

TINTERN  GRAMMAR

FACTIS

2020

Striving for Confidence

EDUCATION
IN A COVID
WORLD



PRINCIPAL'S MESSAGE

SCHOOL EDUCATION, AND PREPARATION FOR LIFE IN A COVID WORLD



As you leaf through this 2020 *Factis* magazine, you may have picked up that it has a slightly different look and feel to the last two or three years. Like many things in 2020, the creation of *Factis* has followed an unfamiliar and very different path. With students off campus for now the majority of the first three terms, our team who construct *Factis* have had to be creative, innovative, and imaginative in sourcing photos, stories, and contributors!

The creation of *Factis* has, then, mirrored 2020 for our students, staff and families. It has required us all to adopt the Marines creed of "Adapt, Improvise and Overcome" in response to the continual, cascading changes and challenges that the year has brought to us. Staff adapted to online presentation tools and pedagogy initially with collaborative grit and commitment, which evolved over time into enthusiasm and enjoyment! The rate of adult learning was remarkable and the more it happened, the more appetite our wonderful staff developed for it. At the same time, students and families adapted to significant changes in what a day's work at school looked like, moving with the staff as we all engaged with, and evolved, the program offerings and delivery. We all became accustomed to working under the

same roof, remotely, for long periods.

And so here we are, living through the most rapid and dramatic change to school-age education in the history of society-wide education, and what has it brought us? Dissecting that change is both fascinating, and simultaneously a little unsettling for those of us who grew up with largely known and constant expectations in education, career progression and the post-school world of work. There have been many changes felt directly by students, families and schools, but for us as teachers and parents, the most significant shifts have been clear evidence of remote learning as excellent preparation for further study and later life, and of a looming shelf life for the ATAR as a selection tool for progression from school.

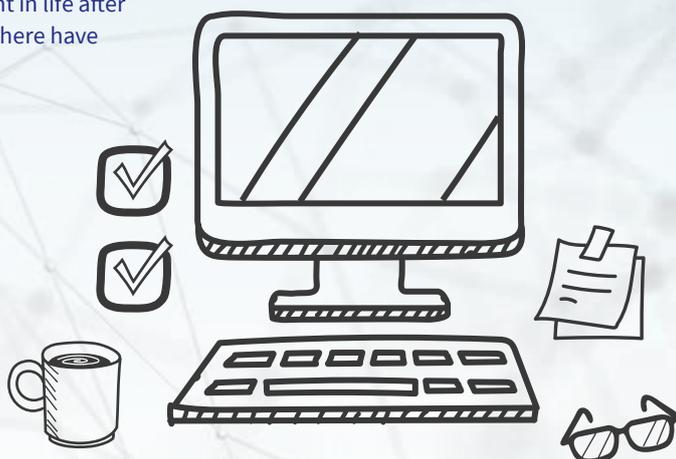
Some assumed notions on remote learning are clearly proven to not be correct. Progress may be a little slower in terms of volume of material covered (and I am still not convinced of this), but depth of knowledge and understanding is clearly greater, as are student agency and ownership around personal progress. In terms of preparation for later life, these are invaluable attributes to fuel later success and engagement in life after school and into adulthood. There have

been challenges around maintaining a strong sense of community, but here our senior students and student leaders in all areas of the school have done great things in social connection, community projects and visible and effective leadership. They have been truly remarkable and give us enormous confidence in the future that is in their hands.

I also believe strongly that our students at school in 2020 have experienced a year that has prepared them for the world after school better than any previous group of school students and you will see that in these pages. Their courageous embracing of change outside their control, their deliberate development of the attributes of flexibility and adaptability and their creative problem solving has them well set for the future world of work, where these skills and attributes will be preferred. So out of significant challenge and adversity comes first courage to step forward, then the resilience to absorb challenge and change, and then adaptive growth.

Factis non verbis,
BY BRADLEY FRY
PRINCIPAL

"THERE HAVE BEEN MANY CHANGES FELT DIRECTLY BY STUDENTS, FAMILIES AND SCHOOLS, BUT FOR US AS TEACHERS AND PARENTS, THE MOST SIGNIFICANT SHIFTS HAVE BEEN CLEAR EVIDENCE OF REMOTE LEARNING AS EXCELLENT PREPARATION FOR FURTHER STUDY AND LATER LIFE."





CONGRATULATIONS CLASS OF 2019

OUTSTANDING VCE AND IB RESULTS

Tintern Grammar would like to congratulate our 2019 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.

We are pleased to share the outstanding aggregated IB and VCE results achieved by the Year 12 Class of 2019. These results particularly reflect the hard work and persistence of our students over their school journey, and the support and excellent teaching provided here at Tintern Grammar.

Congratulations to all the 2019 cohort, but in particular our duces: the 2019 IB Dux and overall School Dux Nicolani Susanto with a top score of 43 (ATAR conversion 99.60), VCE Dux Oscar De Jong (ATAR 99.40) and International Dux, Zhaoxuan (Steven) Li (ATAR 94.90).

Below are some key statistics achieved by this year's cohort. I am sure you will agree that our students and the whole School community can be extremely proud of these results. Whilst these statistics certainly indicate good academic outcomes for the School, an education at Tintern Grammar is also very importantly about the care and support of each individual student in preparation for their lifelong learning. Every student's education journey and career aspirations are individual and we look forward to learning more about our newest alumni in the years to come.

IB DUX AND OVERALL DUX OF TINTERN GRAMMAR
Nicolani Susanto, ATAR 99.60

VCE DUX OF TINTERN GRAMMAR
Oscar De Jong, ATAR 99.40

INTERNATIONAL DUX OF TINTERN GRAMMAR
Zhaoxuan (Steven) Li, ATAR 94.90

AGGREGATED IB AND VCE RESULTS

ATAR	% of 2019 students	% of 2018 students
99+	6	6
95+	14	29
90+	28	40
85+	41	47
80+	53	51

MEDIAN ATAR

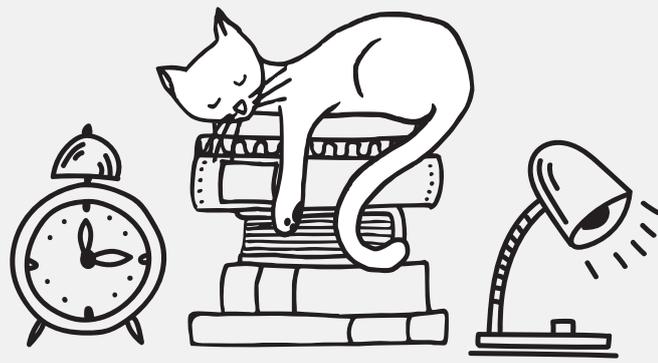
81.25

6%
of our Year 12 students were in the top 1% in Australia

28%
of our Year 12 students were in the top 10% in Australia

41%
of our Year 12 students were in the top 15% in Australia

53%
of our Year 12 students achieved an ATAR over 80 and were in the top 20% in Australia

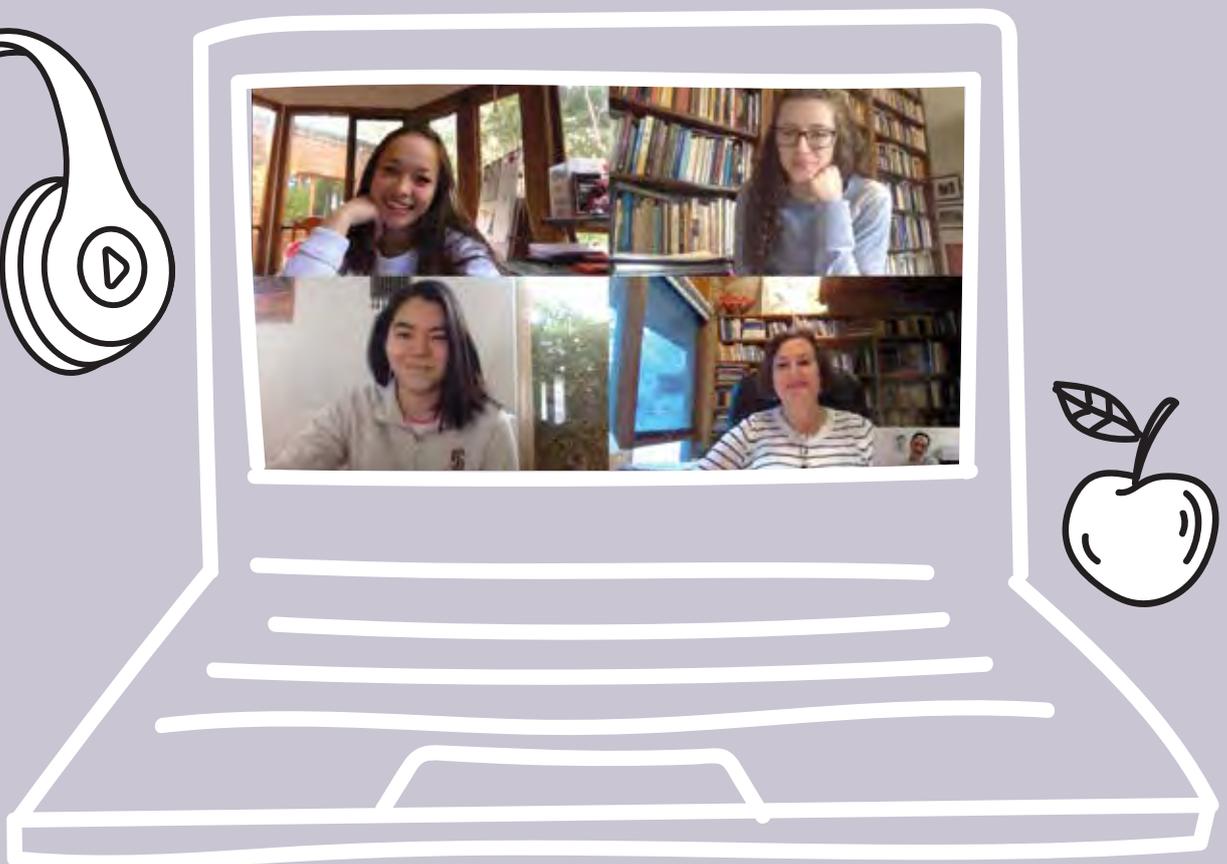


TINTERN @ HOME

REMOTE LEARNING

The recent school holiday period was a time of recovery and reflection for both staff and students at Tintern, as we came to terms with the many changes to our learning environment.

