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## SERVICE

*What "Service" means at Ballarat Grammar*

*Reflections on the Importance of Giving Back to our Community*

*Service through Philanthropy*



### **Acknowledgment of Country**

Ballarat Grammar acknowledges the Traditional Owners of the land on which we learn, live and work. We pay our respects to their Elders past and present, and extend this to all Aboriginal and Torres Strait Islander People.

### **Special Thanks**

We thank Liz Crothers and Emma Burnham for their contributions to this edition.

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## HEADMASTER'S REFLECTION

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*Mr Adam Heath*

**It seemed that we didn't have many interested students. We ordered the 57-seat bus hoping that we might fill it with boarding students volunteering to attend the 2023 Dawn ANZAC service the following morning. It was an early start, well before 6am, with a light rain forecast and we understood it was not an appealing time for a teenager to be dragging themselves out of bed. We woke to a dim morning and Chris Van Styn, Assistant Head of Residential and Boarding, explained that we had an issue...**

He had been inundated with requests from our boarders who wanted to go to the ANZAC service. Even after adding a second bus, we would need to scurry at the last minute to add a 12-seater van to the fleet of vehicles.

The morning was cold, and most students chose to wear their Grammar spray jackets for warmth. Few of us accompanying the group will forget the sense of pride we felt watching the sea of gold converge on the Ballarat Cenotaph that chilly ANZAC morning. I have been to many School ANZAC services over the years, and I have often wondered whether our students really 'got it', or just attended because it was required of them. On this morning, they did. They understood the symbolism of commemoration for the ANZACs, they felt compelled to contribute to maintaining the living memory of those who have sacrificed their lives for our country, and they appreciated that our freedom and democracy had been hard and, too often, tragically fought.

"To whom much is given, much will be required" (Luke 12:48). The biblical words of Luke are engraved on a wooden panel above the southern entry to the Wendouree Centre for Performing Arts auditorium. Initially, our students pass under these words without even a glance upward at them. Over time they hear these words recited by the older students and they begin to look up as they enter; with each reading, the words embodying the School's ethos of service embed themselves in our student's character.



*Adam Heath presenting at the 2023 ANZAC Memorial Service*

**Most students enjoy being involved in service activities at the School. At first, it may be because it is an activity done with friends, however, with time they appreciate that their actions are making a positive difference, and an intrinsic motivation begins to smoulder.**

The net result of this is that we have so many students participating in the Salvation Army Red Shield Appeal each year, that we need to borrow a CFA logistics van to keep track of them all.

We are oversubscribed with Middle School students wanting to partner with local Rotary Clubs for the 'Eat Up' project, to make sandwiches for students in local schools who would otherwise have no lunch.

The 'Can The Chapel' project creates competition between Houses to donate the highest number of cans to Anglicare in support of people who are homeless or in need in Ballarat.

The list goes on. The last time we did a tally, we had over 180 local, national and international service partnerships. Yet, still, our students frequently ask for more opportunities to serve.

The opportunities do more than show our students how to "do the right thing", they illustrate to them how reciprocity underpins community, the types of community that we all want. A community that we can give to, and at the same time a community that offers us support when times are tough.

It also shows the students how to be well; we know that altruism is one of the single greatest contributors to positive mental health and they quickly recognise they are the beneficiaries when helping others.

In a complex global environment, we should draw enormous heart from the fact that there is an emerging generation whose actions and thoughts are underpinned by kindness, care for others and an intrinsic desire to create positive, high-functioning communities across the world.



## WHAT SERVICE MEANS AT BALLARAT GRAMMAR

At Ballarat Grammar, service is deeply ingrained in the School's ethos and values. Service goes beyond just performing acts of kindness; it is about actively engaging within the community and making a meaningful impact.

As students, we are regularly encouraged to embrace a spirit of giving back and to develop a genuine concern for others. Service at Ballarat Grammar takes many forms. I believe I can speak for many that we have all been encouraged to be involved in a service opportunity. Whether it is through the after school Eat Up initiative or by joining the Red Shield Appeal on the weekend, we are supported to contribute our time, skills, and efforts to support local organisations, charities, and initiatives. This involvement helps us develop a sense of empathy and understanding for the challenges faced by

others, fostering a greater appreciation for diversity and social responsibility. Moreover, service at Ballarat Grammar extends beyond school years, as we are also encouraged to develop a lifelong commitment to service and to continue making a difference in communities. As a School, we take pride in our service and recognise that being part of a community that is privileged enough to have the opportunity to give back is something that should not be taken for granted.

- Words by Tilly Davidson (12) on behalf of the Community Service Captains 2024

### A personal reflection by Abbey Fishlock (12), a Community Service Captain for 2024

From the moment I walked through the gates of Ballarat Grammar in my oversized blazer as a wide-eyed Year 7, I was told about the importance of giving back. At the time I did not think too much of it, believing that community service was just another 'thing' that could be 'preached' about in Chapel. Now as a Year 12 student, I can reflect on just how wrong I was. After 6 years at this School, I have taken part in countless service opportunities. I have made sandwiches for the Eat Up initiative, I have collected money for the Red Shield Appeal, and I have even helped harvest worm juice for the Food is Free Program.

My love for service has grown exponentially, all because Grammar has promoted and provided these opportunities. Since Ballarat Grammar was founded, it has been a school that consistently expresses the importance of giving back. It is so heavily ingrained within the community that every Grammar student, both past and present

can recite the line of wisdom: "To whom much is given, much will be required" (Luke 12:48). These words have been adopted by this community and forged it into a mantra to live by. Ballarat Grammar transforms its students through exposure to service, allowing them to value their privilege and harness it to benefit others. Every individual who passes through the Grammar gates is bettered by the close relationship that the School has with service.

Every individual is supported to become a Good Samaritan and embody the values of Christianity, creating a community that is united in its passion and dedication towards service. Ballarat Grammar is fundamentally built upon the idea of service and its positive impact on society. As I prepare to embark on my next phase of life, I reflect on all the positive experiences I have had serving others in the community. It will be a value that will last long after I have walked out of Ballarat Grammar at the end of my schooling.

# SERVING UP HOPE: THE JOURNEY WITH EAT UP

Ballarat Grammar's involvement in Eat Up epitomises the School's commitment to service and community engagement. Founded in 2013 by Shepparton local, Lyndon Galea in response to the distressing reality of children attending school without lunch, Eat Up has grown from humble beginnings to become one of Australia's leading organisations, providing free lunches to students nationwide. This grassroots initiative relies heavily on donations and volunteers, embodying the collective effort to address food insecurity among students.

In 2016, Ballarat Grammar's connection to Eat Up began when staff member, Deb Robertson's daughter Rachel, attended a leadership course and learned about the program's mission. Recognising the need

within the Ballarat community, Deb, along with Alfredton Rotary, saw an opportunity for a partnership. Leveraging the School's strong service ethos, Ballarat Grammar enthusiastically joined forces with Alfredton Rotary to support Eat Up's cause.

Under the passionate coordination and leadership of Deb, Eat Up's impact at Ballarat Grammar quickly became evident. The program initially began with Year 9 students and later expanded to include Year 7 and 8 students as a Round Square project. With dedicated coordination from individuals like Matt Hanlon and Elaine Rooney, and now Katie Donnelly, the sandwich-making sessions became a regular fixture, eventually serving 35 schools in and around Ballarat.

Deb's role involves liaising with primary schools, organising supplies, and coordinating delivery volunteers alongside fellow Rotary members, to ensure that every sandwich made reaches a hungry child.

Beyond the tangible impact, Eat Up provides an invaluable service opportunity for Ballarat Grammar students. Their willingness to volunteer after school demonstrates a genuine commitment to making a difference. Through Eat Up, students not only learn the importance of service but also experience firsthand how their actions can positively impact the lives of others.



