

2019

GRATITUDE EMPATHY MINDFULNESS



TINTERN
GRAMMAR

FACTIS

MINDFUL LEARNING

*Focusing on health and
wellbeing in 2019*

**ENRICHING OUR
YOUNG LEARNERS**

**WHAT IS PARALLEL
LEARNING?**

PRINCIPAL'S MESSAGE

WELLBEING AND BEING WELL

2018 and 2019 have marked substantial progress and achievement at Tintern Grammar in both being and doing well. At the heart of our education is, and always has been, a sense of every student as a distinct individual, and of encouraging student agency and confidence to create a better future world.

As a community we have always committed to the sense of being part of a broader whole, with the responsibility to contribute to the world actively, positively and optimistically.

2019 began with the release of our 2018 VCE and IB results. Again, our aggregated results were clearly the best in the outer eastern region of Melbourne, with 29% of our students achieving an ATAR of 95 or more, and 47% achieving 85 or more. While these are the best aggregated results that even our longest-serving staff can recall, they are only part of what our students achieved and enjoyed in 2018 and 2019 is similarly diverse, challenging and exciting.

Community wellbeing is a hallmark of all caring and successful communities and in 2019, we commenced our pilot partnership in the Middle Schools with The Resilience Project, a research-informed organisation that proactively address concerns over student mental health and wellbeing. The signs are very positive that this program will assist our students to develop tools and strategies that will support their ability to face the challenges that an uncertain future brings.

Simultaneously, over the last 18 months, our Junior School staff have developed and adopted an in-house mindfulness curriculum ahead of our anticipated adoption of The Resilience Project in our Junior Schools. This has driven greater self-awareness, empathy and emotional intelligence in our youngest students, which has enhanced their individual and collective wellbeing. So why are these two initiatives important?

Statistically, and in reality, adolescent wellbeing is on a downward trajectory. While many young people are doing very well indeed, the incidence of depression, self-harm, anxiety and other psychological disorders afflict a growing proportion of young people. Treating students with these challenges is certainly important, and

through our School Psychologist and Counsellor, we do this to great effect. However, proactively addressing wellbeing and mental health is a far more powerful and far-reaching approach – hence our decisions around The Resilience Project and in-house mindfulness program.

For over 140 years, Tintern students have always been aware that they are part of a broader world. As you will have seen as part of our Annual Giving program, we have a sizeable and forthright group of Years 5-12 students who have made a significant commitment to the preservation of our environment. In the true spirit of thinking global and acting local, they have acted meaningfully and unilaterally since the beginning of this year and have encouraged us all closer to where we need to be. The leadership of the Green Team has been an inspiration to students and staff, and no doubt to parents too!

The prominence of student leadership and agency in sustainability has coincided with the re-imagining of the new Speagle Science Centre. I thank the community for their substantial contributions that made this centre a reality through Annual Giving, together with the envisagers and designers, who kept sustainability and environmental responsibility at the centre of its design purpose. As the first step in our goal to become a fully sustainable, carbon-neutral, school, The Speagle Science Centre's solar and wind power, it's power monitoring capability and its carbon-neutral status has already inspired agency, activism and initiative in our students – and isn't that what we want our next generation of adults to do – to own and determine their future world?

Factis non Verbis.

BY BRADLEY FRY Principal



CONGRATULATIONS CLASS OF 2018

OUTSTANDING VCE AND IB RESULTS

Tintern Grammar would like to congratulate our 2018 Year 12 students on their outstanding results and contribution to the life of the school. Many exceptional academic results were achieved by our IB and VCE students.

AGGREGATED IB & VCE RESULTS

ATAR	% of students in 2018	% of students in 2017
99+	6	7
95+	29	16
90+	40	22
85+	47	37
80+	51	54

MEDIAN ATAR

80.58

IB DUX AND OVERALL DUX OF TINTERN GRAMMAR

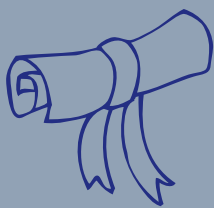
Daniella Cosentino, ATAR 99.85

VCE DUX OF TINTERN GRAMMAR

Gavin Choong, ATAR 99.10

INTERNATIONAL DUX OF TINTERN GRAMMAR

Maria Ruan, ATAR 97.80



We are pleased to share the outstanding results achieved by the Year 12 Class of 2018. These results particularly reflect the hard work of our students and the support and excellent teaching provided here at Tintern Grammar.

Congratulations to the 2018 cohort, in particular our duces, the 2018 IB Dux and overall School Dux Daniella Cosentino, with a score of 44 (ATAR conversion 99.85), VCE Dux Gavin Choong, ATAR 99.10 and International Dux Maria Ruan, ATAR 97.80.

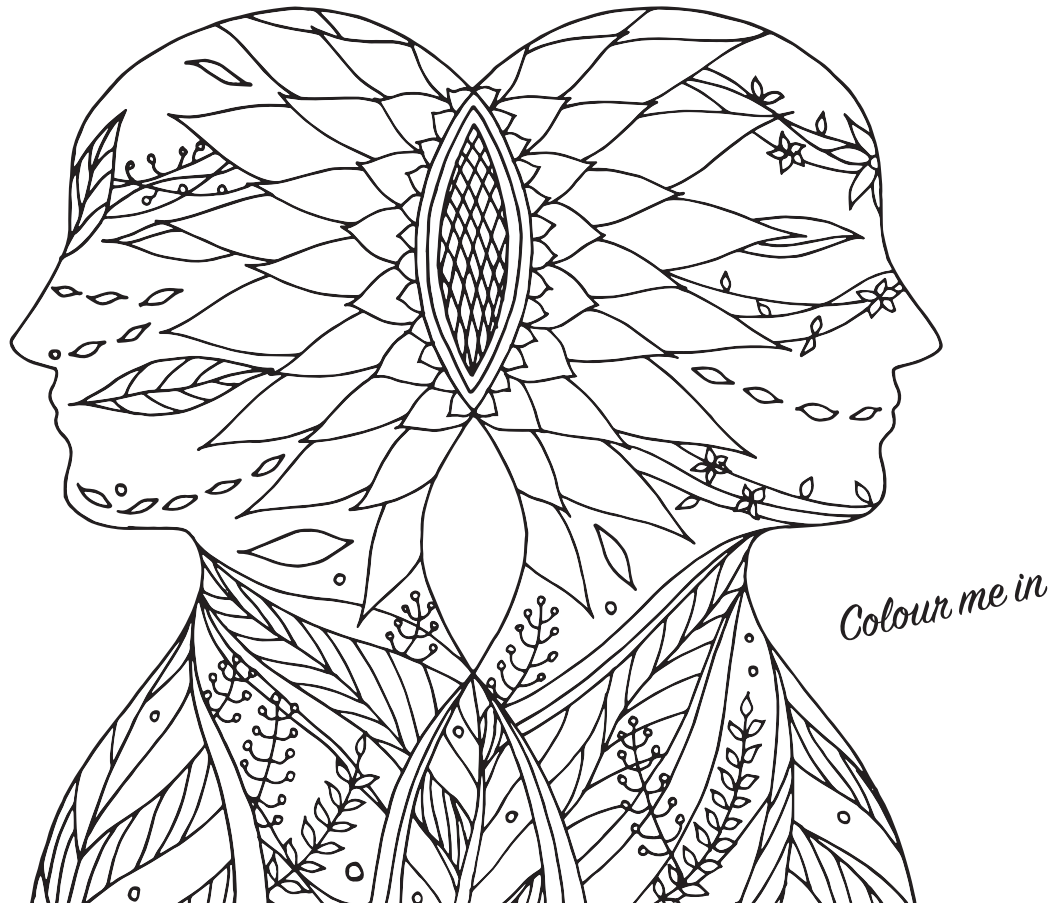
The following are some key statistics achieved this year. I am sure you will agree that our students and the School community can be extremely proud of these results.

29% of our Year 12 students were in the top 5% of Australia
40% of our Year 12 students were in the top 10% of Australia
50%+ Over half our Year 12 students achieved an ATAR over 80

Whilst these statistics certainly indicate good academic outcomes for the School, an education at Tintern Grammar is also importantly about the care and support of each individual student in preparation for their lifelong learning. Every student's education journey and career aspirations vary and we look forward to learning more about our newest alumni in the years to come.







STRENGTHENING THEIR RESILIENCE

This year we have seen the introduction of The Resilience Project across both boys and girls Middle Schools as part of our pastoral program.

This program looks to develop our students understanding of gratitude, empathy and mindfulness, and to recognise the positive impact that regularly practising these three things can have on their emotional wellbeing and overall happiness.

At the beginning of 2019, Hugh van Cuylenburg (founder of The Resilience Project) met with all Middle School students to introduce them to The Resilience Project and how it could be useful to them. Hugh spoke about his personal journey in regards to his time teaching in rural India and the happiness of the students who had few material possessions but expressed great happiness. Hugh also spoke of the journey of his sister and her mental health concerns back in Australia. He introduced the students to gratitude, empathy and mindfulness, and how these ideals are

incorporated in their school Record Books, along with some practical ways to practise these in their everyday lives.

Across a number of our classes at school the students have examined personal character strengths and which particular traits are a greater strength for them. They have looked at the definitions of gratitude and empathy, and worked in small groups to discuss what these concepts look like in different situations. Teachers have discussed with students the importance of giving their brain “a break” throughout each day, and have conducted some classes practising mindfulness by colouring or listening to a meditation session from one of a number of different apps available.

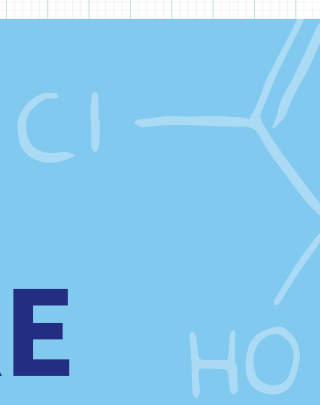
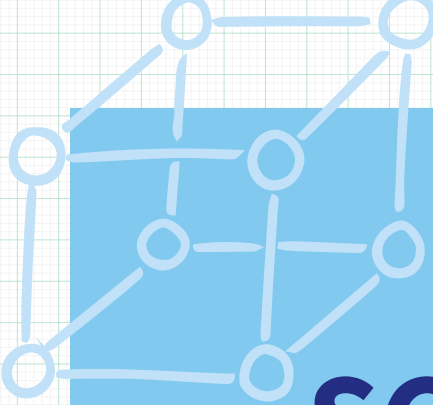
Our school record books allow students the opportunity to reflect daily on their personal experiences, their level of exercise, diet, sleep, plus lots more. Although still in

its infancy, the program is already providing positive benefits to many students and staff, and it will continue to play a major role in the emotional development of our young men and women.