BY ALISON BEZAIRE Director of Studies





During the period of remote learning, our students proved to be agile, adaptable and innovative in the face of many new challenges. We saw much evidence of greater independence in learning and many students rose to the occasion, as they were given the freedom to self-direct and make informed choices around the way they learned and allocated their time to tasks.

Whilst our staff worked hard to keep students engaged and to maintain the all-important relationships within a classroom which usually feed and inform so many interactions and much learning, there was evidence of increased capability among our students in problem solving and critical

and creative thinking, as they came to terms with a schooling environment which relied on them being more self-motivated and autonomous.

Never have the teaching staff at Tintern had such an intense period of Professional Learning as that which was experienced at the end of Term 1, when they were all thrown into the deep end of the technology pool. What emerged was a team of teachers with wide-ranging creativity in online platforms. Some staff had stronger technology skills than others at the outset of this experience and willingly shared and coached colleagues to ensure that everyone was able to move forward at their own pace, whilst utilising their recently acquired skills to

ensure the best learning outcomes for our students. Staff learned new ways of providing online feedback to students, many of which we are planning to retain and further develop.

The ability of our students and staff to participate and, for the most part, thrive in these recent unexpected learning cycles so openly, positively and collaboratively is a marker which sets up our school to continue to develop an optimistic culture of learning.

And, whilst we were hopeful at the end of Term 2 that we would all be back onsite at Tintern in July, it was not to be.

And, so it is, that we will all continue to learn and grow as we navigate our way through this next period of development and change.

LEFT: Senior students during a video class. ABOVE (clockwise from top left): Music staff; Mr Fry engages in a virtual science experiment; teaching to a full class in an empty room; finding alternative learning spaces at home.



OUR GENEROUS COMMUNITY PHILANTHROPY & SCHOLARSHIPS

Since its foundation, Tintern Grammar has been providing financial assistance to eligible families, whose situation would otherwise exclude them from giving their child an independent school education.

BY DI LACEY Alumni and Community Relations Manager



As we know 2020 has been a year like no other and financial assistance has become more essential than ever. The restrictions around the COVID-19 pandemic have led to some of our Tintern families experiencing sudden and unexpected financial difficulties. The School Board quickly came together to plan a way forward, both for Tintern and to support our community. The fixed charges for Terms 2 to 4 were reversed, and a \$200 credit per family was made in Term 2, in recognition of the expenses incurred due to the move to remote learning.

Taking into consideration the financial pressures on our families, the Board authorised a scaled range of optional rebates on fees for Terms 2 and 3. Although this helped many, there were some families who were experiencing extreme financial distress due to the lockdowns. All families were given the option to redirect their fee rebates to the Tintern Grammar Bursary Fund. It is extremely pleasing and humbling to report more than 15% of our families chose to direct their rebate to the Bursary Fund, which directly supports our current families who need it most.

Other generous donations from our alumni, past parents, current and past staff, Community Groups, and other School supporters, were received through our *Every Gift Counts* Annual Giving campaign, which further supported our Bursary, Library and Building Funds, and our newly created Tintern Grammar Scholarship Fund.

Through this campaign we received some very generous donations to the Scholarship Fund in honour of Henry Speagle OAM, long-time friend and supporter of our School, who sadly passed away earlier this year.



TINTERN GRAMMAR SCHOLARSHIP FUND

Established this year, the Scholarship Fund aims to offer scholarships to new students, with the long-term goal of supporting scholarship recipients through a self-sustaining fund. The fund will provide opportunities for new talented students, who are enthusiastic to learn and reach their full potential, but who may have been unable to attend Tintern Grammar without Scholarship support. Scholarships are granted at the discretion of the Principal and may be awarded as a result of academic merit or for reasons of equity.

We are also grateful to those who have recently named Tintern in their will. These bequests can be selected to support the Scholarship Fund, or any of our Funds that you feel will benefit our families in the future, or support your own areas of interest.

The strength of Tintern Grammar has always been its sense of community; whether as a current or past student, family, staff or friend of the school. Whilst the challenges created by the COVID-19 pandemic have been difficult for us all, they have showcased the incredible compassion and care within our School community.

Thank you all, for the support you have given Tintern; whether financial support to our families in need, or your patience and resilience in the face of the sweeping changes in our school and global community. We are grateful.



If you are interested in supporting this new Scholarship Fund with a one-off or ongoing donation, please visit our website tintern.vic.edu.au/annualappeal. Or if you wish to discuss your options please contact Di Lacey in the Community Relations Office on 9845 7877 or email communityrelations@tintern.vic.edu.au

The Tintern Grammar Scholarship, Building and Library Funds are endorsed by the Australian Taxation Office as a Deductible Gift Recipient (DGR) and donations of \$2.00 or more are tax deductible. For more information on this, please visit the Australian Taxation Office website www.ato.gov.au.

2020 SCHOOL LEADERS



SCHOOL CAPTAINS

Ashleigh Dowling

How does being School Captain provide you with confidence?

As School Captain, I have been given a lot of opportunities to venture outside my comfort zone, whether that is speaking at assembly, giving school tours, or going around introducing myself to a room full of strangers, these opportunities have allowed my comfort zone to grow.

Are there any programs at school that provide you with confidence?

Tintern offers a plethora of programs to help cultivate confidence. Being part of the debating team, involved in public-speaking competitions have particularly helped me to develop confidence in speaking in front of audiences.

What do you think is or might be the greatest benefit of remote learning and how does it give you confidence?

I think the greatest benefit of remote learning is the opportunity to practise self-discipline, because I'm sure this is a skill that will be critical throughout university and the workplace. Knowing that we are able to motivate ourselves should give us a lot of confidence for our futures.

Jeremy Yuen-Love

List the people in your life who support you and your goals?

Ever since I could remember, my parents have always been there for me and have built my confidence from ground zero. At times it is hard to express or recognise how much your parents do for you but they will be there in the toughest times to give you a helping hand and to get back on your feet. Also, my friends are a big part of who I am today and are essentially family to me. I find myself incredibly lucky to have a great group of friends who support me in everything.

What motivates you each day?

Getting to go to school is what gets me out of bed. I truly enjoy being at school, seeing my friends, seeing the teachers and getting to study towards the ultimate end goal of graduating. Now that a lot of the bits and pieces of my life are on hold because of closures, I take in every moment I get at school and try to enjoy it while it lasts.

What does strive mean to you?

Strive means working hard and climbing higher in anything and everything you do. It means persisting through any situation that is thrown at you, no matter how difficult, and always trying your very best in the most positive and determined way. I think that striving to complete a goal is very important, whether you are striving to do well on a test, becoming more organised or learning something new.



ELLENA GLENK
Girls' Middle School
Captain

How do you interact with your friends online?

When I interact with friends online, usually it is through FaceTime. I really enjoy talking about my day and listening to what my friends have been doing. Isolation made me realise how fortunate I am to have the technology to talk with friends and family online.



ISABELLA
DI FELICE
Girls' Junior
School Captain

What are some examples of leadership roles that you take on at school?

I have personally been fortunate enough to have a number of titles over the years and I have loved fulfilling my Vice Captain duties this year. It brightens my day to see happy faces throughout the Middle School and I enjoy working closely with my fellow leaders to bring our own touch to the Middle School.



NATASHA GILLAM
Girls' Middle School
Vice Captain

How does being a leader keep you motivated?

To stay motivated with school work and just in general, I practise short mindfulness activities that help give me a calm and fresh mind especially after a hard day at school. I think about how good it will feel after I do what needs to be done. Being a leader I'm motivated by the fact that I'm representing my school, having the responsibility to be a role model makes me feel confident and motivated.



SEAN HARRIS
Boys' Middle
School Captain

How do you manage your time while learning online?

While learning online, my thinking about work from classes was essentially 'do schoolwork/homework at the earliest possible opportunity'. From 3.30 when school ended until about 4.00, I finished all of my homework from the day, and then I usually went for a run, bike ride or played some basketball. Then, after I'd had dinner I could relax and watch TV.



MAX LALOR
Boys' Middle School
Vice Captain

What do you set yourself each day?

Every day that I come to school, I have certain goals on my schedule. Firstly, I like to be well organised and punctual for my school work. Secondly, I am always available to give a helping hand for anyone from Prep to Year 6. Lastly, I try to be the best I can be in everything I do.



ARCHIA ZAMANI
Boys' Junior School
Vice Captain

How do you manage your time while learning online?

During remote learning I managed my time by going on lots of walks and bike rides with my family. I found myself going outside a lot more because I would usually be doing homework or some social activities. This meant I didn't have as many things I needed to do and I could manage my school work without distractions.