“The direct impact of our efforts is profound, with over 50,000 sandwiches delivered by the end of term two, an achievement made possible through the enduring support of partners like Woolworths, Nature's Cargo, Cain Property, and Eat Up Australia, as well as various grants and fundraising efforts.

The urgency of addressing childhood hunger remains paramount, especially as statistics reveal an increase in food insecurity nationally. Knowing that one in five children faces hunger underscores the significance of our mission. By providing nourishment, we empower young learners to reach their full potential, regardless of their circumstances,”

- Deb Robertson





## NURTURING COMMUNITY BONDS: A JOURNEY WITH YOUNG LEARNERS

Words by Koren Naylor, Director of CEEEd

### How do we support children to connect with and contribute to their community?

This question formed the basis of a research inquiry project undertaken by children and educators in one of the CEEEd toddler programs throughout the course of 2023.

An opportunity early in the year to connect Year 11 students with the younger children highlighted a subtle reluctance among the latter to engage. This prompted educators to delve deeper, recognising the potential influence of the pandemic on children's early socialisation experiences. This realisation reaffirmed their commitment to an overarching focus on community and how they could empower children to contribute authentically to their community.

The team crafted learning experiences emphasising the importance of people and their roles within the community. Using visual prompts and interactive activities,

they encouraged discussions about various occupations and their contributions to our collective wellbeing. The enthusiastic response from the children underscored the efficacy of this approach, as they eagerly participated in dressing up and exploring different facets of community life.

The children and educators developed a representation of the immediate CEEEd community that proved very popular amongst the group and generated many discussions. One pivotal question emerged from this exploration: Is it the notion of community or family that the children were interested in?

A conversation with professional mentor, Catharine Hydon, directed the educators to focus on Outcome Two of the Early Years Learning Framework (EYLF) - 'Children are connected with and contribute to their world'. This states that, from birth, children experience living and learning with others in a range of communities. These might

include families, local communities, or early childhood settings. Having a positive sense of identity and experiencing respectful, responsive relationships strengthens children's interests, knowledge, and skills in being and becoming active contributors to their world. As children move into early childhood settings, they broaden their experiences as participants in different relationships and communities. This direction and line of inquiry showed them that community is whatever or whomever we determine it to be. Community is who we say it is. It is family, it is the CEEEd community, and it is the world beyond our immediate facility.

Parents were asked to provide snapshots of their child's community to create tangible 'community blocks' for immersive play experiences, empowering the children to recognise and appreciate the diverse tapestry of community life. The children included these blocks in their play, used them to punctuate their conversations, and held

them during imagination time for comfort, with George's sausage dog, Penny, by far the most popular community member.

**All the while, educators pondered the fluidity of the concept of community and the myriad ways in which children could authentically contribute to it. How do they realistically allow toddler-aged children to contribute to their wider community? Is the children's presence in the community their contribution?**

In response to these questions, the children baked morning tea and arranged visits on two occasions to different teams within the Grammar community. The Property and Services Team met the children on the oval adjacent to the CEEd, showing them the diggers (always a hit with two-year-olds) and enjoying a picnic with chocolate chip cookies. The Finance Team then enjoyed a morning tea of scones, jam, and cream in the Boardroom, engaging in a reciprocal visit to the CEEd a week later.

The children's presence in these community encounters elicited joy, happiness, smiles, and laughter. Findings unveiled heartwarming insights into the impact of these interactions on the children.

Through their engagement with the community blocks and meaningful visits to various members of our school community, the children demonstrated a burgeoning sense of connection and empathy. They exhibited a remarkable openness to embracing each other's family members, and the specially arranged visits, fostering a sense of inclusivity, compassion, and community.

As the educators reflected on this journey, they were filled with wonderings about the lasting effects of these experiences on the children and the feasibility of embedding community contributions into the program sustainably. Yet, they remain steadfast in their belief that nurturing community bonds from an early age is not only possible but imperative for fostering compassionate and socially conscious individuals.



CEEd meets Property and Services



Baking cookies for the Property and Services Team



Cookie delivery



CEEd joins the Finance Team for morning tea

# SOCKS FOR SERVICE: PATRICK AND MIA'S MISSION FOR INCLUSION

Patrick and Mia Hayes, two students in the Junior School, embarked on a heartfelt mission on the 21st of March, National Down Syndrome Awareness Day. Teaming up with their supportive teacher, Mr. Hopkins, they orchestrated a fun and educational event known as Crazy Sock Day, aiming to promote understanding and respect for individuals with Down Syndrome, while also raising funds and awareness.



L-R: Isla, Andre, Austin, Kulshaan and Sienna, with Crazy Sock Day organisers Mia and Patrick.

"We thought of this idea last year and weren't sure if it would work. But we know the School supports lots of good causes because service is so important, so we gave it a go," says Patrick.

Their inspiration stemmed from their friend Akira, who has Down Syndrome. They wanted to emphasise that individuals with Down Syndrome, like Akira, possess unique talents and meet challenges, deserving of equal respect and acceptance.

"We've known Akira since we were little. He's really cool and can do lots of things like us, some things he can do better than us, but sometimes he needs a little extra help," says Mia.

So, on March 21st, the Junior School came alive with vibrant socks and colourful cupcakes. The atmosphere was electric as students and teachers alike embraced the spirit of inclusivity and service.

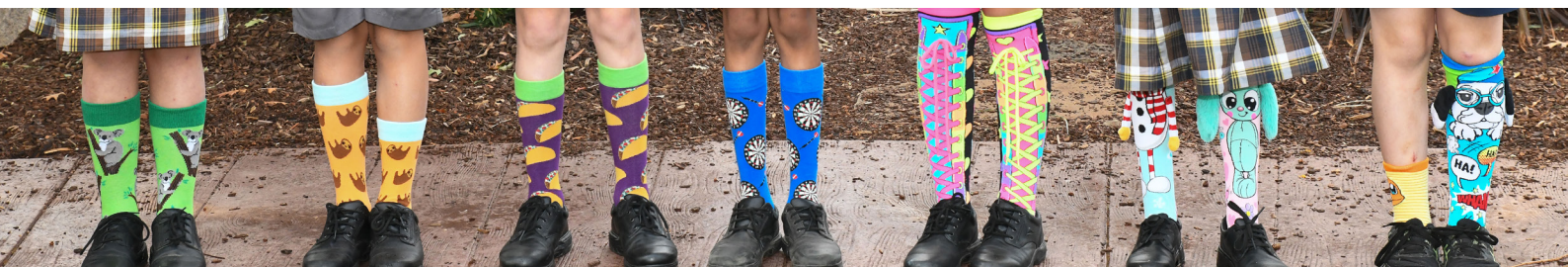
"It was amazing to see everyone join in. Some socks were really wild! And people came up to us, sharing stories about their friends or family with Down Syndrome. It felt good to raise awareness," says Patrick.

For Deputy Head of the Junior School, Julian Hopkins, involvement in the Crazy Sock initiative was more than just another fundraising event. It was a chance to further instil values of compassion and service in students. Drawing from personal experiences with family and friends affected by Down Syndrome, he recognised the importance of raising awareness and challenging prejudices.

"At school we emphasise the value of service beyond oneself. We teach our students about helping others without expecting anything in return. Patrick and Mia's initiative is a great example of this and I'm grateful for how everyone got behind this idea."

For Patrick and Mia, service means, "making a positive difference in the lives of people like our friend Akira, and we're so happy and thankful to the Junior School community for helping us do that."

The Crazy Sock Day served as a platform for education and empathy. By challenging stereotypes and fostering understanding, it left a lasting impact on students and staff alike. Beyond the funds raised, the event has sparked meaningful conversations, nurtured empathy, and planted seeds of change. Through their collective act of service, Patrick, Mia, and Mr. Hopkins not only raised awareness but also emphasised a culture of compassion and acceptance within the School community.



