



BALLARAT
GRAMMAR

B O O M A L L A C K A

Belonging to Place

What Belonging to Place Means at
Ballarat Grammar

Mafeking: Creating a Place of Belonging,
Growth and Discovery

More than Geography: Finding A Home
Away From Home as an International
Student

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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.

Boomalacka is proudly brought to you by the Ballarat Grammar Marketing and Communications Team. We love receiving your stories and news. If you have something you would like to share, please contact: communications@bgs.vic.edu.au

Internal Image:

Professor David Mackay, Board member

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Photos by Professor David Mackay



Headmaster's Reflection

There's a stretch of beach I keep going back to. I don't go there for the views or the fresh air, though both are beautiful, it's something more than that. It's the place where my shoulders drop a little, where my thoughts start to untangle. The salt in the air, the rhythm of the waves, the feeling of sand underfoot - it all combines to create a natural environment that I feel a strong sense of connection to.

When I reach the rocky point, especially when the tide is low, there's a stillness that settles in. The rockpools glisten, holding tiny fragments of the sea. Looking into them, everything slows, and often, clarity comes. It's a place that grounds me, that reminds me of what matters.

I think we all have places like that - places that pull us back to ourselves. They don't have to be remote or grand, just somewhere that holds meaning. Often, we end up there with people we care about. We laugh, we reflect, we feel more ourselves. These places stay with us, and they help shape us.

That feeling of 'belonging to place', is what I hope our students find here at school. Whether they're arriving from home or their boarding house, I want them to step into a space that feels right to them. A place they can breathe a little easier. A place where they feel they belong.

For some, this is found on the sports field. For others, in the music room, the art studio, or performing on stage. Some find it in the classroom, when solving a tricky equation or diving into a concept that sparks something in them. It's not about one single location, but about the feeling that a particular place holds meaning. That this is where they are meant to be.

Typically, where we feel a sense of belonging, we find our people too, those who see the world a little like we do, who challenge us, and who help us grow. This is where learning and understanding flourish. With care, support and skilled teaching, confidence builds and success follows.

Reference

childmind.org/article/why-kids-need-to-spend-time-in-nature



In a digital world, we also need to help young people find this connection with the natural world. The Child Mind Institute's Daniel Cohen reminds us that time in nature can:

- build confidence
- inspire creativity and imagination
- teach responsibility
- provide rich sensory experiences
- increase physical activity
- sharpen focus
- reduce stress and fatigue

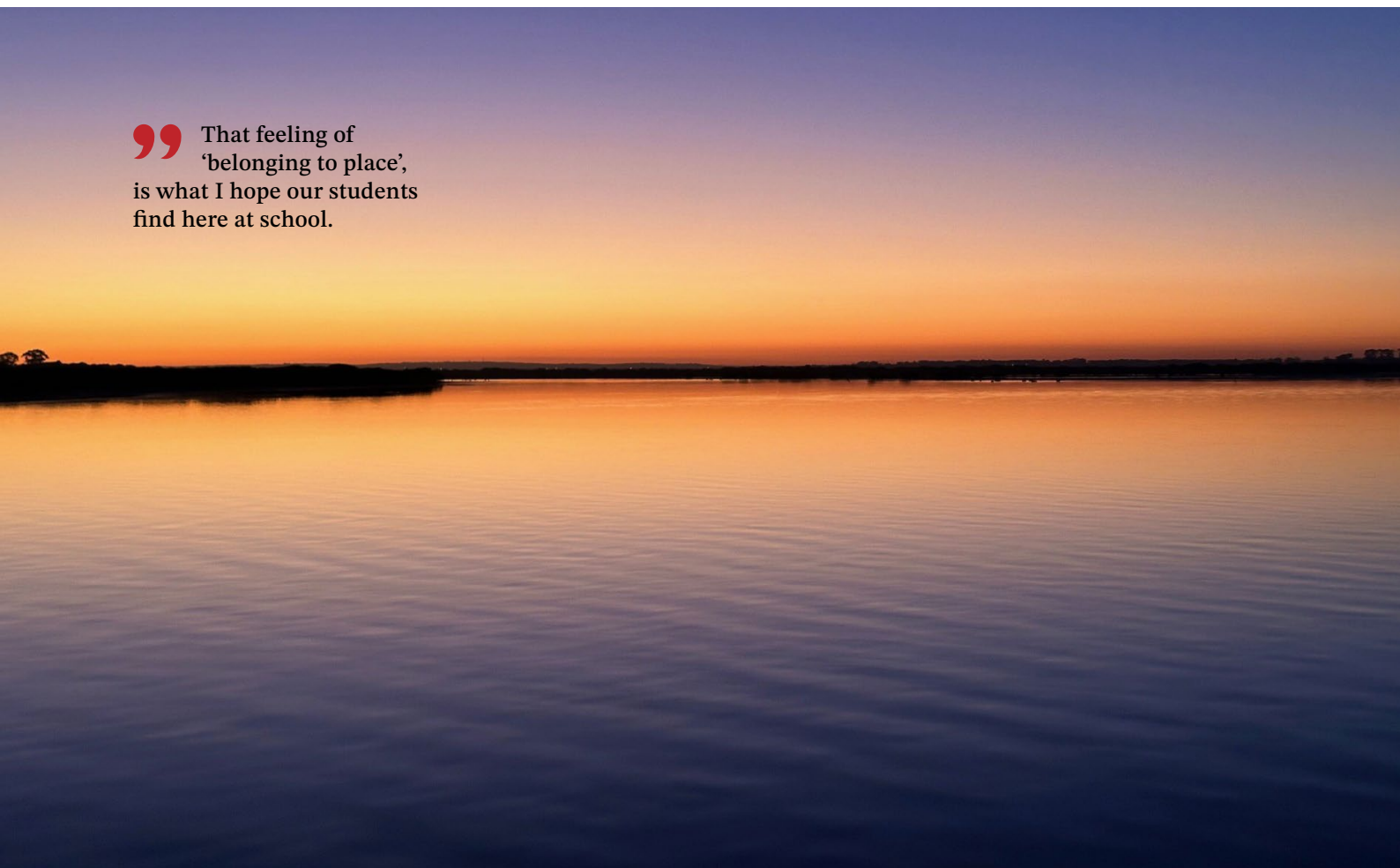
That's why we're thrilled about our plans for Mafeking, our Grampians Campus. From 2027, students will use this stunning natural space more regularly, with Year 8s spending extended time there. It's an opportunity to learn through being in the landscape—working with others, exploring challenges, and developing deep respect for the natural world.

Henry David Thoreau wrote, "I went to the woods because I wished to live deliberately..." In our context, that deliberate living comes from helping young people form a sense of belonging to the places they learn, grow, and discover what matters to them, both within the School and beyond it.



Photos by Adam Heath

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What Belonging to Place Means at Ballarat Grammar

A reflection from our Guardians

Ethan McCart

Being part of VCE Theatre Studies 3/4 and Senior School productions at Ballarat Grammar each year has profoundly shaped my sense of belonging to the School community. From the very first rehearsal I attended, I felt welcomed into a group of like-minded individuals who shared a passion for creativity and collaboration. The theatre production became more than just a performance; it became a space where I could contribute to something greater than myself, connect with my peers and build lasting relationships.

Throughout the process, I developed a deep appreciation for teamwork. Whether it was memorising lines, coordinating with the crew, or supporting fellow cast members, every step required cooperation and mutual respect. This collective effort not only enhanced the quality of the production but also solidified my connection to the School community. I felt a strong sense of camaraderie knowing that we were all working towards a common goal.

Additionally, the guidance and encouragement from our directors and teachers helped me feel valued and supported. Their belief in my abilities, as well as the chance to take on new challenges, empowered me to grow as both an individual and a performer. It made me realise that Ballarat Grammar is not just a school; it's a community that fosters growth, creativity and support for all its members.