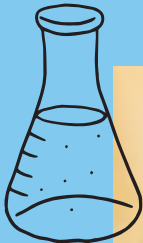
In 2020 the Middle School will continue to increase the student involvement in The Resilience Project with the inclusion of four mental health and wellbeing days spread through the year. They will incorporate a number of GEM (gratefulness, empathy and mindfulness) activities along with other programs aimed at improving the mental health of our young people.

Due to the success in the Middle Years, the program is being expanded into the Senior College in 2020. Years 10-12 students will now have record books that incorporate The Resilience Project activities and teachers will implement a number of sessions throughout their pastoral program.

BY BRETT TROLLOPE Head of Boys' Middle School

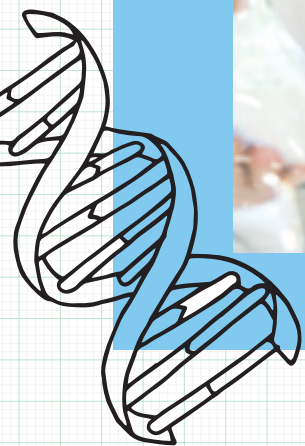


UNVEILING OUR NEW **SPEAGLE SCIENCE CENTRE**



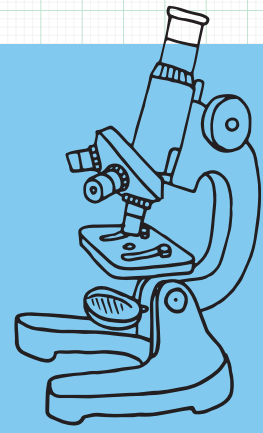
“THE GARDENS, GREENHOUSE, AMPHITHEATRE AND ARMILLARY SPHERE SUNDIAL IN THE IMMEDIATE OUTSIDE AREA REMIND US THAT SCIENCE EXTENDS FAR BEYOND THE CLASSROOM AND INCLUDES THE DEMAND FOR A SUSTAINABLE FUTURE.”

LANNA DERRY Head of Science



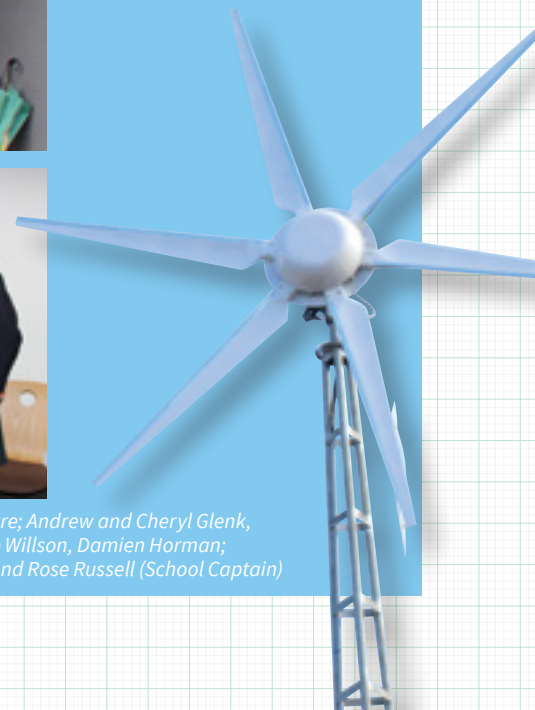


FROM TOP LEFT: the greenhouse; the armillary sphere sundial; the entrance to the new Speagle Science Centre; Andrew and Cheryl Glenk, Fr Stewart Taplin, Sue Mackay, Sue-Anne Dias, Sissi Bu, Henry Speagle OAM, Bradley Fry, Roe Byrom, Joanne Willson, Damien Horman; Henry Speagle OAM; Bradley Fry, Joel Pearce-Schmidt (School Captain), Henry Speagle OAM, Jean Speagle and Rose Russell (School Captain)



The wet weather didn't dampen our spirits as we celebrated the official opening of The Speagle Science Centre on Thursday 30 May. Approximately 80 members of our School community including donors, Board members, contractors and current and past families joined Principal Bradley Fry, the building's namesake Henry Speagle and Head of Science Lanna Derry, to officially cut the ribbon for the re-imagined centre.

Henry was joined by his family including wife Jean, son and daughter in law Donald and Angela, and their two sons Harry and Wilfred. The occasion also celebrated the donation of funds from both the 2017 and 2019 Giant Fairs towards the solar panels and wind generator, now both proudly installed on the Speagle Science Centre roof and in the Biology garden.



Why is mindfulness important?

ROSE: Mindfulness cuts through the white noise of everyday life to remind us to focus on what is important. As technology allows us to check in on our work and the world at any time, it can also distract us from checking in with ourselves. Being mindful helps find this time and space to rejuvenate and reflect.

JOEL: Mindfulness needs to be at the centre of everything we do. Sometimes life can appear too big to handle in that moment. During these times mindfulness can help us realise that we will be okay and by continuing to do our best we will get through challenging times.

Thinking about your time at school, when have you shown resilience?

JOEL: Every day we are met with hurdles that we must overcome. Sometimes we can't quite leap over them and it is these moments that we need to find resilience. From not getting the marks we want in a test to losing a game of sport, life requires us to be able to bounce back.

ROSE: The Wilsons Promontory bushwalk is an experience where I developed a more resilient mindset. Walking up seemingly endless hills, it was an opportunity to shift my focus from the difficulties I was facing to the lessons I was learning. As I reached the top of the hill, I will never forget my feeling of fulfilment of seeing what can be overcome through resilience.

What does resilience mean to you?

ROSE: I thought resilience was about resisting setbacks and pushing forwards even if life seemed to be driving you backwards. Over time, my view has changed. Resilience is a mindset that values difficulties as challenges and learning opportunities. Through this lens, we can surpass simply "bouncing back" to where we stood before. Through this lens, we can emerge stronger.

JOEL: Resilience for me is being able to mentally and physically overcome difficult events.

Do you practise mindfulness in your daily life? How has Tintern helped you develop this practice?

JOEL: With the pressures of school and co-curricular activities I noticed that it was very beneficial to stop for a moment and check in internally. I have found that running is my time to reflect and process. Tintern has provided me opportunities to be active in the mornings before school to get physically and mentally prepared for the day. Similarly, the bonds I have formed with individual teachers and school friends allows me to express my feelings and concerns allowing me to speak my mind freely.

ROSE: I tend to practise mindfulness in places that bustle with energy and noise, such as on the bus after school. I now frequently use breathing activities on apps such as 'Smiling Minds' to refresh and refocus.

Joel Pearce-Schmidt

Rose Russell

2019 SCHOOL CAPTAINS



SCHOOL LEADERS

EMMA DU BLËT

Girls' Middle School Captain

Why is it important to practise gratitude?

The term 'gratitude' by definition means "the quality of being thankful; readiness to show appreciation for and to return kindness". It's important that we practise gratitude because it helps us to live in the moment and to appreciate all we have.

JASMINE BOSS

Girls' Middle School Vice Captain

What does empathy mean to you?

I believe empathy is not just being able to tell someone "I know how you feel," but truly relating and understanding on a deeper level. Having the ability to feel the pain with someone instead of only feeling sorry for them, means you're demonstrating empathy.

ELLIOTT CORCORAN

Boys' Middle School Captain

What is emotional literacy?

Emotional literacy is the ability to recognise your own feelings, and the feelings of others. It means you cannot only recognise basic emotions like happy or sad but also emotions like surprised or stressed. Emotional literacy is an extremely important skill as it lets you know what is going on with other people without them having to tell you anything.

OLIVER DARK

Boys' Middle School Vice Captain

Why is it important to practise mindfulness?

To me, mindfulness is extremely important, as it is key for organisation. Meditating or even taking a moment to practise mindfulness can help me be aware of the day's events and what is to come so that I may plan ahead. Tintern has been a great help for me in developing this habit, as my pastoral teacher reminds me to write things in my record book to help me relax and not stress about what I have to do because it's all written out in front of me.

LUCIA COCKERELL

Girls' Junior School Captain

What benefits have you gained from practising mindfulness?

We practise mindfulness by writing gratitude journal entries, body scanning meditation through Smiling Mind and breathing exercises. This has helped me to feel more relaxed, calm and improved my focus to be in the present and only on one thing at a time.

AMY ZHANG

Girls' Junior School Vice Captain

How does being empathetic make you a more mindful and happier person?

To me, being empathetic means trying

to understand other people's feelings and putting myself in their shoes. Knowing this helps me to be more mindful and aware of how other people are feeling and when they need help; which also assists me to be a better leader. Knowing I'm helping others makes me a happier person as I know I am making a difference to others.

ELIJAH HANNA

Boys' Junior School Captain

What does mindfulness mean to you?

Mindfulness is a relatively new thing to me, that is slowly but surely making an impact on my life. It has helped me with my sport, my sleep and school, like after a full-on lunchtime it helps me resettle and get ready for my afternoon work.

ARYA YOGESH KUMAR

Boys' Junior School Vice Captain

What are the benefits of practising mindfulness?

Mindfulness is truly an incredible thing, and we are lucky at this school that it is a focus and we are able to do it. I practise mindfulness every morning before school by doing yoga. I have been doing it for four years now. Mindfulness is when you slow down and step out of your busy life to just look at it. Not only do you feel your energy recharged but your concentration as well.

POSITIVE EFFECTS OF SPORT & WELLBEING

Higher aerobic fitness levels have been linked to stronger academic performance in the classroom.

The link between sport and wellbeing is well known and has been proven by many academic studies. Higher aerobic fitness levels have been linked to stronger academic performance in the classroom. Students participating in sport experience a variety of positive effects in their daily lives such as increased concentration, improved co-ordination, improved self-confidence and stress relief. It has also been found to reduce depression, obesity and other associated illnesses, provides leadership skills, time management, discipline, teamwork skills and develops resilience.

