rock wall as part of the Year 5 APS Sports program. Almost without exception, these students would have felt uncertain, nervous, and feared the unknown as they navigated and stepped
‘Resilience stems from hardship, but is rooted in a desire to continue to survive. Importantly, it is enhanced when that survival is nurtured by the collective support of others, which is the experience we strive for in a school setting.’

into their new school lives, routines and expectations. Many of them may have doubted themselves, but all persisted and learnt from the experience.

We can continue to support and foster resilience across the year at home as well. Literature is a rich resource, as there are so many wonderful stories about resilience at our fingertips. Remember the Incy Wincy Spider, who repeatedly made efforts to climb that waterspout. Or maybe Harry Potter, who in each year of his school life faced insurmountable adversity, but whose unwavering resilience seemed endless. As adults, we must also allow our children to see our own failures and struggles and show them an appropriate and resilient way to respond. Sometimes our children will forget their lunch, wear the wrong sports uniform, or leave their violin at home. Don’t come to their rescue. Allow them to experience it and remind them that they will get through it – it isn’t the end of the world. This is resilience in action, and we’re sure they won’t forget again in a hurry!

For some years now, staff at Carey have been inspired by the Growth Mindset Theory of psychologist and educator Carol Dweck. This theory is based on the growth versus fixed mindset, typified by whether or not an individual believes their qualities, intellect and traits can be improved upon. Dweck explains that when facing challenges, fixed-mindset children often say that they ‘can’t do it’ and avoid taking risks. She suggests that adding the simple word ‘yet’ to this declaration refocusses or redirects the statement to allow the child to try again and demonstrate resilience.

Across every classroom and specialist class you will have witnessed evidence of teachers creating curriculum opportunities that require students to work with a growth mindset: that they might not be able to do it – yet! As messages filter home throughout the year of hardship, challenges, failure, ‘I can’t do it’ or ‘I’m hopeless’, engage with your children with a positive, resilience-focused lens. Maybe failure can be seen as the First Attempt In Learning. Ask what they have learned as part of this event, and how they might need to set a goal or challenge themselves to ‘get back on the horse’. As parents, take a moment to reflect on your own modelling to your children, and ask yourself, ‘Am I being resilient and showing my own child that these setbacks can be managed and worked through?’
Middle School innovation: the Changemakers

Meredith Plaisted
Deputy Head of Middle School

The vision of the Carey Middle School is to create a culture where every student develops into a wise, independent and motivated learner. We believe this is done by giving the child autonomy of what and how they are learning.

For a number of years now, our Middle School program has been a blend of core and elective subjects so there has been no ‘stealing’ of time from the traditional areas of literacy and numeracy, while still offering significant challenges and choices for every student. Our recent iteration of programs has been more about pedagogical change through the development of double electives, project-based learning and modules. Through this curriculum innovation, we have been able to introduce a collection of electives that includes Changemakers, Creative Silicon Chips and FYI (Follow Your Interest). These units focus on creative thinking, innovation and engaging the students in issues and learning that they are interested in.

Changemakers is a new elective unit delivered in a team-teaching environment, comprising a larger class size but two or more teachers. It is allocated two 100-minute sessions per week – that’s almost as much as we spend on maths! – allowing time for all involved to engage in deep thinking, collaboration and developing an understanding of issues that affect people in our communities. In 2019, this design-thinking subject began with students researching the Royal Commission into Aged Care. They then participated in a series of empathy tasks such as wearing sunglasses while threading a needle and remembering a list of ten common ‘leaving the house’ activities for elderly people. Students then chose to investigate issues such as loneliness, financial difficulties and poor nutrition in the elderly and presented their findings to the class with infographics and engaging demonstrations.

‘Changemakers... allow[s] time for all involved to engage in deep thinking, collaboration and developing an understanding of issues that affect the people in our communities.’

Once students understood the problems faced by the elderly it was time to form groups and develop solutions. Initial ideas were put under the microscope and each group was given some constructive feedback during critique sessions. For some, it was back to the drawing board while others reviewed and refined products and ideas. The final presentations saw an amazing range of ideas, from the Bill Buzzer (scan the barcode of your invoice and Bill Buzzer will remind you when to pay), the EA Band (so much more than a Fitbit) and the Oddy App (which reduces anxiety by connecting elderly people to each other).

Year 8 student Jess chose the unit because ‘I wanted to try something a bit different and expand my learning. I love that there’s a lot more teamwork and creativity.’ Jess’s classmate Zac agreed, saying that he’d ‘suggest picking Changemakers because you choose what you learn and you learn a lot about helping the community.’

It is exciting to anticipate the ‘Pollution Solutions’ these students will deliver in the next module, once again addressing an issue directly related to current affairs. However, the success of this subject reaches well beyond the students’ useful and creative ideas. The growth of their Positive Learner Attributes are the key success criteria.

We all marvelled at the courage shown by Anna as she walked to the microphone to articulate her design. We were uniformly impressed when Alanna reflected, ‘I brought creativity and inclusion to the group as I suggested and helped other people with ideas.’ We all marvelled at the resilience shown by Anna, Tim and Tue as the flaws in their solution were pointed out, and noted their connectedness in staying together throughout. There are many more such examples and we are confident these Changemakers will develop into wise, independent and motivated learners. We are very proud to offer this curriculum innovation to our students.
Stronger, together

Natalie Charles
Head of Senior School

Doing the rounds of sport on a Saturday is one of the most appealing features of working in an APS School like Carey. Indeed, I can’t remember a single Saturday morning in my entire working life when I haven’t found myself hurting down the highway in a bus bound for Geelong, wandering around one of the myriad sporting fields in the sunshine at Caulfield Grammar’s Wheeler’s Hill campus or shielding myself from the bitter wind at Flack Park in the shadow of the shipping containers.

And I have to say, I’ve loved every minute of it – including the annual pilgrimage to Nagambie, not least because our participation through the APS/AGSV connects us to a sporting fixture with deep-rooted historical significance. This in turn expands and deepens our appreciation for the contributions made by all members of our community, irrespective of code, gender or division. It stands to reason then that, like most Australians, I shook my head in utter disappointment and disgust this year when the full extent of the online abuse directed at Tayla Harris in that photo was revealed. Because she could have been any one of our girls with her hair tightly braided, kicking or marking or running her heart out on any one of our ovals. As Brandon Jack noted in the Sydney Morning Herald, ‘It’s a tremendous photo in and of itself, but when put in context of the incredible social change it will help usher in by giving so many young girls an idol to look up to, it becomes something even greater.’