Ultimately, being part of the School theatre productions has given me a profound sense of belonging at Ballarat Grammar, not only through the friendships I've formed, but also by allowing me to contribute to the rich cultural life of the School.



Angela Sun

Belonging is not just about where we live — it's about where we feel at home. As a Chinese immigrant in Australia, my sense of belonging has been a journey of finding balance between two cultures. When I first arrived, everything felt unfamiliar — the accents, the food, even the way people interacted. I worried that my differences would always make me an outsider.

But it was never about belonging to one particular place - but belonging together. Over time, I found belonging in unexpected places. Language played a big role. Learning English helped me connect, but speaking Mandarin kept me grounded in my heritage. My school community became a second home. Through debating, tutoring and friendships, I realised that belonging isn't about erasing differences but embracing them. I could be both Chinese and Australian, carrying my culture with pride while growing into a new identity.

Sometimes, I still feel caught between two worlds and lost in translation — too Chinese to be fully Australian. But I've come to see that as a strength rather than a limitation. Belonging isn't about fitting into one identity; it's about creating a space where all parts of myself can exist. And in that place, I am home.



Jamie Noble

Belonging is about finding a place where you can grow into who you want to be. I've been at Grammar since enrolling in the CEEd – as long as I can remember – and not only has it truly shaped me, but the School's people, lessons and spirit are fundamental parts of my identity and always will be.

Over the past 14 years I've been many different people. Some big, some small, some determined, some content, some who embarrass me now and surely some who will embarrass me in the future. The School, however, has remained constant allowing me to consistently feel that I belong. Belonging isn't static, it moves and grows with you. It's not about fitting in or being a part of a group, it's about being free to be yourself, and allowing you to build your future self on the foundations left by the people you were before.

Belonging isn't about being a part of the Grammar community. It's how the Grammar community is a part of me, and every me that I will be.



Ethan, Jamie & Angela in 2021

Mafeking: Creating a Place of Belonging, Growth and Discovery

Ballarat Grammar's presence in Mafeking marks a new chapter in outdoor education—one that immerses students in hands-on learning, deepens their connection to the land and fosters resilience, independence and a strong sense of belonging. Nestled in the breathtaking Grampians region, Mafeking will become a home away from home, where students step beyond their comfort zones, tackle real-world challenges and develop essential life skills.

Learning Through Experience

Mafeking's extended residential program will challenge students to think critically, collaborate and take responsibility for their learning. Whether cooking meals, maintaining the property, or planning outdoor expeditions, these experiences will reinforce teamwork, communication and problem-solving skills.

"We're creating an environment where students develop independence in a truly authentic way," says Hannah Wise, Head of Middle School. "It's not just about learning survival skills—it's about working with others, overcoming setbacks and thriving in a community."

A key focus will be environmental stewardship, with students managing solar power, growing food and exploring ways to reduce their environmental footprint. Mafeking will also provide opportunities to develop farming and agricultural skills.

"This program gives students a hands-on understanding of sustainability," Hannah explains.

"They'll see how much solar power is needed to run a cabin, how to plan and cook meals for a group, and what

it takes to prepare for an independent hike. These real-world experiences build resilience, communication, empathy and confidence, in a way no classroom ever could."

Beyond environmental consciousness, students will gain practical skills in bushcraft, navigation, farming practices and land management, fostering problem-solving abilities that will serve them for life.

"This time in nature will deepen students' appreciation for the world, their role within it, and how they can contribute to something bigger than themselves," Hannah adds.

Ballarat Grammar's outdoor education programs demonstrate how transformative these experiences can be. From Year 7 camp to City Cite in Year 9 and Project-Based Learning in the classroom, students grow in confidence and self-awareness when challenged in new environments. Programs like the Crazy Ideas College Social Innovators Program further this, empowering students to tackle real-world challenges with creativity and purpose. With Mafeking, these opportunities will expand even further.



A Cultural and Spiritual Connection to Place

Mafeking will also be a space for cultural exploration, incorporating Indigenous perspectives to foster a deeper understanding of the Gariwerd landscape. Home to significant First Nations heritage—including ancient rock art sites and the world’s oldest known aquaculture systems—the region offers invaluable lessons about connection to Country.

“Understanding and respecting the traditional custodians of this land is essential. We want our students to leave with not just knowledge, but a true appreciation for the wisdom of First Nations cultures,” Hannah says.

Through engagement with Indigenous leaders and educators, students will learn how First Nations communities have sustainably cared for the land for tens of thousands of years. They will connect with the Gariwerd Creation Story, gain insight into the six seasons of Gariwerd, and explore how the landscape shaped the lives of its original inhabitants.

The Lasting Impact of Mafeking

The world is changing rapidly, and students must be prepared to navigate an increasingly complex future. The Whole Learner Report (2024) by the University of Sydney Young and Resilient Research Centre, highlights the need for education systems to recognise students as whole individuals, valuing their relationships, experiences and wellbeing beyond academic achievement. The Mafeking program embodies this philosophy, providing a supportive and authentic learning environment where students can thrive.

“By stepping away from technology and immersing themselves in nature, students develop real-world skills, a deeper sense of self, and a true sense of belonging—to place, community and purpose.

The lessons learned at Mafeking go beyond the program. Students will leave with confidence, respect for the environment and a stronger understanding of their role in the world. These experiences shape their future, inspiring them to become responsible, engaged citizens who value connection,” says Hannah.



Honouring a Legacy

Mafeking holds a special place in the Ballarat Grammar community. Once owned by the Guthrie family, this secluded 560-acre farming block, nestled beside the Grampians National Park, boasts abundant vegetation, diverse wildlife and breathtaking views. It has long been a place of deep connection to the land.

Tom and Sarah Guthrie, passionate advocates of outdoor learning, sent both their children, Pollyanna and Ford, to Ballarat Grammar. Tragically, Ford passed away in 2016, but his family's bond with the School has remained strong. To honour his love for the outdoors and hands-on learning, they established the Ford Guthrie Scholarship, ensuring his legacy continues to inspire future generations. Now, his spirit will live on in the students who will play, learn and work on the land he once called home.

"Sarah and I have a special relationship with Ballarat Grammar. Both our children, Pollyanna and Ford, began boarding in Year 7 and thrived in the boarding environment," says Tom.

"The School has been an incredible source of support for our family since we lost Ford, always showing kindness, understanding, and compassion as we have tried to rebuild our lives."

When Ballarat Grammar began searching for an outdoor education site, Sarah had a realisation—the land that had always been so special to their family could also be the perfect fit for the School. "By offering the block, we saw an opportunity to stay closely connected to the School and to honour Ford," Tom explains.

"He was wholeheartedly committed to becoming a farmer and taking over our sheep farm. We feel that everyone who experiences this land—whether through hiking, planting trees, or farm work—will get a glimpse of what Ford loved so much about living and working in the Grampians region. As the project gradually comes to life, we are increasingly excited about the opportunities and experiences it will offer," says Tom.



Tom & Sarah Guthrie

Building the Future of Mafeking

Ballarat Grammar's vision for Mafeking is ambitious and transformative—an investment in the future of our students that will shape their education for generations to come. Bringing this vision to life is a shared opportunity for our entire community.

"Mafeking will change the game for outdoor education at Ballarat Grammar," says Travis Polkinghorne, Director of Development.

"It's about more than just learning skills—it's about fostering resilience, leadership, and a deep connection to the land. The experiences our students gain here will stay with them for life," he says.

Over the 2024 Christmas period, the Mafeking property was impacted by the devastating Grampians bushfires, along with many School families' properties. The fires caused significant damage, including lost infrastructure, fencing and vegetation. In response, the School is working with the property's neighbours to guide recovery efforts with expert advice. While the impact has been severe, thoughtful planning has minimised long-term disruptions and our commitment to providing an exceptional outdoor education experience remains strong.