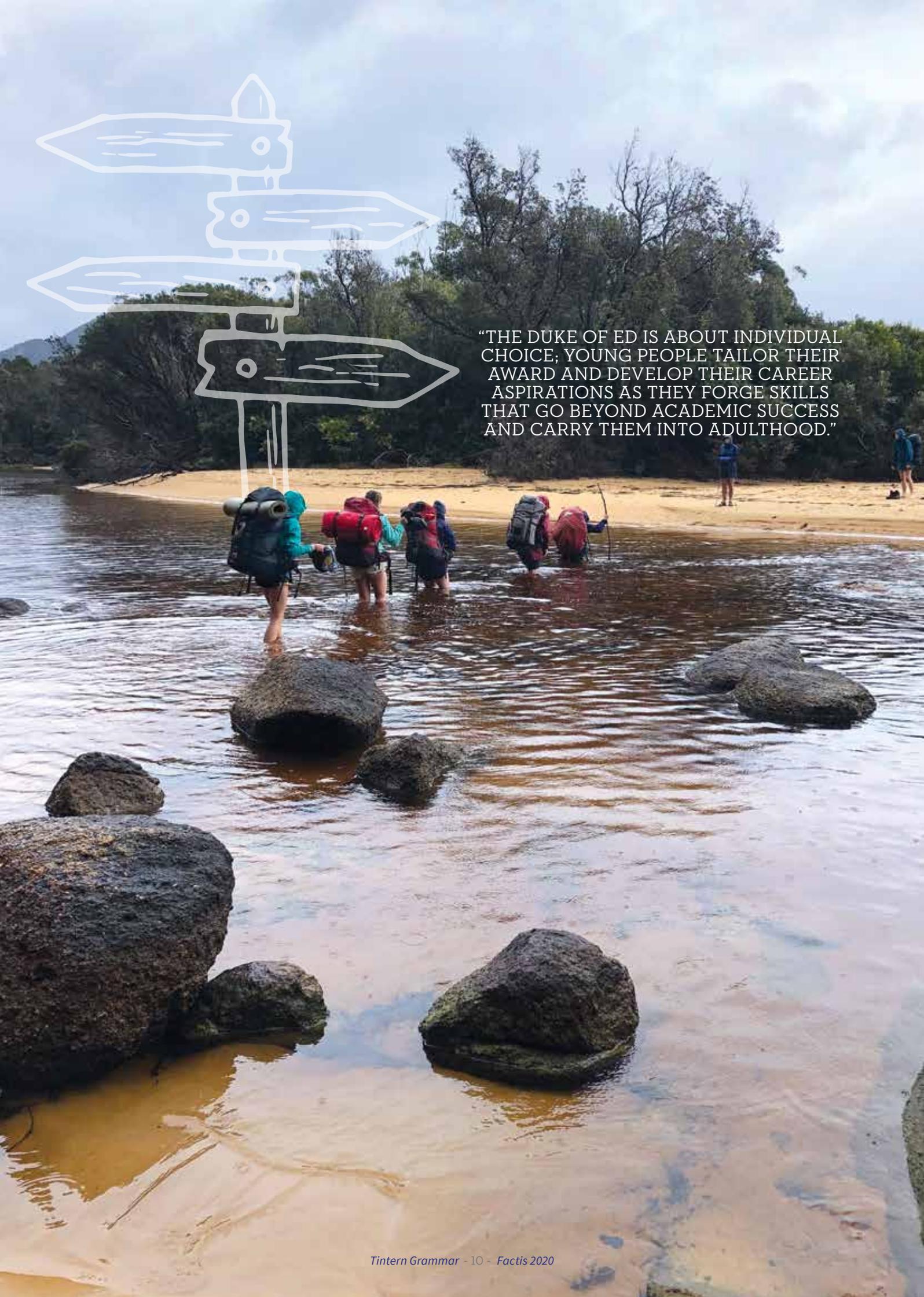
**ETIENNE
MEDDINGS**
Girls' Junior School
Vice Captain

How do you encourage your peers to build their confidence?

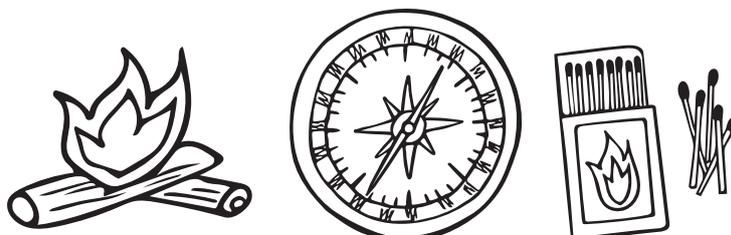
Confidence is defined as the feeling that one can have faith in oneself or that one can rely upon someone or something. I think that it is important to help a person believe or have faith in themselves because if they don't have faith in themselves, then they will struggle to find the confidence.



DECLAN MARSHALL
Boys' Junior School
Captain



“THE DUKE OF ED IS ABOUT INDIVIDUAL CHOICE; YOUNG PEOPLE TAILOR THEIR AWARD AND DEVELOP THEIR CAREER ASPIRATIONS AS THEY FORGE SKILLS THAT GO BEYOND ACADEMIC SUCCESS AND CARRY THEM INTO ADULTHOOD.”



DUKE OF EDINBURGH'S AWARDS PROGRAM

AMBITIOUS PURSUITS

The Duke of Edinburgh's Award is an internationally recognised award which invites young people aged 14-25 to realise their ambitions and to change their world.

BY ANNE BORTOLUSSI Head of Music - Curriculum and Co-ordinator Duke of Edinburgh's Awards Program

Run in over 150 countries, the Duke of Ed is designed over three levels: Bronze, Silver and Gold. To achieve each level, young people create their own unique program of activities over a set length of time across the four sections of: Service, Skill, Physical Recreation and Adventurous Journey.

Young people challenge themselves by choosing activities which spark their interest in each section and they set their own personalised goals. The Duke of Ed is about individual choice; young people tailor their Award and develop their career aspirations as they forge skills that go beyond academic success and carry them into adulthood.

A Duke of Ed student must have self-motivation and independence and their organisational skills develop significantly throughout the pursuit of the award.

COVID-19 has created many challenges for students to continue their activities,

but it is precisely these challenges for which the Award journey prepares. Many of our students coach junior sporting teams or teach junior dance classes and they have had to reinvent their contribution and offer support and tuition via zoom meetings.

Most of our students choose team sports for their physical activities and have had to turn to home fitness programs to maintain the fitness levels and skill sets of their chosen sports, ready for when training and matches resume.

Many students have initiated environmental projects at home in order to fulfil the skill criteria, others are learning to bake or cook nutritious meals for their families. Maija Darzins in Year 11 has not been able to look after the chickens at Donwood Nursing home as her service contribution and organised to make masks for the organisation instead. Perseverance, commitment and

adaptability are paramount at the moment for Duke of Ed students who wish to complete their awards this year.

Fortunately, all Bronze award students in Year 9 were able to complete their Adventurous Journey component as part of the Year 9 camps program and they spent five days hiking different sections of the Great Ocean Walk. Silver and Gold students in Years 10 to 12 are ready and waiting for restrictions to lift in order to undertake a challenging multi-day outdoor program in order to complete their journeys. The much anticipated Overland Trek in Tasmania has now been postponed to April 2021.

Tintern Grammar has been offering the Duke of Ed program almost continuously since 1974. It has one of the strongest Duke of Ed programs in the state with a completion rate 34% higher than the state average. Since February 2017, 151 students have achieved awards across all three levels.

SPORT STRIVE WITH CONFIDENCE

2020 has been an interesting year for sport at Tintern Grammar. With the impact of COVID-19 severely restricting the year's sporting opportunities, it was important that students took advantage of every opportunity to compete when they could.

BY ASHLEY VINEY Head of Sport AND TRINE ORD Head of PE



On the sporting field it is important for students to strive with confidence and not be scared to make mistakes. Learning from mistakes is a part of life and sport. As Michael Jordan said, "26 times I have been trusted with the game winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed".

Striving with confidence allowed students to perform at their best by believing in their own ability and those of their teammates. This was evident during the Years 7 to 12 House Swimming Carnival on Friday 21 February. It was fantastic to see all of the students participating with confidence to perform at their best for their house. Congratulations to the Dann/Watt girls and the Gordon/Grant boys on their success in their respective carnivals.

Our students also demonstrated striving with confidence during EISM weekly sport in Term 1. There were some fantastic team and individual performances throughout the season.

Congratulations to the teams for Year 9 Boys Tennis A, Year 9 Girls Tennis A and Indoor Cricket Senior Girls who were awarded joint premiers due to the season being cut short by COVID-19.

When weekly sport returns, students are encouraged to continue to strive with confidence during competition to achieve the best results possible.



PEAK PERFORMANCE

YEARS 8/9 ELECTIVE

The Physical Education department has been very excited to run its first semester of a new Years 8/9 elective called Peak Performance. With the focus being on Ninja Warrior athletes, students were provided with an introduction to sports science and training programs.

They developed an understanding of the body systems and their role in exercise. They then explored the many elements that make up a training program, including planning and implementation. This involved a number of practical sessions that helped to consolidate the knowledge learnt in class.

Students also investigated other elements that, combined with an effective

training program, result in a Ninja Warrior athlete being successful. These topics included the importance of nutrition and sports psychology. The elective usually culminates in an excursion to a Ninja Warrior obstacle course, where students get the chance to show off their improved fitness levels as a result of implementing their training program. Unfortunately, due to the COVID-19 restrictions we have been unable to complete this, however, we hope to in Term 4.

This elective is suited to students who are interested in personal fitness and/or those who are looking towards a pathway of study involving VCE Physical Education Units 1-4 in Senior College.

“STUDENTS DEVELOPED AN UNDERSTANDING OF THE BODY SYSTEMS AND THEIR ROLE IN EXERCISE.”



FIDELIANS

Each year we have a number of students who have been part of the School for their whole education, commencing in our Early Learning Centre & Prep and continuing through to Year 12. Students Tara Carson and Will Paul share their experiences.

Being at Tintern since Prep has been an incredible journey. We have been able to experience so much from our first day up until now, where the end of our schooling lives is looming.

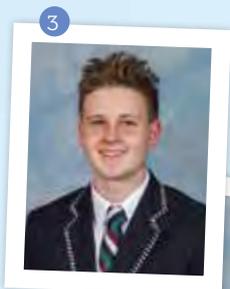
Back then, we remember looking up to our Year 4 buddies, thinking that they were so knowledgeable, experienced and how long it would be until we were in their shoes. Oh, how we were wrong.

Time has flown by and now to think that we are in Year 12 is surreal. Throughout our 13 years here we have been pushed to our limits and have been able to grow as individuals but also as a year level. The hike at Wilson's Prom and the Great Ocean Road in Year 9 was challenging for most of us; however, it allowed us to bond with each other and

cement friendships that will last forever.

As we moved into the Senior College as daunting as it was, the teachers never failed to support us and provide extra help when we started to get overwhelmed. Through this particularly difficult time in our lives the staff members have all put in a huge amount of effort to make our Year 12 experience as manageable and enjoyable as possible.

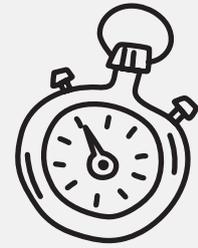
Tintern has shaped us into the people we are today, and we are forever grateful for the opportunities both in and out of the classroom that they have provided us with. We could not be more prepared for the next chapter in our lives and to what the future holds. However, the memories and friends we have made over these years here at Tintern will last a lifetime.



1 Tara Carson 2 Will Paul 3 Darcy Verschuur
4 Lachlan Young 5 Madison Edwards-Turner
6 Phoebe Young 7 Tess Kenna 8 Jessica Van Bremen
9 Coby Mill 10 Kavya Karthik 11 Darcee McCallum

TEACHER PROFILE

TRINE ORD



WHAT IS YOUR FAVOURITE TEACHING MEMORY?