# PLANTING FOR A BETTER FUTURE: BUILDING COMMUNITY LINKS WITH A LOCAL LANDCARE GROUP

In 2023, student leaders in the Middle School wanted to start a service initiative with a local environmental focus.

Adam Little, Middle School Leadership and Service Coordinator, explains that this led to an association with the Napoleons Enfield Landcare Group where, several times each term, a group of students from Years 7, 8 and 9 head out to Scotchmans Lead to plant trees and clean up a nature reserve.



## Q&A with Year 9 students Leni Williams and Mackenzie Thompson-Wells

### Why did you decide to get involved in this activity?

Leni: I thought it was important to connect with the environment and help benefit our extended community through a fun and rewarding service activity.

Mackenzie: I liked the idea of being outside and involving myself in more hands-on activities.

### What do you like most about it?

Leni: The sense of achievement that you get as well as working with friends towards a common goal adds so much excitement to the experience, especially knowing you have made a positive impact. It's a fun and enjoyable experience that really opens your eyes to the environment around you.

Mackenzie: Learning about the different tools we used and how to plant the trees. I didn't think I would enjoy it as much as I did.

“The students are really enthusiastic about this project which brings together the Round Square Ideals of Environmentalism and Service. They enjoy learning about the different trees and which trees are suitable for the area. It is great to see students from all three levels of the Middle School working together and supporting each other.”

- Adam Little



Mackenzie Thompson-Wells and Leni Williams



L-R: Luke Thompson, Cooper Keilar, Aidan Moller, Fletcher Greene, Billy Fitzgerald, Riley Keilar and Max McAlpin

## BRINGING COMMUNITY TOGETHER: WIGAN STUDENTS BREATHE NEW LIFE INTO WILLAURA FARM TO PUB EVENT

A group of Wigan House students, along with Simone Healey, Head of Wigan House, Chris Van Styn, Assistant Head of Residential and Boarding, and some other boarders and GAP students, took a bus to attend the Willaura Farm to Pub 2024 fun run in February.

Whether volunteer or participant, each and every Grammar representative got behind this popular community fundraising event which had been cancelled for three years due to the pandemic.



Sinclair Burmeister, Max Hindhaugh, Edward Hausler and Tom Kinley



Tallin Hopkins



Billy Fitzgerald

## Q&A with 2024 Wigan House Captains Angus Gray and Floyd Burmeister

Both Angus and Floyd grew up on sheep and cattle farms 10 minutes out of Willaura. They went to Willaura Kindergarten and Willaura Primary School and played for the Moyston Willaura Pumas Football Netball Club between the ages of 6 and 12. Both families have always been very involved in the community, including footy coaching, CFA training, cricket, school council, netball and football. Their mothers are both involved in the East Grampians Health Service and their siblings have all been students at Ballarat Grammar as well: Sinclair Burmeister (Year 11), Scarlett Burmeister (2021), Sophie Gray (2021) and Georgiana Gray (2022).

### Why did you decide to organise this event?

Wigan House prides itself on its Service participation. We were keen to get this great community event back up and running for more people to enjoy and, as House Leaders, we saw it as a great opportunity to support Wigan House's focus on mental health and wellbeing in 2024 while continuing Wigan's strong Service reputation.

The biggest takeaway for us was to see how much of an impact this event has on the local community. Despite being a relatively small event, its influence and importance is immeasurable.

### Why was it important to you to do this?

We wanted to honour the Guthrie family and to keep the Wigan House-Ballarat Grammar-Grampians connection strong.

### Tell us about the day.

After a couple of last-minute glitches before the start and the first runners headed off, the realisation that it was finally happening was overwhelming. The atmosphere and sense of community was huge and to see it being led by the Wigan presence was truly special.

### What was the highlight for you?

The sense of Wigan House spirit and camaraderie among participants and volunteers alike was incredible. Seeing the boys get around a community they had never been part of and represent themselves and the House with the upmost levels of respect and integrity was a sight to behold and a true reflection of our House values.

To have everyone come together to push for a common goal and support each other really highlights the positive effect that giving back to communities can have.

## Fast Facts

- + 32 participants and volunteers from Ballarat Grammar
- + 120 participants in total
- + 16km, 8km and 5km options
- + Runners, cyclists and walkers of all ages
- + Tallin Hopkins (Year 9) from Wigan won the 8km run with GAP students Noah Goymer second and Felipe Mora Ray third
- + Billy Fitzgerald (Year 9) from Wigan won the 5km run
- + Head of Boarding House - Wigan, Simone Healey won the raffle
- + Approximately \$2,000 was raised which will go to supporting the One Red Tree Resource Centre in Ararat (including those affected by the Pomonal bushfires) and the Willaura Primary School



Runners: Tallin Hopkins and Tom Noy  
Volunteers: Charles Seebeck and Henry Seebeck

# A LEGACY OF SERVICE: INSIGHTS FROM BALLARAT GRAMMAR'S DEDICATED EDUCATORS

*Interviews conducted by Selina Wilmott, Archivist.*

## Priscilla Herington – Service is “helping students realise the positive impact they can have.”

Priscilla Herington began her career at Ballarat Grammar during Term 2, 1979. Graeme Renney was Headmaster, and Barry Smith (Deputy Headmaster and Head of Administration at the time) made her appointment. Priscilla’s role was primarily teaching Junior School Physical Education (PE), although she quickly moved into teaching Secondary PE, and coached Hockey, Rowing, Softball and Basketball. She took on the role of Sports Mistress, which she fulfilled for several years before accepting the position of Physical Education Head of Department in the 1990s.

Looking for a change, in 2000 Priscilla volunteered to head up a committee to plan and deliver an alternative Year 9 Program, an initiative driven by Stephen Higgs. The small group Priscilla worked with developed the Heinz Centre LINKS Program and was integral to the establishment of City Cite in Melbourne.

She then held the position of Head of Year 9 between 2001 and 2015. During this time, Priscilla was fundamental in the introduction of new diverse programs and approaches to education at the Year 9 level. She also continued as Sports Coach for Hockey.

## Ross Sullivan – Service is “who we are, and what we do.”

Ross Sullivan started at Ballarat Grammar on the 1st of September 1981, serving as Sportsmaster and acting as Secretary of both the BPSA (The Ballarat Public Schools Association), as well as Secretary of CHISSA (Central Highlands Independent School Sports Association). In his career at Ballarat Grammar, Ross became Head of Physical Education (1990), as well as Acting Head of both Nevett House (2013) and Cuthbert House (2018 and 2020).

Ross also served as a tutor to the students of Dart House, which he reflected on as an important time in his life at Ballarat Grammar; working under Rob Olston’s wing, he was able to learn more about the School and the importance of relationships with staff and students. He feels similarly about his work with mentor groups in the day Houses, as an important approach for teachers to connect with the students under their care.

In 2015, Priscilla left the Heinz Program to become the Applied Learning Coordinator, with responsibility for the VCAL (Victorian Certificate of Applied Learning) and VET (Vocational Education and Training) programs. Under her leadership, the Applied Learning Program has grown from 10 students in its inaugural year to 52 across three-year levels in 2024. During this time, she oversaw the introduction of VCE VM (Victorian Certificate of Education Vocational Major), the provision of VET programs, and the establishment of School-Based Apprenticeships. Priscilla is currently leading the planning and implementation of a diverse Year 10 Applied Learning Program that will equip students to take on VCE VM.

Reflecting on her career at Ballarat Grammar, Priscilla is particularly proud of the establishment of the Heinz Centre Program and the growth of the Applied Learning Program. A profound achievement was her record of Hockey Premierships and winning multiple Head of the Lake competitions with her crews of young women.