As the dialogue around Tayla’s photo has unfolded, I have been reminded of a similarly iconic and important photograph of Nicky Winmar raising his St Kilda jersey to point to the colour of his skin, in response to the racist taunts he’d received throughout the course of his career.

For her own part, Harris was justifiably appalled and distressed because as she rightly noted, ‘It’s referring to my body, not what I was doing, which is playing footy...’ It’s probably also worth noting that a similar sentiment was expressed by one of our Year 11 girls, Mia Kendall, at assembly earlier this term. A talented footballer and slam poet, Mia’s performance of her poem – the gutsy and provocative ‘Awomen Amen’ – drew stunned silence from the 800-strong students, followed by wild applause due to its gut-wrenchingly honest (and at times painful) articulation of the vexed ‘virgin/whore’ dichotomy faced by young women in contemporary society:

Writing this I feel exhilarated. Although when I read this out loud To a crowd, I’ll probably feel humiliated. That’s what holds us back. The fear of embarrassment; What if someone has a crack? What if I just don’t have the knack? But no, we can’t backtrack; We’ve come too far to fall back...

If education – and specifically in our case co-education – is the key to authentic, decent relations that seek to honour the dignity of all, then schools everywhere must continue to engage the oft-times complex and confronting issues like sexting, pornography and consent without fear or favour. And a degree of urgency is required if a cursory glance at television programs like Married at First Sight and The Bachelorette is any indication. With tawdry romps in spa baths, alcohol-fuelled make-out sessions and the seemingly pathological need to disclose the most intimate of human encounters to anyone who will listen, it is clear that our young men and women are not just consumers but victims of highly commercial forces that are hostile.
and damaging. When the very worst excesses of human behaviour are not just given air time, but are exposed and encouraged, marketed and made visible, feted and normalised, what hope do adolescents have of understanding true human dimension? And this is where we should all take offence, for it’s not funny, nor is it harmless, in much the same way as eating KFC is neither nutritionally satisfying nor nourishing.

It’s little wonder that Maree Crabbe’s presentation at our most recent Carey Community Forum was so popular. With the deliberately provocative title, ‘It’s time we talked about porn’, she traversed the dark landscape of an online world that is holding many of our young people hostage with its violently degrading images, overt misogyny and distorted portrayals of power. For young people growing up in an era of ever-new and accessible technology, it is almost impossible to avoid exposure to it. As Maree notes, ‘pornography has thus become the default sexual educator for an entire generation of children and adolescents’ at a time when their sense of self and identity is most vulnerable. In its violence and exploitation it reduces the complexity of human sexuality to a single transactional experience, with implications for future relationships and expectations.

And so I reflect on a jampacked Term 1 here at Senior School – the commencement of another academic year and the gently contemplative nature of the House Chapel Services; the playing of APS summer sport in the gradually fading sunshine and the carnival-like atmosphere of House Swimming and Activities Days at Bulleen; the wildly successful run of the Senior School musical Spamalot and the sheer excitement of being on the water at Nagambie for Head of the River; International Women’s Day and Founder’s Day Assemblies; back-to-back Swimming Finals in the dark at MSAC and early morning orchestral rehearsals; dissections in Biology class and writers-in-residence in English classes; animated conversations with peers in the Quad and friendships formed that will last a lifetime. I trust that you will see each of these as I’ve come to – as beautifully distilled moments in time when our young men and women are given the space for true human encounter of the best kind – side-by-side, face-to-face, equal, and (hopefully) empathetic.
The strength of our community

Whenever parents from Carey Donvale mention what they love about the School, the strong sense of community is always one of the first aspects that is brought up. It is truly a defining feature of Carey Donvale and something each of us cherishes and wants to nurture and maintain.

The Carey Donvale Parents Association (CDPA) is a great means to enhance this sense of community and ensure that all parents and families feel included and involved. In 2018, the CDPA connected with the CLOSA (Carey Local and Overseas Student Association) Parents and Friends group, enabling us to further support and engage with new families, whether they are from the overseas, interstate or local area. This is an important addition to the CDPA and reflects our values of engaging with all members of the community.

The CDPA has the wonderful task of enhancing the quality of student and family experiences during their years spent at the School. The primary means of achieving this is by hosting events that foster strong community relationships. The first CDPA goal for 2019 was to reconnect families after the summer break with a Lunar New Year Welcome Fair. The event exceeded expectations, with over 400 in attendance; testament to the strong community spirit that has been cultivated over the years at Carey Donvale.

Other community events on the calendar for 2019 include the Mothers and Fathers Day stalls, the ever-popular sausage sizzles and a new event, the family silent disco. Fundraising events like these enable wonderful activities such as the Welcome Fair, allow new joint venture projects with the School or fund simpler contributions, such as the recent board game donations to the library and each year level classroom. The CDPA would like to thank the volunteers who help to thank the volunteers who help to enrich these community events and make them special for all.

Building resilience with the JSPA

The Junior School Parents Association (JSPA) welcomes all new and returning families to Junior School Kew. This is an important time for those families whose children started at Carey this year. Most joined us in the ELC, or at Prep and Year 5 levels, however we welcomed many great new families across the entire Junior School.

This year the JSPA has embarked on numerous events within the gorgeous grounds of the Kew campus. Our marquee event, the Welcome Carnival, was held on Friday 22 February. This is a fantastic annual event, which celebrates the new school year and creates a sense of connectedness within our community. There were plenty of fun activities and food options for everyone to enjoy at this year’s Carnival. New families were able to meet fellow parents from their child’s year while enjoying Vietnamese food, pizza, ice cream and the infamous JSPA sausage sizzle. The children loved the face painting, fake tattoos, and the numerous rides on offer.

Over 80 per cent of new families attended, making the 2019 event one of our most successful. Carey’s theme for 2019 is ‘Resilience’, which was an attribute shown by so many new families attending our carnival. This demonstrates their courage and willingness to commit to, and persevere with, a new and unfamiliar environment.

Thank you to the Welcome Carnival sub-committee, the JSPA, Class Reps, Carey Maintenance team, Middle and Senior School volunteers and the many members of the Junior School staff who all contributed to this successful event.
Welcoming new traditions

It was a wonderfully social start to the year. A huge number of Middle School parents came together to enjoy the many welcome events the Middle School Parents Association (MSPA) committee and year level representatives organise for families. Whether new to Carey or transitioning from a Junior campus, starting Year 7 is an exciting and daunting time for both students and parents. The MSPA is mindful of this and creates opportunities for families to get to know one another and feel connected. It was wonderful to have 180 people at our Year 7 Parent Welcome Event to meet fellow parents from their child’s class, House and sporting teams in a fun ‘speed dating’ type program with a stand-up dinner and drinks. On the night we heartily encouraged parents to get involved in the life of the School because these precious years tend to fly by quickly.