Already, signs of rejuvenation are emerging. The land is beginning to regenerate, with native flora reclaiming the landscape and wildlife returning. This renewal underscores the resilience of the environment and the opportunity for students to witness firsthand how ecosystems recover after fire.

At its core, Mafeking is about connection—to nature, to learning and to each other. As the land regenerates, so too will the bonds our students form with this place and their community. Here, they will find not only challenges and growth but a profound sense of belonging that will stay with them for life.

Ballarat Grammar is calling on its community to support the long-term sustainability and success of the Mafeking program. Contributions can take many forms, from financial support to in-kind donations and volunteer efforts. Together, we can create a future where every student thrives through the transformative power of belonging, connection, and nature-based learning.

To find out how you can support this project please contact the Development Team:
03 5338 0884
development@bgs.vic.edu.au

More than Geography: Finding A Home Away From Home as an International Student

Like many students leaving home to become boarders, Rui was excited to embark on a new adventure and curious about life on campus. Moving to Ballarat from Jiangsu in China, Rui prepared for the additional challenges of navigating a new language, unfamiliar social dynamics and different daily routines. However, after the initial excitement had faded, she felt pangs of homesickness, longing for family, familiar food and the culture of home.

In those early weeks at Hayhoe, finding anchors became paramount. Small rituals provided some comfort, such as regular calls to family at home, cooking traditional meals on weekends, and journaling in Chinese as an outlet for reflection and grounding. Over time, Rui found the friendships formed in Hayhoe were the catalyst for forging a sense of connection with her new home in Ballarat. Welcomed wholeheartedly by her new friends in Hayhoe, these young women helped Rui navigate the nuances of language and culture, foster a sense of belonging, and offered her genuine acceptance.

Rui's three years within the welcoming walls of the boarding house were marked by an overwhelming sense of generosity. Invitations to spend holidays with newfound friends saw families open their homes to Rui, sharing their unique customs and traditions, and allowing her into the heart of a once foreign lifestyle. Through these connections, Rui formed a deep bond with Australian culture, the land, and the community that welcomed her.

Navigating a new social landscape and the demands of an academic schedule, Rui sometimes felt she should be connecting with her family at home more than she was. On reflection, however, Rui has recognised that the challenge of settling into a foreign environment parallels the difficulty her parents faced in giving Rui the opportunity of an education in Ballarat.

Rui continues to navigate the balance of feeling connected to her roots and engaging in university life. She is

studying medicine at the University of New South Wales, and is undertaking a research project in the area of Artificial Intelligence and cardiac transplant rejection surveillance. Maintaining ties to home requires a conscious effort on her behalf, but it is an effort that keeps Rui anchored and is just as important to her as succeeding in her studies. While Rui's current life has led her away from Ballarat, she still feels deeply connected to her boarding community. Her friendships with past students remain strong, and she acknowledges that those shared memories and experiences still shape the way she builds relationships and adapts to new environments.

“ Being an international student taught me that ‘connection to place’ isn’t just about geography, it’s about emotion, memory and shared experience. It’s found in the people around you, the routines that keep you grounded, and the parts of yourself you carry into each new setting.

Rui's advice to those embarking on their own international student journeys is that “connection takes time. It grows from small moments—shared meals, quiet conversations, familiar routines. Be patient with yourself. It’s okay to miss home or feel out of place at first. Keep pieces of home close but stay open to new relationships and



experiences. You don't have to choose between staying connected to where you came from and immersing yourself in where you are—you can do both. Embrace your culture, share it proudly, and be curious about others.”

“Looking back, I have come to understand that ‘connection to place’ means recognising that home can exist in many places at once. It lives in your upbringing, your friendships, your



Hayhoe road trip

traditions, and the new spaces that shape you. Hayhoe and the rest of the community at Ballarat Grammar did not just give me a second home—the experience taught me that home is something we carry within us, built through people, values and memories that stay with us wherever we go.”



Manifold Year 12 2018



Manifold House 2006



Manifold House 1988

John Daniels Reflects on 38 Years of Belonging at Ballarat Grammar

For John Daniels, Ballarat Grammar quickly became more than just a place to teach—it became a place to belong. From his very first visit, he was struck by the warmth of the community, the character of the students, and the School's strong sense of identity. Over nearly four decades, John formed lasting relationships, embraced the rhythms of School life, and helped shape the culture of belonging that continues today. In this conversation, he reflects on the deep connections he built, and the enduring place Grammar holds in his heart.

What led you to work at Ballarat Grammar?

It was late 1981. My wife and I had moved from Melbourne to settle on our little plot of land at Cape Clear almost one year earlier. I had secured a job as an analytical chemist at a reopened gold mine in Berringa. Assay results were less than encouraging, so the mine closed and most of us were given our discharge notices after just ten months of unproductive mining. I was now unemployed and a little desperate for an income to feed the family which included an 18-month-old daughter and another baby due in March the following year. I was also in the early stages of constructing our dream home. We were living in a caravan on the building site with limited fresh water, a small generator for essential electrical gadgets and a very basic toilet set-up. It was a pioneering existence to say the least.

To supplement my meagre Centrelink income, I decided to place an advertisement in *The Courier* for coaching in science and maths. I received a call from a Grammar parent seeking assistance for her daughter in matriculation chemistry. I had never heard of Ballarat Grammar School but eagerly responded and began tutoring the student. At the end of the first session, I was invited to join the family for morning tea whereupon I was able to relate my sad story of recent unemployment. It was the parent's suggestion that I should visit Grammar in search of a possible teaching position. This was a fortunate move because I was offered a position teaching secondary maths and science commencing the following year, 1982. So began my long-standing association with Ballarat Grammar.

Can you explain why you stayed at the School for the length of time that you did?

My first impression of what life was to be like at Grammar was during a tour of the School following my interview. The staff I met were very welcoming, professional and quite busy. I was then invited to attend Speech Night which gave me an indication of the calibre of student I would be dealing with the following year when I took up my post. I was particularly impressed with the School Captain's speech. Her eloquence and poise were beyond anything I had come across at my previous schools.

The summer holidays quickly passed, and I was ready to face the classroom. I still have fond memories of my first classes. Like me, the little Form One students were full of expectation in their new surroundings, and I was taken aback by their responses as I distributed worksheets. Each student quietly thanked me; once again, something I had not experienced. Indeed, there were occasions where students would politely stand back to allow staff to go first. My life at Grammar was already very rewarding.

Of course, things were not always that rosy. There were times during the term when the workload was demanding. But I was forewarned during my initial interview that "if I did not reach the end of the week feeling exhausted then I was not doing my job properly". Some of the students were a little cheeky, but wise counsel from helpful colleagues gave me strategies to deal with such behaviours.

There was no doubt in mind that my workplace environment was a pleasant one and not something I would dread the night before each new teaching week began. I was able to develop my own style and nurture what would become long standing relationships with both staff and students alike. This is why I continue to look forward to reunions.

Although I never saw myself climbing the corporate ladder, I was given opportunities to accept various positions of responsibility including Head of House, boarding house duties

and Acting Head of Science for a year. Of these I particularly enjoyed being Housemaster of Manifold. Finally, in 2006, after 19 years that included among other things, a wide range of pastoral care responsibilities, several sporting triumphs and community service exploits, it was time to pass the reins to a younger, more enthusiastic leader. My loyalty to Manifold however, remains to this day. The House system at Grammar continues to be one of the hallmarks of the School's commitment to an all-round education, providing pastoral care and a sense of belonging for students. It is up to each student to decide how deeply they embrace this system, but in my experience, there has always been a strong sense of 'house spirit' throughout the entire School.

Do you have any other comments or anecdotes relating to the sense of belonging to the community of Grammar that you would like to share?

The opportunities provided by Grammar for both students and staff were seemingly endless. Outdoor education was a prominent feature of the annual calendar and apart from snow camp (that I never volunteered for); I experienced most camps with 'quiet enthusiasm'. The location of these Outdoor Ed camps opened new possibilities for family camps in Western Victoria in particular, many of which my family continues to visit.