Over my 20 plus years of teaching I have many favourite teaching memories. Possibly the ones that have stuck with me the most are the ones that have occurred outside the 'traditional' classroom. It has been sharing my love of travel, different cultures and outdoor activities with students and enabling them to have experiences that they may not otherwise have had the opportunity to. My four years spent teaching in London were pretty special as well!

WHO INSPIRED YOU TO BECOME A TEACHER?

I 'fell' into teaching and have never looked back. After completing Year 12, I was none the wiser as to what I wanted to do once leaving school. I enjoyed sport, fitness and the outdoors, loved being around people and was slightly bossy. My cousin was studying to be a

PE teacher and so I thought it might be something that would interest me. I am forever grateful that I found my way into the teaching profession. It has given me lots of opportunities and lifelong friendships!

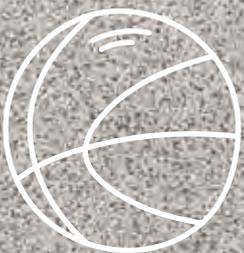
WHAT MAKES TINTERN A GREAT PLACE TO WORK?

I don't think I will be the first or the last person to say the three main qualities that make Tintern such a great place to work are the people, the environment and the opportunities offered. Without a doubt the main drawcard is the staff and the students. I work alongside some of the most inspiring, caring and hardworking teachers who are always there to support each other and who help find the humorous side of life. The students are kind, friendly and dynamic individuals, who help make teaching an enjoyable and rewarding experience.

WHO IS YOUR FAVOURITE SPORTING ROLE MODEL?

Surprisingly for a PE teacher, I watch very little sport and have never had a particular sporting role model. I am; however, inspired by everyday people who move outside of their comfort zone or go against the grain of what is normally expected of them, in both the sporting and outdoor adventure fields. I have always admired Jessica Watson – who was 15 years old when she sailed around the world solo for a year, and I have just finished reading a book about Laura Waters, a professional who quit her job to walk solo from the top to the bottom of New Zealand over five months. Women who have overcome their fears and challenges to achieve their goals.

“THE THREE MAIN QUALITIES THAT MAKE TINTERN SUCH A GREAT PLACE TO WORK ARE THE PEOPLE, THE ENVIRONMENT AND THE OPPORTUNITIES OFFERED.”



MATHEMATICS REMOTE BUT NOT REMISS

BY VANESSA RICH Head of Mathematics

Never in my time as a teacher has teaching, preparation and marking been so dramatically different day-to-day. Did we undergo eight weeks of teaching and learning from home in Term 2 only to do it again in Term 3? I cannot even recall Easter; however, I do remember the lengthy tables of informative data and the ever-changing, colourful graphs that came hand-in-hand with the unfolding of a worldwide pandemic that were accessible on my iPad, 24 hours a day. My routine checking of the Weatherzone App on my phone and AFL player stats has now ballooned into a data obsession with Worldometer and the ABC's COVID-19 stats at my fingertips on all my devices. Mathematics has certainly proven valuable and addictive of late. At Tintern, learning Mathematics online or remotely has provided a range of new experiences as students have explored a multitude of quality remote learning platforms. Our students have been well supported as the Maths department are (self-proclaimed) experts at producing quality interactive videos. After looking at the standard of some of the videos, I am convinced that Tintern staff may soon be recognised as *Mathematical Influencers!*

We believe our online mathematical program has gone smoothly, but cannot possibly replace the enriching social interactions we enjoy with face-to-face education. I have missed the opportunities to engage with the students in a relaxed way and then (artfully) shift the conversation onto their learning and getting on with the tasks at hand.

Learning remotely hasn't prevented our most pioneering students from striving to do extra. The Australian Council for Educational Research (ACER) offered students an opportunity to compete in the International Modelling Challenge (IM²C),



an endeavour that required students to use their research, mathematical and creative abilities to develop a mathematical model to address a real-world problem. Despite the disruption to schools towards the end of Term 1, 102 teams entered from around Australia. The judges identified 14 teams as 'national finalists' and two of the 14 teams were from Tintern Grammar.

Unfortunately, our plans to offer the Australian Mathematics Competition (AMC) have been put on hold, the Melbourne University Mathematics Competition has been cancelled and the MAV Maths Talent Quest (MTQ) and the Australian Mathematics Challenge for Young Australians, although both still running, continue to be fine-tuned to respond to the changes that go hand-in-hand with Stage 4 lockdown. Each of these unique programs have been very popular in the past and are designed to expose students to challenges that they would not expect as part of classroom learning.

Finally, it is important to acknowledge our students for their resilience during such an unexpected and uncertain time, and for maintaining a strong commitment to their studies throughout. They understand the disruption caused by this virus will pass and I believe Tintern students share my view that they have much to look forward to in their respective futures. Also, I want to thank parents and carers for the support they continue to offer at home, hand-in-hand with the skilful planning by our teachers. While not a universal cause for celebration, our burgeoning use of Mathematical jargon like *flatten the curve*, *log scales* and *reproductive rates* during the pandemic has given our confidence with data and statistics a well-deserved boost. Looking forward to $R_0 < 1$.

Congratulations to our IM²C teams for their thorough and innovative reports:



TEAM 1 (YEAR 11)
Joshua Choong, Adam Choong,
Alec Chen, Sarah Chen



TEAM 2 (YEAR 12)
Edward Zhou, Dylan Liu,
Harrison Chen, Tony Chen

JUNIOR MATHS PATHWAYS PROGRAM

BY MIRANDA PRICE Girls' Junior School Teacher
and Curriculum Co-ordinator

At the commencement of the year, the Years 5 and 6 teachers of the Junior School embarked on professional learning for Mathematics. We focused on the introduction of a trial process for the Maths Pathway program for our Years 5 and 6 students. This computer-based program has been devised by an Australian Secondary Maths teacher, who wanted to enhance the teaching and learning experience of mathematics and individualised a program to suit each students' needs and development. Maths Pathway is a teaching and learning model that supports teachers to deliver personalised learning to every student, increasing growth and engagement as the student is in control of their own learning and working at their required level.

Students complete an unassisted diagnostic assessment to determine their level or starting point for their learning. This allows for the computer algorithm to design and 'unlock' the personalised learning module for the student. Students navigate through their online module and complete their work in written format in their maths books. The students develop and enhance their own understanding of concepts, through mastery and application, rather than rote learning. At the end of a learning cycle, usually two weeks, the students complete an individualised test, allowing them to reaffirm their learning and track their growth.

During our period of remote learning, Maths Pathway has afforded the opportunity for our students in Years 5 and 6 to enhance their independent learning skills as they navigate their individualised Maths program. This program sits alongside the other teaching and learning opportunities such as inquiry research projects, rich learning tasks and explicit teaching of mathematical skills. In our Prep to Year 4 Maths sessions, our teachers have transferred their classroom best practice to a remote model, encouraging real-world application of concepts through use of concrete materials and manipulatives, targeted maths games, using items such as cards, counters and dice and explicit teaching of various mathematical skills and concepts.



STEAM CENTRE IN ACTION

BY CHRISTINE CAMPBELL Digital Technologies Library Teacher

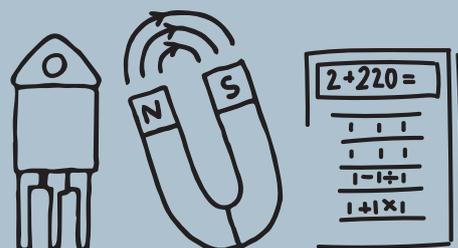
Through our STEAM in Action sessions in The STEAM centre, we have continued to create opportunities for students to learn new skills using a range of digital and other resources to improve their abilities to transfer skills and knowledge from one learning area to another.

As part of their learning about Survival, our Year 6 students savoured the opportunity to create water filters using a range of natural and recycled materials. Each group designed an investigation to test their theories as to which materials would provide the best level of filtration. The students ordered their samples by clarity and then put forward hypotheses, discussing and reviewing their results eagerly. They were keen to design a second experiment to develop their understanding of water filters further.

The move to periods of remote learning during Terms 2 and 3 has seen our Junior School students striving for confidence, applying their problem solving and digital skills in this new chapter of their learning, ably supported at home by their families.

Our STEAM, Coding and Internet Safety pages on the Tintern Portal have offered students a range of STEAM activities to explore remotely, including experiments to make rain clouds in a jar, straw-powered rockets and marble runs using recyclables.

Coding challenges using Lego Bits & Bricks, Origami Algorithms, Blockly games and a variety of Coding unplugged activities have encouraged computational and critical thinking skills in our students.



GLOBAL INITIATIVES

Our teams aimed to reach new heights in 2020 in raising awareness of environmental issues and instigating positive change in the lives of students, staff and the wider Tintern Community.

