

# THE IVY & THE TOWER

A PUBLICATION OF THE HAMILTON AND ALEXANDRA COLLEGE NO 76 JUNE 2021



## *Investing in the Future*

A CULTURE OF GIVING 04

ENTRY POINTS INTO COLLEGE LEARNING 08





## THE WONDER OF LEARNING

Grace Austin and Milo Cooper, 2021 School Captains

Welcome to the first edition of *The Ivy and the Tower* for 2021. We feel passionate about starting the year off strongly and are proud that College provides us with the best possible opportunities to do this. Inspired and excited to make the most of this year after the challenges brought on by COVID-19 last year, we know that, as a school, we can draw on our resilience and strength to adapt and succeed no matter what circumstances arise.

The Year 12 cohort's final year motto is, '**Determination today leads to success tomorrow**'. This captures who we are as a group – hardworking and always striving to do our best in all areas, both in and out of the classroom. After missing out on so many opportunities in 2020, we feel even more blessed being at a school like College. It offers every student amazing opportunities to be involved with the likes of drama, music, languages, sport and, best of all, access to some of the best teachers and learning tools available. We know that the many learning pathways available cater for each of us to deliver our personal best, no matter what our interests or passions are.





Students at College feel proud and fortunate to be at a school where learning is core business and where devoted and supportive staff surround us. As you read this edition of *The Ivy and the Tower*, we know you will understand why we have such confidence in this school and all it offers.

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**Front cover photo:** Arbella Little (Year 9), Nick Northeast (Year 10) and Daisy Henry (Year 9) enjoying the Grampians at our doorstep

**Photo this page:** School Captains Milo Cooper and Grace Austin with Principal Dr Andrew Hirst

**Photography:** Liz Crothers, Ashlyn Hiscock and Alana Brown

# FROM THE PRINCIPAL

Dr Andrew Hirst

## *“Philanthropy has always held pride of place in our College history”*

2021 has commenced extremely well. We enjoyed record numbers at our Welcome Drinks to celebrate the return to school, parents' interest in our Student/Parent/Teacher interviews held online was unprecedented, and our annual Community Golf Day was sold out. In May we were humbled to be announced as finalists in the Australian Education Awards for 'Boarding School of the Year' and 'Best Remote Learning Program'. In addition, our enrolment numbers still exceed 500 despite international border closures. All enticing evidence to suggest College is on track to deliver 'confident futures' for all of our graduates.

There is genuine excitement and a steely resolve in our new direction. However, in my mind the real measure of success has been the culture of philanthropy that continues to exist in our school history to this day. At a recent Foundation Luncheon, former Associate Principal and now School Historian, Mr Neil MacLean reminded guests that investments of time, money and self have held pride of place in the history of the College since its foundation.

Both the Alexandra College and the Hamilton and Western District College began as proprietary companies, with local citizens invited to offer financial support by purchasing shares. A good number took up the offer, first for the boys' and then for the girls' schools, including names such as MacKellar, Learmonth and Laidlaw. Names like Fenton, AJ Simpson, JC Young and WM Melville are also prominent among those who took a lead.

As has been a common thread in the history of the School since 1872, good times were invariably followed by challenging times and the College's viability was threatened on a number of occasions. During the Great Depression, it probably only survived because of an anonymous donation of £5,000 (approximately \$500,000 in today's equivalent).

The directors of each company were regularly called on to invest monies, in particular for maintenance and to ensure the schools could provide up-to-date accommodation facilities as required by health authorities. Principals invested too, however there were limits to the funds they had available from rolls of fewer than 100 students. Of course, there was also support from former students and school families. Small enrolments were a challenge at both schools until well into the 20th Century.

In the late 1940s, the Presbyterian Church (the Church) purchased the boys' school once again after a brief ownership around World War I. This was not due to religious altruism, but rather because the Catholic Church had begun to plan for a secondary school and had purchased a property called Monivae! Some five or six years later, the Church also became the proprietor of Alexandra College. In both cases, shareholders agreed to donate the value of their shares to the Church despite receiving nothing in return. The Church established councils to run each school and, in 1961,



determined to combine the schools. The debt owed by the boys' school had become unsustainable. While the girls' school only had a debt from the purchase of Myrniong in the mid-1950s, there were concerns it might suffer badly if there were no corresponding boys' school in the town.

The combined schools grew in numbers and prestige during the 1960s. Several new buildings were constructed at Chaucer Street, as were new boarding facilities at Myrniong. Financial support for these came from government and parents and friends of the school. There was also a huge fundraising effort for the boarding facilities around the time of the College's centennial celebrations led by Anita Macdonald.

During the 1970s and 1980s, appeals for building projects raised funds for new facilities. At times this has meant remodelling rather than new buildings as finances have allowed, but the school community has continued to provide support when asked. Large bequests from the estate of AA Buchanan, the Fletcher Jones Foundation, and the Ray and Joyce Uebergang Trust have also supported developments.





Dr Andrew Hirst reading to Prep students Arthur Adamson and Harriet Small and the Prep class

By the 1990s, economic conditions had once again become dire, but the community rallied to support a renovation program and then a rebuilding program in the 2000s. Geoff and Helen Handbury were central to much of this development and their significant contribution to the College over time cannot be overstated. Other generous benefactors have also made significant and important contributions, including the Kantor family, Bob Henderson and the RM Ansett Trust. Currently, there are some 250 members of the College Foundation, with each membership reflecting generous support of the College.