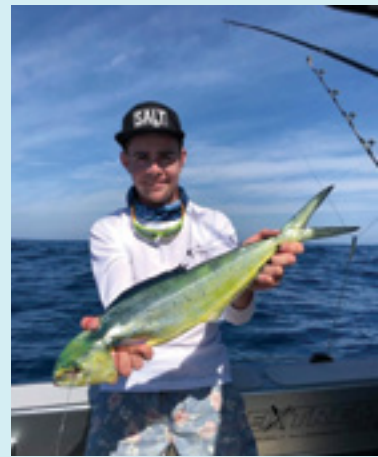
We offer a variety of sports programs to help students feel better equipped to deal with the daily pressures of school and life. Tintern Grammar offers before school gym sessions for Years 9-12 students twice a week. These allow students to get their

workout done before school and helps them to concentrate better during class. Swimming, athletics and cross-country training three times per week during the season allows our students competing to practise their skills before the EISM carnivals. Triathlon training has been a new initiative this year that will hopefully result in students competing in the 2XU triathlon series over summer. Tintern's weekly EISM sporting fixtures allow students to compete regularly in their chosen sports and experience the benefits that sport provides. It is also a great way for senior students to balance their heavy academic workload.

House events such as swimming, athletics, cross country, soccer, netball, basketball, volleyball and ten pin bowling allow the students to compete with and against friends at Tintern for House points.

BY ASHLEY VINEY Head of Sport

“OUR VARIETY OF SPORTING PROGRAMS HELP STUDENTS FEEL BETTER EQUIPPED TO DEAL WITH THE DAILY PRESSURE OF SCHOOL AND LIFE.”



STUDENT ACHIEVEMENTS IN SPORT

Congratulations to Stella, Charlie and Lachie on their incredible achievements!
We wish them all the best for their future competitions.

DIVING

STELLA FORSYTH (YEAR 7)

Congratulations to Stella who was awarded the Victorian School Sports Diving Award at the 2018 National Championships, where she won five national medals (two gold, two silver and one bronze), including two Australian titles. Stella also had a fantastic performance at the Australian Elite Junior Diving Championships in July 2019, where she won two gold medals and a silver. Stella is now Australian Champion on 3m springboard, Australian Champion Girls C/D synchro and silver medalist Platform.

Well done, Stella! Your hard work and dedication continues to pay off with these brilliant results!

BARREL RACING

CHARLIE JOHNSON (YEAR 11)

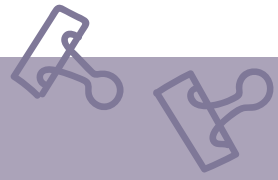
Congratulations to Charlie who was awarded the 2018 National Barrel Horse Association Victorian Junior Champion in March 2019. Charlie competes at rodeos throughout NSW and Victoria, and has competed at the Nationals in Tamworth for the past three years. In 2018, this event had over 800 competitors and Charlie finished in the top division (Div 1), which means she is ranked in the top 42 juniors in Australia. Charlie is working towards qualifying for a national competition with the 'Australian Barrel Horse Association' and we wish her all the best for the remainder of the season.

COMPETITIVE FISHING

LACHIE O'REILLY (YEAR 12)

Lachie is a keen fisherman who developed a passion for fishing after receiving a rod from his dad at the age of three. Fast-forward to now and Lachie is a regular fixture in the fishing community, with a popular Facebook page where he shares his fishing adventures and gear reviews, as well as corporate sponsorships. This year, Lachie started fishing competitively and achieved phenomenal results in his first competition, winning Champion Angler for day 1, Champion Boat for day 1, Champion Small Fry, Champion Overall Team and Champion Boat under 7.1 metres. Well done, Lachie!





FIDELIANS

Commencing in our Early Learning Centre & Prep and continuing through to Year 12, each year we have a number of students who have been part of the School for their whole education. Previously these students were affectionately known as ‘Survivors’.

However there are no hardships in these journeys, instead they have experienced a lifelong love of learning and forging strong friendships, and are now known as Fidelians.

Being a Fidelis student has been a rewarding journey, from dressing up for Letterland day in Prep to dressing up for our final House Athletics in our House colours, Tintern has encouraged us to step out and be confident in ourselves. Tintern has offered many opportunities to extend ourselves, including the Year 9 Wilsons Prom bush walk, which pushed us to our limits and taught us the importance of supporting each other through tough situations. We learnt the hard way, that we have to be resilient in order to reach our goals and how fulfilling it can be when we get there. Having such a close-knit cohort has allowed us to develop lifelong friendships and enabled our teachers to

“MY JOURNEY ENCOMPASSED THE ENTIRE SCHOOL FROM THE BOARDING HOUSE TO THE FARM. THE WHOLE CAMPUS WAS PART OF MY WORLD AND I HAVE LOVED BEING A PART OF IT.”

Eliza Allen

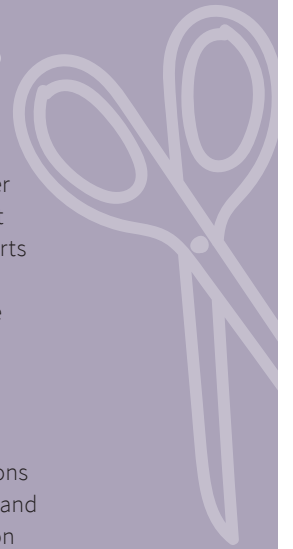
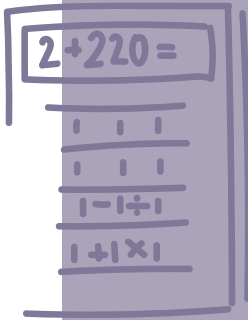
focus on each of us as individuals rather than just another student. This support helped us through the more intense parts of school and has given us the skills we need to achieve our full potential as we move towards our future endeavours.

We feel proud to be part of such an amazing team, our “Tintern Tribe”. As we come to the end of our journey with Tintern, we reflect upon the many lessons and opportunities we have been given and we are grateful for the holistic education that we have been provided. Tintern has helped us all become the well-rounded individuals we are today.

BY CAITLIN THOMPSON, LARA HORMAN AND MEAGAN HYNSON

“I NERVOUSLY WALKED THROUGH THOSE GATES WHEN I WAS ONLY FIVE YEARS OLD, QUICKLY I FOUND FRIENDS, FUN AND FOOTY. THE TEACHERS WHO CARED SO MUCH FOR EACH BOY AS AN INDIVIDUAL HELPED ME TO UNDERSTAND HOW IMPORTANT THIS SCHOOL IS.”

Ben Rudd



BACK: Ben Rudd, Sam Button, James Harvey, Jack Edwards, Aidyn Malojer
MIDDLE: Eliza Allen, Erin Doupe, Ella Watt, Nicola Bacon, Meagan Hynson, Breeana Southward
FRONT: Nicole Whyte, Elissa Wright, Lara Horman, Charli Lewis, Caitlin Thompson, Kaitlyn Woodhill





ENRICHMENT PROGRAM EDUCATIONAL BENEFITS

In most schools, a wealth of knowledge in a variety of subject areas is offered as part of classroom learning. However, some students benefit from additional academic programs.

Tintern Grammar caters for our gifted learners by offering a combination of approaches, including extra-curricular activities (languages, sports, music, art), enrichment (da Vinci Decathlon, Philosophy Workshops, Tournament of Minds, CREST projects, external competitions), and acceleration.

In addition, in 2019 the Tintern Grammar Enrichment Program (TGEP) commenced. It is designed to provide a setting for students to gain critical-thinking and problem-solving skills, as well as advanced knowledge in specific areas. Students benefit from small-sized classes where topics not offered within the curriculum are covered, taken by staff with specialist

interests. The traditional school experience is enhanced, which can potentially lead to a change in career focus.

The TGEP exposes students to new concepts, provides them with hands-on learning which helps students use those concepts in applicable ways. Small-group settings result in more individual attention from the instructor, in a motivating and fun environment, different from most school classrooms.

Stronger relationships across age levels, and friendships with other students who share common interests are developed. Students gain transferrable academic strengths and typically discover personal qualities which were previously unknown.

BY ANTHEA WATKINS

Year 7 Girls' Level Co-ordinator and Horizon Program Co-ordinator

TEACHERS' SPOTLIGHT

ESTHER
MAN
JAPANESE
ANIMATED
FILMS



Esther is an English and EAL teacher at Tintern Grammar. She speaks several languages, including Mandarin, Cantonese, Spanish and Italian. She has taught on animated film texts at a previous school. During the Enrichment Program Unit on Japanese Animation, students explored the history of Japanese Animation films.

ANDREW
BYRNE
ASTRO-
PHYSICS



Andrew is an experienced Physics and Mathematics teacher, who began at Tintern Grammar in 2019. His interest in Astronomy began when he looked up and saw a satellite drift past far-away stars. The scale and size of the universe has been a source of wonder for Andrew.

HAROLD BONNINGTON
AN INTRODUCTION TO LATIN

Harry became interested in Latin as a means to further his understanding of the English language. Latin words, phrases and ideas are



still implemented widely in agriculture, medicine, law and science. Harry believes an understanding of Latin, even in its most basic form, is immensely valuable for students and trains their minds for success in other subjects.



PARALLEL LEARNING

We see Parallel Learning as the ideal balance of both single gender and mixed classes on a co-educational campus, providing families with the perfect balance between the academic and social development of their children. Many Tintern families have children educated throughout the ELC, Girls' and Boys' Junior and Middle Schools and Senior College. We sat down with two families to get their thoughts on Parallel Learning.

INTERVIEWED BY KUSHLA SMITH Communications and Marketing Events Co-ordinator



MEGAN AND PETER FORBES HAVE FOUR CHILDREN AT TINTERN, JACK IN YEAR 8, ALEX IN YEAR 6, PATIENCE IN YEAR 3 AND ELI IN YEAR 1.

WHAT DO YOU LIKE ABOUT PARALLEL LEARNING?
“Parallel learning allows our family to have the benefit of gender-tailored education at a single location. With three boys and a girl this unique model became a really favourable factor in our choice of school.”

HOW HAS IT BENEFITTED YOUR CHILDREN?
“Our second son Alex moved to Tintern in Year 4. Starting the day with Energy Plus before moving to more structured learning was a great fit for him. Alex was more comfortable joining in on class discussions and he has made some really amazing friends. Alex’s journey has paved the way for Jack, Patience and Eli to join Tintern over the last two years.”



JULIE AND IAN MCKEE HAVE TWO CHILDREN AT TINTERN, MOLLY IN YEAR 7 AND BEN IN YEAR 9. BOTH MOLLY AND BEN STARTED HERE IN YEAR 7.

WHAT DO YOU LIKE ABOUT PARALLEL LEARNING?

Julie recalls a conversation that took place during her first tour. “We talked about the understanding of how boys learn, that they like a little bit of explanation and then get on with it. But girls tend to like having a full explanation, the rules and details explained, and then begin. It’s that understanding of the different way that genders learn that was really important to me, and then taking it to the next level by offering parallel learning that certainly attracted us to the School.”

WHY DID YOU CHOOSE TINTERN GRAMMAR?