Teacher exchanges became fashionable during the late '80s, but I was too attached to my home base to take advantage of one of these. Besides, my house was still under construction and not very 'user friendly' for an outsider.

It was through our acceptance into Round Square in 1996 that national and international opportunities for students, and hence staff, really exploded. This included numerous student exchange destinations. In December 1997, I was fortunate to be able to accompany two students to northern Thailand where we worked with students and staff from four other RS schools on the inaugural Round Square Thailand Water Project. This involved spending two weeks

working alongside villagers to provide a reliable fresh water supply. The chance to live in a remote village immersed in a new culture with few home comforts was unique. It was truly a life-changing experience for everyone. I became hooked to the extent that I subsequently organised several such projects for students and staff over the course of the next 15 or so years. So many fond memories were created for us all through new friendships transcending geographical and cultural boundaries.

What is it that brings you back after your retirement?

Almost every aspect of teaching at Grammar has provided fond memories. It is always a pleasure to catch up with the science staff, many of whom provided me with support and made me continue to feel part of the faculty even in the final years as my teaching load reduced in the transition to retirement.

After 38 years, including six 'generations' of tutorial groups, it was time to retire. Following my retirement, I was invited to be the "Representative of Past Staff" within the Associated Bodies. As such, I am still able to catch up with many past staff, parents and students at the various official gatherings.

Ballart Grammar has been and continues to be a great school and being a member of the Grammar Family continues to be a rewarding experience. Sentimentality aside, I am grateful to have been a part of it for so long.

Foundations of Belonging: Place and Identity in Our Houses



Past students and staff at Queen's on the steps of Manifold House celebrating 100 years since the first M.A.G. printed edition

It is a sunny afternoon in June 1974. A crowd is gathered outside a grey building, dressed in their Sunday best, many in academic gowns. Between the building and the crowd stands a man with a commanding presence. He is His Excellency, the Honourable Sir Henry Winneke K.C.M.G., O.B.E., Q.C., the first Australian-born Governor of Victoria. He is also an Old Grammarian, having been at the School in 1918-1919 as a member of the 1924 peer group.

Sir Henry is present to officially open the grey building, which is to be known as 'Woodbridge House'. This House is for boarding students—for girls who had joined the School the previous year when the Church of England Grammar School (CEGS) and Queen's Church of England Girls' Grammar School (Queen's CEGGS) amalgamated. The need for a dedicated boarding facility for the girls was apparent, as the now co-educational school was situated on the grounds the boys' School had occupied since its opening in 1911.

The guest of honour at this event is Miss Woodbridge herself. Winifred Woodbridge—Woody to many—had been Headmistress of Queen's CEGGS 1947-1963 and was loved by the students there, boarders and day girls alike. She was known to personally say goodnight to each of the boarders every evening before they went to bed and met with the day students weekly to afford them a similar level of attention and care.

Upon her retirement from Queen's CEGGS in 1963, the Editor of the School magazine had said of Miss Woodbridge, "The girls' problems, troubles, difficulties and disappointments as well as their joys and hopes were shared in the heart of the lady by whose hand, almost unknowingly, the girls were guided towards womanhood and good citizenship."

The Headmistress's accommodation at Queen's CEGGS was within Manifold House, where the boarders also resided. This proximity encouraged close connections, with past students reminiscing fondly about evenings seated in the Headmistress's sitting room as she read younger students a bedtime story.

Today, Manifold House is a day House for girls, but it began as a boarding house following the extraordinary generosity of the Manifold family, who provided financial assistance in the late 1910s and early 1920s to both Queen's CEGGS and CEGS, as well as to other schools in Victoria.

At the boys' School, the Manifold family funded the construction and furnishing of a general-purpose hall—Manifold Hall. With the family's permission, this building was later converted and consecrated as the Chapel of St Mark in 1975, when the School outgrew its original chapel (St Mark's Chapel)..

At the girls' School, the family also funded two key projects. The first was the construction of a general-purpose hall, similar in design to that at the boys' School. It was named Stuart Murray Hall in honour of their sister, Marion Stuart Murray, who had passed away in 1919. The second was the renovation of Carn Brae house, which was converted into accommodation for boarders and the Headmistress and named Manifold House.

For more on Manifold as a day House, and how the day Houses foster a sense of belonging with students, see the interview with John Daniels on page 13.

While Manifold House was home for Boarders from the start of the 1921 school year, their school days were spent in a building that would be later known as Cuthbert House. This space was shared by both boarders and day girls, serving as a hub for learning and connection. From 1925, the students were arranged into two groups to aide pastoral care, sport, and day-to-day activities. These were known as Manifold House and Cuthbert House,

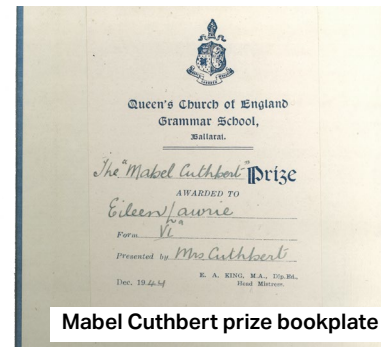


Original plaque from Stuart Murray Hall

to further honour the generous families that gave to the School. By 1927 the number of girls enrolled at the School necessitated the addition of a third grouping – named Queen's House to reference the School's earliest name 'Queen's College'.

The Cuthbert family had a strong connection with Queen's College. Mabel Julia Cuthbert (nee Costin) was born in 1870 and graduated from Queen's in 1884, one of the School's earliest students. After the death of her son, Bryan Cuthbert, in WW1, Mabel contributed generously to her old school in his memory. Cuthbert House would not only bear the name of her son, but its official colours – purple and crimson – were the colours of Bryan's regiment in the Royal Flying Corps.

That these colours continue to be associated with Cuthbert House in the present day are a testament to the enduring connection Mabel felt



Mabel Cuthbert prize bookplate

to the School, honouring her lifelong service and generosity and keeping the memory of her son alive. When Mabel passed, aged 105, in 1975, her obituary noted that she was a dedicated School Council member representing the Old Girls' community, funded annual prizes for handwriting and academic excellence, and was a regular visitor to the kindergarten classes. These youngest students would return the gesture by visiting her home on Webster Street, where her garden became a beloved place of joy and discovery.

Although Mabel was never a boarder, her deep sense of place and belonging helped shape a legacy of generosity and connection that continues to enrich the lives of students at Ballarat Grammar more than a century later.

These stories—of loyalty, community, and shared experience—are deeply embedded in the history of both boarding and day Houses at the School. They remind us that these Houses are more than just physical spaces. They are places where belonging is fostered, relationships are built, and lifelong connections begin—an enduring hallmark of the Ballarat Grammar experience.



Woodbridge & Winneke

The Manifold Family's generosity has long inspired others to support the School. By leaving a bequest, you're invited to join The Manifold Circle.



To learn more, contact the Development Team:

03 5338 0884

development@bgs.vic.edu.au

Births

Ballarat Grammar is delighted to celebrate the newest members of our community:

1. Staff member **Lachie Barber** and partner Mia celebrated the arrival of Nora Grace.
2. Staff member **Lachie Deal** and partner Laura welcomed daughter Matilda.
3. CEEed staff member **Martina Hooper** and husband Andrew announced Myles Gerrard Allen – a new brother for Hugo and Ava.
4. Staff member **Rob Grant** and **Kerry Grant** (past staff) are thrilled with the arrival of their grandson – Remy Chanmugam – born to their daughter Adrienne and her partner Trilo.
5. Music staff member **Lucy Price**, partner Cameron and big sister Sophie were proud to announce the arrival of Harriet Eve.
6. Staff member **Tahlia Hutchinson** and husband Brendan celebrated the arrival of Archer William.
7. **Oliver Kay** (2012) and partner Ella were delighted to welcome the arrival of their first child, Theo Paul. Grandmother and former staff member **Louise Permezel** is over the moon.
8. Staff member **Angela Verstage** and husband Tim, along with excited big brother Harvey celebrated the birth of Lucy.
9. Staff members **Laura** and **Chris Morcombe** celebrated the arrival of Henry Isaac, who joins big brothers Charlie and Flynn.
10. CEEed staff member **Anneliese Swan**, husband Thomas, and sisters Emilia and Charlotte welcomed Murphy Paul.