In March we launched a fantastic new tradition – a whole-school mother’s dinner around the time of International Women’s Day. The idea came from a parent who requested more evening events to make it easier for working mothers to connect. That parent had her finger on the pulse, because it quickly sold out and 110 women from the Carey Junior, Middle and Senior Schools came together for a lovely evening at Hellenic Republic in Kew. We always welcome suggestions as to how we can foster a warm and vibrant Middle School community, so please keep your great ideas coming!

Why join a parent association?

Parents are busy people, juggling the demands of parenting with many other commitments like work, caring for family, running a house – the to-do list is never ending. So why put your hand up to get involved with a parent association? We asked Suzanne – Carey parent of 17 years and now in her final year of Carey with Lachlan in Year 12 – to tell us about her time with the JSPA, MSPA and SSPA (Senior School Parents Association)!

‘I put my hand up to be a class representative in the ELC in 2002 to help me to get to know other parents. It was fairly simple, we organised a couple of coffee mornings and parent dinners. It was a way to break the ice and get to know different people from across the School, not just Matthew’s friends’ parents. I then moved onto the JSPA for few years and became the Vice President. I was very involved in sports days and the growth of the Welcome Picnic, which was initially just for Prep families but has since grown into one of the Junior School’s major annual events. ‘When Matthew moved into Middle School, I too moved to the MSPA. This included helping to organise more Carey community events, like the Mothers Day Lunch, the Walk-a-thon and two years ago, the inaugural Carey Gala Ball. ‘Over the last few years, the SSPA has been a great way for me to hear more about what is happening at the School, and the social events were always fun and gave me an opportunity to socialise with other parents. Supporting the Year 12 students with morning teas and lunch treats has also been a really nice touch. More than anything though, my time with Carey’s parent associations have been about the friendships I’ve made and the community that has been built. While my time at Carey is nearly over, I know that I will leave with many lifelong friends. It really has been worth the bit of extra time along the way.’
Community groups

Supporting children in music

Nicholas Mulder
Head of Performing Arts

If your child learns a musical instrument, as a parent, you’re already hugely invested in their music education. Aside from the cost of lessons and equipment, you’ll be running them to and from before- and after-school rehearsals, attending concerts and fitting their musical commitments around an already busy schedule. These factors notwithstanding, parents often ask how they can support their child’s music lessons in a more practical way, especially if they don’t have a musical background themselves.

The two most significant factors for students having a successful music experience are home practice and ensemble involvement. Simply taking an interest in your child’s practice and assisting them to develop a regular routine will help enormously. Students also need a place to play at home where they don’t feel self-conscious. Practice needs to be consistent, but students don’t need to spend hours playing every day; repetition creates memory and good habits very quickly. That being said, James Morrison once responded to the question ‘How much should I practise?’ with: ‘It depends how good you want to be!’

One of the most rewarding aspects of music is rehearsing and performing in an ensemble, and the elation that follows a superb performance is a stunning example of reward for long-term effort. The flip side of this is that there are times where rehearsals might be frustrating for young musicians, and some perspective in this regard can be very valuable indeed. The collaborative and social nature of ensemble music-making, across age barriers, is a significant factor for students and contributes to the joy of learning music at any level.

Carey’s centenary historian

David Morgan (OCG 1961)
Chair of the Carey Heritage Committee

After an exhaustive selection process, Helen Penrose, founding director of the well-established firm HistorySmiths, has been appointed as Carey Baptist Grammar School’s centenary historian.

Helen and her colleagues have a vast network of contacts, resources and experience in publishing histories – particularly school histories – and are widely acknowledged to be the leaders in the field. Helen has already commenced work and, in a very short time, has become a valued part of the Carey community. The much anticipated book will be published in 2022 in preparation for the School’s centenary, Monday 13 February 2023.

Experience has shown that there are many thousands of items of memorabilia in the Carey community. If you have photographs, reports, documents, prizes, medallions, certificates or other articles that will enrich the publication – or Carey’s story in general – please consider donating them to the Archives. The School’s Archivist, Jo Horsley, would be delighted to receive, acknowledge and catalogue them and to display them, when appropriate, in the Mellor Museum on the ground floor of Urangeline. Please mention the provenance of the material (dates, occasions on which the items were issued or awarded) and the names of recipients and donors. In this way you, your relatives and friends can become a vital part of the historical record of our school, and contribute in a material way to its rich and vibrant narrative.
Bringing the community CLOSA

Kathy He
President of the CLOSA Parents Committee

To celebrate the Chinese New Year and the beginning of a new term, the Carey Local Overseas Student Association (CLOSA) Parents and Friends Group organised a yum cha lunch at Secret Kitchen on 18 February. It was hugely popular, with around 70 parents in attendance.

Following the Chinese New Year tradition of decorating in red, the table was set with red chocolates and red packets containing a red chocolate coin and skincare products donated by parents. During Chinese New Year, gifts like these are given to represent happiness, luck and good fortune. It was simple but very special!

This event had the highest number of local parents attend compared to any activity previously run by CLOSA. The promotion of the event within the Carey community reached many local parents who loved the idea of yum cha for Chinese New Year. They saw it as a great opportunity to meet new people and make new friends at the beginning of the year. There was even an entire table reserved for local parents of Year 1 students! Some of the new local parents told us they will definitely be involved with CLOSA activities in future and would gladly attend yum cha again to welcome the start of another new year.

The Year 7 and 8 parents had reserved a table for each year level, and the new parents in particular were very excited to be a part of the lunch. It can be a little overwhelming to come to a new school, not knowing anyone or much about the community. Through yum cha, parents introduced themselves to each other and got to know more about the School. It felt like being part of a big family, sharing food and stories and offering support to one another. Some of the Year 7 parents stayed at the restaurant until the very last minute before they had to rush to pick up their children from school. Similar to the Year 8 parents, they set up a Year 7 social media group for further communication. It is a great way to connect with others and make sure you have up-to-date information about year level and CLOSA events and activities.