In May 2021, the son of former Hamilton College Headmaster Dr Frank Shann 1945-1950, launched a memorial scholarship in his father's name that will fully fund the tuition of a student who could not otherwise afford to attend the College. This is another incredible example of the many ways this community has always and continues to care for those less fortunate.

In our 149th year, I wish to publicly acknowledge and thank all those whose generosity has allowed the College to be in the strong financial position it finds itself today. I also encourage everyone to consider whether you might like to invest in our future.

In the meantime, I invite you to explore this edition of *The Ivy and the Tower* to discover the enormous investment of time and self that our staff continues to contribute to ensure our great school continues to prosper.

*I wish to acknowledge the fine research by Neil MacLean for this article. Neil is the author of our sesquicentennial history that will be published and launched on 20 May 2022.*



# 2020 VCE ACHIEVERS

## Real success can only be achieved when 'Personal Best' Academic Accomplishment is matched with a connectedness to all of life.

*"At College, we educate for purpose."* Dr Andrew Hirst, Principal

The Hamilton and Alexandra College is incredibly proud of the breadth of achievement of all of our 2020 graduates. As well as congratulating those who excelled in their studies, we warmly congratulate those who made a difference, whether in their Boarding House, their school, their community or their home. We wish the Class of 2020 every success in their journey ahead as they embrace a confident future.

Our results once again placed us among the top regional schools in Australia. At College, we offer a vast range of subjects and learning programs, both in and out of the classroom, to allow each child to discover a study path suited to their own strengths and interests.



2020 Year 12 students Riley Alexander, Ben McCure, Eliza Jagger (Proxima Accessit), Tess Dempsey (Dux), Lizzie Duver, Board Chair Alasdair Sutherland and Principal Dr Andrew Hirst

## 2020 SCHOLARS

**Dux and Young House Captain: Tess Dempsey**, with an ATAR of 96.45. Tess is studying Biomedicine at The University of Melbourne.

**Proxima Accessit, Vice Captain and Girls Cricket Captain: Eliza Jagger** with an ATAR of 95.2. Eliza is taking a GAP year and will study a double degree in Bachelor of Exercise and Sport Science and Bachelor Business (Sport Management) at Deakin University in 2022.

## 2020 RESULTS AT A GLANCE

100%	PASSED VCE
10%	SCORED ABOVE 90
38%	SCORED ABOVE 80
58%	SCORED ABOVE 70
74.95	MEDIAN ATAR
75%	RECEIVED EARLY UNIVERSITY OFFERS

## ANNUAL SCHOLARS ASSEMBLY

Dr Catherine (Kate) Noske (OC 2004).

**This year we experienced our first ever virtual keynote address, with Kate Noske presenting her message via video link from her home in Perth.**



Dr Kate Noske

In Year 12, Kate was appointed Learmonth House Captain and Drama Captain and graduated as College Dux. Kate loved basketball and represented the College in drama and horsemanship. In particular, Kate was inspired by the English faculty and their passion for the power of words. Not surprisingly, Kate wrote the Year 12 Collandrian report and made an interesting reference to, "the new coke machine and the three computers they had to share during study time." How times have changed!

Today Kate is a creative writer, literary editor and award-winning teacher. She has worked as a lecturer at The University of Western Australia since 2015, specialising in Australian literature and creative writing. Kate recently published her first novel, *The Salt of Madonna*, which was shortlisted for the Dorothy Hewett Prize.

## KEYNOTE ADDRESS: 'NINE LIFE LESSONS'

1. Time is precious
2. Going to College is a privilege
3. Follow your passions
4. We have a responsibility to change the world for the better
5. Define your own achievements
6. Be nice
7. Be silly from time to time
8. You are worthy of love and will be loved
9. Don't be afraid of caring and hard work

*When giving this address, Kate was 39 weeks pregnant. We congratulate Kate and Lucas on the arrival of their beautiful daughter, Elspeth Ann Dowell.*



# THE CLASS OF 2020 - EQUIPPED TO MEET THE CHALLENGES OF THE FUTURE

**Louise Manifold**, Head of Careers 1998 - 2020

For the 2020 cohort of students, no part of their lives was untouched in the lead-up to their post Senior School transition. COVID-19 truly re-made their world, changing all that they knew. The students experienced the rigours of remote learning, social distancing and isolation. From this relentless year, College students emerged with a sense of empowerment as they developed positive and potentially life-changing attributes and skills that will serve them well in the future.

In Term 1, institutions promoted Early Offer Schemes. Realising the opportunities these provided, almost 75% of our Year 12 students applied and were successful in gaining conditional and unconditional offers, including 13 students who received multiple offers. Several Early Offer Schemes were also open to international students, resulting in 63% of our cohort successfully receiving offers. Through their written applications, our students demonstrated the values that were emerging from a year that tested them in many ways: empathy, resilience, community strength and influence and dedication to choices made.