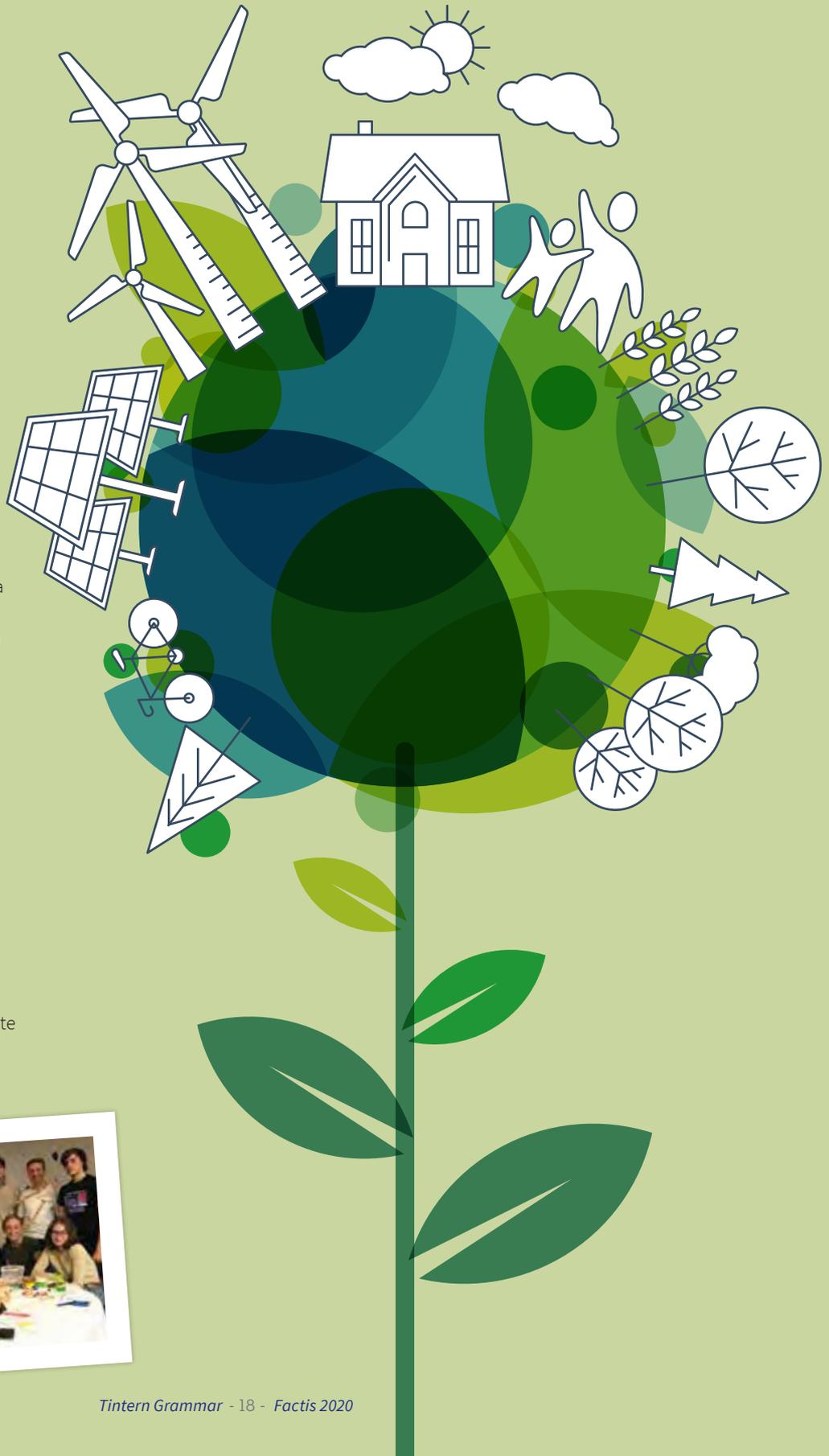
SOCIAL JUSTICE GROUP

BY KAVYA KARTHIK AND
INARI MORALES-AMECA REYES
Social Justice Group Captains

This year the Tintern Grammar Social Justice Group has been very busy, encouraging our school community to be a part of something bigger than themselves. As soon as Term 1 kicked in, we were raising funds for the organisation SolarBuddy, who make portable solar panel lights to help children who experience energy poverty around the world. We were lucky enough to hear directly from a representative of SolarBuddy who came and talked to us about the organisation and how they help make a difference. This made us even more eager to take on these jobs and help. One point that resonated with the group was how energy poverty was a form of poverty, a cause of poverty, and a result of poverty.

Our main fundraiser was the TPG Trivia Night which took place in April. For this event, the Social Justice teamed up with the Green Team, and together, during the summer holidays and into Term 1, we worked hard to source donations from local businesses to be used as silent auction items and prizes for the night. The group leaders also ran games between trivia rounds to keep the guests entertained. It was a very successful night, with lots of fun to be had, all for a great cause.

Unfortunately, the need for social distancing meant other planned 2020 fundraisers have been put on hold. Despite all the setbacks this year, we hope the group will continue to make a difference in the future!



INTERNATIONAL STUDENTS

BY WENDY SHIH

International Students Co-ordinator

What an unprecedented year so far! Some of our international students have been unable to return to Melbourne due to travel restrictions since the beginning of Term 1, whilst some chose to return to their home country. The team at Tintern switched to remote learning support as well as extra outreach engagement to ensure they continued to be part of our community. We also have some amazing homestay hosts looking after the international students, providing extra reassurance and support. Despite all these challenges, it's particularly pleasing to see that students continue to strive towards their goals. I am sure their hard work will pay off at the end of this year.



NICK ZHU YEAR 9

On the first day I went to Tintern, I felt that the school environment and learning environment were very good. Every student studies and reads quietly in the library. When I was looking at what courses the school had, I found that there were many courses that my previous school did not have, such as outdoor sports, language, health and so on. My classmates were very friendly when I had my first class in this school. When I don't understand a topic, I will send a message and ask them. When I don't understand something in class, I will ask the teacher, and the teacher will slowly explain to me what I don't understand. At the same time, the teacher also gave me some advice, so that I can do better. Although the current remote learning environment may not have the atmosphere of studying in school, I think the remote learning environment is also very good.



LINDA CAI YEAR 9

2020 is a different year, many things have happened like COVID-19, being stuck at home, and learning online. But one thing that made me feel happy was that I changed schools to Tintern, but at the same time I felt a little sad as I needed to say goodbye to my friend. At Tintern we learn so many different things — the science is very creative, we are learning about the brain and the teacher will let us make a model of the brain with food. Also, other teachers are always there to help and are very understanding. If I don't understand my homework, they use their off-duty time to explain to the students. Wendy Shih is also very helpful. If I have anything I don't understand, she teaches me patiently. So I like Tintern very much.

GREEN TEAM

BY ANNE BORTOLUSSI

Head of Music - Curriculum and Co-ordinator
Duke of Edinburgh's Awards Program

The Tintern Grammar Green Team had an amazing year in 2019 and aimed to reach new heights in 2020 in raising awareness of environmental issues and instigating positive environmental change in the lives of students, staff and the wider Tintern Community.

With the multi bin stations, school-wide composting, recycling of soft plastics, bottle tops, bread tags and coffee pods underway, the group began the year with a firm eye on raising community awareness about energy poverty.

As mentioned in the preceding report, the Green Team joined forces with the Social Justice Group to raise funds for the SolarBuddy organisation at the annual Trivia Night.

The morning after this wonderful night, over 100 students and staff gathered for our second Clean Up Australia Day Event. Using the bus bay as a base, we sent eight groups out to the surrounding areas. Mrs Grochowska commandeered the 12 seater



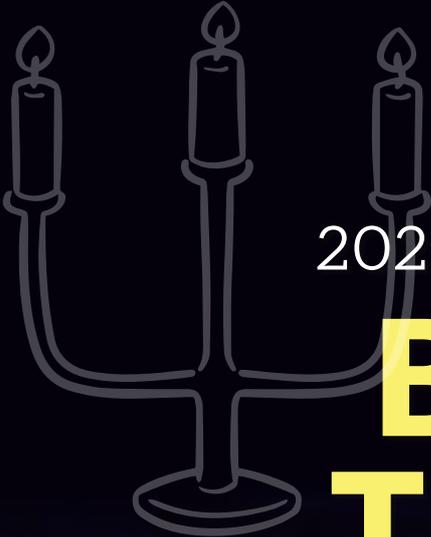
minivan to collect rubbish and she was kept busy all morning ferrying items back to school for a dedicated group of students to sort. Only part of what was collected ended up in landfill — much was recycled and collected by Maroondah Council workers in the early afternoon.

Social distancing and the two periods of remote learning have created challenges for the group to remain connected. However, online meetings, pre-prepared video presentations, guest speakers and motivated individuals have managed to keep the environmental message alive. Former Tintern Grammar teacher and student, Ms Jodie Evans (climate change activist) spoke to a large number of students and staff via Microsoft Teams about the effect of COVID-19 on the environment. Laura Mitcham in Year 11

worked out how to make her own reusable sanitised wipes and created a 'how to' video. Meleah Byth (Year 9) initiated a weekly sustainability challenge for her year level and Green Team members across the school. Natalie Young, Meleah Byth, Alana Lawson and Victoria McKenzie, undertook an eight week Student Climate Leadership Program run by the School Strike 4 Climate organisation.

'Life is not about waiting for the storm to pass, it is about learning how to dance in the rain.'

We cannot put the environment on hold because of COVID-19, it has never been a more important issue than now. I am very proud of all Green Team members who have continued the fight in isolation and look forward to the time when we can gather together again in person.



2020 SCHOOL PRODUCTION

BEAUTY & THE BEAST





This year, the audience was invited to step into the enchanted world of Broadway's modern classic, Disney's *Beauty and the Beast*.

BY MELINDA QUIRILLO Head of Performing Arts

The story tells of Belle, a young woman in a provincial town, and the Beast, a young prince who has been magically transformed into an unsightly creature as punishment for his selfish ways. To revert into his true human form, the Beast must learn to love another and earn their love in return.

Under the skilled direction of Vince Di Mitrio, and musical directors Alison Bezaire and Lisa Clarke, the cast succeeded in bringing the show to life in spectacular fashion, infusing it with joie de vivre that was contagious. Despite being restricted due to COVID-19 to only one performance with no public audience, the students pulled out all stops to put on an amazing show! Their perseverance in the face of adversity demonstrated the Tintern Grammar Compass values of commitment, responsibility, integrity and fulfilment.

The themes of longing, conviction and not judging a book by its cover are at the heart of this rousing and relevant 'tale as old as time'. The fantasy aspects of the story were brought to life by the spectacular costumes and storybook sets, which enabled the scenes to transform with ease from the provincial town to the forest, to the enchanted castle full of singing and dancing household objects.

The lovable characters were performed with such joy and finesse that the audience could forget their troubles and be taken

away by the magic and wonder of theatre for a few hours. Emma Barbero and Vince Di Mitrio's creative and complicated choreography was woven throughout the show, most notably in the beer mug tapping scene, *Gaston*. The talented student orchestra filled the auditorium with some of the most memorable songs in the musical theatre repertoire: *Be Our Guest*, *Beauty and the Beast*, *Belle* and *Human Again*.

Jac Bellfinch found the right mix of humanity and brutality in his role as the Beast. A highlight was his rich, strong voice in the moving song, *If I Can't Love Her*. Madison Edwards-Turner perfectly captured the innocence and determination of Belle. Her sweet and powerful voice was mesmerising in her renditions of *No Matter What* and *Home*. Together, their performance of *Something There* captured the romance of first love, and *Beauty and the Beast* sensitively evoked their characters' depth of feelings for each other.

Jonah Fleming, as the manipulative but charming villain Gaston, delivered a playfully comic performance full of machismo, most notably in the egocentric song, *Me*. He was suitably teamed with Lachlan Young who was cast perfectly as his bumbling but loyal sidekick, Lefou.