*Priscilla Herington with students, c1995*

## The meaning of service according to Priscilla.

For Priscilla, service at Ballarat Grammar is about buying into the Round Square IDEALS and assisting with activities such as the Red Shield Appeal and fundraisers through the Applied Learning Program. However, she feels her main service to the School has been to the students, providing opportunities for growth, service, and understanding the positive impact they can have.

## How Priscilla hopes to be remembered by the Ballarat Grammar Community.

Priscilla hopes to be remembered as someone who always committed to the task at hand, made sure she had a crack, and encouraged her students to do the same.

Importantly, sport has been a crucial part of Ross's life at Ballarat Grammar. Ross attributes the volleyball successes directly to the fact that the students themselves have invested passionately in the sport. Walking into the school gym on a Thursday during term one, the Ballarat community would be able to see the 50+ Year 7 and Year 8 young women training, along with senior students acting as coaches. It is the students who have helped create the culture, which permeates through all age groups.

### The meaning of service according to Ross.

When it comes to the meaning of service, Ross felt that while the literal definition may be 'doing things for others' or defined as one of the IDEALS of the Round Square program, service is something that you often do unconsciously, without any real intent. Ross believes Ballarat Grammar's environment creates this fabric which carries us along. It is who we are, and what we do.

### How Ross hopes to be remembered by the Ballarat Grammar Community.

Ross hopes to be remembered for just being himself. This may be in different forms for members of the community, whether they are past or present students, staff, or parents. He has often thought that there is a lot said about the impact a teacher has on their students, but you cannot underestimate the impact that students have on the teacher; the relationships and interactions over the years have allowed Ross to be himself. In Ross's words, "just being remembered as 'Sully' is good enough for me."



Ross Sullivan with students, c1995

### The meaning of service according to Robert.

To Robert, service is about "caring for one's fellow man [sic]". Robert feels fortunate that his role at Ballarat Grammar has enabled him to follow an interest in the lives of the people in Timor-Leste. Through the School and the wider Ballarat community, we have been able to walk alongside the Timorese people, providing them with a wide range of support as they moved to become a newly independent nation in 2002.

### How Robert hopes to be remembered by the Ballarat Grammar Community.

"As someone who cares."

### Robert Gray – Service is "caring for one's fellow man [sic]."

Robert Gray commenced at Ballarat Grammar in 1977 as a Science and Mathematics teacher. The following year he became Head of the Science Faculty, developing Middle School programs that positively impacted Science studies for VCE students (Victorian Certificate of Education).

Robert became Assistant Head of Boys Boarding in 1985 through to 1998, while at the same time also working with the rowing program, coaching seven First IV crews to Head of the Lake wins.

In 1989, Robert moved to the United Kingdom where he developed knowledge of Systems Engineering, a worthwhile study which has now become a feature for many of our students.

Since 1997, Ballarat Grammar became involved in the Round Square program. This enabled staff and students to participate in international service programs. After a visit by five School members to Timor-Leste in 2005, Ballarat Grammar was able to connect with the community of Ainaro in the mountains of Timor-Leste. As a result, Ballarat Grammar students have since participated in ten visits to Timor-Leste to provide much needed assistance to the community and friendship schools. Donations of computers and sporting gear have enabled a strong relationship to flourish and continue to this day.

At the turn of the century, Robert became Year 11 and Year 12 Coordinator as well as VCE Coordinator.

Then in 2006, Robert was promoted to Assistant Head of Administration with responsibility for running the VCE Program.

Now serving as a Data Mentor for our VCE students and staff, Robert leverages his extensive experience to guide pupils through the complexities of the VCE pathway, helping them navigate towards success.



Robert Gray with students, c1995

# REMEMBERING THE SACRIFICE: STORIES OF SERVICE FROM THE GIRLS' AND BOYS' CHURCH OF ENGLAND GRAMMAR SCHOOLS

Words and research by Megan Boyer, Archivist.

The outbreak of war in Europe in 1914 ignited a fervent response among the youth of Australia. Eager to contribute to the war effort, many young people answered the call, in various capacities. Some enlisted in the Armed Forces, including the renowned First Australian Imperial Force (1st AIF), forging the legendary ANZAC spirit on the shores of the Mediterranean alongside their New Zealand counterparts. Others, especially young women, assumed roles in support services such as nursing, clerical work, and fundraising efforts, back on the 'Home Front'.

At the Church of England Girls' Grammar School (CEGGS), young ladies still attending school found ways to contribute through fundraising, knitting, and other tasks, conducive to the safety of the home environment. Those who had completed their schooling and desired to serve overseas could pursue two primary paths: joining the Army Nursing Corps or enlisting in the Voluntary Aid Detachment (V.A.D.) to provide aid under the Red Cross in convalescent homes and similar facilities.

The Roll of Honour for the Great War (later known as World War 1) at CEGGS, previously Queen's College, commemorates twelve Old Collegians, including four Nursing Sisters and eight V.A.D. members. Tragically, two names are marked with an asterisk, signifying the ultimate sacrifice of losing their lives in the line of duty.

One such individual was Sister Gertrude Munro, the first Queen's College alumna recorded as having fallen in service. Her poignant obituary, featured in the December 1918 edition of the *Mainly About Girls* magazine, offers a glimpse into the profound loss experienced by the School community.

In a letter to Headmistresses Hayhoe and Larritt, recent CEGGS graduate and member of the V.A.D. Alice Allanby, depicts a harrowing ordeal when the ship she was aboard was torpedoed near Egypt. Her narrative underscores the dangers faced by those serving far from home.



Sister Gertrude Munro.

Sister Gertrude Munro, who died on active service at Salonika on 10th October, 1918, from malaria and pneumonia, was born at Alfredton, Ballarat. She was educated at Queen's College, and, later on, trained at the Ballarat District Hospital. She enlisted in June, 1915, and was stationed at No. 5 A.G.H., St. Kilda Road, until 22nd August, 1916, when she sailed for India. Here she took up her duties at the Cumbala War Hospital, Bombay, and, later, at Poona. She left India in July, 1917, and sailed for Salonika, which she reached during the following September.

A returned sister wrote of her:—"Sister Munro had a most lovable nature, and was a general favourite. The news of her death will be received with the greatest regret by all the nurses with whom she worked, and the patients she has tended."

Extract from a letter to Miss Hayhoe and Miss Larritt.  
From Alice Allanby, at Nasrieh Hospital, Cairo.

"I was torpedoed on the "Aragon" on December 31st, 1917. We had a most thrilling time, of course.

It happened about 11 p.m., 13 miles from Alexandria. We'd been three weeks on board, and were feeling quite safe as we were in sight of our destination. Suddenly there was a terrific explosion. We all knew at once what it was, and hurried to our appointed places in the small boats, which were then lowered over the side. We were picked up by a fishing trawler, which had been mine-sweeping in the vicinity. The great majority of the Tommies were picked up by our destroyer. Then the Aragon went down, fifteen minutes after she had been hit.

Then there was another explosion, and we thought our time had come, until we saw the destroyer split in two and slowly sink. We rescued as many as we could. There were bits of wreckage and dead bodies floating all round our boat. The loss of life was dreadful—over six hundred men and eleven officers, besides the captain, purser, chief officer, and chief engineer were drowned.

We distinctly saw the periscope of the submarine not far off, and felt sure it was our turn next, but we raced for Alexandria. We all crouched in the bottom of the boat while the ship's crew swung our one gun over our heads and tried vainly to get a shell at the periscope. When we arrived in Alexandria we were taken at once to the Khedivial Hotel, where we stayed for a day, and then came down here, where we've been for six months."