We are also proud to be increasing our involvement with the Donvale campus. Working closely with Vickie Pahos, President of CDPA, we had several Donvale parents at the yum cha lunch this year. It is wonderful to have the support and engagement of the CDPA, and to facilitate the connection between Kew and Donvale parents.

While enjoying delicious food, parents made new friends, exchanged ideas, and spent the afternoon chatting. It was a relaxed environment and we all loved the yum cha lunch. It certainly was a successful start to the year for CLOSA!
▲ **Top:** Students on their way to the first assembly of 1979.

▲ **Above:** Students at Donvale, 2011.

► **Above right:** Senior School students circa 1993.

► **Right:** Senior School students, 1989.
History was made on Tuesday 6 February 1979, when 66 young women stood in the sun in front of the William Carey Chapel to have their photograph taken. These Inaugural Girls entered the School at the two most senior levels, Years 11 and 12, and would constitute only 17 per cent of the school’s enrolments in that year.

Many of the girls came from surrounding single-sex schools. To leave the relative security of a familiar environment and friends late in secondary school life was a brave move, not to mention the prospect of attending a school that, for 56 years, had been a prominent boys school. Some were motivated by the reputation of the highly skilled and experienced science staff who would enable them to fulfil their academic aspirations of becoming doctors, scientists, physiotherapists and nurses. Two of the girls had already completed their secondary education and enrolled to attend an extra year at Carey. One of these young women had left secondary school and was attending a tertiary institution when she made the decision to put on a Carey uniform and return to study Year 12.

The enrolment process included a face-to-face interview with Headmaster Gerard Cramer who told them, ‘The girls chosen to attend the School were chosen especially for their independence and ability to stand up for oneself’.

The successful integration of the girls into what was essentially a boys school was a well thought out campaign of preparation, research and consultation. Headmaster Gerard Cramer, with the support of School Council President, Mr Alfred Mellor, and Deputy Head, Mr Alan Smith, steered the introduction whilst reassuring all relevant parties.

‘Many of the girls came from surrounding single-sex schools. To leave the relative security of a familiar environment and friends late in secondary school life was a brave move, not to mention the prospect of attending a school that, for 56 years, had been a prominent boys school.’

However, it is worth remembering that the first time the matter of co-education was raised was at a staff weekend conference in 1975 when librarian Molly MacDonald said to the Headmaster, ‘It surprises me that in the last quarter of the 20th century when we are talking about educational ideas, we haven’t mentioned co-education.’ Mr Cramer was momentarily taken aback by Molly’s comment, but recovered and gave her the responsibility of convening a working party for the staff conference of the co-education issue. By the end of the year, co-education had firm support in principle.

And the rest, as they say, is history.

At the Speech Night on 3 November 1977, Headmaster Gerard Cramer stated:

‘It could, with some justice, be said that the decision to move into the field of co-education in 1979 will be perhaps the most important taken, since the foundation of the School.’

There are few who would argue with this view today. Women who were educated at Carey are employed as doctors, lawyers, athletes, opera singers, actors, nurses, politicians, and entertainers; they are world-class cricket captains, professional basketballers, netballers, Olympic swimmers and AFLW footballers; they are writers, architects, accountants, psychologists, teachers, social workers, adventurers and parents; and they are all Old Carey Grammarians.

We thank you, Molly. It was a great idea.
Donations to the Archive

August 2018 – March 2019

List of donors

Mrs Rosemary Adam

Mr Alfred Bailey
A Chaplain Remembers, by Revd Alan Wright.
A letter to Alfred Bailey from Revd Alan Wright.

Mr Ross Chapman
Three group photos of Carey students in uniform circa 1956.
Prefects’ blazer pocket belonging to donor.

Mr Andrew Clark
The Old Gold Club membership application forms; Old Gold Inaugural Reunion Dinner 1992, student lists 1978; newsletters 1993; correspondence; brochures; financial statements, constitution, committee meetings 1993–94.
Marriage certificate (copy) of Foundation staff member Miss Helena Corkill.
Carey Concert 1990, program and VHS.
Carey Musical Theatre Company production of Annie, 1998, VHS.
Class of 2000, VHS.
The 100th Head of the River program, 1967.

Mrs Lesley Cole
Numerous photographs, including Hockey teams 1959 and 1960, and wheelbarrow races on Sandell Oval (pictured).
Board of Christian Education Certificate for Mr Brian Baird.
Correspondence from Headmaster H G Steele and Headmaster S L Hickman.
Certificates and references from the University of Melbourne.
Baptismal certificate for Mr Brian Baird (the donor’s father).

Mr Phipps Gay
25 years history of Carey Hockey, by Phipps Gay.

Mr Peter Gittins

Mr John Hammond
Carey coloured plastic cups with pictures of the School circa 1970s.
Carey hand puppet figures in school uniform knitted by Junior School Parents Association (pictured).
Carey blazer, grey school jumper, football and cricket jumper, ties, cap, badges and spoons.

Mrs Heather Hebbard
Photograph of Carey building, Urangeline with Carey flagpole in the foreground.

Mr David Kemp
Carey Theatre Workshop, by the donor.
Digital scans of programs The Boyfriend, Mikado and The Sentimental Bloke.
Baptist Union of Victoria and Carey Relationship, literature survey by the donor.

Mr Ken Lyall
Serampore College, India banner commemorating the college and William Carey.

Ms Kerrie Ludekens
Mr Tony McCutcheon
List of Carey Form structures and nomenclature, 1949–1962.
Document from the Archivist at Preshil verifying that Miss Margaret Lyttle was a student teacher at Carey.
List of Wesley Collegians citing Mr C E Gramlick in 1922.

Mr Bruce Murray
Comprehensive indexing of Carey Chronicles 1949–1962; spreadsheets.

Mr Nicolas Panayotis
Five One Act Plays produced and performed at Carey in 1981.
Score for the trumpet fanfare specially composed for Antigone.

Mr Ron Reichwald
School hymn book.
Old Carey 1983.

Mr Mick Stone
Invitations and programs to a function at the School, The Preparatory School, At Home, 1949, 1951.
Preparatory School Annual Prize giving programs, 1946, 1947.
Speech night program, 1951.
Miss Marion Metcalfe retirement, letters and document, including a letter from Headmaster Harold Steele.
Album of photos of the 1932 school production of Peter Pan (pictured).
Forward Carey Appeal program, 1960.
Script for a play, The Christmas Pilgrims.

Mr David Morgan
Carey Hymn books.
In Good Taste Carey recipe book compiled and published to raise funds for the Carey Cricket tour of the UK in 2002.