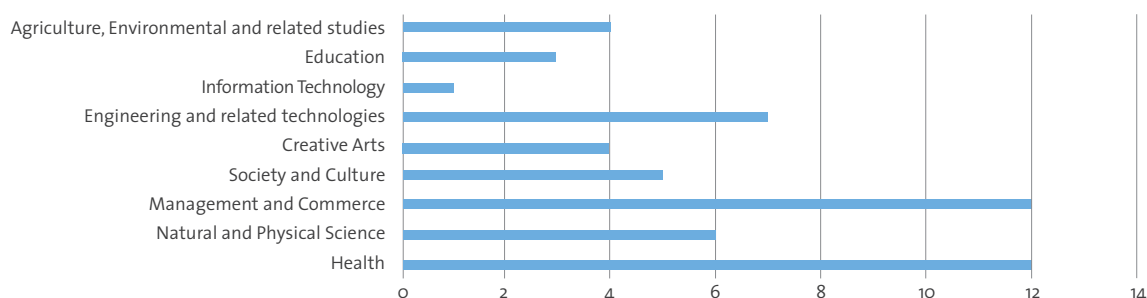
The new future of work will present challenges, but our students are equipped to meet those challenges with confidence as they move forward as resilient, capable and adaptable adults.

Single degree choices were influenced by student electives and the opportunity to develop transferable skills, with exposure to industry-based learning. Those taking a GAP year will build and develop skills that will position them well in their future pathways.

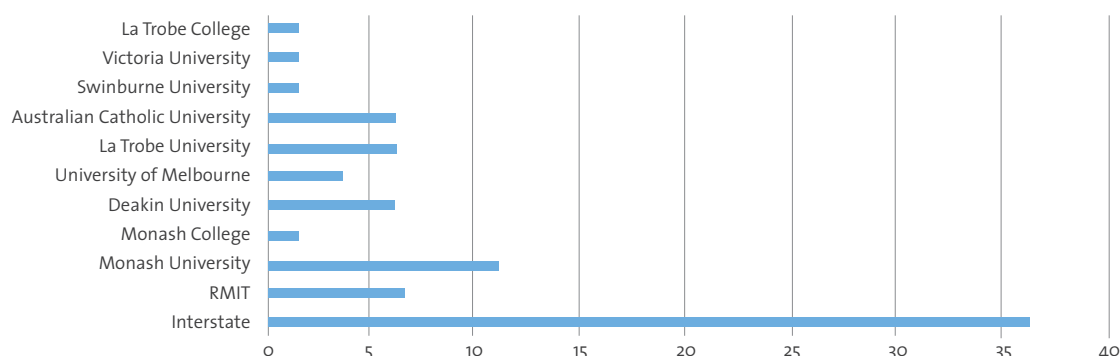
Course and pathway choices reflected well informed and researched choices. Many chose double and combined degrees to add choice and flexibility.



## COURSE CHOICES



## DESTINATIONS





# ENGAGE-EXPLORE-EMERGE

Susan Bradbeer, Deputy Principal Teaching and Learning

***“Education is what remains after one has forgotten what one has learned in school.” Albert Einstein***

Educating young people for a future world of further study, work and a connectedness to ‘all of life’ requires patience and diligence.

At College, we value the individual learning journey of each student as they develop confidence to learn independently, seek opportunities to explore the world around them and challenge their understanding of ‘being the best that they can be’. Our learning programs offer students a robust curriculum on which to launch their future, equipped with the skills and aspirations to successfully navigate a new world.

Our vision for teaching and learning in the 21st Century requires a curriculum that has both breadth and depth and that enables students to both consolidate and extend their knowledge. Our learning program is designed to provide students with choices and embed a sense of agency in their learning.

We want learning to be irresistible, engaging and designed to challenge each young person. In 2021, we launched a new curriculum based on deep learning in core subjects while fostering the development of **Character, Citizenship, Communication, Critical Thinking, Collaboration and Creativity**.

Our learning program is informed by the Victorian Curriculum and is designed to ensure that every student has strong foundations in English, Mathematics and Science, whilst extending their skills in the Humanities, the Arts, Technology, LOTE, Health and PE. The Middle Years program focuses on positive education and the importance of character development and wellbeing. The Senior Years program is based on an individual learning program.

Budding Drama students Nick Northeast (Year 10) and Millie Clarke (Year 9)







Year 7 students Angus Heazlewood and Isabella Malseed enjoy reading time



Year 7 students Grace Potter and Sophie Whitehead with English teacher, Georgina Hodge

## YEAR 7

### ENGAGE PROGRAM (TRANSITION)

**We want our students to create lasting connections with their peers as they develop strong routines for active learning, critical thinking and positive engagement with the College community.**

The Engage program is designed to support students to learn how to learn and develop skills of organisation and self-regulation. Students undertake a core program of English, Maths, Science, History, Geography, Art, Music, PE and Health and Wellbeing, and rotate through Food Technology, Digital Technology and Drama. They also begin a two-year program of compulsory LOTE study in Mandarin Chinese or French.

**The three entry points into the learning program at College**

## YEAR 8-9

### EXPLORE PROGRAM (BREADTH)

**We want our students to be curious and committed to becoming independent learners through the application and mastery of the skills required in a range of academic, practical and creative subjects.**

The Explore program is designed to ignite passion and develop skills by providing students with access to courses that expand their knowledge and allow them to explore new subjects. In addition to the core curriculum, students study four semester-length elective pathway units in Year 8 and six semester-length units in Year 9.