“The reason we chose Tintern was for its care and attention of every individual. The academic side would take care of itself, that’s a given. The social and emotional wellbeing of children and how the school cares for each student attracted us. The parallel learning environment is a big part of facilitating how wellbeing evolves in Middle School.”

With Ben in Year 10 next year, he will move back into a co-educational learning environment in the Senior College. Julie and Ian believe the Middle School was the

ideal environment for Ben to develop into a well-rounded young man.

“I think it is great timing. By the time you’re 15 going on 16, and you’re looking at those senior years, you are more settled in school and a bit more confident in yourself, so having the opposite gender in the classroom doesn’t end up being as big a deal as in those earlier years and Ben is ready. There has been enough shared involvement with the girls when they get together for the school production or House Showdown, and it will be good for him to share the learning environment with girls now.”

For the full interview, please visit our website tintern.vic.edu.au/parallel-learning-families



PROMOTING HEALTH & WELLBEING THROUGH **HEALTH EDUCATION**

Students at Tintern experience a connection with food through the Years 7 and 8 Health classes and Home Economics elective subjects at Years 8 and 9. This provides them with opportunities to build confidence and self esteem through developing cooking skills and producing food products. All students who undertake the courses are able to achieve a sense of satisfaction through seeing their skills develop and particularly look forward to the part where they get to eat their creations.

The Cook for your Life and Year 7 Health subjects have a particular focus on nutrition. This builds health literacy to

understand the importance of a nutritious diet to promote healthy eating and maintain physical health and wellbeing. Students also learn to understand where their food comes from with easy access to the herb garden and farm.

Respectful relationships forms a large component of the Year 8 Health course, which assists students in understanding the importance of developing and maintaining healthy relationships in all aspects of their life. Evidence suggests that the importance of building resilience in young people is an enabler to achieve optimal health and wellbeing.

BY ADRIANA MANTELLA Head of Health, Home Economics and Psychology
AND PENNY MAGUIRE Health, Home Economics Teacher



INTERNATIONAL STUDENTS

We have welcomed 23 new international students in 2019. They have made a good transition to the School and settled in well. We now have a couple of students from Thailand and Vietnam enrolled at the School.

All international students undertake an orientation program which covers important matters to help them transition to their new school and new country,

including a presentation from Constable Johnny Tran on personal safety. The students even had an opportunity to try on the Constable's bullet proof vest.

In Term 1, we invited Jow Kuen Dragon and Lion Dance Association to perform the Lion Dance to celebrate the Chinese New Year. Many Junior School students joined in to see the Lion Dance demonstration.



BY WENDY SHIH International Students Co-ordinator

CHINA TOUR APRIL 2019

The biennial Tintern Grammar China tour was once again a great success. Students experienced the cultural and historical highlights of six cities in this ancient and enormous country over a 13 day period.

During our one day stop-over in Hong Kong we appreciated its beautiful harbour, ancient statues and a delicious dumpling lunch. In mainland China we experienced the ancient wonders of the Yu gardens in Shanghai, the Great Wall and the Emperor's Summer Palace in Beijing, Tiger Hill pagoda and the grand canal in Suzhou and the terracotta warriors and Huaqing springs in Xi'an. We braved the Shanghai underground at 5pm at night, visited Tiananmen Square, and visited the Panda research station in Chengdu. In Shanghai we visited Austrade to learn about the economic importance of China to Australia and the Tongji University No. 2 Affiliated Middle School and we joined them as the language experts for an English class.

The students found that the trip was so much more than they expected and was a marvellous way to spend their Term 1 school holidays.



BY LANNA DERRY Head of Science and China Tour Co-ordinator 2019



“Art is not what
you see but
what you make
others see”

ANDY WARHOL

WELLBEING IN THE ARTS

Visual Art and Design courses at Tintern Grammar are designed to introduce students to a range of practices that promote focus and connectedness to ourselves and the world around us.

Creative subjects are able to provide students with opportunities to explore emotions, engagement, positive relationships, accomplishments, meaning, resilience, management strategies and a connection to nature. At a time when some young people are struggling with low levels of wellbeing, it would seem that Visual Arts is one subject that could play a role in improving the wellbeing of students in schools. A major aspect of the creative journey in order to promote wellbeing is providing environments that support a child's sense of belonging and a sense of community.

There are many challenges in the creation of Art and Design – using new materials and techniques, sharing ideas with others, creating works that are open to critique and feelings of inadequacy and lack of ‘talent’. Exploring the concept that facing challenges in life can be useful – challenges help us grow as a person and give us knowledge and skills that make us better prepared the next time something

challenges us. Students placing a work on display cannot only create a sense of pride and accomplishment, but also a sense of belonging in the Arts community being a part of a learning and creative environment. The Years 7 to 11 exhibition is a meaningful experience for students to share their work with the wider school community and the senior art show at the end of the year truly celebrates the expression of individuals.

Further opportunities such as Art club, where students can work on their own pieces or be guided with experimentation of materials, Horizons Art and the creation of mosaics and murals, excursions to local and interstate galleries and exhibitions such as MONA in Hobart and MCA in Sydney, guest speakers and teachers who are practising artists enhance the overall experience for students, creating a sense of ‘place’ for creative expression, experimentation and pursuits.

It's known that children who participate in art education programs learn to

work as part of a team and understand different points of views. The introduction of Visual Thinking Strategies (VTS) into the Years 7 & 8 Art core, as well as 8/9 electives and Year 11 VCE & IB art classes encouraged inquiry learning and a sense of being part of a group, in a safe and supportive environment, willing to share observations and ideas. Art staff have been specially trained to deliver VTS in order to encourage critical thinking skills through teacher-facilitated discussions of selected visual images. VTS encourages participation through a group problem-solving process. It uses art to teach thinking, communication skills, and visual literacy. Feedback from students has been overwhelmingly positive, as they enjoy hearing the thoughts of others, as well as sharing their own interpretations. There were many ‘lightbulb’ moments for students who were eager to continue the investigation journey, further inspiring them to be immersed in the art experience.

BY RACHEL WAUD Head of Visual Arts & Design

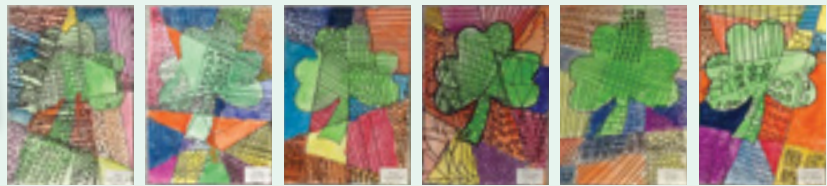
JUNIOR BOYS

ART stands for Anti-stress and Relaxation Therapy. It doesn't really – but maybe it should! Art is one of those subjects where there are no right or wrong answers, you don't need to justify your decision, you are not competing against anyone else, you don't have to commit rules to memory and you don't have to do what everyone else is doing. As a matter of fact, it is great if you can do something no one has ever done before! The pressure is off. Relax and enjoy the moment.

The boys love to draw, to paint, to construct, to get their hands on a lump of soft, malleable clay. Through the act of creating art, their bodies are encouraged to release stress while their minds are focused on the activity at hand, not the squabble that happened at recess. It reinforces fine motor skills and helps improve attention spans.

They are encouraged to talk – not only about their art, but whatever is on their minds. It is very interesting to hear some of their conversations! While their hands are busy and their eyes are focused, they automatically feel comfortable to express their feelings and emotions.

BY MARIA LUMSDEN Boys' Junior School Art Teacher



JUNIOR GIRLS

In the art room in the Junior School we aim to create a calm environment where the students can learn using their imagination. This semester the focus in many year levels has been on clay. This medium allows children to discover and develop their creative and learning skills. The process of working with this natural material to create a unique clay project supports personalised learning, sensory development, fine motor skills, self-esteem, self-expression, problem solving skills, discipline and pride. In addition, clay has a well documented therapeutic quality that settles and calms children.

To help commemorate and learn about the importance of ANZAC Day, the Prep-Year 2 students used clay to make poppies. This play based activity promoted their problem solving skills, learning to manipulate and attach clay

sections to form a flower. Moulding the clay was therapeutic and calming and finally when the poppies were returned glazed from the kiln the girls felt that they were "magical".

Year 5 girls also felt great pride with their clay slip cast bowls. They found great rewards exploring new processes and learning about glazing.

Sculpting and manipulating clay was the focus when the Year 3 girls were making their Totem poles. They learnt how to construct, join, manipulate, and express their design in a three-dimensional format.

Fine motor skills and self-expression were the aim of the Year 4 coil and pinch pot cup cake. The students had to resolve problems of construction and express something about themselves when glazing and decorating their finished piece.

BY NAOMI GRECO Girls' Junior School Art Teacher





HOW HAPPINESS AND CREATIVITY IS ENCOURAGED IN THE ELC

Early Childhood is an important time in children's lives to learn and develop concepts around resilience, persistence and giving it a go.

When children feel secure and supported they will take risks and attempt new skills or tasks.

We as parents watch as our toddlers stand on wobbly feet ready to take their first steps which inevitably ends with a fall on their bottom. But, they get up as we encourage and praise and they have another go.

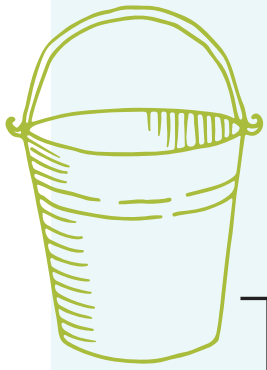
Here in the ELC we hope to instil in the children the ability to "have another go", "think about the problem" and "seek help". With pleasure, we watch as they try something scary or put pieces of construction together in a new way or explore friendships and peer relationships.

As educators we feel lucky to teach these smaller people who are yet to learn of some of the dangers in life and willingly, with support, try out new things. We hope that this enthusiasm and spontaneous

"let's see what happens if I do..." stays with them throughout their lives.

We live in a world where technology has created an instant world and we as humans are more aware of potential outcomes and scary "what ifs". How privileged are we as educators in the ELC to live for a few hours a day in a world of imagination, impulse and let's do it! Our hope is that as these children grow older their world continues to be shaped by taking risks, exploring new ideas and developing strong wellbeings.

BY KRISTIN DE VOS Director of Early Learning Centre



OUR FARM CIRCLE OF LIFE



What makes Tintern Grammar unique?

The farm is an integral element of what makes Tintern unique, learning opportunities that present via the Romney sheep and the Horticulture area adds another dimension to this uniqueness. With few exceptions, most Tintern students are city born and raised, however given the opportunity to have a positive learning experience with the Tintern Farm enables students an opportunity to step out into the world stage of showing sheep and do so with incredible success.