Mrs Felicity Williamson
Photographs belonging to the donor’s brother Geoff Harber (dec), including Carey Athletics team 1944; Football team 1944, 1946, 1947; Swimming team 1945, 1947; Prefects 1945; Tennis 1945; Cricket 1945, 1947; Cadets 1946, 1947; Swimming 1946, 1947.
Ten box brownie photos including the ‘setting fire to a desk’ incident (pictured).
Photos of the Geoff Harber band and two portrait photos of Geoff Harber.
Cadet uniform belonging to Geoff Harber.

Mr Ian Woolf
Induction Service for Mr Philip De Young, Principal of Carey, 18 February 2002.
Comedy of Errors program.

Do you have any special Carey items that you would like to donate? If so, please contact our Archivist, Joanne Horsley, on 03 9816 1331.
The Carey Medal is presented at Speech Night to a member of the Carey community in recognition of their exceptional and outstanding service to the local, national or global community. The Carey Medal recipient for 2018 is Nic Mackay.

Nic was a Carey student in Fullard House between 1989 and 2001. In those years, he won the Gerard Cramer Memorial Prize for Outstanding Service to the Middle School, the Martin Sorensen Memorial Prize for Debating in Year 10, and was Vice-Captain of the School and co-winner of the Henry Meeks Senior Award for Scholarship, Leadership and Co-curricular Activity in Year 12. Although these were amazing achievements, it was only the beginning of his remarkable work throughout his life.

While undertaking and completing an Arts Law degree at the University of Melbourne, Nic co-founded and worked with the Oaktree Foundation. After completing his degree he had a significant decision to make: become the lawyer he had studied to be, or continue to pursue social activism. Nic described the choice as follows:

'It wasn't necessarily courage that motivated me... I didn't like knowing exactly where I was going to be in ten years' time, and this was what a job at a law firm represented. I think I was motivated by a sense of challenge and purpose; that whatever I was doing was making a difference.'

Nic has since spent his career helping to establish and develop some of the largest and most influential organisations in the world that are seeking to create positive social change. In 2003, Nic and close friend Hugh Evans set up an appointment with Carey’s then Principal, Phil De Young. They asked him for an office, access to computers and a phone line to assist Nic and Hugh to grow the Oaktree Foundation. Their purpose was to enable young people to actively work together to help end extreme poverty.

Oaktree quickly gained momentum. It partnered with South African organisation Sethani and helped fund a community and education centre for 750 people. Later, the organisation co-ordinated the MAKEPOVERTYHISTORY concert in 2006, which was designed to coincide with the G20 Summit in Melbourne that year. The concert attracted bands like U2 and Pearl Jam, played to 15,000 people and was watched by over 3 million people on television. In 2010, Oaktree launched...
Live Below the Line to help ordinary Australians engage with the issue of poverty by feeding themselves on only $2 a day for five days: the Australian equivalent of the extreme poverty line. To date, over $11 million has been raised through the campaign.

Today, Oaktree is Australia’s largest youth-run international development organisation, with over 250,000 supporters. In the past five years alone, Oaktree has funded 12 education and leadership projects to empower young people across the Asia-Pacific region.

Designed to be run entirely by young people, Oaktree implemented a policy that all staff and volunteers must be under the age of 26. It was this same policy that led Nic to ‘retire’ from Oaktree at the age of 25! Nic has since worked for many national and global organisations. His achievements include:

- co-founding Key Change Music, a not-for-profit organisation which uses music to connect young people and inspire artists around the world to promote social change
- becoming the National Program Director of High Resolves, a non-profit education initiative motivating Australian high school students to become purposeful global citizens and leaders. Nic oversaw the expansion of the program to 100 schools in five states reaching 60,000 students. High Resolves now operates in Canada, the US, China, Brazil and beyond
- working as a Global Campaigner with Avaaz, the world’s largest online movement, including leading the Australian 2015 Global Climate March and campaigning to end violence in South African schools
- co-founding and chairing the Board of Common Grace – a movement of over 40,000 Australian Christians addressing issues of social injustice
- working with CIVICUS: World Alliance for Citizen Participation, where he helped design and now leads the global SPEAK! campaign to bridge divisions and build understanding.

As a result of all this and other work, Nic has received many accolades, including the Australian Davos Connection Leadership Award recognising young leaders for their work and demonstrated vision for Australia’s future, and was invited to present at Oprah Winfrey’s Leadership Academy.

The Carey Medal Committee is thrilled to present the Carey Medal to Nic in recognition of his efforts and achievements in helping people in need.

If you know of anyone in the Carey community who has given exceptional service to the wider community, please consider nominating them for the Carey Medal. Get in touch: careymedalsuggestions@carey.com.au
It has been great to be a part of the diverse and inclusive community that is Carey. In recent months, the Lunar New Year, International Women’s Day and ‘Celebrating Carey’s Captains’, an event recognising alumni who have captained Australian sporting teams, have all demonstrated this inclusivity.

At the core of the Carey Story is a commitment to a co-educational environment, providing ‘the best preparation for our students to fulfil their potential individually and as part of the wider communities in which they live and serve.’ As our relatively new Head of Advancement, I look forward to assisting the School in delivering this vision and to strengthening the connections and partnerships that enable our Carey community to thrive together.

Like all independent schools, Carey relies on philanthropic giving to transform the learning experience of our students well beyond what we can provide with fees alone. The generosity of our community enables the School to have the best educational facilities, the best staff and the best student experience.

In this regard, I am delighted to announce a new initiative called the Carey Community Scholarship. The scholarship will transform the life of a student who would not otherwise be able to attend our school from Years 9 to 12. Importantly, the scholarship gives practical meaning to Carey’s long-held social justice values, concurrently enriching our whole school community. This will enable the recipient to be shaped by the Carey experience, ready to create positive change in our rapidly changing world.

The scholarship is the central focus for Community Giving this year, along with our new award-winning Middle School. Our objectives for the new Middle School are bold and progressive, tailored specifically for our Year 7 to 9 students to thrive in a purpose-built environment meeting their needs at a pivotal point of their maturity and growth.

‘The Carey Middle School is a community where we all have somebody to lean on, no matter what – whether it’s our friends, teachers or mentors.

‘I’m really looking forward to the advancement of technology and progressive approach to education that the new Middle School will support, with better facilities helping us to engage, learn and broaden our knowledge.’

— Alannah, Year 8 student
A lasting contribution to Carey

David Morgan (OCG 1961)

The great mediaeval poet Dante admonished us to ‘consider your origins; you were not made to live as beasts, but to follow wisdom and virtue’. In doing so, he captured the essence of Dr Keith Farrer OBE (1933).