Mark Evans delivered a winning performance as the eccentric Maurice, and his rendition of the ballad *No Matter*

What captured the loving nature of Belle's father. Audrey Middleton was warmly maternal as Mrs Potts, and her polished performance of the song, *Beauty and the Beast* was a highlight of the show. Freya Bryson brought humour and pathos to her role as Madame De Le Grande Bouche, and Lauren Spurr ably portrayed the youthful Chip.

The chemistry and comic timing were palpable between the tightly-wound Cogsworth, played with aplomb by Lilli Holliday-Ryder, and the adorably flirtatious Lumiere, played with relish by Lochlan Graham. They were matched with the effervescent and coquettish Phoebe Young as Babette, Lumiere's love interest. Every time they stepped on stage, they stole the show and provoked rapturous laughter from the audience.

Natasha Gillam and Alistair Touliatos, conveyed the sinister nature of their characters, Madame and Monsieur D'Arque, in their rendition of the villainous number *Maison des Lunes*. Other memorable cameo roles were portrayed by Eva Corcoran, Priya Thomas, Laura Mitcham and Alexander Guscott.

We are so incredibly proud of everyone who was involved in the production. We are amazed at the talents of our students who contributed to such a memorable experience.

EARLY LEARNING CENTRE BELONGING, BEING & BECOMING

BY KRISTIN DE VOS Director of Early Learning Centre AND ANITA MATHEWS Early Learning Centre Teacher

The core elements of belonging, being and becoming are central tenets to the Early Years Learning Framework (EYLF) and speak immeasurably about the development of resilience and confidence especially relating to the importance of relationships, a child's sense of connectedness to their community, nurturing self-awareness and a sense of identity. Educational theorist, Vygotsky noted that "Through others, we become ourselves".

Within our ELC we are guided by Principles and Practices. These drive the Early Years Learning Framework and our philosophy, which in turn supports the planning of our programs. We embed practices of secure, respectful, reciprocal relationships, high expectations and equity that recognise the critical role of early childhood educators in their connection with the very youngest of Tintern learners. We strive to foster confidence and this is evidenced in these areas - attachment, importance of play, recognising emotions in self and others, developing a sense of identity and child well-being.

SECURE, RESPECTFUL AND RECIPROCAL RELATIONSHIPS

All educators within the ELC work hard to develop loving trusting relationships with the children in our care. It underpins our Philosophy and is a key driver within the centre. When these relationships are built, the children confidently explore the environment, try new ideas, ponder outcomes, are fully involved in their learning and become confident, capable learners.



HIGH EXPECTATIONS AND EQUITY

When a child believes that they can do and become anybody, they see the world as a place that can be conquered. In the ELC we have high expectations for all the children in our care and because of this positive belief the children are constantly surprising us with their knowledge, ideas and determination to "I can do it". They see the world as a place of wonder, excitement and endless possibilities.

This year both these principles have been challenged with COVID-19.

The children have had obstacles and challenges placed in front of them and they have stepped out with confidence. This has been reflected in their day, from walking into the centre on their own, saying goodbye to family at the centre doors, exploring concepts and skills within the program and venturing out to specialists' classes. Each day has been filled with wonder and excitement as the children explore their world, create their own destiny and strive with confidence.





JUNIOR SCHOOL PERSONALISED LEARNING

BY RACHEL MACEY Learning Enhancement Co-ordinator, Boys' and Girls' Junior Schools

At Tintern Grammar we are committed in ensuring that each student is given the opportunities for them to make meaningful progress in learning. The Learning Enhancement Team focuses on students with specific needs, either for enrichment, extension, support or modifications. We want to ensure that the curriculum is accessible to each student regardless of their particular level of development or understanding. At Tintern we are able to offer different levels of support whether that be in the classroom, withdrawal for individual programs or participation in external activities.

MiniLit Reading Program, SRA Reading and Comprehension Programs, Toe by Toe, Connecting Maths Concepts and Spalding are some of the specialised programs we offer students needing extra support. Australian Maths Competition, ICAS, G.A.T.E.WAYS and Maths Talent Quest are external programs offered for our enrichment students. Tintern also liaises with external specialists such as Speech Pathologists, Occupational Therapists and Educational Psychologists to identify, plan, support and deliver the appropriate programs.

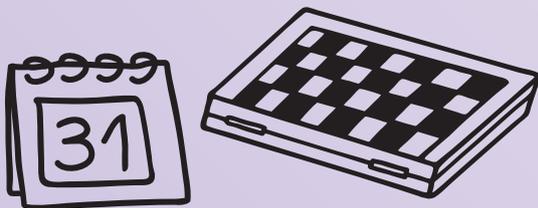




JUNIOR SCHOOL REFLECTIONS

We always encourage our students to be risk takers, so as we found ourselves launching into uncharted waters, both students and teachers had to truly embrace this spirit and learn together.

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



PREP TO YEAR 2

Whilst we experienced inevitable challenges, the values on our Compass Points were highlighted. As our students' independence grew, we observed and shared extraordinary positive growth within our younger learners.

Responsibility was shown in attending meetings on time, organising their resources, workspace and submission of tasks, problem solving and becoming adaptive, confident learners within a new technology platform.

Remote learning challenged their pre-existing concept of learning and built integrity and emotional resilience. Huge commitment from our parents and extended learning community supported and facilitated their success. Our thanks go out to the entire team, both at home and school, who collaborated to achieve a fruitful and fulfilling learning experience, but most of all, to our inspired little learners. We saw how importantly the children valued their social relationships when they finally returned to school. It was evident their appreciation of each other and understanding of the world had truly grown.

YEARS 3 TO 6

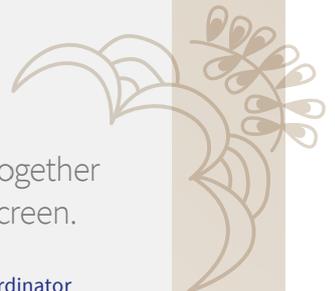
Students faced this new adventure of remote learning by displaying grit, tackling challenges brick by brick and showing courage. We saw students shine by showing the Tintern Compass principles and witnessed them mature and develop problem-solving skills. It was heartwarming to see students grow in their independence by joining Teams meetings prepared and on time, being diligent with handing in their work online and seeing their competence with technology grow. It was brilliant to see students helping each other online whenever there were technical difficulties.

At the beginning of remote learning there was an excitement about learning from home but as the weeks went by, it became evident that students were realising how much they actually missed school and how much they appreciated being able to see their peers each day. When the day arrived and we were finally on-site together again, the day was filled with joy and appreciation for our school and for one another.

Thank you to the staff (especially the Tintern IT department), all the parents for their support but most importantly, a big thank you to our amazing students who have shown such resilience, patience and dedication towards remote learning.



JUNIOR SCHOOL PERFORMING ARTS PROGRAM



Our inaugural Performing Arts Program in the Junior School brings together dance, theatre, acting, design and production for both stage and screen.

BY JACQUIE CASEY Junior School Specialist - Music (Boys), Performing Arts & Choral Co-ordinator

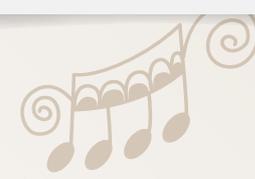
The addition of drama and dance to our existing music program allows another avenue and outlet for creativity, divergent thinking, relaxation, expression, enjoyment and performance. The Performing Arts Program introduces students to the creative world of performing arts in a fun and energetic way through activities that promote enjoyment, engagement, skill development, understanding and confidence. The students learn through a range of activities, games, songs and dances. They use voice, movement, technology, dance, costumes and story-telling activities.

This year, during remote learning and lessons at school, students explored drama through their own voices, rhyming and rhythmic games, improvised movement and structured dance. Years 4, 5 and 6 have explored acting basics and the development of performance skills in addition to the use of fables and folk tales to stimulate imagination and creativity used in

theatrical story-telling and puppetry. The Years 5 and 6 students also participated in script writing sessions which involved the generation of ideas, critical analysis, character development, structure and format.

All students this year participated in activities that focussed on developing their speech and enunciation, improvisation and audience skills. The students begin their classes with warm ups and team building activities. They then participate in activities such as improvisation, story-telling and movement where they focus on exploration of the voice, projection and clarity of speech, body language and expression.

It is exciting and encouraging to see so many students embrace every opportunity in Performing Arts, and hold their head up high, no matter what their role. After-all, it's not about being the star, it's about continuing to develop their whole self until the last curtain falls. That is a life lesson they hopefully will take with them forever.





THE SHOW MUST GO ON

BY ALISON BEZAIRE Director of Music

All of our students and staff at Tintern rose to the challenges of a rapid switch to remote learning last semester. Whilst the Music classroom staff grappled with how to deliver our usual creative group work approach to Middle School music students, our ensemble and choral tutors were fathoming the questions around how to rehearse our ensembles when time lag issues made singing or playing together very awkward, and highly amusing at times!

Perhaps the biggest online success story out of our Music Department during this pandemic was the extremely enjoyable broadcasting of no fewer than four online student performance events in Term 2. We drew on the support of our wonderful IT Team to plan the best way to deliver our students' performances to the community. We enjoyed a Junior Piano Concert and Senior Piano Concert in May, a Speech and Drama Concert in early June and a wonderful celebration of the talents

of our senior IB Music students at their assessment recital at the end of Term 2.

Rather than rely on live streaming from various students' homes around the far-reaching eastern suburbs of Melbourne, it was agreed that the most reliable way to allow the community to view the fine performances of our students was to pre-record them. This required our students (and their film producer family members) to assist with the recording of each performance at home, which was then dropboxed onto a portal page and embedded into a presentation.

The IB students were fortunate enough to be able to have their performances recorded live (to almost no audience) in the CM Wood Centre, as their event was held after our (first) return to school.

We trialled both live hosting of events and pre-recorded hosting by staff and students, and both worked extremely well. A testament to the resilience of our staff and

the understanding of our community was the positive manner in which we all coped with a few technical glitches. Slightly alarming at the time was watching Junior School students being 'locked out' (inadvertently) of an event and a power outage in Warburton (at a host's house) causing an unplanned 'intermission' in a concert whilst Plan B was activated!

I'm sure many students and staff will be able to write a chapter in a post-COVID-19 book about their funny online experiences. We have all learned so much, and continue to learn and grow together on a daily basis.