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Celebrations

We are delighted to share these triumphs and magical moments happening across our community:

Staff member **Kat O'Dwyer** (2015) took first place in the women's 400m race at the Ballarat Gift.

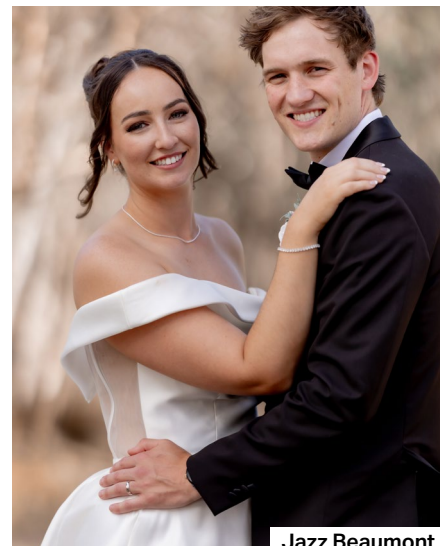
Teacher **Jazz Beaumont** celebrated her marriage to Grady before the 2025 school year commenced.

Julian Kaye (1973) was inducted into the Australia Wool Exchange's Honour Roll, in recognition of his 50 years of service to woolclassing.

Staff member **Scarlett McLean** (2009) and **Paul Struhs** (2009) tied the knot in a glorious ceremony.



Scarlett McLean & Paul Struhs



Jazz Beaumont

Obituaries

We are saddened by all those lost to us in the recent months and commemorate their passing.

Keith Graham (1952) had fond memories of his years at Ballarat Grammar, where his talent and passion for sport — cricket, football and rowing — were nurtured. The School also instilled in him a strong sense of community and giving back. He taught in London's East End (famously hitting a cricket ball through a net and a window, landing at the feet of Vera Lynn!). Back in Australia, he taught at Oakleigh Tech and helped run a Mt Baw Baw ski club for students who might not otherwise have had the chance to learn to ski.

Charles Traill (1944)

Audrey Joan Hull (1939)

Fabio Cirrito, staff member 2003–2012. Fabio was a Maths teacher who taught in both Junior and Senior Schools.

Audrey Aspeling (1962)

Joan Garner (1956)

Janeene Palmer (Stenning) (1959)

Stephen Marrett (2006), brother of Zara (2012) and Cam (2014), and father to current Junior School students.

Rebecca Scown (1980), also a staff member in the Boarding community spending time in Woodbridge House.

Anne Martin (Spittle) (1968)

Bernard Newsome (1952) may have repeated sixth form, but he was determined not to repeat what he saw as out-dated traditions. In his role of Head Prefect he abolished compulsory cadetship for all boys at the School. Bernard had a lifelong passion for language, literature and learning, and he studied and worked as a teacher in Melbourne and in London. In 2019 Bernard was awarded lifetime membership of VATE (Victorian Association for the Teaching of English) "For outstanding service to the English teaching community in Victoria".



Keith Graham



Bernard Newsome



Fabio Cirrito

We acknowledge that the list here may not include all members of the Ballarat & Queen's Anglican Grammar School community who have passed away. Full obituaries will soon be available on the BGS website to honour each individual.

To submit a tribute, please contact the Archivist:
archives@bgs.vic.edu.au.

Recognising Special Contributions



Celebrating the 50th Annual General Meeting

Ballarat Grammar recently celebrated its 50th Annual General Meeting—a proud milestone in the School's journey.

The event highlighted the strength of the School's leadership and sense of community, with sincere thanks extended to Board members (pictured Chair Sarah Lia and President The Right Reverend Garry Weatherill) along with the Foundation and Educational Services Chairs and members, past and present, for their remarkable dedication and service.



Companion of Grammar

Peter Hunt joined Ballarat Grammar as Business Manager in July 1995, retiring in August 2018. During his time at Grammar, Peter worked closely with former Headmaster Stephen Higgs and, more recently, Adam Heath to strengthen the School's financial position and support its remarkable growth. During Peter's tenure, the School expanded from 564 Senior School students and 173 Junior School students to more than 2,000 students today. Peter was integral in supporting Stephen to restructure the school to be refocused on providing an outstanding regional education. The Foundation was established with a focus on fundraising and funds management and has now become a significant entity which underpins the financial security of the school. A new company, BGS Educational Services, was created to support the entrepreneurial activities of the school. So much of what our students enjoy today is the product of Peter's entrepreneurial spirit, his commitment and dedication to our School.



Awarding of Life Governorship

Malcolm Matthews (1966) has been a longstanding and deeply committed member of the Ballarat Grammar community, both as an Old Boy and a Past Parent. Since the early 1990's, Malcom has been a key figure in the Beckworth Trust, serving as a Trustee with unwavering dedication. During a critical period when the relationship between the Trust and the School needed restoration, Malcolm played a pivotal role in re-establishing trust and collaboration. Through strategic discussions, regular meetings, and his role as a conduit between the Trustees and the School, he helped lay the positive foundation for a more transparent and productive partnership.



The Legacy Of The Middleton Bell

Anne Norton (Middleton, 1944) represents a proud family legacy at Ballarat Grammar. The Middleton family's deep roots in the School's history are symbolised by the Middleton Bell, a cherished fixture that continues to ring through the years. Gifted in 1922 by brothers Frank and Sydney Middleton, both former School Captains, the bell was originally presented to honour their leadership in 1918 and 1920, respectively. In 1995, a new bell tower was dedicated to the memory of past students who served in World War II. In 2023, the bell tower was relocated to the entrance of the Chapel of St Mark, where it now plays a vital role in our daily chapel services. Anne's lifelong connection to Grammar, along with her family's enduring contribution, reflects a powerful tradition of service, community, and commitment to the values of the School. Anne's lifelong connection to Grammar, along with her family's enduring contribution, reflects a powerful tradition of service, community, and commitment to the values of the School.



Celebrating a significant milestone

A proud member of the Manifold Circle and a generous benefactor, Betty Elliott has demonstrated enduring support for Ballarat Grammar through her thoughtful bequest and longstanding connection to the School. Now 103 years young, Betty's remarkable life reflects a deep appreciation for education and community. Her contributions continue to shape the future of Grammar, ensuring that generations to come will benefit from her extraordinary generosity.



Inspiring Old Grammarian

Robyn Lea (1988)

Internationally acclaimed photographer, author and director Robyn Lea has worked in many corners of the world with all kinds of people, from the very famous to fascinating locals. At 18, Robyn began her career as a photography assistant in Milan, spending three years in fashion and portraiture before moving to Zimbabwe in 1994 to capture contemporary and traditional dancers. From 2011 to 2016 she lived in New York with her husband and their two children.

Robyn's International Journey

While living in New York I published a best-selling book with Assouline, *Dinner with Jackson Pollock: Recipes, Art & Nature*. This project marked a turning point in my career, which until then had focused on photography and directing TV commercials. Books provide me with the opportunity to write, which is a process I find both exceptionally challenging and immensely satisfying, says Robyn.

After completing the Jackson Pollock book, I was offered the opportunity to document other stories I'd always wanted to tell—those of creative women. I was interested in their work and in understanding the underlying drivers and influences that fueled their determination, often in the face of economic, practical, societal and domestic pressures.