## YEAR 10-12

### EMERGE PROGRAM (DEPTH)

**We want our students to be confident, collaborative and considerate young people who are aware of their responsibility to both local and global issues.**

The Year 10 Emerge program is a pre-VCE pathway designed to offer students depth and rigour in their academic program and encourage them to develop more autonomy over their learning. Students begin to align their learning program with their interests, talents and future goals. This might involve working with an external provider to obtain knowledge and skills in a specific interest area such as Agriculture at Rural Industries Skill Training (RIST), or undertaking an alternative course of language study. Year 11 and 12 students are focused on their future university or career pathways.

**The architecture of our learning program at College is designed to support our students in every aspect of their learning and enable them to flourish.**

Each student works closely with a House Mentor who monitors their academic progress and offers pastoral support. The Heads of House and Heads of Senior and Middle Years lead this team to ensure each student is supported to succeed both in and out of the classroom. Students also have access to the Careers Practitioner, extra learning support and coaching. As they move through the College from Year 7 to Year 12, an individual College Digital Learning Profile is developed for each student which draws together their academic results, character strengths, competencies, skills and co-curricular participation and achievements.



# PRIORITISING WELLBEING

Kristen Waldron, Deputy Principal Wellbeing

***“Wellbeing is my passion and my door as is always open – for students, parents and staff.”***

Supporting the wellbeing needs of our students is our number one priority at College. The two biggest issues facing our Wellbeing team are finding the right help in a timely manner for students who need additional support outside the care of the school, and managing the anxiety and additional challenges that COVID has posed to both students and families.

According to the Australian Bureau of Statistics, mental illness is the second largest contributor to ill health, with most cases occurring before the age of 21. Tragically, suicide is the leading

cause of death among Australians aged between 15 - 44. The Australian Government’s recent inquiry into mental health revealed a system poorly equipped and severely under-resourced to manage an epidemic of issues. With even more limited resources in regional areas, the challenges for our students and families are even greater. Mental health support in Hamilton is severely stretched with waiting times of up to three months. We feel incredibly passionate about supporting our students and families and will continue to lobby for adequate mental health support in regional Victoria.

Deputy Principal Wellbeing, Kristen Waldron with Year 11 students Oliver Wortley and Poppy Austin







Pizzicato Strings Orchestra members Aida Adamson (Year 3), Sophie Hill (Year 6) and Harry Mercer (Year 6)

## STAFF AND STUDENT TRAINING

We now have 14 staff trained in mental health first aid. This includes MODs at the Boarding House. The training is designed to guide staff in supporting a student who may be experiencing mental health issues. We are also aiming to have all our Year 8 and 10 students trained in youth mental health by the end of 2021, where students will be taught to recognise signs in their peers and offer their support as well as raise their concerns with a teacher.

## ON-SITE COUNSELLING

Our School Counsellor Kate Couchman is now full-time and works at both the Junior and Senior Schools. Kate is using the St Luke's 'Choosing Strengths' program as well as cognitive behaviour therapy games and is supporting our Junior School students with some new resilience resources. Senior School students receive individual and group counselling and we are also looking at delivering a resilience training program later in 2021. Kate and I strongly recommend the Smiling Mind, Breathe, Worry Time and Calm Harm apps for mindfulness, meditation, breathing exercises and challenging negative thoughts. These apps are promoted to our students.

## HEALTH AND WELLBEING CLASSES

All students complete explicit units on how to develop healthy relationships and the key ideas of social and emotional intelligence. This covers how to have a good conversation, how to pick up body language clues from other people, and why we need to be tactful in our communication with others. We use 'Headspace: Meditating for Beginners' to introduce mindfulness. Mindfulness is a strategy for bringing us back to experience life as it happens and is known to reduce stress. We talk about how we spend so much time thinking about 'stuff' that happens or worrying about things that might happen in the future, that often we forget to appreciate or enjoy the moment.

# How we are supporting student wellbeing at College?

## BOARDING HOUSE

The Boarding House offers counselling services each Tuesday evening. They have held a 'Girls Night In' focused on women's health, a 'Girls Can Week' aimed at empowering young women to be heard and to live to their strengths, and a 'Boys Night In' focused on the journey of boyhood to manhood. A formal Sportsman Dinner held in Term 1 focused on the life skills that sport teaches us and the celebration of hard work and personal success.

## MENTORING

College has joined the award-winning local mentoring program, 'Standing Tall in Hamilton', where students are matched with trained volunteer mentors who provide support, encouragement and guidance which, in turn, builds trusting relationships. Research has found that a caring adult outside the immediate family can support young people to grow into the best possible version of themselves and can make a real difference in the lives.



# CONTINUOUS DEVELOPMENT IN THE JUNIOR SCHOOL

**Stephen Nelson**, Head of Junior School

The Junior School is continuously reviewing, refining and adapting to new and better ways of teaching. In 2021, we are excited to offer our students new programs where they are challenged and driven to learn new skills. As part of our focus on teaching literacy, we have introduced the Hochman Method for teaching writing, with Year 1 teacher Penny Callinan piloting this approach in her classroom. As part of our ongoing commitment to teaching STEM, we are partnering with the Invergowrie Foundation, a Charitable Trust that invests in girl's education. Year 2 and Year 4 teachers Simone Brabham and Sophie Ross are leading this work.