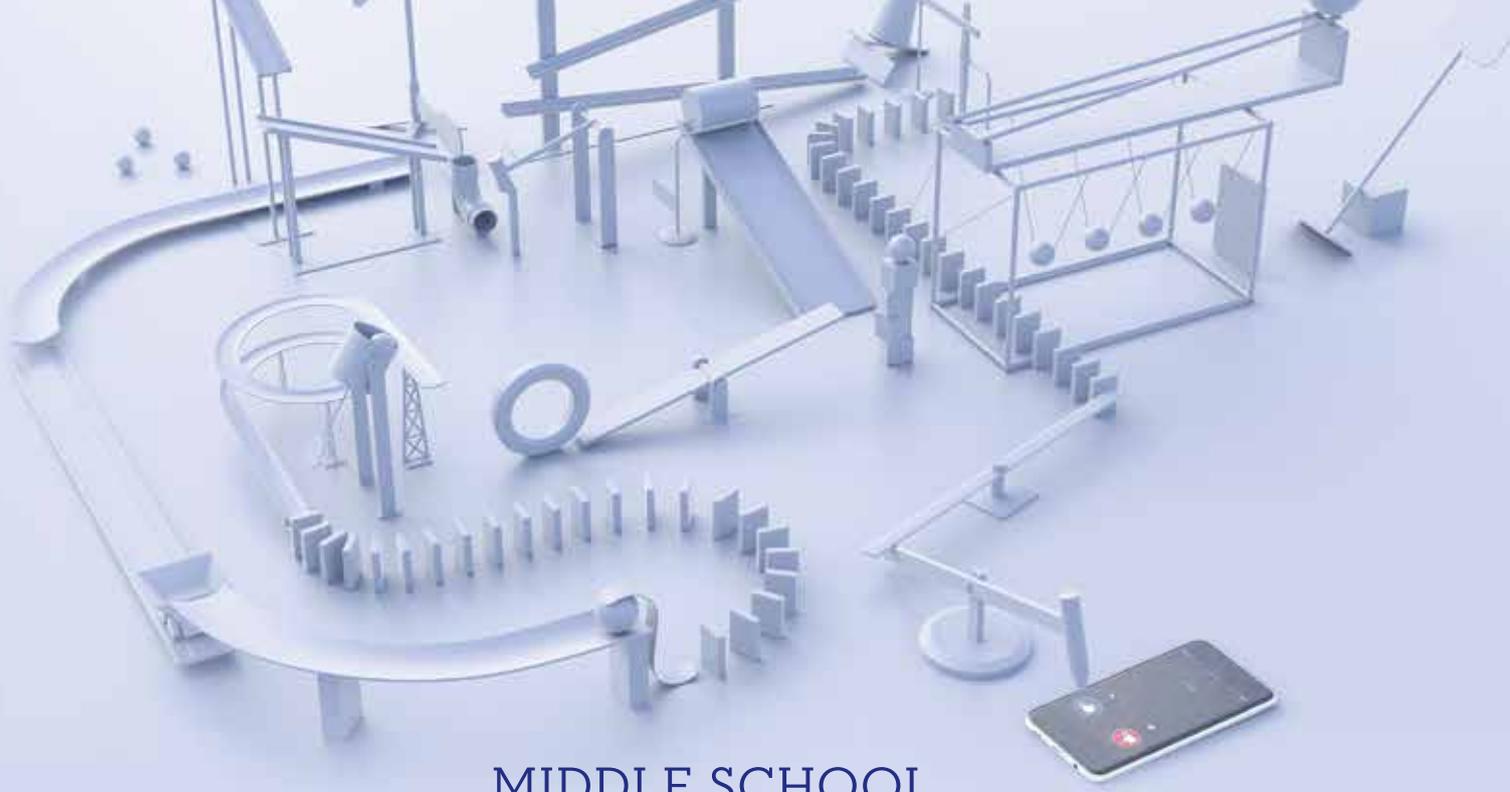


PERFORMERS SHINE

Our Concerto Concert in March (on the cusp of the first COVID-19 shutdown) showcased the very best talents of music students at Tintern. In this concert, students performed a movement from any concerto of their choosing, with piano accompaniment. Months of focused preparation dedicated to a single goal, culminated in wonderful performances from all participating students. Congratulations to all performers, who performed their challenging pieces to such a high standard on the night!

BY JOSHUA CHOONG School Pianist 2020 (Year 11)





MIDDLE SCHOOL A BETTER OUTCOME

BY BRETT TROLLOPE Head of Middle School

Has COVID-19 changed our students forever? As strange as it sounds, I hope so.

2020 was certainly a year that we will always remember. A year of unprecedented uncertainty amidst a global pandemic that has reshaped our world. Through conversations with our Middle School students it is clear that whilst there have been difficulties throughout this time, there has also been a rapid development of skills, growth of character and a global perspective gained. When you consider the ideals and values that we hold through our Tintern Vision, these are essential parts of our middle school.

We foster strong character in young women and men, enabling them to achieve personal excellence, strive with confidence, and aspire to create a better world. It is encouraging to see how far our young women and men have come over this year. Their global viewpoint has shifted and for some of them this means clarity about their future. For some, being

at home during isolation has enabled some students to see first hand the kind of work done by their parents, and gain a better understanding of different careers that they could head to.

Whilst it is hard to predict the future, we do know the kind of skills that our young people need to be future-ready. Displaying adaptability and creativity in their approach to problem-solving enables them to feel empowered and able to offer fresh perspectives to employers. Our students have improved their ability to communicate with others both on and off-line, taking into consideration the opinions and values of those around them. Most students listed increasing their organisation and self-direction as being one of their biggest challenges, but also an area that they felt the most growth in. A simple example of this is the Rube Goldberg machines which were built by our Year 8 students in Science class. These projects were normally a group project completed during class time. Our students had to complete the task

independently and without close teacher guidance. Through a process of trial and error, students began to see failure as an opportunity for innovation and exploration. The pride evident in their voices as they described their success at getting the machine to complete a simple task was both heart-warming and indicative of the growth shown by each student.

This year has clearly reminded our students of the value in being together. Many students listed improved family relationships and quality time with their parents as being highlights of isolation. At school, our students have celebrated and cherished time together in sharing joy of the simple things. The pandemic has shown us how far we can come when we work together. It has necessitated that we develop patience and resilience as we move through each day. For our Middle School students, the most essential life lesson is undoubtedly one of endurance. To know that you can get through something difficult and that good can indeed come out of it.

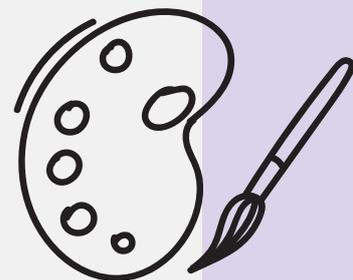


ART

THE JOURNEY TO CONFIDENCE

Confidence in art is something that takes time, and practice. Everyone can create art. We just all create art differently.

BY RACHEL WAUD Head of Visual Arts & Design



Creating art. For some, it seems simple enough. It appears to come “naturally”. For others, the thought of creating art is met with the conversation (either internally or externally) of “I am not creative” or “I am not good at art”. This could be due to a disappointing experience, or trialling an idea that didn’t work, or attempting to create something so that it “looks just like” the image they had in mind.

Values based on art can be learnt through our experiences and we need to be open minded and resilient, experiment with gusto and be willing to face the blank page, space, screen or canvas with the intent and mindset of “No-one can create art like I can”.

Art is not just about the final product, but about the journey. When students are making a work of art, the process includes conceptual and interpretational thinking that helps build their critical thinking skills including observation, reasoning, and problem-solving. During the creative process, students use logic and problem solving to strategise how to reach their intended outcome. “What happens when I mix this colour? How can I show how I am feeling in this work? How has the artist/designer created this?”

Critical thinking skills are also in play when observing and analysing works. This ability to think critically to solve problems in a unique way is key to the 21st century workplace.



Through collaborative art processes, whether it be a group task, exploring works through Visual Thinking Strategies etc – students can guide each other with new ideas. Discussion of work and brainstorming, unpacking of ideas, having conversations and guiding and encouraging students into concepts such as “How can you make this your own?” “How can you change this?”, “How can you bring in your own voice to this task” Problem-solving and creativity have a common foundation. Strength in one assists the other. We don’t just display art, we communicate through it, with intention. Students are able to find a voice that they may not have experienced before.

The arts create a safe space for students to explore ideas and build confidence. The sense of pride gained through a finished product, and perhaps even exhibiting their work, encourages the students to keep trying and striving to accomplish more. With this confidence, they are more likely to take risks and step out of their comfort zone to try new things in other areas of their lives.

“WHEN STUDENTS ARE MAKING A WORK OF ART, THE PROCESS INCLUDES CONCEPTUAL AND INTERPRETATIONAL THINKING THAT HELPS BUILD THEIR CRITICAL THINKING SKILLS INCLUDING OBSERVATION, REASONING, AND PROBLEM-SOLVING.

JUNIOR GIRLS' ART

When art is encouraged and promoted it instills pride and increases self-expression. It allows the students to follow their ideas and express themselves without a fear of being wrong. It builds confidence, resilience, and character.

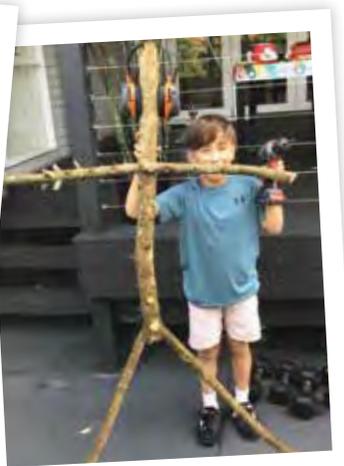
During Term 2, the Girls explored a range of different tasks as part of their remote learning, challenging themselves to use new media and techniques. Each task designed to allow the girls to express themselves whilst at the same time learn new skills. The girls in Years 3 to 6 were asked to use their iPad to photograph a range of different topics. They had to design and plan the composition. Their results were imaginative, creative, technically of a high standard and simply just beautiful.

BY NAOMI GRECO
Girls' Junior School Art Teacher



“ART DOES MAKE ME FEEL MORE CONFIDENT, BECAUSE I SOMEHOW FEEL LIKE I DO NOT NEED TO WORRY TOO MUCH ABOUT LOOKS, AND USUALLY I ENJOY DOING ART BECAUSE IT IS FUN. NOT BECAUSE IT MUST BE PERFECT”.