I tackled these and other questions as I set off across the high desert plains of New Mexico for my next book project, *Dinner with Georgia O'Keeffe: Recipes, Art & Landscape*. I spent days doing interviews and research, then I'd traipse for hours with my camera across the soft pink sands of Ghost Ranch where O'Keeffe spent much of the later part of her life. I'd search for viewpoints to capture the cracked, dried lakes, chalky canyons and rocky protrusions, all blanketed with the ever-changing cloudscape that would roll across the sky.

In 2019, I began work on *A Room of Her Own: Inside the Homes & Lives of Creative Women*, which showcased 20 artists worldwide. From these fascinating subjects I learned new ways of thinking and being that have informed my life in meaningful ways.

I've also had the opportunity to travel frequently—learning all the way—photographing the palaces of Rajasthan for *Vogue Living*, taking portraits of Willem Dafoe on his New York rooftop in Wooster Street, and directing a short film on the shores of Lake Como with fashion designer Antonio Berardi for *Italian Vogue*. One of my most memorable assignments was at the Kirov Opera in St Petersburg, which included a

portrait of its infamous conductor Valerie Gergiev. I felt a deep affinity for the creativity of many of the local people I met on that trip. On one memorable occasion, I was invited to share pickled herrings and a homemade brew with the set builders of the Mariinsky Theatre while perched on wooden boxes behind the theatre curtains. I spoke no Russian, but we enjoyed ourselves immensely.

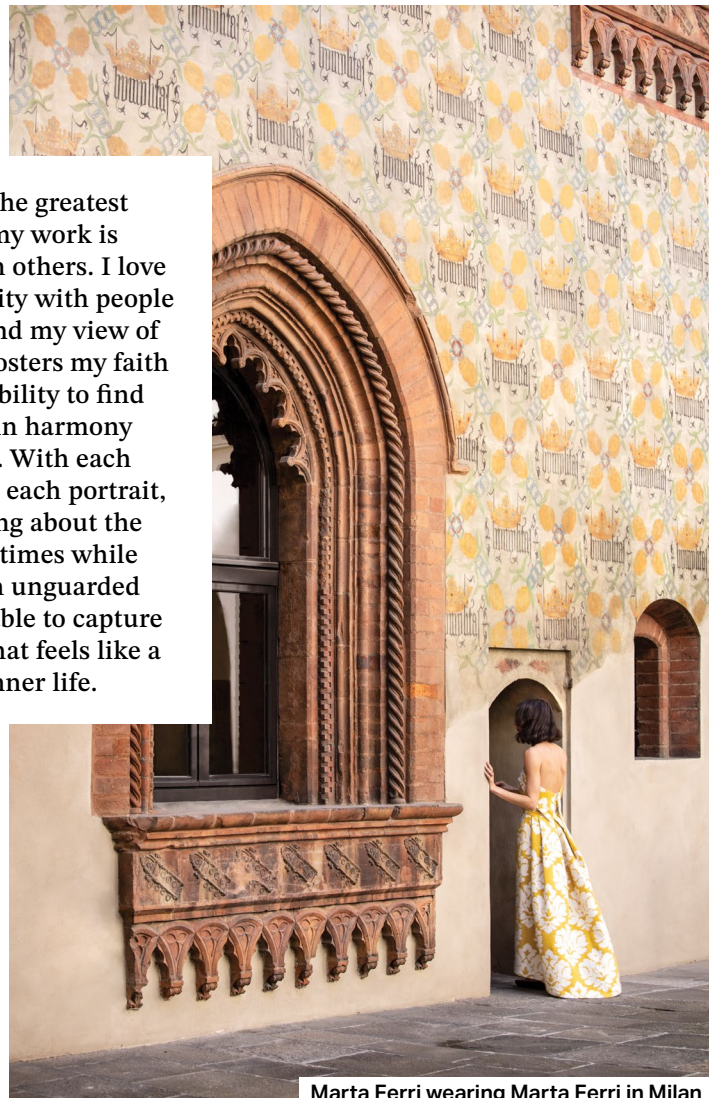
Robyn's time at Grammar

The art department was a dynamic place for me to explore what I loved the most: photography. I loved feeling like I was part of a creative ecosystem that fostered artistic exploration. The teachers were often practicing artists themselves. I was fortunate to have Margaret Delahunty as my photography teacher. She not only inspired my photography but provided an example of a creative approach to life. I also sought mentors in the photography industry and would make appointments with photographers in Melbourne and go and ask advice on my work. It was on those visits that I met Rennie Ellis and John Gollings who have become lifelong influences. My printmaking teacher, John Benn, and his wife Sara were enduring influences on my personal and creative life and work, and I am grateful for everything they offered me.

“ To me, a sense of belonging can be sparked by a range of diverse experiences. It can be a visceral reaction to the natural world. Or it can emerge as the result of investing time and energy in a community of like-minded individuals. There are strong bonds that exist also with my husband, children and various members of my extended family. Through my work I often connect with artists and designers who come from backgrounds very different to mine. Creativity is a bridge that unites us.



“ One of the greatest joys in my work is connecting with others. I love finding an affinity with people that helps expand my view of the world and fosters my faith in humanity’s ability to find a way to thrive in harmony with our planet. With each assignment and each portrait, I learn something about the sitter, and sometimes while searching for an unguarded moment, I am able to capture an expression that feels like a window to an inner life.



Marta Ferri wearing Marta Ferri in Milan

INTERNATIONAL BOOK TOUR

Robyn is currently on a global book tour across Australia, UK, Europe and US promoting two of her latest titles: **By Invitation Only** and **This Creative Life: Fashion Designers at Home**.

Tour Highlights Include:

London: Hosted by de Gournay founder Claud Gurney

Milan: A series of launches hosted by fashion designer JJ Martin

New York: Launch event hosted by gallerist Lisa Perry



CURRENT & UPCOMING PROJECTS

Short Film (NSW, Australia)

Directing a short film on a vast sheep and cattle station in New South Wales, to be released in October alongside the launch of interior designer Adelaide Bragg's new book.

New Book for Thames & Hudson

Photographing and interviewing creative practitioners for a new book commissioned by Thames & Hudson.

Rizzoli Book (Istanbul)

Currently photographing a book in Istanbul for leading international publisher Rizzoli.

Private Commission (South of France)

Photographing a book in a château in the South of France for a private client.

Inspiring Old Grammarian

David Moyle (2000)

A high-profile award has brought national recognition, but innovator and builder David Moyle remains deeply connected to his Ballarat roots. The sense of belonging nurtured during his time at Grammar has been central to David's life. For him, belonging is about connecting in meaningful ways and giving back to his local community.



David's Current Chapter

I've lived and worked in Ballarat since I finished school. My career has been primarily in the construction industry, starting with trade qualifications and an apprenticeship under highly regarded builder Peter Jones. In 2005 I founded my own business, Ballarat Construction Management (BCM) and BCM Homes, and became licensed in both residential and commercial construction. Over the past 20 years, I've worked on some of Ballarat's most esteemed buildings. I've also served on the board of the Master Builders Association of Victoria for five years and have been a committee member of the Master Builders Association of Ballarat for 25 years, including roles as current president and past president. Outside of work, I enjoy spending time with my wife, Marcella, and our four children, Isabella, Georgina, Hugo and Liam who are now at Grammar.

Key Milestones in David's Journey

They include receiving over 30 major construction awards, such as the HIA Australian Home of the Year (2024) and the National Young Builder of the Year (2016). Being recognised at a national level has been incredibly satisfying and rewarding. Recently, I've been involved as a founder and co-owner of Ballarat Ninjas and Creative Play and Arts Centre. This has been a fantastic opportunity to collaborate with like-minded businesspeople in Ballarat and to give back to the community. I've also assisted Steve Walsh, a former Grammar teacher, to build a classroom for the University of the Third Age workshop, which has been a meaningful way to reconnect with my school roots and help the local community.