## FOCUS ON LITERACY: DEVELOPING OUR ABILITY TO COMMUNICATE CLEARLY AND EFFECTIVELY

Junior School classes spend a minimum of 10 hours per week focusing on the core areas of reading, writing, spelling and speaking/listening. Literacy skills are a foundation of modern life. They allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them.

In 2021, we are exploring new ways to improve our teaching of writing using The Hochman Method – a systematic, explicit approach to equipping students with the skills to recognise and construct clear and complex sentences before moving on to constructing paragraphs and more formal pieces of writing.

“The Writing Revolution course has really changed my approach to teaching writing. Writing is a complex task and the structured activities have given the students lots of confidence, especially in their early sentence-level writing. Embedding explicit writing instruction into different areas of the curriculum has not only improved their writing skills but also their content knowledge.”

**Penny Callinan**, Year 1 teacher

“I have enjoyed learning about the four sentence types - statements, questions, exclamations and commands. We have to think hard to remember what to put at the end of a sentence. If we write a question, we have to use a question mark at the end.”

**Maggie Wallis**, Year 1 student

“I liked turning fragments into sentences when we were learning about different types of weather. I liked writing about storms.”

**Anika Nelson**, Year 1 student

## A SMART approach to spelling

Our Prep to Year 6 program uses the SMART (Say, Meaning, Analyse, Remember, Teach) spelling approach, where teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills in a systematic approach to spelling.





Penny Callinan teaching her Year 1 class

## FOCUS ON STEM: LEARNING EMERGING SKILLS AND PROBLEM-SOLVING

STEM is an approach to learning and development that integrates the areas of Science, Technology, Engineering, and Mathematics where students develop key skills including problem-solving, creativity and critical analysis.

Simone Brabham and Sophie Ross are participating in the Invergowrie Foundation professional learning program, undertaking a project focused on design briefs using STEM. This bespoke program offers all of our Junior School students different opportunities and new creative avenues, with a particular focus on girls.

“The Primary Connections and Invergowrie Foundation workshops were a valuable learning experience and really highlighted the importance of creating a whole-school culture of STEM. The message ‘You can’t be what you can’t see’ emphasises the significance of making STEM visible to students by giving them opportunities to see real-world applications. It is our role as teachers to create experiences for students to explore and apply STEM knowledge and skills in meaningful, hands-on ways that will extend and challenge their thinking.”

**Simone Brabham**, Year 2 teacher



“Attending the Invergowrie Foundation workshop was a great experience. We were given lots of practical strategies to use with our classes and were shown how STEM activities can be meaningfully integrated into the curriculum.”

**Sophie Ross**, Year 4 teacher

Year 2 student Matilda Mercer, Year 4 teacher Sophie Ross, Year 2 teacher Simone Brabham and Year 4 student Evie Templeton

### Enhancing our learning through digital technologies

Students in Years 3 to 6 participate in the Bebras Challenge, an international online initiative which aims to promote computational thinking, problem-solving and informatics concepts. This includes the ability to break down complex tasks into simpler components, algorithm design, pattern recognition, pattern generalisation and abstraction. Congratulations to Year 4 student Andrew Sun who achieved a High Distinction this year.





Head of Middle Years, Julia Winter Cooke with Year 9 students Olivia Edgar, Ben Vallance and Chloe Frost

## LEADERSHIP IN THE MIDDLE YEARS

**Julia Winter Cooke**, Head of Middle Years

***“Leadership is the art of motivating a group of people to act towards achieving a common goal. It isn’t something you’re born with or without. It is a powerful skill that can be developed over time.”***

Leadership in the Middle Years can be challenging as this is the time when students want to fit in with the group and not stand out above the crowd. When we talk about leadership, we have to meet students at their developmental level and work with them to foster the skills of leadership in a way that empowers them and gives them their voice.

In Term 1, we inducted our 2021 myPEC House Captains. All Year 8 students are encouraged to apply for a leadership position. For many this can be quite daunting and putting their leadership aspirations down on paper can be a challenge. It has been inspiring to read the students’ application letters and see the depth of understanding they have of themselves and their leadership potential.

Our role as teachers is to ignite our students’ interest in leadership and foster their curiosity and skills. The interview process is designed to encourage each student to speak about empathy, commitment, past leadership involvement, and their role models and why they look up to them. Our students articulated their leadership aspirations exceptionally well and all should feel very proud.

### WHAT DOES LEADERSHIP FOR MIDDLE YEARS STUDENTS LOOK LIKE?

- Genuinely wanting to help others and make everyone in myPEC feel welcome, especially bringing the Years 7 and 8 levels together
- Having the right attitude, being positive in your approach and trustworthy
- Developing public speaking skills and the courage to have a go
- Having good communication skills and being approachable
- Developing confidence and resilience
- Demonstrating strong House spirit
- Being reliable, organised, passionate and motivated and trying hard



## 2021 MYPEC PREFECTS - YEAR 12 LEADERSHIP VOICES

"Leadership is how you connect with and inspire the people around you. For 2021 our vision is to strengthen the bond between senior students and the Year 7s and reclaim the strong connections between the Year 7s and 8s which was challenged in 2020 due to COVID. Rebuilding the bonds and friendships creates a sense of togetherness and strong group resilience."