Keith insisted that ‘no-one can consider himself or herself educated without some knowledge of science, the humanities and comparative religion’. These three pillars of human knowledge constituted an article of faith for him and informed his life, his work and his motivation.

He had an outstanding career as a scientist, founding the Australian Institute of Food Science and Technology and the Academy of Technological Sciences. As Chief Scientist with Kraft Foods, he established an international reputation for improving the nutrition of millions of people throughout the world.

In addition to his successful career in science, Keith’s Christian faith led him to serve as a deacon at Collins Street Baptist Church for 25 years, and at Box Hill Baptist Church for 15.

Keith’s experience as a student was also exemplary, serving as a Prefect, School Vice-Captain, Captain of the XVIII Football, Vice-Captain of the XI Cricket, and a member of the athletic and tennis teams. After leaving Carey, he continued his strong relationship with the School, serving as President of the OCGA and a member of the School Board for a staggering 45 years. Farrer House in the Kew Junior School is named for him, and his vast contribution was recognised with the Carey Medal in 2009 and an honorary life OCGA membership.

Keith Farrer left an outstanding legacy to Carey in a multitude of ways, but he had one final surprise to ensure he could continue to contribute for years to come. After Keith’s death in 2012, it was discovered that he had bequeathed a generous monetary donation to his old school. He appreciated the opportunity Carey had given him to develop his mind and his career and wanted to express his gratitude in a material way.

Thus he confirmed the values by which he had lived: his lively Christian faith, which compelled him to give without counting the cost; his understanding that he had been given great gifts, and that it was his responsibility and delight to share them with others; and his pertinacious pursuit of the truth, which moved friends, colleagues and acquaintances alike.

His life and example continue to inspire us all. If you wish to learn more about how to leave a gift in your Will for Carey’s students, contact Stuart Galbraith, Head of Advancement at advancement@carey.com.au or on +61 3 9816 1522.
From the OCGA President

Andrew Clark (OCG 1968)

I am pleased to say that 2018 was yet another good year for the OCGA. As documented at our recent AGM, our finances are stable and events have been increasingly well attended.

Our special thanks go to our Alumni and Community Manager, Katie Hunt, and Alumni Assistant, Izzie Dexter. Together, Katie and Izzie have carried out some remarkable accomplishments, including introducing the new OCGA website and new programs and events, and from this we have seen engagement increase across our community. The OCGA wish to acknowledge their hard work.

We are excited to have had two new council members join us recently. Cassandra Trumble (1993) has joined as a new member, and we are pleased to welcome back Carina Blythe (2015). We look forward to their contributions and welcome them to the OCGA.

In 2019, we will be introducing some wonderful new alumni programs that will see our younger OCGs benefit from various events and activities. If you are a young Old Carey Grammarian and are interested in shaping the future of the OCGA, we would love to hear from you.

In recent years, the OCGA has introduced a Social Justice Grant. This provides an opportunity for OCGs to continue to carry out social justice work beyond their school years. Each year, the OCGA provides grants to members of the Association who are personally involved in a project that advances social justice. In 2018, the recipients were Richard Burley (1984) for The OTIS Foundation and Lauren Vallely (2015) for TeamMed (pictured above).

The OTIS Foundation is a national charity that supports the emotional wellbeing of those experiencing breast cancer by providing getaways for them and their families. The OCGA Social Justice Grant has enabled The OTIS Foundation to donate 53 nights of accommodation at no cost for 15 families. Sadly, for some of these families, it may be the last opportunity they have to spend time with their loved ones.

Richard Burley is a Director on The OTIS Foundation Board. Richard’s sister Judy passed away from breast cancer in 2000, which drove Richard to hone his skills and utilise his invaluable networks to contribute towards other families suffering in similar circumstances.

TeamMed is a student-led organisation that aims to increase awareness of global health through local volunteering and international medical outreach trips. Each December, a small group of Monash medical students travel to Nepal and work alongside the Himalayan Guge Organisation, a Kathmandu-based NGO, to bring much-needed medical care to remote communities. Last year, Lauren Vallely put her hand up to be involved.

As the trip is entirely self-funded, sponsorship and fundraising is essential for educational aids, medications, interpreters and the local doctor. The OCGA Social Justice Grant enabled them to purchase new medical equipment that will be a permanent asset for the annual TeamMed Nepal groups. TeamMed have also allocated a portion of the grant to an ongoing internal fund that will work towards funding a permanent medical clinic.

If you would like to be considered for the grant, visit the OCGA Social Justice webpage for more information.
The Old Carey Hockey Club currently fields two teams across the Mens Metro grades and has recently introduced an Over 35s Master team. They are looking forward to a fun and hopefully successful season of hockey.

During the early part of 1961, Phipps Gay (1958) and Stan Rees (1932) commenced discussions with interested OCGs regarding the formation of an Old Carey Hockey Club (OCHC). They presented the idea to the OCGA at their November committee meeting that year, and commenced their own OCHC committee the following month. They entered the team into the Victorian Hockey Association for the 1962 season. The Club joined the Melbourne Women’s Hockey Association in 1983, and has since become one of the most successful and stable old school clubs over the past 58 years. It has been a rich and fulfilling history, which is something very few clubs can boast.

The club has approximately 50 playing and non-playing members aged from 12 to 75, and provides both social and serious competition across the teams. OCHC encompasses a broad range of the community, including not only Old Carey Grammarians, but players from all walks of life across Melbourne.

One of the elements that keeps the club strong is the sense of contributing to a community while staying active. Life member Polash Larsen said, ‘When I haven’t had much going on in my life it’s given me something to feel good about. And during the times when I’ve had a lot going on, the club’s rallied around and supported me. It’s a great community.’

In 2011 the Old Carey Hockey Club became a pilot club for the ‘Fair Go, Sport!’ program. This initiative, funded by the Australian Human Rights Commission, seeks to ‘Increase awareness of sexual and gender diversity in hockey and promote safe and inclusive environments’. In proud support of the program, the OCHC celebrated its 50th anniversary with a new inclusive Code of Conduct and a Fair Go, Sport! match where all players wore rainbow socks. This helped the Club to build an inclusive and welcoming culture, which is still a defining feature today.