During my time at Tintern, I have witnessed the profound impact that animals at the farm have on the well-rounded development of students. Some students, who are initially absolutely petrified of our placid animals, gain confidence and overcome those original fears. An engaging and pleasant experience with the animals enables some students to appreciably progress with their learning challenges.

Olly, the Maremma guardian dog, has been

trained to be very receptive to all students and he accepts them as a part of his flock to care for and he especially looks forward to their visits. In my time at the Tintern farm, I have learned of the significance that animals have on the development of an individual's ability to become compassionate and have empathy. When an individual develops empathy and compassion for animals that is immediately transposed to humans. Something that was perhaps never experienced by individuals who are unable to demonstrate empathy and compassion for animals or humans.

I find it extremely gratifying to witness the facial expressions of students or visitors to the farm when they have a positive interaction with the animals – be that, lambs, chickens, Olly or our sheep. Often visitors comment that the Tintern animals are well behaved. My response is, they are that way because they go to a great school.

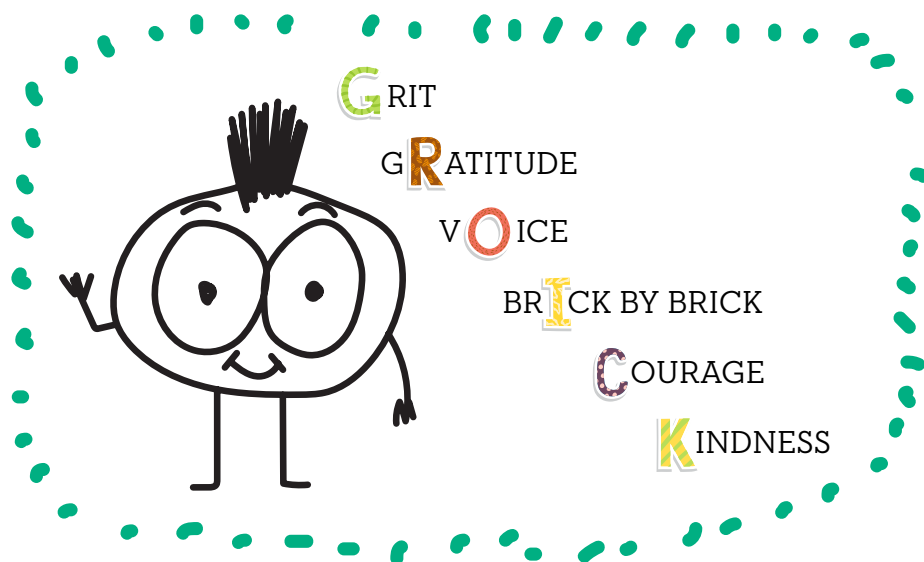
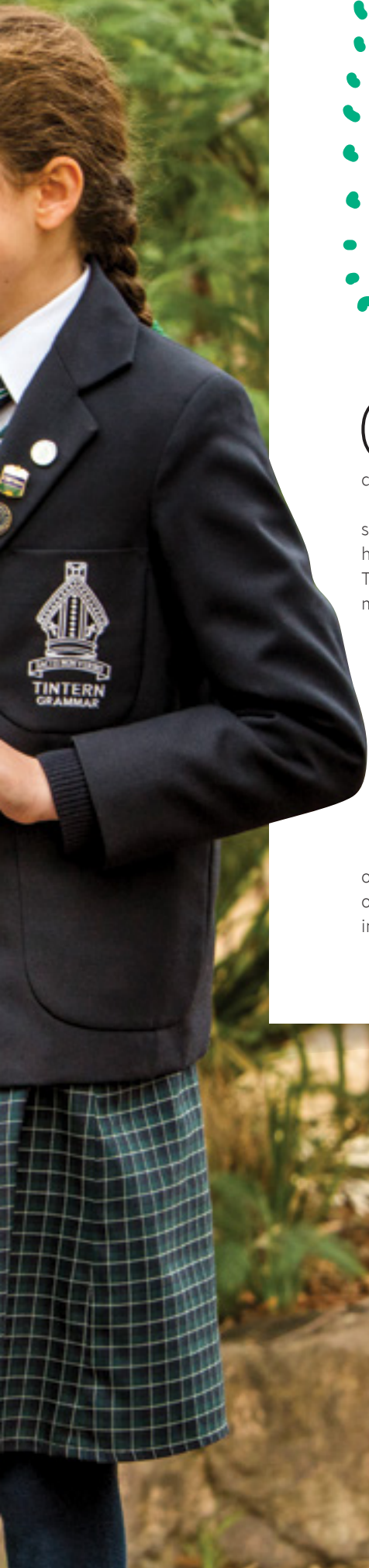
BY GAVIN WALL Farm Services Manager





WHO IS
GROITICK?

BY ALLISON PRANDOLINI Head of Girls' Junior School
AND ADAM KENNY Head of Boys' Junior School and Director of Students



Once upon a time in a Junior School in Ringwood East, a group of boys and girls met a friendly little person called GROICK!

Whilst GROICK is a little bit cheeky, and sometimes he asks unusual questions, he has a heart of gold that has enabled Tintern Junior School students to learn many valuable lessons.

GROICK has promoted wellbeing and a commitment to our School values for all. He has supported boys and girls to have a go at trying new things, to show gratitude for people and things in their lives, to use their voice to stand up for themselves, to focus on learning new things step by step and to always operate with courage and kindness!

We have had many adults share stories of when they have used the principles of GROICK to improve their own lives, including famous people like Scotty

James and Sally Phillips inspiring us, along with our Heads of School, Mr Kenny and Mrs Prandolini at assembly times. Our children have looked out for random acts of kindness and have become aware of how they can make a big difference to our community through their actions.


In the Junior School, wellbeing is something we work on each and every day, just like we do our Reading and Maths lessons. Our students learn to understand that life is not always straight forward, and that we must have positive wellbeing strategies to support us in these times. Students undertake personal and social development lessons, including such things as circle time, mindfulness, yoga and many other interesting lessons.

GROICK guides us in challenging times, and inspires us to develop a strong community learning to navigate life and work hard to be our best selves.



HORIZON PROGRAM

CREATIVE WRITING



In the school setting, mention the word 'writing' and many students think essays, written reports and homework. However, many successful people have discovered that writing can be enjoyable, rewarding and fulfilling, depending on how it is used.

Writing can be a tool for thinking, a way to refine and re-evaluate thoughts. It can help motivate us and it can lead to better learning and life outcomes. Writing improves thinking and communication. It can be an outlet when difficult times arise.

Writing can leave a lasting impact. In short, writing can improve our mood, wellbeing and happiness, especially if we engage in it regularly.

During the school years, students are given multiple opportunities to develop and refine

their writing skills, especially in English classes. In addition, exercising gratitude and reflecting on good things in life is an activity proven to enhance most people's mental health and wellbeing.

At Tintern Grammar, the Horizon Program offers students enrichment and extension opportunities for students to cultivate their extended writing skills. Students have the opportunity to enter their writing into competitions, participate in extended creative writing workshops, listen to authors present their writing journey and be part of inter-school events with a focus on written pieces.

These opportunities help develop our student's writing, and may in turn, improve their health and wellbeing.

BY ANTHEA WATKINS

Year 7 Girls' Level Co-ordinator and Horizon Program Co-ordinator



BIG BROTHER BIG SISTER PROGRAM

The Big Brother / Big Sister (BB/BS) program began in 2018 as an initiative by past student, Louise Smith.

Fostering communication and relationships between Years 7 and 12 students, the sessions which run during Semester 1 have been greatly enjoyed by our Year 7 students. Occurring as part of the Pastoral Program, the students meet in groups with their 'Big Brothers' or 'Big Sisters', discussing topics which have been pre-arranged by the Year 12 students, but are relevant to the Year 7s.

This has been a fabulous way for our newest members of the secondary school to make connections with Senior students, which would otherwise not occur. A relationship similar to that of a mentor/mentee has formed and our younger students have looked to the older ones as excellent role models.

Both the Year 12 and Year 7 students benefit greatly from this opportunity to share experiences, give life advice, encourage and generally look out for one another throughout the semester.

A real highlight for the Year 7 students is an opportunity to hear firsthand the opportunities

and experiences that are ahead. This helps to build a positive outlook on senior years and helps to reduce anxiety in our young men and women who can be nervous about starting senior school. Many Year 12 students have commented on the value they receive from participating in the program.

Our Year 12s have all been outstanding role models to our Year 7s through their genuine connection and care for them. There is great excitement when the Year 7 girls remember that it is 'Big Sister' time again.

The Big Brother/Big Sister program has perfectly complemented The Resilience Project sessions this year with a focus on gratitude, empathy and understanding ourselves and each other. Students have been able to discuss topics in a safe environment, and meeting with the older students has been a highlight of the Pastoral Program.

This initiative has become an invaluable part of our Pastoral Program with clear and positive outcomes for all involved.

BY BRETT TROLLOPE Head of Boys' Middle School
AND LIZ CUTTER Head of Girls' Middle School



HOW DOES OUTDOOR EDUCATION DEVELOP WELLBEING IN OUR STUDENTS?



At Tintern, there is a strong link between experiences in the outdoors and the learnings associated with The Resilience Project, as the key focus is on the holistic development of the individual and their understanding of their character.

Outdoor Education is about fostering relationships with self, others and the natural environment. The individual is placed at the centre of the experience, where outdoor activities are utilised as a vehicle to discover personal strengths, limitations, develop confidence, challenge comfort zones and develop the skills to effectively manage conflict.

Years 7 and 8 students both experience a five-day program located in different natural environments (marine, and mountain) giving students the opportunity to discover and explore new places and engage through the activities relevant to these locations. Skills are built on each year, and this sequencing helps to prepare students for the culminating experience of Year 9,

which has a theme of 'challenge' whereby students engage in three unique programs throughout the year (a hike, winter experience and summer expedition).

Challenge presents itself in many forms through outdoor experiences; developing independent living skills, collaborating with others to achieve a common goal, to problem solve situations that arise, to accept responsibility for action or inaction, to challenge the body both mentally and physically, to be stretched as a result of new experiences, to develop grit and resilience through discomfort, to live sustainably and respect the natural world as it is a finite resource.

It is through outdoor education that students are provided with the opportunity to really discover who they are and their true capabilities. Living communally 24 hours a day, negotiating relationships, engaging in activities to achieve a successful outcome, having to manage in unpredictable natural

environments with real consequences; all test the resilience and character of our spirit. Learning is not bound by school bells, routines and academic rigour, rather it is achieved by and through these experiences. It is the growth as a result of participation, and later reflection that allows the opportunity for learning. It is meaningful participation that helps to build the foundations for self-confidence, respect and the development of empathy for others.