David's time at Grammar

I was fortunate to have a clear vision of my career path early on, which was nurtured during my time at Grammar. I formed strong relationships with teachers like Steve Walsh in the woodwork/ metalwork space and English teacher Mary Ross, along with many other supportive staff members. Their guidance and encouragement helped shape my future and prepared me to embark on a career in the construction industry. The sense of belonging I felt at Grammar was foundational, and it's something I've carried with me throughout my life and work.



“ Through my work, I've had the privilege of building homes and commercial spaces for local families. Belonging is about connection and collaboration, whether it's through my business, community involvement or fostering enduring friendships that often trace back to my school days. It's been especially rewarding to come full circle and see my own children now attending Grammar.





Inspiring Old Grammarian

Nina Denham (2018)

Central to paramedic Nina Denham's commitment to her local Rupanyup community is her belief that belonging is about fostering a sense of connection and respect, which tracks back to the true feeling of belonging she felt at Grammar.

After finishing a double degree in Nursing and Paramedicine at ACU in Ballarat, Nina completed her graduate year with Ambulance Victoria at the Ballan branch before requesting a transfer back to the Rupanyup Branch in 2024.

“ I love giving back to my small community and I highly value the community connections and sense of belonging that brings, much like my days in the Woodbridge and wider boarding community at Grammar. Being part of different groups allows people to build relationships and share knowledge to help each other thrive. Often those who 'belong' together have a common goal and therefore lean on each other for guidance or support.

Nina's Current Chapter

I'm based in the Wimmera and working full-time as an on-call paramedic at the Rupanyup Ambulance Branch. I'm also quite heavily involved in the Minyip Murtoa Football Netball Club and the Minyip Swimming Pool and currently hold board positions with the two organisations.

Key Milestones in Nina's Journey

In 2021, I was extremely fortunate to be the recipient of Ambulance Victoria's Pathway to Paramedicine Scholarship which recognises community involvement both within and outside the organisation. This scholarship has allowed me to stay working in rural Victoria, particularly in the Wimmera region. It's an honour to be working in my home community and helping others. Outside of work, I'm a keen netball umpire and I am also involved in a mentoring program for new umpires. This role is very rewarding, and I really enjoy seeing people achieve their accreditations after all the hard work they put in!

Nina's time at Grammar

It was nothing short of incredible. It goes without saying that the academic opportunities were outstanding, and the support networks and co-curricular opportunities were endless. I was lucky enough to participate in three international trips: a Round Square exchange trip to India in Year 10; a Trans-Tasman netball tournament held in New Zealand in Year 12; and a service trip to Timor-Leste in Year 12. The experience of being a boarding student in Woodbridge was very rewarding. The true feeling of belonging happened so naturally in the boarding community, and I created endless memories and friendships to last a lifetime. Boarding grew my resilience and independence exponentially. With many mentors at the School, there was a learning or personal growth opportunity around every corner.



Pat Walsh Memorial Young Achiever Award with nominator Steph

Inspiring Old Grammarian

Emily Armstrong (Porter, 2011)

Creating a safe place for people to feel truly connected is behind Emily Armstrong's decision to open Saltbush Stretch, a physical and online pilates and yoga studio in her small rural community in south-western New South Wales.

After finding school really tough academically due to having dyslexia, young mum and go-getter Emily is now a successful business owner. Following her dream, Emily moved to Sydney after finishing school but, feeling isolated in the big smoke, she knew the bush was where she belonged. So she returned to Hay where, just before the pandemic she started Saltbush Stretch and, more recently, the Saltbush Babes podcast.

I have a great business that I love which helps support rural and isolated women. I wanted to provide something for women of the bush that would connect them to their physical and mental health, and to each other, no matter where they live. Like the name 'Saltbush', people in the bush are tough – we all have hard times but we make it through by supporting each other.

Emily credits her success to the lessons she learned from her father.

“ Sometimes I have no idea how my dad sent us away to school, it was always a stretch, but he showed me that with hard work and sacrifice you can do anything you put your mind to. I'm forever grateful for that and I've learned that it's never too late to do something you love – just back yourself 110% and be kind, that will get you places in life.



Key Milestones in Emily's Journey

Two of the best years of my life were working as a Jillaroo in the Northern Territory. It taught me hard work, grit and determination and how to work with an array of people. I still have friends and connections from that time and I'm forever grateful to have had that experience.

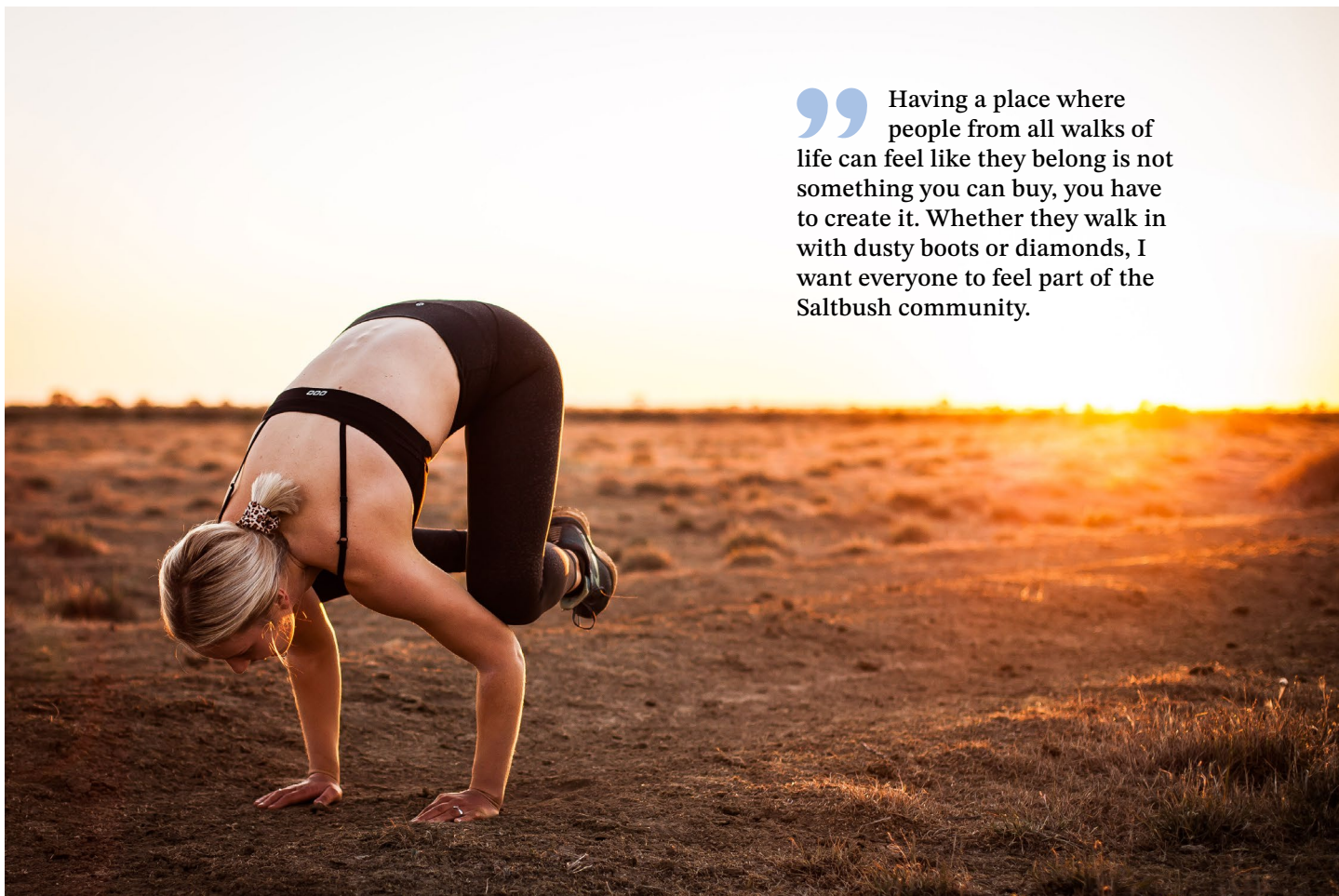
As for Saltbush Stretch, it feels like it's on steroids in 2025! The growth has been mind-blowing and I've had a two-page spread in the iconic Country Style magazine talking about community and an article in the Women's Weekly. Honestly I'm blown away. But the real highlight for me is getting out on the road and connecting with bush women – just everyday people, showing up for themselves. These are people worth celebrating and it's so powerful being able to connect with them.