1911 THE FIRST PREFECTS

10323

D.A. TWINING, P. BASIL ROBIN, R.F. JAGGER, P.B. OSBORNE  
David Robert Percy

### 1911 The First Prefects

Similarly, the Church of England Grammar School bore witness to the valour and sacrifice of its students. The story of the first Prefects immortalised in a photograph from 1911, reveals the patriotic fervour that gripped the nation during those tumultuous years.

These four young men all served their communities during the War: David Austral Twining, who rose to the rank of Captain, seeing action in Gallipoli, Pozières and Passchendaele; Percy Basil Robin, son of Headmaster Robin, who was promoted to Lieutenant by the end of the War; Robert Frederick Jagger, who became Reverend Jagger and ministered to people across Victoria and South Australia; Percy Beaumont Osborne, who was an Acting Sergeant during his service. Of the original four Prefects, Acting Sergeant Osborne did

not return to Australia after the War, dying in England in 1917. Three survived the conflict, yet Reverend Jagger and Captain Twining did not live to see the outbreak of World War 2, dying in 1924 and 1931 respectively. The legacies of these young men serve as poignant reminders of the enduring impact of war on individuals and communities.

As we commemorate these stories of courage and sacrifice, we honour the memory of those who served and reflect on the profound impact of their contributions to our shared history.

## WANT TO KNOW MORE?

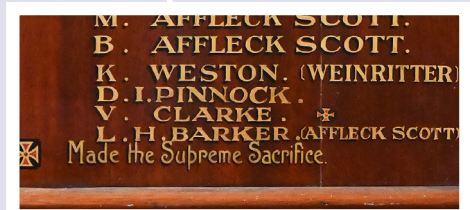
For those interested in delving deeper into the rich tapestry of our School's heritage, we encourage you to reach out to the Archivists. [archives@bgs.vic.edu.au](mailto:archives@bgs.vic.edu.au).



## Honour Board Mystery Solved

A particularly intriguing tale is that of V. Clarke, whose identity remained shrouded in mystery until recent archival discoveries unveiled her full name: Violet Sybil Maud Allan Clarke. Violet's dedication to service led to her joining the V.A.D., working in the Croydon War Hospital in 1915 and 1916, where she contracted tuberculosis.

Despite her premature departure from the Girls' School in 1906, Violet is remembered on the Queen's College Honour Roll. She stands alongside Gertrude Munro as the only two Queen's Old Collegians who ultimately sacrificed their lives while aiding the war efforts.



# NOLA AND ROSS SQUIRE SERVICE IS FUNDAMENTALLY IMPORTANT TO KEEPING THE FAITH

*“We are members of one family who sing the Grammar song.”*

Nola and Ross met in 1964 whilst studying Botany at the University of Melbourne as part of their Science Degrees. Always providing strong support for one another in all their endeavours, personal and professional, Ballarat Grammar has been very important to them for more than 50 years. For Nola, it was essential to have the significant involvement of Ross, and their sons, David (1986) and Jeffery (1988), her steadfast fellow travellers on the Grammar family journey.

Nola was appointed by Headmaster Graeme Renney, to teach Biology, Science and Mathematics, commencing in February 1973. The expectation was that the appointment would involve much, much more than teaching. And it did! The School provided her with a myriad of opportunities, in a variety of roles, often simultaneously.

From 1977 to 1978, Nola was Senior Mistress, Senior Level. When the House system for pastoral care was introduced in 1979, Nola was the inaugural Head of Cuthbert House, and then for 17 years, 1981 to 1997, Head of Krome House. She served as President of the Staff Association, undertook Boarding House duties (1985 – 1995), and was VCE Coordinator (1990 – 1997). Her VCE Biology results and the DNA Biotechnology Course, developed with colleague Dr Alan Ford, put Ballarat Grammar to the fore in science education in Australia. She enthusiastically supported the musical life of the School,

often singing with the choirs and taking leading roles in many productions.

In 1998 Nola became the inaugural and sole Assistant Head, whilst continuing senior teaching. Nola was always passionate about promoting the entire program of the School, including curriculum, daily routines, disciplines, social life, and co-curricular activities, as a vehicle through which young people could be trained to take charge of their lives and raise their sights. Her goal was not simply to prepare students for tertiary study or work but also to prepare them for life by facing it directly, in ways that demanded courage, generosity, imagination, principle, and resolution. Young people should not only be expected to do well in conventional ways but also to serve and lead.

Nola retired from teaching in December 2005. However, when the School advertised for an Archivist in 2007, Nola and Ross expressed interest; Dorothy Wickham was appointed

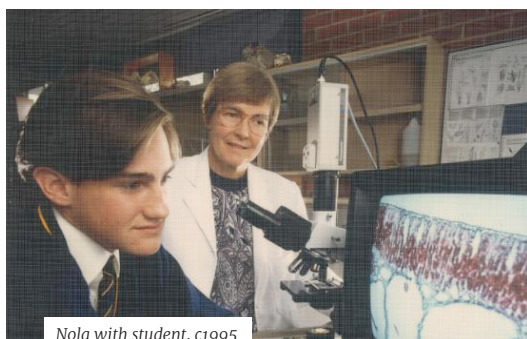
as School Archivist, with the Squires as Assistant Archivists. In April 2013, they became the School Archivists continuing until the end of 2023. They consider themselves to have been most fortunate to have had this opportunity to work together. Protecting the integrity of the School’s history was of paramount importance. They endeavoured to make the School’s historical collection accessible and student-oriented, and enjoyed proofreading publications and providing information to the Grammar family; they look forward to maintaining their close association with the School.

In December 2023 Nola and Ross were recognised at the Board Dinner for their incredible service to the School and Nola was inducted as a Companion of Ballarat Grammar.

*“So, the spirit of connectedness will bind us into one with all those who’ve gone before us, and with all those yet to come.”*



Ross and Nola Squire, at the December 2023 Board Dinner



Nola with student, c1995

## The meaning of service according to Nola and Ross.

As Christians, we believe that service is fundamentally important to keeping the faith. Faith is truly living when it is shown through action. So, *Serva Fidem*, the School Song, has been an inspiration.

## How Nola and Ross hope to be remembered by the Ballarat Grammar Community.

“Curamus” - Krome House Moto, which means, “we care”.

# OLD GRAMMARIAN AND COMMUNITY NEWS

## CELEBRATIONS



**Cass and Brendan Peace** (both current staff) welcome Ruby June to their family. As you can see, Harry, Tom and Lucy are delighted with their new sibling.



Middle School teacher **Adam Little** and his wife **Anna** have excitedly welcomed Alfie to their family.



**Emma Graham** (2019) and her partner **Darcy** celebrate the arrival of Amelia, shown here with proud grandmother Tanya McGowan, who teaches in the Junior School.



Junior School teacher **Ava Kennedy** and her husband **Patrick** (2010) and big brother Abe welcome Dorothy June.



**Sebastian Walsh** (2012, current staff member) and his partner **Tiesha**, introduce you to Olena Patricia. Big sister Ellidy is very proud of the new arrival to the family.



**Tamara Abbott**, CEEd teacher, would like you to meet Millie Louise.



**Millie Enbom-Goad** (2009) and **Patrick Britt** (plus their first son Fredrik) have welcomed Florence Bluebell to their family.

**Jacob Werts** (Middle and Senior School teacher) and School Psychologist **Kathryn O'Dwyer** (2015) celebrated their marriage on the 12th of January 2024.



## DEARLY DEPARTED

We extend our sympathy to the friends and families of all those in our community who have passed in recent months, including the following past staff and Old Grammarians:

Gail Brierley (Gunn, 1971)

Lynette Brown (Peter, 1954)

Nan Cook (1949)

Lois Curnow (Philp, 1949)

Mary Jolliffe (Grills, 1946)

Kevin Lawrence Knight OAM (1958)

Shirley McKenzie (Calvert, 1943)

John McRae (1959)

Michael John Rasmussen – staff member from 1959 through to 1984.