"One way to foster resilience in young people is through meaningful youth participation; that is, decision-making by young people that involves meaning, control, and connectedness. Whilst youth participation may occur in recognition of young people's rights to be involved in all decisions that affect them, meaningful participation can itself enhance a young person's sense of connectedness, belonging and valued participation, and thereby impact on mental health and wellbeing".*

BY EMMA LOWING Head of Outdoor Education

* K.Oliver, P.Collin, J. Burns & J. Nicholas; Building resilience in young people through meaningful participation, Australian Journal for the Advancement of Mental Health, Vol 15 April; 2005, pg. 34-40).

BEING WELL IN THE SENIOR YEARS

We understand that high levels of wellbeing have an enormously positive impact on students and that wellbeing acts as a catalyst for academic achievement and ultimately fulfilment, satisfaction and achieving their personal best.

The Pastoral Program in Senior College is implemented through the intensive camps and conferences experience at the beginning of the year, during weekly Pastoral sessions run by mentors and Year Level Coordinators as well as through workshops and events. Positive relationships between staff and students are integral and so having students maintain the same Mentor over their three years in the Senior College means they know each other well and it further promotes these positive relationships. Developing our students social and emotional capabilities and skills continues and as students begin to form an understanding of their goals and ambitions for their final years and life beyond school. We aim to equip them further with skills that will help them to navigate any challenges and ensure success. Our wellbeing program responds to the challenges young people are faced with today including social connectedness, mental health (including anxiety, depression, stress and perfectionism) and physical health (sedentary behaviours, nutrition and sleep).

To support our students, particularly as they approach their final year, we utilise guest speakers including adolescent psychologist Dr Michael Carr-Gregg, who works with students and parents to specifically navigate the challenges of Year 12. Throughout Years 10 and 11 students are introduced to techniques such as mindfulness, which can be practised beyond our sessions through the use of apps like 'Smiling Mind'.

This year, we have partnered with The Resilience Project to introduce positive mental health strategies to further build resilience and happiness in our students. Throughout the second half of 2019, The Resilience Project curriculum – focusing around Gratitude, Empathy and Mindfulness – will be implemented with our Senior College, starting with a presentation from their founder Hugh van Cuylenburg. We have already seen great success in the introduction of this program with our Middle School students and we look forward to our Years 10-12 students benefitting from these sessions.

BY ORIANA CONSTABLE Head of Senior College





2019 SCHOOL PRODUCTION

HIGH SCHOOL MUSICAL

While some dream of being the star of the basketball team or science decathlon, others hope to be the lead in the school musical. What happens when someone wants to be both?



This is the million-dollar question for the kids at East High, who are used to maintaining a strict social order and sticking to their respective roles.

Director and choreographer Vince Di Mitrio imbued the production with an energetic feel-good flavour that captured the fun and high jinks of the high school setting. The two-storey set transformed into the corridors, classrooms and surrounds of East High, and hand painted backdrops conjured the school cafeteria, gym and science decathlon. The simple addition of lockers, costume racks, stools and a basketball ring brought the audience into the world of East High School and allowed for seamless transformations between scenes.

Jonah Fleming as Troy, the basketball captain, and Ella Watt as Gabriella, the new student, were perfectly cast as the two star-crossed lovers from rival cliques. Their renditions of *Start of Something New* and *I Can't Take My Eyes Off of You* captured the sweet innocence of first love, and

When There Was Me and You beautifully evoked their characters' growing feelings for each other. Phoebe Young and Jared Nottle delivered winning performances as twins, Sharpay and Ryan. Their highly polished *What I've Been Looking For* was playful and comically captured their seething sibling rivalry.

Nora Scanlan oozed energy and vibrancy as Drama teacher Mrs Darbus, arch nemesis to Brayden Stokes' perpetually frustrated Coach Bolton. Jai Van Der Wert was unforgettable as Jack Scott, charming the audience with his multiple costume changes, quick comic timing and witty repartee. Charli Lewis brought sensitivity and pathos to her role as Kelsi Nielson, and Luke Aneja was wonderfully funny as Chad. Lachlan Young ably portrayed the optimistic Zeke, Kim Maher was the ultimate science genius, Taylor McKessie, and Maddie Howell conveyed Martha's secret passion for hip-hop. Memorable cameo roles were portrayed by Bianca Gerin, Eva Corcoran

and Holly Whitfield, and a series of comically awkward and painful auditions in *Bop to the Top/What I've...* were gleefully performed by Fintan McCrave, Elliott Corcoran, Lilli Holliday-Ryder, Madison Edwards-Turner and Audrey Middleton.

The Jocks' machismo and athleticism was evident in *Get'cha Head in the Game* and the Cheerleaders led a spirited rendition of *Wildcat Cheer*. The Braniacs sang with determination to persuade Gabriella to dump Troy in *Counting on You* and the chorus gave a rousing performance of *We're All in This Together* in the finale. Emma Barbero, as choreographer, brought energy and finesse to every scene which was complemented by tight orchestral direction by our outstanding musical directors – Alison Bezaire and Lisa Clarke. *High School Musical* was an uplifting and poignant reminder that it's possible for young people to achieve their goals by having faith in themselves, pursuing their passions and supporting each other.

BY MELINDA QUIRILLO Head Of Performing Arts



LANGUAGES

SPEAK VOLUMES

The main challenge of teachers of Languages is to make the learning experience relevant and engaging for our students who often ask us the same question: “Why do we have to learn a foreign language when everyone else in the world seems to speak English?”

It would be intellectually dishonest to ignore this question, as about 20% of the world’s population does speak English, although most of them are non-native speakers of English. While this may reinforce our idea that learning another language is not important, it ignores the remaining 80% of the world’s population for whom English remains a mystery. It also denies the existence of the shared experiences around the world. Indeed, it is far too easy to forget the uniqueness and the universality of the human experience.

For example, most cultures share a preoccupation for health, wellbeing, food, exercise, and, of late, resilience. The Tintern Language classroom resonates with echoes of these topics. Middle School students of Chinese and French are studying the different types of

food from these two cultures, comparing them to their own and reflecting on what makes a diet healthy and balanced. Similarly, Senior College Languages students (Chinese, English and German) have focused on developing their ideas and opinions on a healthy lifestyle and what constitutes wellbeing.

In and out of class, students are encouraged to reflect on ways to become more resilient and well-rounded members of our global society. Year 11 VCE students of French have studied the different sources of stress for high-school students and how to deal with these. Some have been surprised by the similarities of their own experiences and those of teens from different cultures.

This shared human experience was made even more real when 15 French teenagers visited our community for almost five weeks. They were warmly welcomed and hosted by Tintern families who showed them the marvels of Australia while giving them an opportunity to improve their already excellent language skills. Our students hugely benefited from this cultural and linguistic experience as it

showed them the importance of effective language learning for communication. It also showed them how to be good and generous hosts. Tintern students will be visiting their French counterparts in the Christmas break. This will be a fabulous opportunity for them to experience the festive season in a different country, continent and climate!

While over one and half billion people may be able to express themselves in English, how satisfying for our students to be able to share and reflect upon their own experiences, struggles and traditions in different languages.


It is with a clear bias that I state here that studying a language enables our students to become aware not only of another culture but also of the uniqueness of their own experiences.

They have fabulous teachers in this school to lead them along this path. Not only do they learn the words to express themselves but they are also encouraged to change their ways and their actions to continue to become resilient, balanced and open-minded global citizens.

BY SEBASTIEN LAURET Head of Languages



MUSIC WE'RE ALL IN THIS TOGETHER





Tintern Grammar students who learn an instrument, play in a band or orchestra or sing in a choir soon learn that it's okay to make a mistake. Every child in our musical environment is encouraged to learn from their mistakes and 'bounce forward'.

At Tintern, students are encouraged to work together with their teacher or fellow students to maintain a sustained effort towards improvement, strive for excellence and, ultimately, reap the rewards of their hard work in the form of a performance, whether it be a solo or an ensemble work.

Whilst there is much research to support the benefits to cognitive development and academic achievement which a Music education can provide for children, it is even more important to acknowledge the enhanced self-esteem, engagement as a member of a community and improved sense of social and emotional wellbeing which music brings into all of our lives.

There is nothing quite like the first read-through of a new work in an orchestral or band rehearsal to make a student realise that "we're all in this together", and often there is the enrichment of learning being communally experienced across up to six year levels of musicians. The shared hilarity of hearing a few wrong notes ("check the key signature") and occasional weird rhythmic interpretations of the printed music breaks down that fear of making mistakes. It spurs the students on to concentrate, work as a team, solve problems and gain confidence as they gradually start to bring together a cohesive and exciting musical event. They build skills in perseverance and resilience throughout this process. Whilst a well-schooled instrumentalist undergoes these steps in learning new and challenging music, it is a process which is mirrored in our Junior and Middle School students' experience in the classroom as they learn recorder or ukulele or play boom-whackers or multi-layered percussion pieces. Our jazz musicians really learn to take risks when they start to improvise and create spontaneous live music. The joy in all cases is in the sense of achievement when they finally bring their music to fruition, whether it be successfully strumming three chords in time, or playing a complete concerto with orchestra!



BY ALISON BEZAIRE
Director of Music

ALUMNI WHERE ARE THEY NOW?



JANE LOCK (YG 1972)

Jane Lock graduated Tintern in 1972, already having embarked on a successful golfing career. Jane was an active member of many sports teams during her schooling and captained many teams. In 1969 Jane attended a Golf Camp and from there her golfing prowess grew, winning the first of three consecutive Australian Junior Championships. Then in 1975 winning both Junior Championships and the first of three Australian National Championships.

Jane has represented Australia more than thirty times and set course records in six countries. In 1975, at the age of only 19, Jane was awarded the Member of the British Empire (MBE) for services to Sport and Golf. In 2000 she was again honoured with the Australian Sports Medal in recognition of both her playing and teaching career in Golf.

Due to an injury Jane retired as a Playing Professional in 1986, but has continued as a teaching Professional and Media Commentator. Although incredibly humble, Jane is truly an inspiration!



CHRIS THOMPSON (YG 1983)

Chris Thompson (YG 1983) discovered her work/life balance six years ago, taking up triathlon Ironman Races. These races involve a 3.8km swim, 180km bike ride and full (42.2km) marathon, all in one day.