**Lacey Herbertson**

"A leader is hardworking and resilient and has good communication and drive. This year, we have introduced a buddy system between the Year 7s and 12s as well as lunchtime activities, working with the Year 8 myPEC House Captains, to build connections between the Year 7s and 8s."

**Nina Pern**

"Our 2021 vision is to create a strong sense of community in myPEC and to build long-lasting bonds between the Year 7s and 8s as we return to on-site learning. We are also helping the Year 7s with their transition to the Senior School to ensure they are well set up for their time at College."

**Euan Sutherland**



**Standing:** Year 12 myPEC Prefects Euan Sutherland, Lacey Herbertson and Nina Pern; **Sitting:** Year 8 myPEC House Captains Will McKellar, Sophie Merrin, Abby Lazzari, Amity Haley, Harry Austin, Jock Nicholls and Amelie Hiscock. **Absent:** Sasha Laidlaw

## 2021 MYPEC HOUSE CAPTAINS - YEAR 8 LEADERSHIP VOICES

"A leadership attribute that I aspire to is to start conversations with people I don't know and to practise listening more than speaking."

**Sophie Merrin (Berry)**

"I like encouraging other people and telling them they can succeed if they think positively. I think that having a positive attitude makes you more approachable."

**Will McKellar (Berry)**

"My College experiences have given me the confidence to help develop House spirit and promote the College's values. This year it will be important to run activities that help students bond within their House and strengthen connections between younger and older students."

**Jock Nicholls (Laidlaw)**

"A great leader needs to be approachable and welcoming to everybody and able to speak confidently. I hope to be a good role model and to encourage others to do the same."

**Sacha Laidlaw (Laidlaw)**

"As well as encouraging students in Learmonth House to achieve their personal goals and our collective goals as a team, I want to help all students feel comfortable and included."

**Amity Haley (Learmonth)**

"I want everyone to feel included, have a great time and always put in 100%. I will be doing my best to connect with all my fellow students."

**Amelie Hiscock (Learmonth)**



Year 9 student, Tom Heazlewood, speaking at the Senior School ANZAC Service

"A leader is someone who is approachable, selfless and helps their team members. This could be just in choosing where you sit for the class or not bowling an over to win the game."

**Harry Austin (Young)**

"I really enjoy helping people and I want to support all students in Young House while bringing a positive and respectful attitude to the role."

**Abby Lazzari (Young)**





Year 12 Retreat



Year 11 Retreat

## POSITIVE ENERGY IN THE SENIOR SCHOOL

**Helen Reiher**, Head of Senior Years

It was an absolute joy to observe our Year 11 and 12 students start 2021 in a positive manner at the inaugural Year 11 Retreat to Cape Bridgewater and the Year 12 Retreat to Kangarooobie. The retreats were a huge success – energetic, dynamic and reflective – and the students returned to school ready to face the challenges and excitement of their final years.

The Year 10 Emerge program is a new initiative that runs alongside the recent curriculum developments and closely links Year 10 to the VCE. Learning Leadership and Service Learning underpin the program which is designed to give students some autonomy and choice in their learning. It allows students to follow an area of interest, immerse in careers exploration, and hear from guest speakers on a range of topics. We have had Victoria Police members who spoke about students' rights and responsibilities, and local martial arts professional Mukhtar Kadirli who ran sessions on self-defence, with speakers on sustainable farming, health industry, career pathways, first aid and driver education also planned.

In preparation for applying for leadership roles in Term 3, our Year 11 students participate in a variety of seminars and presentations designed to develop their understanding of leadership and think about their values and character strengths. This group is developing a sound understanding of their influence and the way

they can shape their own future. A focus on organisation and study skills will be an important part of their year, providing a strong framework and good study habits ahead of their final year.

Our Year 12s have been excited to move into the expanded and refurbished Year 12 Common Room which provides more space to allow for collaboration and connecting with each other. They have begun the year with a positive mindset and are all fully immersed in the Careers program which features fortnightly small group sessions and specific careers advice, research and exploration. Study, sport and social events (especially the Great Gatsby Dinner Dance) combine to make Year 12 one of the busiest and most productive years. I can't wait to see what this group of students decide to do in the future – with their positive attitudes and strong work ethic the world is certainly their oyster!

*The College warmly congratulates Helen on her appointment to Head of Senior Years.*

### Connecting current students and Old Collegians

Our Year 11 and 12 students had the privilege of hearing from [Conrad Hamill \(OC 2010\)](#) at the start of the year. Conrad shared his strong and engaging story, with every student coming away inspired and enthused. This sense of belonging, understanding and shared experience that Old Collegians bring is passed on effortlessly to our students who can relate so clearly to their journey. It gives our students a sense of perspective and hope for the future and is such a powerful way to inspire and motivate our young people.