Rodney James Read (1951)

Margaret Joan Rotheram (Wilson, 1947)

Remembered as an excellent teacher (French and English) and “a fine hockey coach”, Michael Rasmussen commenced teaching at Ballarat Church of England Grammar School (Ballarat C.E.G.S.) in 1959.



Nan Cook started at Queen’s Church of England Girls Grammar School (Queen’s C.E.E.G.S.) in 1938 at the age of 6, graduating as a Prefect in 1949, alongside fellow Prefect Lois Curnow (Philp, 1949). Lois also worked in the School’s Preschool in 1977.

The death of **Lois Curnow (Philp, 1949)**, occurred in Ballarat on 8/10/2023, in the care of her family. Lois was the sister of Beverley Hardy (1947) and Alison Cook (1950). All three girls attended Queen’s. Lois commenced in 1943 and was a Prefect in 1949. She trained as a Kindergarten Teacher and taught in a number of Ballarat Kindergartens, including at our Preschool in the late 70s. Lois was the loved wife of Ron Curnow (dec.) and much-loved mother of their three children, Jenny (1972), Stephen (1974) (dec.) and Robyn (1975). Lois was an active tennis player until recent years, a devoted gardener, and a loved Queen’s Old Girl.

**Margaret Joan Rotheram (Wilson, 1947)**, died in Burnie, Tasmania on 21/10/2023. Margaret’s father “Bob” Wilson commenced at Grammar in 1911, no. 36 on the School

Roll. As a very young child, Margaret was enrolled at the Girls’ School towards the end of 1933. She went on to become joint School Captain of Queen’s in 1947 with her great friend, Mary Johnson (1947). Margaret’s brother, Ian Wilson (1957) attended the Boys’ School. Margaret became a highly respected journalist with *The Courier* during the 1960s and 1970s. She is remembered particularly for her contributions to appreciation of art, nature and conservation. She had three sons, Austin (1973), James (1977) and Martin. Some years ago, Margaret retired to the Bellarine Peninsula and recently to Burnie, for family care.

**Mary Jolliffe (Grills, 1946)** daughter of Molly Symons (1929), mother of four, grandmother and great grandmother of numerous Grammarians, died on 8/12/2023. Quite

recently, Mary donated the miniature Book of Common Prayer, used by her mother at CEGGS Ballarat c1919 to 1929, to our Archives.

**Kevin Lawrence Knight (1958)** OAM died on 15/2/2024, at home with his loving sister, Alice (1962), at his side. A large congregation gathered for a Service of Thanksgiving in celebration of Kevin’s life, held in the Chapel of St Mark. The Hon. Rob Knowles AM, a lifelong friend of the Knight family, and Cam Nicholson, agnomomist, friend and colleague of Kevin from the Woody Yaloak Landcare Group, spoke of the significant contributions to the community made by Kevin. A loyal supporter of the School, Kevin chaired the Committee formed to commemorate 100 years of Anglican Education in Ballarat in 2011.

# INSPIRING OLD GRAMMARIAN

CAMERON SHILTON (2004)



## A journey from Ballarat Grammar to Major in the Australian Army

As a Major and Company Commander, Cameron leads a dynamic team providing combat logistics support to the 1st Brigade stationed in Darwin.

Starting at Ballarat Grammar in 1999, Cameron discovered a world of possibilities that would shape his passions and define his future. With a penchant for the outdoors, including running, mountain biking, alpine skiing, drumming, outback touring and overseas backpacking, Cameron's diverse interests paved the way for a life brimming with adventure. At school, Cameron played drums and percussion in various music ensembles. His involvement in community service included participating in the Duke of Edinburgh's International Award at school and being an active member of the Scouts until he was 15.

While he was studying at university, Cameron joined the Army Reserves. After a couple of years he realised university was not the right fit for him which inspired a career change to the Australian Army.

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**"I found my true passion in serving my country as a soldier."**

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Here, Cameron reflects on his transformative years at Ballarat Grammar, revealing the pivotal moments that have helped shape his journey since school and his remarkable military career.

**What did you enjoy most about your time at Ballarat Grammar?**

The dedication of the teachers, the excellent music school and the wide variety of sporting opportunities. The School's commitment to providing opportunities in music and sport made my experience truly memorable.

**Are there any teachers who had a significant impact?**

All of my teachers were great, but a few standouts left a lasting impact. Their influence played a crucial role both in my education and character development. My passion for music was sparked by Andrew Dale, while Paula Nankervis played a crucial role in me discovering a love for triathlons and long-distance running. Others include Nick Lanyon, Richard Carroll and Karen Miller.



### In what ways did Ballarat Grammar contribute to your personal growth?

Involvement in competitive sports, music and outdoor education as well as the social spirit among students significantly contributed to my character development. These experiences instilled a strong competitive nature that has stayed with me.

### Are there any experiences that stand out?

Inter-school cross-country competitions, the annual Lap of the Lake race, the Grammar athletic carnivals, outdoor education expeditions and music camps are all great memories.

### Tell us about any key milestones or achievements since school.

Serving on peace-keeping operations in Timor-Leste, participating in national border protection operations and disaster relief efforts, and achieving the rank of Major. Attending the SAS Selection Course in 2023 was a challenging and proud achievement.

# INSPIRING OLD GRAMMARIAN

## ELSIE FULTON (2011)

### A passion for tackling plastic waste

A Circular Economy Manager at KPMG, Elsie continues to be involved in surf lifesaving, teaches yoga and works the odd shift at a pizza shop for fun. Her biggest hobby is surfing. “My goal this year is to hang ten and one day get barrelled (on a longboard)!”

Elsie started at Grammar in Year 3. She was heavily involved in music and arts and competed in rowing, hockey, netball and cross-country running. Her involvement in community service included the basketball program at the Ballarat Specialist School and Bronze Duke of Edinburgh.

In the following interview with Elsie, she reflects on how lucky she feels to have had so many great teachers at Grammar who challenged and extended her.



“Never underestimate your ‘in-between’ jobs. It was in my hospitality job at Rod Laver Arena when I was still at university that I met the partners who would hire me at KPMG. Travel is also a great teacher. In 2023 I spent three months in Fairbanks, Alaska, where I had the pleasure of looking after 16 MacKenzie River huskies. I learned how to dog sled and care for these beautiful animals. It really tested my problem-solving skills – I got good at digging cars out of the snow and learning that sometimes it’s okay to rely on others for help!”

#### Are there any teachers who had a significant impact?

My Mentor Jane Boadle was one of the most practical advice givers. Sophie Fenton made us all obsessed with International Politics. Whenever I visit an art gallery, I still recall what I learned from Bob Braszell in Art Theory. Additionally, I attribute my notorious reputation as the ‘PowerPoint Queen’ to Natalie Dunne.

#### In what ways did the School contribute to your growth and development?

As Junior School Captain and Vice Senior School Captain/Guardian I developed strong leadership skills which put me in good stead for my future endeavours. I also cultivated a good appetite for adventure thanks to an exchange to Canada in Year 10 and some great school camps – the Year 10 snow camp definitely helped me develop perseverance and determination.

#### Are there any experiences that stand out?

I remember learning about the Great Pacific Garbage Patch in Year 9 with Priscilla Herington and my interest in ocean plastic pollution remains to this day. After finishing school I had a lot of fun volunteering with Seabin, analysing data on plastics collected at Geelong Yacht Club.

#### Tell us about any key milestones or achievements since school.

Eliminating disposable coffee cups from my work’s offices nationally and leading a trial for a product stewardship scheme for cosmetic waste. I’m currently working on an engagement to drive circular economy outcomes in the fishing and aquaculture industry.