Chris started at Tintern in 1978, she was a member of the Senior Choir and graduated Tintern in 1983, before heading to university to complete her Bachelor of Business. Chris now works as a Business and IT Program Director, but also spends anywhere from 30 to 35 hours a week training.

Ironman competitions have taken Chris all over the world. Recently winning her age group category at the Ironman race in the Phillipines, it was particularly special as it was their inaugural full Ironman event, after 10 years of half Ironman events. The weather celebrated with them, "We had rain, thunder and lightning during the bike leg clearing to full sun, 45 degrees celsius and 85% humidity for the entire marathon. Crossing that finish line was both exhilarating and exhausting, but



so, so satisfying," Chris says. "Balancing work and life took a bit but it has great benefits. Mind you, my friends and family think I'm crazy when I say the alarm goes off anywhere between 3:15am and 4:30am depending on the training day. But I just love it."

KATE JENKINS (YG 1985)

In 2016 Kate Jenkins became Australia's Sex Discrimination Commissioner, with the Australian Human Rights Commission. Prior to this appointment Kate spent three years as the Victorian Equal Opportunity and Human Rights Commissioner. Kate demonstrated strong leadership skills early in life and was School Vice Captain during her final year at Tintern.

After graduating in 1985, Kate completed degrees in Law and Arts, going on to become lead equal opportunity partner of Herbert Smith Freehills. Kate has worked in many areas of law, with a focus on workplace relations and assisting employers to create fair and diverse workplaces.

MEGHAN MCDONALD (YG 2009)

After making her AFLW debut in 2017, Meghan McDonald has had an incredible last year. Meghan was signed by the Geelong Cats AFLW in August 2018, and then selected to play in their first game for the season. Meghan then made history, winning the inaugural Geelong Cats AFLW Best & Fairest award in April 2019. This came just after being named as the first Geelong AFLW player to be featured in the Virgin Australia AFL Women's All Australian team. Congratulations Meghan!



TINTERN
GRAMMAR

EXCELLENCE & CONFIDENCE,
SIDE BY SIDE.

The Avenue
of Excellence

TINTERN
GRAMMAR

EXCELLENCE,
SIDE BY SIDE.

Avenue
of Excellence

Avenue
of Excellence

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AVENUE OF EXCELLENCE

A wonderful evening was enjoyed by all who attended the 2019 Induction Celebration for the Avenue of Excellence. The Tintern Grammar Avenue of Excellence was established in 2017 to mark the School's 140th anniversary, and to formally celebrate and honour the outstanding achievements and contributions of extraordinary Alumni in their field of endeavour. The Induction Ceremony saw us welcome Janine Kirk AM, a Business, Education, Health and Community Leader, and Cheryl Batagol PSM an Environmental and Sustainability Leader.

Bringing more than 20 years' experience as a lawyer to her new role as Sex Discrimination Commissioner, Kate is leading a number of projects at the Australian Human Rights Commission, including the National Inquiry into sexual harassment in Australian workplaces and the Commission's collaborative project on cultural reform with the Australian Defence Force.

Kate is the Vice President of the Board of Berry Street Victoria – the state's largest independent child and family welfare organisation. She is also a member of the Board of Heide Museum of Modern Art.

ALAN WHITE (YG 2008)

Congratulations to Alan White who was awarded the FIA's Australian Young Fundraiser of the Year Award this year. On presenting him with this award FIA said, "For eight years, Alan White has immersed himself in fundraising program implementation, staff management and professional development, generating

stellar results to support organisational mission and beneficiaries."

After graduating in 2008 from Tintern, Alan was awarded a scholarship to study at Bond University on the Gold Coast undertaking a Bachelor of Communication/Bachelor of Law combined degree. Completing that degree in 2012, Alan continued his studies at Bond, graduating from a Masters of International Development in 2013.

As was the case when Alan was School Captain at Tintern, he immersed himself in Bond University life, taking on a range of leadership positions. Upon graduation he was recognised for service to the university with the Alumni Medal.

During Alan's time at Bond, he also got involved in the work of Oxfam Australia, with a particular focus on Oxfam Trailwalker, one of the world's oldest and toughest endurance challenges which raises more than \$8 million each year. In late 2013, Alan accepted the position of Marketing, Communication and Fundraising Co-ordinator, Oxfam

Trailwalker Australia based in Brisbane and during this time he continued to develop and grow in the fields of philanthropy, development and fundraising.

Alan is currently Fundraising Manager at the Asylum Seeker Resource Centre (ASRC), whose programs support and empower people seeking asylum to maximise their own physical, mental and social wellbeing.



ALUMNI REUNIONS

REUNION FESTIVAL

“I ABSOLUTELY LOVED THE REUNION, AS ALWAYS. THE ORGANISATION FOR THE AFTERNOON WAS SO WELL DONE AND MY YEAR GROUP REJOICED IN SHARING OUR STORIES WHILST ENJOYING FABULOUS FOOD AND A WINE.”

JENNY URBANO (THOMAS, YG 1974)



YG 1994



YG 1989



YG 1979



YG 1974



YG 1979



YG 1999



YG 1984

HIGH TEA REUNION



2009 REUNION



More reunion photos are available on our website: tintern.vic.edu.au/community/alumni/reunions

If you would like more information about upcoming reunions, are interested in being a Year Group Ambassador, or for any Alumni related enquiry, please contact the Community Relations Office on **9845 7877** or email communityrelations@tintern.vic.edu.au



ALUMNI PROFILE

CLAIRE MIDDLETON

“I thank the school for giving me so many loves and skills for life. Factis non Verbis made me a doer.”



CLAIRE MIDDLETON OAM (YG 1972)

When and why did you start up the Butterfly Foundation and what can you tell us about it?

I started the Butterfly Foundation in 2002. I had two daughters with anorexia and we struggled searching for treatment. My two goals were to find accessible treatment for all sufferers and break down the stigma around eating disorders.

Do you still work in this field and what do you do now?

I am now an Eating Disorder coach for 'Pathfinder' which I founded in 2017.

Can you tell us how you help people with eating disorders?

I work with people who have all kinds of Eating Disorders; binge eating, bulimia nervosa and anorexia nervosa. I am available 24 hours a day 7 days a week as a coach for sufferers or carers to get the support they need. I help people change their ED behaviours and teach them how to nurture themselves, find their authentic self and challenge the mentality of the ED that dominates them.

How closely are eating disorders connected to mental health and wellbeing?

Eating disorders are now identified as both a mental and a medical health issue, where anorexia can be directly linked to our genes. Most sufferers also experience depression and anxiety and many also suffer from Obsessive Compulsive Disorder. We are losing 2000 people a year to EDs in Australia, mostly from suicide.

Can you share the symptoms to look for in those who may be suffering from an eating disorder or a mental health condition relating to food?

There are some glaringly apparent things you can be aware of; general unhappiness, skipping meals and withdrawing from social engagements. With bulimia, you might see regular visits to the lavatory especially after eating. Anorexia sufferers may display a reticence to eat with the family or with friends. Some start by cutting out certain foods on the basis of philosophical ideas - vegetarian, vegan, and then whole food groups get excluded. Others may become obsessed with healthy foods or exercise.

What advice would you give sufferers or their family/friends?

You need to hit EDs fast and hard. The longer an ED goes on the harder it is to gain recovery. Most sufferers begin in denial so if you see any ED symptoms seek professional help immediately. The first step is a GP who is educated in EDs; it is a specialised field and requires specialised treatment. The Butterfly Foundation and Eating Disorders Victoria are also great resources. For sufferers under 25 you can call the Royal Children's Hospital.

What is your favourite memory of School?

Most definitely the farm. In particular the pig called Portia and her piglets. Also the pine forest, where we played for hours in a magical world.

What skills did you learn at school which you draw on in your life now?

I thank the school for giving me so many loves and skills for life. Factis non Verbis made me a doer. It gave me the sense that I had to do good in the world and make a difference. I criticised the school for wasting my education on cooking, sewing, craft, Ag science, music and dance but am now thankful. I play the piano daily, sew, am highly creative and a good cook! It hasn't stopped me getting where I needed to go with Butterfly, recognised with an OAM and on the Honour Role of Women.

What advice would you give your 16 year old self?

Hold your head up, get to know who you really are. I would say work on self-compassion, when you love yourself you can reach out to others with that same love; but self-compassion must come first.

What is your greatest achievement?

Getting over my own mental illness, bulimia, anorexia, depression and anxiety. I have produced the most amazing three children and I have 12 grandchildren, all who make me smile every day. I am pretty proud of my work with EDs, particularly when I hear that people's lives are saved.

INTERVIEWED
BY DI LACEY
Alumni and Community
Relations Manager



For the full interview, please visit our website tintern.vic.edu.au/claire-middleton



If this article raises any concerns for you or someone you know please call one of the following:

Police & Ambulance 000, Lifeline 13 11 14 or Kids Helpline 1800 551 800



TINTERN FAIR

Held biennially, our Tintern Fair offers an opportunity for our whole school community to come together and celebrate everything 'Tintern'. Thank you to all of our sponsors and community who supported the Fair this year. Special thanks to our volunteer Fair convenor Amanda McKenzie and our Platinum and Gold sponsors listed below. Please support them when you can.



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robinsongill.com.au



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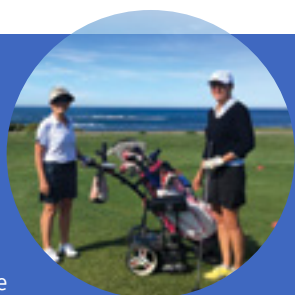
1300 007 337
reesconstruction.com.au

TINTERN OLD GIRLS ASSOCIATION (TOGA)

TOGA have had another amazing year, with the 2019 Women of Influence a highlight for all. Thank you to everyone who came along to hear the adventures of Fiona Egger (YG 1979), one of Australia's most versatile film and television producers, and Fiona Lake (YG 1979), a well-recognised photographer of rural Australia and one of the few female drone pilots in the country. They spoke of resilience, experience, giving it a go, relationships and trust.

Flinders Golf Club played host to the TOGA Annual Golf Day on 19 October 2018. The attendees enjoyed the spectacular scenery and beautiful weather, before enjoying a delightful lunch and lively conversation.

The Tintern team of Sue Semmens (YG 1978), Lyn Coutie (Stevenson YG 1970), Jacky Clark (Bovell YG 1968) and Melinda Thomas (YG 1983), headed to Sorrento Golf Club on 1 April 2019 to compete in the Women's Interschool Golf Challenge. A wonderful day was had by all. Thank you to the volunteers of TOGA for their work and dedication throughout the year.