If you are interested in being a part of this enduring history, get in touch with the Club on Facebook or by email at the address below. New and experienced hockey players are welcome. oldcareyhockeyclub@gmail.com
Dr Lianne Poon (1980)

I attended Carey for Year 11 and 12 as one of the first girls. My sister Mandy and I had the honour of being the first sisters at the school. We were dubbed the ‘Carey canaries’ because of our smart Prue Acton–designed bright yellow sports dress.

We both found it very daunting to move from Fintona, an all-girls school, to being completely outnumbered by boys! Despite being quite intimidated by all the confident boys in the class, it was gratifying to know that we girls could hold our own, even in the male-dominated maths and science classes. I fondly remember my end-of-year bushwalking trip with Mrs Willis the Maths teacher – my only other female companion among a dozen boys. Traipsing through the Bogong High Plains for five days in my older brother’s oversized gear and blister-forming boots, set me up for a lifelong love of the outdoors. I now go bushwalking, cycle touring, cross-country skiing and adventuring in Australia and abroad with my husband, Trev, and two children, Brandon, 21, and Jade, 23.

Fresh out of school, I studied medicine at the University of Melbourne and now thoroughly enjoy a busy and varied general practice in Geelong. I met my husband here, while abseiling off cliffs in Lorne. I also work in cardiology doing exercise stress tests at the University Hospital Geelong and enjoy teaching general health and sex education to Year 9s in local Geelong schools, as well as Deakin University Geelong first-year medical students.

I came to Carey at the start of 1979, after having missed Year 10 due to illness. Years 11 and 12 were also severely disrupted. The support of the school, and particularly my Housemaster, David Lord, during my regular absences from school profoundly influenced my ability to stay optimistic and develop resilience, and get my HSC.

My perception of Carey’s discipline model was that they treated you so fairly that you felt bad if you did not reciprocate. In short, it was the epitome of what we now understand from a neuroscientific perspective to be an enriched environment. Carey was way ahead of its time.

After graduating in 1980, I travelled nationally and internationally as a professional show-jumping rider and coach, becoming Australian Women’s Champion Show-jumping rider in 1987. Following a career-ending injury, spinal surgery and a couple of craniotomies – some character-building moments – I obtained a Masters in Applied Psychology (Sport) and founded Racing Mind, a high-performance consulting company.

I have worked as the sport psychologist for a number of elite sporting clubs, institutes, and organisations including: Victoria Institute of Sport, Swimming Australia Ltd, Paralympic Equestrian Team, Women’s Artistic Gymnastics – National Centre for Excellence, Geelong Football Club and Carlton Football Club. I’m currently working with Racing Victoria in collaboration with the Victorian Jockeys Association, running the Jockey Assistance Program (JAP) and as critical incident consultant and team psychologist for the Western Bulldogs. The theme throughout my life has been: ‘Love beats fear’.

I love my life and find great fulfilment in helping people, so it is hard to choose a highlight; however, right up there was creating JAP (sector specific, athlete specific professional support program) and developing the critical incident protocols for Racing Victoria in 2005, which were later adopted by all state and territory principal racing authorities. From 2005 to 2019 the JAP has provided an annual average of 1200 hours of psychological support to Victorian jockeys and their families.

Lisa Stevens (1980)

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Jan Hay (Clayton, 1980)

After leaving Carey, I became a disability support assistant with Para Quad, now known as Independence Australia. In this role I was responsible for encouraging clients to achieve desired goals while maintaining their dignity and promoting the greatest level of independence.

Later I took on a position as co-ordinator of recreational programs at Wavlink. This facility provides services for adults with an intellectual disability. Wavlink encourages skill development through personal choice, which enriches lives while building social networks.

I have a certificate in Disability Studies majoring in Intellectual Disability and a Diploma in Business Management majoring in Community and Social Welfare. While studying at RMIT, I met Barry. We were married in 1984, and together we have three sons, Jason, Alexander and Matthew. Due to Barry’s work commitments, our family moved to Austin, USA, and later spent three years in Vancouver, Canada.

I retired in 2012, giving me the opportunity to attend Founders Day for the first time. It was at this event I was invited by the President of the OCGA to consider becoming a member of the Council. Carey helped me grow and gave me a sense of pride. It was a privilege to be an Inaugural Girl and I am glad to be able to give back as an OCGA member. It’s great seeing what Carey is like for students now, while also maintaining a sense of belonging to the community.

Heather Hebbard (Smith, 1980)

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Once Izzy started school I went back to RMH in the Department of Colorectal Medicine and Genetics as a Research Assistant, where I still work now. It’s challenging and interesting but allows me to be the primary carer for Eddie.

During all of this, I have overseen and co-ordinated Eddie’s intervention program, working closely with teachers, allied health professionals and university students who have all helped Eddie in various capacities. In 2016, Eddie’s teacher and I began to write a book about our experience working together on his education.

I feel completely at home when I’m at Carey. We’ve experienced many happy and proud moments and stressful and challenging situations, and the Carey community has been there for us.

I’ve continued my involvement with Carey over the years in the Carey Medal Committee, the Carey Heritage Committee and the Torchbearers. I also became an OCGA Honoured Life Member in 2015.
Class of 2018
Year 12 Leavers Breakfast

▲ L–R: Grady Zhao, Carey Panther.

OCGA Christmas Party

▲ L–R: Liz Murray, Judy Hughes, Ian Hughes.

Founders Day

▲ L–R: Carey’s Inaugural Girl Scholars.
▲ L–R: Margaret Smith, Max Evans, Val Evans.

Mornington Reunion

▲ L–R: Peter Greer, Andrew Clark.

If you would like to see more reunion photos from throughout the year, visit the OCGA Facebook page: facebook.com/oldcarey
Reunions and events

Class of 1969
50-Year Reunion

▲ L–R: Marcus Clark, Ian England, Tim Blaubaum, Ian Pattison, Andrew Clark, Peter Suffran, David Meek.

Class of 1979
40-Year Reunion

▲ L–R: David Thompson, Kate Tayler, Alistair Craig.

▲ L–R: Stephen Lockrey, Andrew Dunner, Rick McDonald, John Matthies.

▲ L–R: Kate Briggs, Kairsty Wilson, Melissa Perry McGregor.

▲ L–R: Sean Le Gear, Vicki Thomas (Strachan), David Cowie, Doug Francis, Celia Hall.

▲ L–R: Keith Bennett, James Doherty, Bridgette Langley.

Class of 1994
25-Year Reunion

▲ L–R: Andrew Oppy, David Bedford, Alisa McAlpine, Anthony Berkefeld, Sonya Wells.