#### Tell us about a mentoring experience.

Someone once told me that you can’t possibly know everything, so focus on knowing who to ask when you are beyond your depth. Two stand-out mentors come to mind. The first gave me a lot of confidence to go after what I wanted. The second was very good at steering me in the right direction – a short call to him and I would save myself an hour or two of planning or debating an approach.

# INSPIRING OLD GRAMMARIAN

LIANA HENDERSON-DRIFE (2022)

## A community where the best in every individual is brought out

Liana is currently studying a double degree in Law and Arts, majoring in Political Science, at Australian National University (ANU) in Canberra. She is an ANU Tuckwell Scholarship recipient.

Commencing at Ballarat Grammar in Year 7, Liana's many significant achievements in Senior School alone include School Vice-Captain, Guardian, Debating Captain, multiple Academic Colours and Debating Colours, Dux of Year 10 and Year 11, and the English and Humanities prizes in Year 12. In Year 11 she participated in The University of Melbourne's Kwong Lee Dow Young Scholars Program. Liana's involvement in community service included Days for Girls and Shrine of Remembrance Young Ambassador in Year 10.



### Tell us about your experience at Grammar.

Grammar gave me a community where the best in every individual is brought out, and I will always be grateful for that. The House system is what sets Grammar apart and what kept me grounded. My favourite part of every school day was starting it with Muster. The Macpherson girls and my House Mentors were a constant source of support and positivity. Having this group to fall back on and grow with deeply contributed to why I love Grammar so much, and it is the friendships I have taken with me that I value most.

### In what ways did the school contribute to your growth and development?

It's so important to have the right people asking you the right questions at the right times. One of the best things about Grammar is that there is a real culture of critically reflecting on what you believe and why in a way that enables you to develop a strong sense of what you stand for.

### Are there any teachers who had a significant impact?

Grammar was a place where I always felt I had people around me who believed in me and genuinely wanted me to succeed. From Adam Heath seeing potential in me at my first interview, to my Mentors Sue Garner and Chris Robson, as well as my close friends and many other teachers. In particular, John Lee had a significant impact, encouraging me to challenge myself and trust my judgement.

### Tell us about any key milestones or achievements since school.

In my first semester of Law, I signed up for two competitions organised by the ANU Law Students Society (Mooting and Negotiations). While both posed a steep learning curve, pushing myself to do well in them has made me feel confident in my decision to study Law. I'm proud of how well I've settled into ANU and college. While I miss my family and friends from home, I love that I feel like I belong in both places.



## SERVICE THROUGH PHILANTHROPY: CELEBRATING A CULTURE OF GIVING AT BALLARAT GRAMMAR

As parents and educators, we share a common goal: to foster happy, healthy, and well-rounded students. This commitment drives us to provide a holistic education, enriching students' character and intellect with a diverse range of opportunities.

Thanks to generous philanthropic support, the Rintel sports complex is becoming a reality, promising endless sporting possibilities upon its December opening. The Grampians property has sparked immense excitement within our community, offering the chance for students to immerse themselves in extended residential programs amidst a stunning natural backdrop. Your support is vital for this ambitious project, whether through

funding, material donations, or lending a hand during our working bee weekends. Scholarships remain central to Ballarat Grammar's essence, enabling one-third of our students to access opportunities they might otherwise miss. These initiatives mark a transformative period for our School, shaping facilities and opportunities for future generations. To our invaluable donors and potential supporters, I extend a warm invitation to join us in this exciting journey forward.

Together, let's redefine educational possibilities and change the game while upholding Ballarat Grammar's tradition of innovation.

- Adam Heath, Headmaster



At Ballarat Grammar, our thriving community is the cornerstone of our success. From the Parents and Friends of Ballarat Grammar to the Old Grammarians' Association, every contribution fuels the diverse opportunities we offer our students.

The inaugural Old Grammarians' Mentoring Program, launched in 2023, exemplifies this spirit of support and collaboration.

With experienced mentors guiding young Old Grammarians, the program fosters professional growth and networking, as testified by participants like Katie Foulkes (1994) and Tom Bromley-Lynch

(2017). Their testimonials highlight the enriching experience this initiative provides. Additionally, the generosity of those joining the Manifold Circle through bequests ensures a lasting impact on future generations. As the Rintel Development progresses and plans for our Outdoor Education property take shape, we remain committed to nurturing healthy lifestyles and a deep connection with nature. We extend heartfelt gratitude to our supportive community for their unwavering goodwill, reminding us of the importance of giving back in an ever-evolving world.

- Travis Polkinghorne, Director of Development

# THE IMPACT OF PHILANTHROPY

We are incredibly grateful for the support of our community. The current and past parents, staff, friends and Old Grammarians who have given so generously can take pride in knowing they are helping to transform the lives of our students. Our 2023 Annual Giving program was a wonderful success with our committed donors giving \$93,245 to our Scholarships and Building Fund.

We thank each of the 167 donors who joined our 2023 Annual Giving program along with the 915 families who kindly contributed to the Non-Compulsory Building Fund. Remember it's not the amount you give – every gift makes a difference.

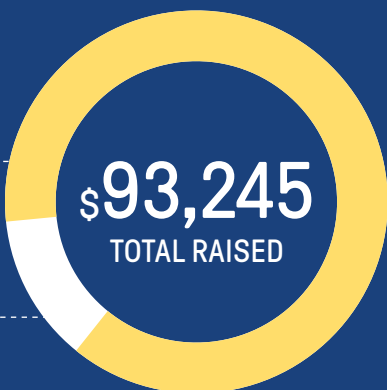
## DONATIONS



**\$81,495**  
SCHOLARSHIPS



**\$11,750**  
BUILDING FUND



**41**  
FIRST TIME  
DONORS



**167**  
TOTAL  
NUMBER  
OF DONORS



**126**  
REPEAT  
DONORS

## BEQUESTS



**4**  
NEW 2023 MANIFOLD  
CIRCLE MEMBERS



**64**  
MANIFOLD CIRCLE  
MEMBERS

## NON-COMPULSORY BUILDING FUND



**915**  
FAMILIES  
CONTRIBUTING



**\$275,485**  
VOLUNTARY BUILDING  
FUND IN 2023

## DON'T LET BAD SEATS RUIN A GOOD GAME

Sports and physical education play a vital role in the development of thriving students. Support the growth and wellbeing of our students and leave a lasting legacy by donating to the Changing the Game Campaign.

Your donation allows you to dedicate a plaque on a seat in our new Rintel sporting facility. Join us in creating a legacy that fosters physical, social, and personal development. TOGETHER WE CAN CHANGE THE GAME.



[changethegame.bgs.vic.edu.au](https://changethegame.bgs.vic.edu.au)



## PAYING IT FORWARD: NYREE O'CONNOR'S JOURNEY FROM SCHOLARSHIP RECIPIENT TO RURAL ADVOCATE

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Nyree O'Connor (2002) grew up in Stonyford, a small rural town between Camperdown and Colac, attending a small country school in her primary years. As Nyree's classmates started to enter high school, she became aware and interested in the opportunities they were experiencing at boarding school and decided that she too wanted to be a boarder.

After careful consideration, Nyree and her parents chose Ballarat Grammar for its promising blend of opportunities and values. With the help of a scholarship, Nyree embarked on Years 10-12 of her secondary education at Ballarat Grammar, where she flourished both academically and personally.

"The support I received from Ballarat Grammar was invaluable. It wasn't just about academics; it was about nurturing me as a person," Nyree reflects.

The boarding community at Ballarat Grammar became Nyree's second family, providing a supportive environment that nurtured her growth. It was not just about hitting the books, but also about instilling

core values and life skills that would shape her future.

"Being a part of the boarding community truly felt like a home away from home. It helped me develop not just academically, but as a well-rounded individual," Nyree says.