I feel proud of what I've achieved in our small rural community. I love that life isn't a straight line and I'm excited to see where I can take the business over the next five to ten years.

Emily's time at Grammar

I will be forever grateful for the kindness and enthusiasm of the people who helped shape me into the person I am. Despite struggling in the classroom, I felt like I belonged because the amazing people at Grammar always believed in me. Just because I wasn't a straight A student didn't mean I wasn't successful. I remember Mr Beechey's running sessions on a Friday morning – in the freezing cold! – and him making me feel like I was a runner for the Olympics. I loved my six years as a boarder in Larritt and Woodbridge. Jill Coote and Cass Wilkins were both big influences and will always be special people for me. And Mrs Stringer, the teacher aide who helped me in most of my classes, was one of a kind!

“ Having a place where people from all walks of life can feel like they belong is not something you can buy, you have to create it. Whether they walk in with dusty boots or diamonds, I want everyone to feel part of the Saltbush community.



Reunions

Past Staff Gathering Sunday 13 April 2025



Jeffrey Fletcher & Jenny Scott - Wickham



Ross & Nola Squire & Alan Ford



Cas Garland nee McFarlane & Holly Reid



Helen Nethercote & Di Fulton



Peter Nethercote, Holly Reid & Brian Reid



Glenis Zala & Valerie Duffer



Stephen Higgs, Carla Kelly & Anne Tunstall



Beris Ford & Marcia Matthews



Gab White & Claire Hay



50 + Luncheon Friday 4 April 2025



Judy Comley & Glenis Heath



Peter Ellis, Winton Brocklebank & Ian Ellis



Margaret Chen, Heather Clarke & Anne Tunstall



David Halsall, Susan Shorten & Peter Middleton



Jenny Haymes, Barbara Morgan, Alice Knight & Nina Allen



Beverley McRae, Heather Fryar & Kaye Hannaford



Helen Lightfoot, Helen Farnell & Peter Stagoll



Michael English & Ian Lawrence



Stephen Wigg, Athol Wigg, Harry Hedger & Arthur Thomas



Alice Knight, Jenny Haymes, Beverley McRae, Merrilyn Ward, Doff Kemp, Patricia Clark, Susanne Bradley, Barbara Morgan, Barbara Fleay, Tony Fleay, & Margaret Chen



Ross Lumley, Philip Goldsworthy & David Cook

50 + Luncheon Friday 4 April 2025



BQOGA President Scarlett McLean delivers an address



Michael Foulkes & Ian Gedge



Graeme Wright & Tony Fleay



Join the Mentor Program

Whether you're looking for guidance as you navigate your career or you're ready to share your experience and give back, the Mentor Program is a meaningful way to connect.

Designed for young Old Grammarians in the first 5–10 years of their careers, the program offers one-on-one mentoring, practical advice, and valuable professional networking. Mentees receive support in career planning and development, while mentors have the opportunity to make a lasting impact.

Interested? Get in touch with the Development Office:
Phone: 03 5338 0950 | Email: development@bgs.vic.edu.au

Ballarat and Queen's Old Grammarian's
Career Mentoring Program



Upcoming Events

2 Year (2023) Reunion
Friday 16 May, 6pm – 9pm,
CityCite

1985, 1995, 2005 & 2015 Gala Reunion
Saturday 13 September, 1pm – 6pm
The Rintel, Ballarat Grammar

Headmaster's Luncheon Sydney
Tuesday 16 September, 12pm -3pm,
The Australian Club

Headmaster's Luncheon Queensland
Wednesday 17 September, 12pm – 3pm
Harry's on Buderim

5 Year (2020) Reunion
Saturday 1 November, 3pm – 6pm,
Lake View Hotel

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 2024 Annual Giving program was a wonderful success with our committed donors giving \$402,045 to our scholarships and building works. We thank each of the 409 donors who joined our 2024 Annual Giving program along with the 946 families who kindly contributed to the Non-Compulsory Building Fund. Remember it's not the amount you give - every gift makes a difference.



Total Donation in 2024:
\$402,045

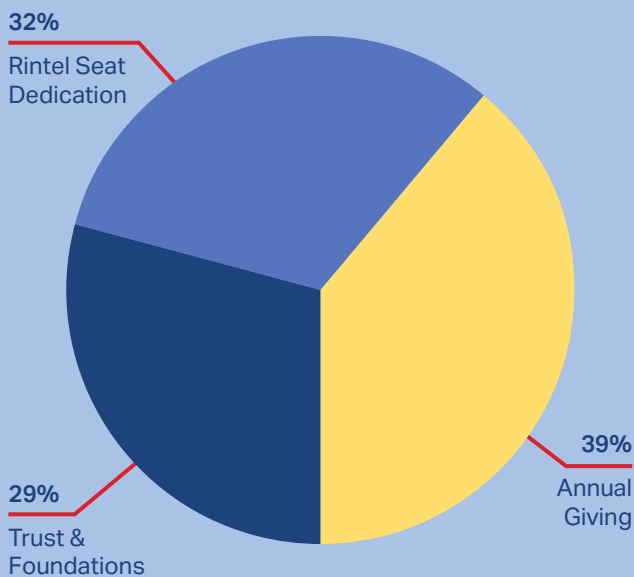


Total Donors in 2024:
409

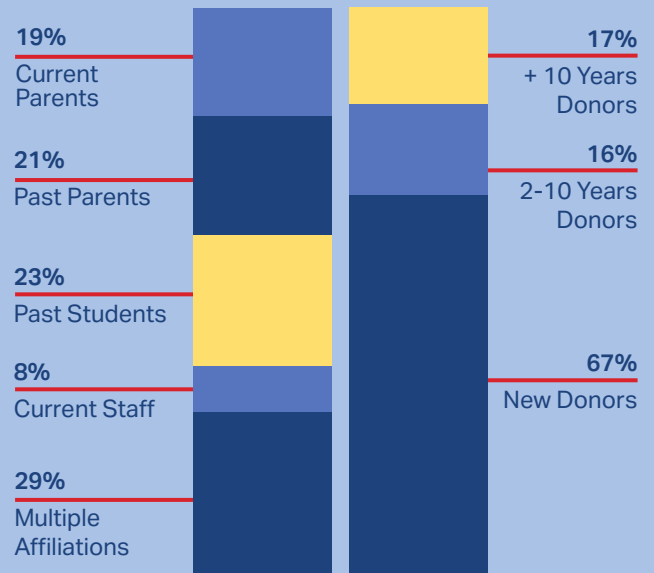


Manifold Circle Members:
New 2024 Bequests: **3** Total Bequests: **64**

2024 Total: \$402,045



2024 Total Donors: 409



Thank you to all those who helped enrich the educational journey of generations of Ballarat Grammar students in 2024.

Valued Donors

We thank our generous donors for your support in 2024.

A full list of donors, including those who contributed to the Rintel Seat Dedication Campaign can be found in the 2024 Impact of Giving Report.

www.bgs.vic.edu.au/about/publications

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 Beames, T & Creek-Beames, J

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 Bingham, D & J
 Binns, G
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 Davies, F & Bentley, T
 Davies, J & R
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 Davis, K & Dunne, L
 Dawson, P & J
 Day, R & Di Gregorio, K
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 de Villiers, D & C
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 Deacon, I & L
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 Dellar, G & Archer, V
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 Denno, S & Collins, A
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