**We are embedding this initiative into our Senior Years program and would love to hear from Old Collegians interested in being involved. Please email me at [hreiher@hamiltoncollege.vic.edu.au](mailto:hreiher@hamiltoncollege.vic.edu.au)**



# WELLBEING IN THE BOARDING HOUSE

**Andrew Monk**, Director of Boarding

The boarding lifestyle at College is the envy of many. Not only do our boarders live on-site and have easy access to a wonderful education, they are also well supported in their wellbeing. Each and every boarder builds an understanding of their strengths and practises wellbeing strategies that are embedded in our school-wide positive education approach. After the turbulence and uncertainty created in 2020, this year is the perfect time to resume our focus on wellbeing.

The connection between practising the habits of wellbeing and performing at your best academically is not a new revelation. Despite this, adolescents are still challenged in this space and need guidance in establishing and maintaining good habits around exercise, nutrition and rest, all of which can translate into doing well in the classroom.

Encouraging students to get involved in exercise and sport has been a specific focus in the Boarding House in 2021. All boarders have participated in at least one individual or team sport in first semester, and their progress in personal fitness and skill development was acknowledged at a special Sportsperson's Dinner. It was also an honour to hear from local sportsman, Damian Logan, who reflected on an extensive career in sport and emphasised the virtues of integrity, patience, resilience and humility as outcomes of being involved in sport.

We have been providing regular opportunities in the mornings for running, pilates classes and martial arts demonstrations. These are designed to support and broaden our students' interest in physical activity which, in turn, energises their minds for study.

As well as our focus on exercise as an integral part of physical wellbeing, we have been building knowledge around health topics. Engaging with professional health providers is a new approach we have taken this year with great success. Macdonald House led the way, engaging professionals to present at their 'Girls Night In' evening where they delved into topics relevant to our girls – junior and senior alike. This evening was an outstanding success and paved the way for a 'Boys Night In'. Through these events, our students have gained a deeper understanding of health literacy and how their bodies and minds mature through the adolescent years.

Providing boarders with opportunities to develop self-awareness about how they best perform in their school day – as well as an awareness of how their peers are growing up around them – creates a 'hand rail' for them to establish healthy habits around exercise, nutrition and rest so their growing bodies and minds are at the best they can be in and out of the classroom.

**Boarding House staff and students - Standing:** Tim Cameron (International Student Co-ordinator), Nick Palmer (Head of Speirs House), Dominic Wong (Year 10), Lise Lowe (House Mother) and Liam Bilenkij (Year 9);  
**Sitting:** Matt Hutching (Year 9), Olivia Handbury (Year 9), Harry Mahar (Year 11) and Alice Whitehead (Year 10)





# COMMUNITY NEWS

## BIRTHS

**LYONS: TOM (1997)** and Anna, a daughter Isabelle Loris on 24 January 2021 - a sister for Fletcher and Jimmy

**DOWELL: KATE (NOSKE 2004)** and Lucas, a daughter Elspeth Dowell on 11 February 2021

**CARTER: LIB (HUTTON 2007)** and William, a daughter Florence Elizabeth on 26 December 2020

**CONRICK: ELLE (RICHARDS 2007)** and Jack, a son Roy Albert on 8 January 2021

**WEDDELL: OLIVIA (FLEETWOOD 2007)** and Henry, a daughter Marigold Elisabeth

**KELLY: HARRY (2009)** and Prue, a son Charlie on 14 February 2021

**UPTON: TOM (2009)** and **ANNA (BROWN 2009)**, a son John Robert on 11 March 2021

## ENGAGEMENTS

**DUNCAN BROWN (2002)** and Debbie Chia

**JAMES HUNTER (2008)** and Madeline Outhred

## DEATHS

**DAVID EDGAR (1937)** in January 2021

**COLIN MOLESWORTH JEFFERY (1948)** in March 2021

**CRAIG BULLOCK (1982)** in March 2021

## COMMEMORATING OUR ANZACS

It was wonderful to hold this valued tradition honouring our 26 fallen Old Collegians on school grounds again this year. The student body heard stories about local families who had been impacted – Year 9 student Tom Heazlewood spoke about his great, great uncle who died on the battlefield in Gallipoli, and Deputy Principal Wellbeing Kristen Waldron about her great uncle who was killed on the HMAS Sydney.

Milo Cooper (School Captain) and Alyssa Hocking (Vice School Captain) carrying flags, with Chloe Russell (Laidlaw House Captain), Eren Zehir (Vice School Captain), Hugh Koch (Old Collegians Association President) and Tim Cameron (Staff Association President) carrying wreaths for the ANZAC Service



## SPOTLIGHT ON ACHIEVEMENT



**MILLIE DAVIDSON, YEAR 10**

Millie is currently travelling to Melbourne every Saturday to rehearse with the Melbourne Youth Orchestra where she is the youngest member. Following her successful audition, she was awarded a scholarship from the Marian and E.H. Flack Trust. Millie is also a member of the John Noble Quartet Program and rehearses with them in Melbourne on every third Sunday and has received a reserve position for the Australian Chamber Orchestra, a national program based in Sydney.

Millie received an A in her Grade 8 Viola exam and is currently working towards her 1st AMusA Performance Diploma – quite an achievement at the age of 15!