FOUNDATION SERVICE

Tintern Grammar community and special guests gathered together on 8 February to celebrate the 2019 Foundation Service. We welcomed back Thomas "TJ" Lacey (YG 2011) and Karen Gately (YG 1988) who inspired their audience with stories about their professional achievements and their time at Tintern. Also, a very special occasion for our Year 7 cohort presented with their Class of 2024 alumni badges. Afterwards many guests joined our Principal, Mr Bradley Fry and Student Leaders for morning tea and a tour of the redeveloped Science building.

BIRTHS, DEATHS & MARRIAGES COMMUNITY NOTICES

WELCOME TO THE WORLD

ALARIA ALLEN (Cawood, YG 2008) and Brad's baby girl, Piper James Allen, arrived two weeks early on 28 November 2018, weighing 2.48kg.

LAUREN COBURN (Dudek, YG 2004) and Nick welcomed William Blair Coburn on 24 May 2018.

LOUISE DRYSDALE (YG 1998) welcomed Tawny Belle Drysdale on 14 December 2018.

CHRISTIAN FITZGERALD (YG 2006) and his fiancée Marthe recently welcomed Leon Alexander Gogstad to the world on 9 May 2019.

NIKKI MCKISSACK (YG 2014) and Jake welcomed a baby boy, Parker at 6pm on 25 January

2019. He weighed 8.2 pounds and measured 55.5cm long.

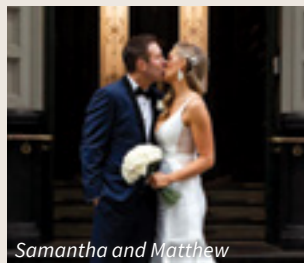
CAROLINE LANGAN-MINCA (Langan-Fox, YG 1997) and her husband Craig were excited to welcome Jack Julian Lawson Minca at 4.52pm on 19 April 2019.

SCOTT PETERS (YG 2005) and wife Ashleigh welcomed Noah on 9 November 2018, weighing in at 4.2kg. Noah is their second child with their eldest Harry taking on the role of big brother.

MADELEINE THURGOOD (YG 1999) and husband Simon welcomed their boy Leonardo Joseph Ielasi on 30 November 2018. Born premature weighing only 1.8kg but doing fantastically!



Beverly and Ross



Samantha and Matthew



Kate and Neville



Mark and Natasha



Jessica with bridesmaids Madeline, Claire, Lauren, Kate and Saf

JUST ENGAGED

CASS HOSKINS (YG 2011) and her partner Daniel got engaged whilst on holiday in Germany. They have been together since Cass was in Year 12.

WEDDING BELLS

SAMANTHA BROWN (YG 2003) married Matthew Green on 27 April 2019. They married at St Augustine's Parish followed by a reception at The Australian Club, both in Melbourne CBD. Many previous Tintern students attended including Maid of Honour Melanie Jansen (Grice, YG 2003).

JESSICA FETTEL (Oberstar, YG 2011) married Bradley Fettel on 1 September 2018 at Vue on Halcyon in Chirnside Park. Bridesmaids included Claire Alderson, Kate Purcell, Madeline Benjamin (all YG 2011) and Lauren Ray (Past Staff 2017). To carry on with the

Tintern theme, Jack Oberstar (YG 2018) did the reading at the ceremony.

MICHELLE LANDER (Deelen, YG 1988) married Greg Stock on 13 April 2019 in Yea, Victoria. Michelle was joined on the day by three Tintern friends, Fiona Jury (Wines), Megan Cracknell, and Kirsten Bruce (all YG 1988).

MARK RAZDAN (YG 2005) wed Natasha Gupta at Linley Estate over Easter. Many Alumni attended, with Ivan Yeung and Scott Peters (also YG 2005) in the bridal party. **KATE REDWOOD AM** (Blaubaum, YG 1966) married her long-time partner, Neville Oddie, on 23 February 2019. This was a double celebration as it was also Kate's 70th birthday.

BEVERLEY WITHERBY (Wood, YG 2008) married Ross Witherby on 28 October 2018 at Stones of the Yarra Valley.

COMMUNITY LOSS



HAYDN PARK The Tintern Community mourns the passing of Haydn Park. A member of our community since 1986. Member of the School Board from 1997 until 2012 where he was Chair between 2005 and 2011. During this time, he helped achieve the dream of a boys school, and helped to shape the parallel approach to schooling. Haydn contributed enormously to the strength and development of Tintern Grammar being instrumental in the Appeal campaign for the Pool and PE centre. On his retirement from the Board, Haydn was inducted as Life Governor of the School in 2013. He also was a very committed family man. The Tintern Community extends its condolences to his wife Pam, their children, Hamish, Nathan and Amy (YG 1998), and their families.

WERNER "AXEL"

AXELRAD, father of Robyn Axelrad (YG 1972) and Christine Axelrad (YG 1977) passed away at the Angliss Hospital, aged 99 years on 13 November 2018. Axel helped with many a school fete and school dance (decorations). Known for being the maker of Ossie Ostrich, Adventure Island and Lamont Puppets. Sadly missed.

IN MEMORIAM

Our condolences to the families and friends of past students.

BEVERLEY "BEV"

BARNES (Stevens, YG 1937) In her hundredth year, dearly loved aunt of Robyn, Christine, Andrea, Phillipa & Timothy, and Joanna & Stephen; great-aunt and great-great aunt to many. An artist 'til the end.

SANDRA BELL (Kearsley, Thom, YG 1958) passed away on 1 August 2018. Amazing mother to Paul, wonderful and loving nana to Thomas, Oliver and Maddie, step-nana to Erin, Ruby and Sophie, mother-in-law to Pauline and Anne and friend to so many people in so many places around the world. Her laugh, care of others, that smile, the travelling around will be missed so much. Rest now with your love Dick, keep an eye on us and be at peace.

JENNY COWIE (Hall, YG 1975) passed away on 6 November 2018.

JANE ALICE CURPHEY (YG 1974) passed away on 26 October 2018. Rest in peace. Daughter of Judith and Rex Curphey. Loving mother to Alice, Tessa and Flynn. Former wife of Allan and sister to Simon and Annie. Aunt to Jack, Ella and Violet. Jane will be remembered as a vibrant, adventurous, much loved and caring friend to many.



BETTY BOSLOOPER (Clark, YG 1937) passed away peacefully on 27 August 2019 aged 100 and 3 months. Betty started Tintern aged 9, in 1932 with no previous formal education; her father was a mining engineer in Burma, offering limited educational opportunities. Finding school challenging in the early years Betty's youthful resilience guided her path to Head Prefect in 1938. Betty studied at Melbourne University after leaving school and married just after the war. Her two daughters Lysbeth McMillan (Boslooper YG 1965) and Suzanne Wall (Boslooper YG 1968) both attended Hawthorn and East Ringwood campus. Rest in peace Betty.

PAMELA GANGE (Brown, YG 1943) passed away on 19 June 2019, aged 93 years. Much loved wife of Kenneth, adored god mother of Amanda (Mandy) Hennessy and family.

SALLY GEORGE (Wharton, YG 1968) passed away on 27 April 2019. Loving wife of Peter and mother to Nina and Mitchel (dec), much loved grandmother to Madeleine and mother-in-law to Matt. Sally was an active member of the equestrian community and volunteer. Always remembered.

VALMAI "VAL" LADE (Dawson, YG 1953), Australia's Queen of Decoupage, passed away 1 December 2018. Loved and adored wife of John, married for over 61 years.

HAYLEY MAHER (YG 2001) passed away peacefully at St Christopher's Hospice in London on 15 September 2018. Much loved sister of Natalie Mander (Maher, YG 2003). Hayley loved the life she and her husband shared in London and kept in close contact over the years with a number of her Tintern friends.

SAM L MORRISON (YG 2008), brother of Felicity Morrison (YG 2004), Stefanie Morrison (YG 2001) and Amelia Morrison (YG 1999, dec) passed away on 25 February 2019.

KRISTINA "KRISTY" PITTAWAY (YG 1994) passed away on 9 January 2018. Much loved wife of

Daniel and mother of Ruby, Holly and Will.

JOAN PURTON (Stephens, YG 1941) passed away in Bendigo on 11 January 2018, aged 95. Loved wife of Dr Herbert Purton (Bill) and loving mother of Margaret, Lucy, Catherine, William and Rae. Lovingly remembered. **JOY SOREL** (Pike, YG 1943) passed away in February 2019. Much loved mother of Charles, Michael, and Philippa. Joy is remembered by many as kind, gentle, generous, understanding, talented, intelligent and determined.

IVY "MERLE" THOMPSON (Youlden, YG 1940) passed away peacefully at the Wharparilla Lodge in Echuca on 9 December 2014 at 92 years old. Merle was the loving wife of Percival "Percy" Davies (dec, 1957) and loving mother of their five children, then the much loved wife of Rupert Thompson (dec), who she married later in life. Merle was the mother of Marilyn Wadsley (Davies, YG 1940) and grandmother of Michelle Hall (Wadsley, YG 1991), sister of Lorraine Foster (Youlden, YG 193, dec) and Valerie Rowlands (Youlden, YG 1943 dec). Loved and missed.



Our community groups offer a wide range of rewarding opportunities for our parents and alumni to make significant contributions in support of students, staff and the School.

New members are always welcome. If you would like to join a group or find out more, please contact communityrelations@tintern.vic.edu.au



2020 COMMUNITY DATES

Dates are subject to change, please check Tintern Grammar Events on our website for updates.

Foundation Service and
Community morning tea
Friday 7 February 2020

10 Year Reunion Class of 2010
Saturday 22 February 2020

School Musical Production
**Wednesday 18 to Saturday
21 March 2020**

Friends of Equestrian
Demonstration day
Friday 27 March 2020

Friends of Equestrian Interschool
Horse Trial Championship
**Saturday 25 and Sunday
26 April 2020**

Cathedral Service
Sunday 17 May 2020

Alumni Career event
Thursday 21 May 2020

5 Year Reunion Class of 2015
Friday 19 June 2020

1 Year Reunion Class of 2019
Friday 24 July 2020

Reunion Festival
Classes of 2000 1995 1990
1985 1980 1975
Saturday 22 August 2020

Spring Celebration at the Farm
Friday 4 September 2020

15 Year Reunion Class of 2005
Saturday 17 October 2020

High Tea Reunion
Classes of 1970 1965 1960 & all
year groups 1964 and earlier
Friday 13 November 2020

New families and Alumni are always welcome for school tours.
Visit our website or contact us to learn more about school events.

Admissions: +61 3 9845 7878 or email admissions@tintern.vic.edu.au



STAY UP-TO-DATE.