Nyree's experience at Ballarat Grammar set the stage for her fulfilling career as a rural general practitioner, encompassing both clinical practice and medical education. Equipped with a Fellowship in General Practice, she chose to return to her country roots, dedicating herself to serving a rural community with unwavering dedication and compassion.

"I'm proud to be able to serve my community as a rural GP. Ballarat Grammar instilled in me a sense of duty to give back to where I came from," she said.

Reflecting on her journey, Nyree recognises the pivotal role her scholarship played in shaping her trajectory. Now, as a successful professional, she is committed to paying it forward.

"By donating to the scholarship fund, I hope to provide other country students with the same opportunities I had. It's about giving back and ensuring others have the chance to succeed," Nyree explains.

With each donation, Nyree sees the potential for change, believing that even the smallest contribution can create ripples of impact.

"I think every donation is like a drop in the ocean and it has a ripple effect. We may not see the effect that it has on students, but it does. And then those students go out and have an impact on the world. So, no matter how big or small your donation is, I think it helps and I encourage others who enjoyed the benefits of a scholarship to do the same," Nyree said.

For Nyree, giving back is about investing in the future and ensuring that every student has the chance to reach their full potential. Through her generosity, she hopes to inspire others to do the same, creating a legacy of opportunity and empowerment for generations to come.



## PRESERVING THE TAPESTRY OF MEMORIES: JANENE SCHILLIER'S JOURNEY OF GIVING BACK TO BALLARAT GRAMMAR

Janene Schillier (Bakes, 1971) embarked on her educational journey at Queen's Church of England Girls Grammar School in Mair Street Ballarat, at the age of nine. Reflecting on her time there, Janene fondly reminisces about the joy she found amidst the School's beautiful historic buildings and gardens. These physical elements were a fraction of her experience, with the true essence lingering in the special friendships that have stood the test of time.

"We related well, and we shared so many good times, sometimes sad times, but we were probably a bunch of scallywags a lot of the time as well. Those friendships that were fostered then have come into the limelight more as we get older," Janene says.

"We've become closer, we have the same inherent friendships that we had at school, and they are very important to us all. Not only do I remember the surroundings and the beautiful walks we did around the grounds, but most importantly the loving friendships," she said.

As Janene pondered the legacy she wished to leave behind, she found herself drawn to the idea of giving back to the institution that

had shaped her formative years. Inspiration struck during a visit to the Wendouree Centre for Performing Arts, where the names of benefactors adorned the foyer.

Janene realised that these individuals had not only contributed to the creation of the venue but had also facilitated its ongoing impact on the School and the wider community. Drawing parallels between her cherished memories and the transformative power of philanthropy, Janene decided to make a meaningful contribution to Ballarat Grammar through a bequest.

Her decision to leave a bequest was driven by a desire to provide future students with opportunities they might not otherwise realise. Beyond academic pursuits, Janene recognised the value of the School's curriculum in instilling enduring values and life skills. For her, the act of giving back was not just about philanthropy; it was also about enabling others to embark on their own journey of discovery and growth.

"As you mature in age and you develop, when you reflect you really think about the importance that school played in shaping our lives. And that's why I encourage anyone

who hasn't thought about leaving a bequest, to do so. I think the rewards of knowing that you've given back are very positive and it's a great place to know that whatever you've left is well appreciated and will give someone else an opportunity to do something special with their lives," she said.

Janene's story serves as a poignant reminder that each student's experience at Ballarat Grammar is a tapestry woven from history, learning, life, and friendship. By embracing philanthropy, Janene ensures that her story lives on, enriching the lives of future generations who will walk the halls she once traversed.

Watch Nyree's  
and Janene's  
donor story video  
to hear more.



[bgs.vic.edu.au/community/giving](https://bgs.vic.edu.au/community/giving)

# THE IMPORTANCE OF SERVICE: REFLECTIONS FROM OUR COMMUNITY GROUP REPRESENTATIVES AND VOLUNTEERS

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## Gretel Johns

President of Parents and Friends of Ballarat Grammar

Community service, rooted in my upbringing, is a cornerstone of my values, emphasising the importance of giving back to nurture the wellbeing of all. Volunteering at Ballarat Grammar is a natural extension of this ethos, driven by the awe-inspiring sense of community within its walls. Through service, I impart vital virtues like time management and compassion to my children, preparing

them for a fulfilling life beyond school. Personally, volunteering enriches my life with cherished friendships and a profound connection to the School's heritage. My advice to prospective volunteers is simple: embrace the opportunity to connect, learn, and make a difference. Together, we uphold a legacy of service, fostering courage and compassion for generations to come.

## Kathryn Shields

Vice President of Parents and Friends of Ballarat Grammar

The idea of service to me is all about being selfless, caring, and wanting to make a positive difference in the community. I volunteer at Ballarat Grammar because I truly believe in giving back and supporting the growth of young students. Plus, I want to teach my kids the importance of empathy, being responsible, and the joy of lending a hand. Being involved at the School has been super rewarding. I've felt a real sense of fulfillment knowing I'm making a difference, and I've made some awesome connections

within the School community. I've also been able to sharpen my communication and leadership skills along the way. To anyone thinking about volunteering at Ballarat Grammar, I say "go for it!" Dive in with enthusiasm, tackle each task with dedication, and know that even the smallest efforts can have a big impact on others' lives. Volunteering isn't just about helping others – it's also about personal growth and feeling good about what you're doing.



### Cindy Swanton

Long-standing JS parent representative, current canteen volunteer, and Parents and Friends Committee member

Service is important to me. Perhaps this is driven by a personal deep-rooted appreciation for acts of service stemming from our busy household of six where lending a hand is essential. We are fortunate to be given the opportunity to volunteer at Ballarat Grammar, contributing to a community that values service and camaraderie. Through volunteering, I hope to teach my children to be selfless and

compassionate, encouraging them to want to make a positive difference. The benefits of community service extend beyond personal fulfillment, fostering connections, and broadening perspectives. My advice to those contemplating volunteering is simple: find joy in giving back, embrace diverse opportunities, and know that every contribution, no matter how small, enriches both the community and the individual.

### Lyndal Geddes

President of Vikings Rowing Club

My commitment to volunteer at Ballarat Grammar stems from a belief in supporting areas where I can make a difference, particularly in bolstering the rowing program. Through volunteering, I aim to instil in my children the virtue of giving back to their community. Personally, the satisfaction of providing additional coaching support to the rowers has been

immensely rewarding. To those considering volunteering at Ballarat Grammar - step forward and embrace the opportunity. Not only is it fulfilling, but you'll also have the chance to meet incredible people and work with fantastic students and athletes. I am in awe of what volunteers at Grammar do and the commitment they give.

# 50+ REUNION





**REMAINING REUNIONS 2024:**

- 28 June Tasmania Reunion
- 25 July Sydney Headmaster's Luncheon
- 25 July Sydney Headmaster's Luncheon
- 26 July Queensland Headmaster's Luncheon
- 14 September Gala Reunion – 1984 (40), 1994 (30), 2004 (20) & 2014 (10)
- 2 November Five Year Reunion - 2019

# FOSSIL GATHERING



L-R: Kirsty Beckett, Lois Marriott, Sue Higgs, Gwen Kenneally



L-R: Maria Sozanski, Helen Nethercote, Bron Sozanski



Judy and Peter Burnett



L-R: Peter Nethercote, Caroline Nolan, Ann Poulton, Tim Johnston



Sandra Warwick and Vicky Arthurson



L-R: Nina Valentine, Lyn Lea, Gail Sjogren, Colleen Ludbrook



L-R: Jeff Fletcher, John Daniel, Janis Fletcher, Jim McKay



Ian Buerckner, Graham Watts



L-R: Karin Miller, Ross Sullivan, Harry Hedger OG (1962), Andrew Miller



Brad Fry and Stephen Higgs



All who attended the 2024 FOSSIL Gathering

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