Millie was the recipient of a General Excellence Scholarship after her family relocated from Queensland. She is certainly making the most of every opportunity available at school and has her sights set on studying Music at the Melbourne Conservatorium plus a double degree in Psychology.

"I love College because of the people and the opportunities. I enjoy the small class sizes and thanks to the supportive and passionate teachers, my academic success has improved a lot. I also enjoy playing hockey for College and also competed in athletics at ICCES this year."



**SARAH EDWARDS (OC 2012)**

Sarah lives in Alice Springs and works as a lawyer for the Central Australian Women's Legal Service. She is also studying for a Masters Degree in International Human Rights Law. Since finishing school, three highlights for Sarah have been winning a medal at the Australian National Rowing Championships in 2018, being admitted as a lawyer in 2019, and perfecting the sponge cake.

"I honestly think that going to College, where I felt valued and worthy every day, gave me the ability to get through university, to train to be nationally competitive as a rower, and now to appear in court on behalf of victims of domestic violence in remote Central Australia.

Since leaving school, I have realised the difference it made to be in a school environment where every teacher had plenty of time for me, every class was a safe and engaging space, and every subject was developed to maximise my learning.

College was special because of the range of people that I went to school with. I still think of my school friends as some of the smartest people I have ever met, a good number of were reliant on scholarships whom. There is almost nothing more powerful than providing quality education to young people who will use it."

If you would like to make a tax deductible donation to The Hamilton and Alexandra College Scholarship Fund as part of our 2021 Annual Giving campaign, go to [www.hamiltoncollege.vic.edu.au/giving/](http://www.hamiltoncollege.vic.edu.au/giving/)



# REUNIONS

TAKING PLACE IN 2021 - SCHOOL TOURS AT 4PM FOLLOWED BY DRINKS IN THE TOWER BUILDING AT 5PM

## CLASS OF 2000 - BELATED 20 YEAR REUNION

**Saturday 31 July**

Louise Patterson (Crawford) - 0438 740 212  
Charles (Bartie) Blackwell - 0418 336 792

## CLASS OF 2001 - 20 YEAR REUNION

**Saturday 16 October**

Lydia Plowright - lydiaplwright@hotmail.com

## CLASS OF 1991 - 30 YEAR REUNION

**Saturday 9 October**

Kristabel Lewis - kristabel@schinckel.net

## CLASS OF 1981 - 40 YEAR REUNION

**Saturday 9 October**

Melbourne, venue TBC

Katherine Stevens (Jones) - katherine.stevens01@gmail.com

TAKING PLACE IN 2022 - AS PART OF OUR SESQUICENTENARY CELEBRATIONS

## CLASS OF 2010 - BELATED 10 YEAR REUNION

Laura Doeven - laurafdoeven@gmail.com  
Conrad Hamill - conradhamill1992@gmail.com

## CLASS OF 2011 - 10 YEAR REUNION

Alice Staude (Winter Cooke) - alice.wintercooke@gmail.com

## CLASS OF 1990 - BELATED 30 YEAR REUNION

Dion Love - dionlove@me.com  
Kristie O'Loughlin - kristievinny@bigpond.com

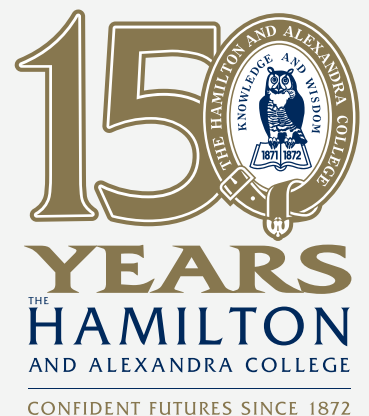
We encourage all reunions and year level groups to attend the Gala Ball on Saturday 21 May 2022.

# SESQUICENTENARY 2022

## SAVE THE DATES!

College will be celebrating 150 years of providing quality, independent education. This is an incredible milestone which we will be honouring with celebrations at the school over two exciting weekends.

More details and booking information will be available soon.



<b>MAR</b>	<b>FRI 4</b> <ul style="list-style-type: none"> <li>• Junior School Mad Hatters Tea Party</li> </ul>	<b>SAT 5</b> <ul style="list-style-type: none"> <li>• School Tours</li> <li>• Long Lunch Myrniong Driveway</li> </ul>	<b>SUN 6</b> <ul style="list-style-type: none"> <li>• Uniting Church Service</li> </ul>
<b>MAY</b>	<b>FRI 20</b> <ul style="list-style-type: none"> <li>• Launch College History Book</li> <li>• Musical Showcase</li> </ul>	<b>SAT 21</b> <ul style="list-style-type: none"> <li>• School Tours</li> <li>• Exhibition Hockey Match</li> <li>• Gala Ball</li> </ul>	<b>SUN 22</b> <ul style="list-style-type: none"> <li>• Community Golf Day</li> </ul>



[www.hamiltoncollege.vic.edu.au](http://www.hamiltoncollege.vic.edu.au)

The Hamilton and Alexandra College . Chaucer Street Hamilton Vic 3300 . PO Box 286 Hamilton Vic 3300

T +61 3 5572 1355 . E [admin@hamiltoncollege.vic.edu.au](mailto:admin@hamiltoncollege.vic.edu.au) .    

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