Announcements

Olivia Athanas

James Kuc

Flynn Colin de Wolf Gurner

Charlie Winter Walker

Oliver Maxwell Little
7 May 2018. A son for Laura (Thorn, 2004) and Tom Little.

Margaret (Molly) Alexandra Joseph

Silas Raj Shyam

Thomas Edward O’Dwyer Unkles
21 October 2018. A son for Peter Unkles (1999) and Stephanie Doyle, and a brother for Arabella and Henry.

William Alexander Lawrence Kruisheer

Leo George Thompson
17 July 2018. A son for Peta (Conitsiotis, 2005) and Daniel Thompson.

Mattias Dexter Hoang
13 January 2019. A son for Maggie Dexter (staff) and Dun Hoang.

William Austin Sinclair

Are you expecting a future Carey Grammarian?
Carey receives a high volume of applications for enrolment. We encourage you to apply for your child as early as possible after birth. For more information about enrolment, and to apply online, go to www.carey.com.au
Revd Alan Wright (1922–2018)

Alan attended Carey as a student from 1936 to 1938. After service in World War II, university study and appointments in Baptist churches, Carey was to benefit from his belief that religion was a dimension of life itself.

Alan’s attitudes towards mental health and what we now call positive education were well ahead of his time, and during his time at the School, he undoubtedly changed the Carey experience for students forever.

He returned to Carey as the School’s Chaplain in 1958, and was surprised and overwhelmed by the number of students who were experiencing emotional and mental difficulties. The students didn’t have adequate support, and Alan became increasingly aware of the importance of developing the whole student, as opposed to only focussing on academic achievement. He pioneered experience-based learning at Carey, allowing a better mix of academic excellence with ‘real life’ application.

Alan’s last years at Carey in the mid-1960s until he left in 1972 were frenetic. On top of his Chaplaincy, he introduced Outdoor Education into the Senior School and Integrated Studies at Year 10 level. His write-up of these educational issues in the scholarly literature for his BEd led to his appointment as a Senior Research Officer with the Australian Council for Educational Research (ACER) for the federal government’s Poverty Commission. It later became a main feature of curriculum development in Ballarat.

He also took responsibility for the design and function of the William Carey Chapel. This unique and powerful building was the result of Alan’s imaginative and perceptive thinking and forever stands as a memorial to his time at Carey. His counselling of students, staff and parents showed remarkable empathy and understanding, and we, as a Carey community, are forever grateful for his contributions.

In memory

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

Sarah Joy Daniel
on 7 April 2018

James (Jim) Stuart Lawrence (1956)
on 2 May 2018

Allan Sonnenberg (1946)
on 6 August 2018

Dr Gary Herbert Scott (1958)
on 22 August 2018

Ian Jones (1949)
on 31 August 2018

Ian Johnston (1964)
on 4 September 2018

Robert John Van Erkelens (1960)
on 14 October 2018

Bruce Edwards (1957)
on 31 October 2018

John Ormond Tyndall (1962)
on 10 November 2018

Revd Alan Wright (1938)
on 15 November 2018

Kendal Shoobridge (1975)
on 23 November 2018

Philip Charles Wade (1957)
on 3 December 2018

Tony Rule
on 5 December 2018

Barry Rolfe (1957)
on 6 December 2018

Ingrid Gafner
on 18 December 2018

Lawton Wills Cooke (1938)
on 22 December 2018

Alan C Harding (1952)
on 25 December 2018

Dr John Barrie Morley (1952)
on 14 January 2019

John Richard Wastell (1969)
on 27 January 2019

Geoffrey James Clarke MBE (1935)
on 7 February 2019

Donald Herbert Dickson (1940)
on 18 February 2019

Reg Lewis Adam
on 24 February 2019
### OCGA Calendar 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>12 Jul</td>
<td>Young Alumni Career Networking Session</td>
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<tr>
<td>19 Jul</td>
<td>The First Drink’s On Us – 2018 First-Year Reunion</td>
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<tr>
<td>26 Jul</td>
<td>Young Alumni Career Networking Session</td>
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<tr>
<td>9 Aug</td>
<td>2014 5-Year Reunion</td>
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<tr>
<td>14 Aug</td>
<td>OCGA Council Meeting</td>
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<tr>
<td>6 Sep</td>
<td>40+ Year Reunion Luncheon (1924–1979)</td>
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<tr>
<td>12 Sep</td>
<td>TED Talk Masterclass</td>
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<td>14 Oct</td>
<td>Sydney Chapter Luncheon</td>
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<td>15 Oct</td>
<td>Year 12 Leavers Breakfast</td>
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<td>16 Oct</td>
<td>OCGA Council Meeting</td>
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<td>18 Oct</td>
<td>1999 20-Year Reunion</td>
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<td>10 Nov</td>
<td>Community Memorial Service</td>
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<td>15 Nov</td>
<td>1969 50-Year Reunion</td>
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<td>22 Nov</td>
<td>APS Golf Day</td>
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<td>27 Nov</td>
<td>OCGA Council Meeting</td>
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<tr>
<td>3 Dec</td>
<td>OCGA Christmas Celebration</td>
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Please note: For unforeseeable reasons, event dates may be subject to change. Please refer to the OCGA website (www.ocga.com.au) for the most up-to-date details relating to a particular scheduled event.

### School Sections

- **Senior School**
  - senior.school@carey.com.au
- **Principal Philip Grutzner**
  - principal@carey.com.au
- **Middle School**
  - middle@carey.com.au
- **Community Engagement**
  - communityengagement@carey.com.au
- **Junior School Kew**
  - jskew@carey.com.au
- **Archives**
  - archives@carey.com.au
- **Junior School Donvale**
  - donvale@carey.com.au
- **Advancement**
  - advancement@carey.com.au
- **Carey Sports Complex**
  - bulleen@carey.com.au
- **Admissions**
  - admissions@carey.com.au
Carey Kew
ELC, Junior, Middle and Senior Schools
349 Barkers Road
Kew Victoria 3101 Australia
Telephone: +61 3 9816 1222

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

Connect with Carey
Website: carey.com.au
Intranet: careylink.com.au
Facebook: @CareyBaptist
Instagram: @CareyGrammar

Connect with the OCGA
Website: oCGA.com.au
Email: oCGA@carey.com.au
Facebook: @OldCarey
Carey Baptist Grammar School

Open Mornings

8 August  
ELC and Junior School Donvale

14 August  
ELC and Junior School Kew

22 August  
Middle and Senior School Kew

Register now: carey.com.au