Isabella Di Felice, Year 6



JUNIOR BOYS' ART

Resilience is the ‘ability to cope and thrive in the face of negative events, challenges or adversity’. Thanks to COVID-19, we have all become more resilient — and confident that we can tackle anything!

For most of Term 2, we have had to prepare our students, and ourselves, for a future we had not previously considered. Waking up in the morning and dressing in school uniform to attend roll call at home, learning maths and literacy as a Microsoft Team member, talking with

classmates but not being able to play with them — were all so foreign to our students. Completing art activities from home was a totally new concept and the boys accepted the challenge with enthusiasm. With little more than their pencils and paper, and of course their iPads, the boys tackled their tasks whole-heartedly. For an art teacher, being able to devise creative experiences with little, to no materials, was quite daunting. Activities like winding wool around sticks to make people, using colour-

rich foods to create paints, drawing portraits of family members, still-life drawing of fruit and vegetables, watching YouTube videos and following directed drawing activities, cutting up magazines to make a collage, building space stations with Lego — encouraged the boys (and me) to think outside the box and tackle the situation in an eager and competent manner. We did it. We survived. We learnt. We strived with confidence!

BY MARIA LUMSDEN
Boys' Junior School Art Teacher

MENTAL HEALTH AND THE IMPACT OF THE COVID-19 PANDEMIC

BY CATIE MCNAMARA
Director of Student Welfare Services

The outbreak of COVID-19 has impacted people in varying ways on an international scale. All Australians are being asked to practise social distancing and some people are also required to self-isolate. Many schools are closed, and remote learning has meant children are spending most of their time at home. Many of the activities that children and adolescents usually engage in will not be possible for some time. These challenges to normal life, as well as concerns about the virus itself, mean that many people, young and old, will be feeling stressed and anxious.

Children and adolescents show a wide range of reactions to stress. A young person's reaction will depend on factors such as their age, past experiences, and other things that are going on in their lives. As adults we also experience a wide range of feelings and thoughts when faced with this unprecedented time of social distancing and isolation.



Sometimes things can get overwhelming even when practising self-care. It might be time to reach out for professional support. Counselling is available for students and families at school through Student Welfare Service or your GP can advise you of external support services.



Catie McNamara's Tips

**IT IS AN IMPORTANT
TO LOOK AFTER YOUR
MENTAL HEALTH AND
WELLBEING DURING
THIS PANDEMIC.**

**HERE ARE SOME OF
WAYS TO HELP YOU
COPE WITH ANY
ANXIETY, DISTRESS OR
CONCERNS RELATED TO
COVID-19:**

- Manage your exposure to media coverage and try to find a healthy balance and limit news and social media if you and your family find it too distressing.
- Maintain perspective by remembering that experts around the world are working hard to help. Do your best to remain calm.
- Structure and routine helps to restore a sense of purpose and normality to daily life. Routines can help children cope with change and help them understand what is expected of them. Whilst online days are certainly different, the contact with teachers during the day provides familiar structure while offering both comfort and support to students.
- Stay connected with school, teachers

and the online activities and programs. The middle school pastoral day, utility times, Anzac Day and Mother's Day assemblies, house activities, Student Welfare Services newsletters, all provide an important sense of connection to school in the online world.

- Practice self-care to help encourage a positive frame of mind. Making time for activities you enjoy, maintaining social connections and communications with family and friends, regular exercise, and getting good quality sleep are all helpful ways to look after yourself.
- Meditation and mindfulness can help produce a sense of calm. Our students practice these skills with the guidance of their teachers and their daily journals.

SENIOR COLLEGE YEAR 12 ASPIRATIONS

How does Tintern guide you and provide advice on your career choices?



Tara Carson The Careers Department at Tintern has provided me with copious amounts of information about different courses and opportunities available, I have always wanted to go into the agricultural sector, thanks to Mrs Ruckert and the Careers Department I have found the course that best suits me and what I am aspiring to do.

How did you adjust to remote learning?



Dylan Wild Tintern's method of remote learning was the best way of dealing with a tough situation. Teachers were very supportive and easy to contact, it was good to have someone to reassure me.

How do you strive to achieve your goals?



Joshua Chang I always ensure my goals are both relevant to that current point in time and achievable, while I believe it to be beneficial to aim high in life and to always strive to achieve your best, only you know what you are truly capable of.

What impact do you want to have on others' lives or in the world?



Lachlan Young Two actions that I think everyone should have is always finding the happiness and the positive sides to things, and to simply be kind. I hope that after school I can try to contribute as much of these things as possible, to both the important people in my life and to the wider community.

How have you prepared for university?



Zoë Forbes My friends would probably say that I'm too prepared! I have done a lot of research into my preferred university and course, so I've got a very clear idea of what next year is going to be like for me. I've looked at ATAR profiles and compared my preferred course to those at different universities to sort out my backup options.

Who do you admire most and why?



Phoebe Young Former First Lady of the United States Michelle Obama as she is an intelligent and insightful woman that I have looked up to for quite some time. Her outlook on education for others and her ability to empower the women around her, have inspired me to strive for my best self.

What inspires/motivates you and how does this help with study?



Annabel Cowin That love and passion for what I want to do in the future is what motivates and inspires me to try my best and make the most of this year. It makes me want to study hard as what I do now is helping me work towards those goals.

How do you build confidence?



Tiffany Ho It is all about competing with myself. As I pushed limitations further each time, I would compliment myself with 'See! You did it! It's not as hard as you thought!' knowing that I have tried my best and I will do better next time.

TO OUR TEACHERS, *Thank you!*

BY BRETT TROLLOPE Head of Middle School

Teaching is a profession based on compassion and care for students, on recognising the importance of connection with them and their families, as they journey through their years of early learning, primary and secondary education. Our teachers not only guide our students through curriculum-based content in the classroom, they also walk hand-in-hand with parents through the different developmental stages of early childhood, teenage years and early adulthood. A large part of their role is guided by the daily interactions and ongoing observations into the mental and physical well-being, as well as the academic trajectories each student travels.

In a time where much of society was grinding to a halt due to government-imposed restrictions, the education sector was being fast-tracked through one of its largest shifts in modern times, in an incredibly short period of time. This shift was both in a pedagogical sense; in terms of how lesson content will be delivered effectively, as well as a mental sense; in terms of how is this actually going to be possible? How can our teachers move all their lessons to the digital realm and still continue to provide an excellent education that Tintern teachers are known for? How can they continue to monitor the physical and mental health of their students whilst being geographically challenged?

After approximately 7 weeks of remote learning, we as a school, are proud to say that

our teaching and non-teaching staff across the whole school did the most amazing job. They not only fulfilled their teaching and working obligations, but they went above and beyond to deliver an amazing experience for all students and their families. Staff worked incredibly long hours leading up to the period of remote learning in order to construct new and appropriate resources, as well as transferring existing curriculum into appropriate mediums to be presented and delivered online.

The feedback we received from parents and students about our teachers during this time of remote learning was amazing. Their appreciation of the guidance and structure that was being provided to each student, along with the ongoing pastoral care that was still evident in the daily interactions with the students provided our community with a high level of confidence.

All staff have been able to reflect on what was an incredible challenge to move their teaching to an online platform for a period of time, and to recognise some amazing skills and personal development they have made during this time. There are many things that will now be a regular part of their face-to-face teaching that if it were not for the remote learning, they may not have recognised the opportunities or the benefits. On behalf of our school and our community, we'd like to reinforce our huge admiration and appreciation for the work completed before, during and then after remote learning.



PAST STAFF

ALICE CLAGUE 1974 - 1988

Alice Clague was the Visual Arts Co-ordinator at Tintern commencing in 1974, retiring after 14 years. Alice says that, 'Tintern is in her blood!' and has stayed in contact with many of her students and the school over the years. Alice kindly shares some of her memories of Tintern.



In 1975, 10 works of art were selected for an exhibition in Britain to celebrate the Commonwealth, including a machine embroidery by Year 11 student Rosie Weiss. Rosie and Alice, along with other Tintern students, were invited to an exhibition at St Johns Home for Boys and Girls in Canterbury, where they were honoured to be presented to H.R.H Princess Margaret, Countess of Snowdon. Alice recalls, 'The protocol for this was included with the invitation. Shelagh Alvarez, English and Drama teacher, tutored Rosie and myself in the art of curtsying. However, when the time came, both of us were so overcome by the Princess' stunningly beautiful violet-blue eyes and flawless complexion, we forgot to curtsy.'

Rosie's work was based on her sketches of the sea at Wilsons Promontory, and her first venture into creative machine embroidery. Pictured is a close up of the detail from this very successful venture. Rosie pursued a career as an Artist and Educator, you can see her work at rosieweiss.com.

During Alice's time at Tintern the Art and Craft exhibition became famous in educational circles, including being recognised by the Education Department as an In-Service resource for teachers. Mrs Walton said in her newsletter in December 1985, 'Mrs Alice Clague and her staff... are to be congratulated on the scope, excellence and presentation of the art and craft.' The exhibition that year was opened by the Director of the National Gallery of Victoria, Mr Patrick McCaughey, who was extremely impressed with the girls' work.

Alice left a lasting legacy. Her farewell in the Brook said, 'Her influence on staff and students under her care has been profound; her positive leadership and personal example in the pursuit of excellence have long been recognised not only within the school community but in the wider educational world.'

LYN BARTOLD 1972 - 2009

Lyn Bartold first joined the Physical Education Department at Tintern CEGGS in 1972. She became part of a wonderful and enthusiastic staff, led by Margaret Hamilton (Headmistress 1969 - 1982). School life was always busy, with lots of sports, trips and social activities.

Lyn has fond memories of those days, "The outside swimming pool would get pretty chilly as Term 1 progressed, and the Pottery classroom (now the Heritage Centre) was home to my Form 2 class and I. As we did not all fit in the room for roll call, I stood on the steps with the girls around me!"

Leaving Tintern in 1975, for further study and her children, Lyn returned in 1982, welcoming new Principal Sylvia Walton (1982 - 2005). In 1983 Lyn became the Co-ordinator of both Year 9 and Outdoor Education. Year 9 became a year focussed on Outdoor Education, with three camps throughout the year.

1986 saw Lyn take on a different role, that of Tintern parent, with her daughter Amy studying from Grade 3 to Year 12, "Fortunately, we had an excellent relationship at home and school. Amy benefited from all of the wonderful offerings that were available to her at Tintern and she has great memories of her time there."

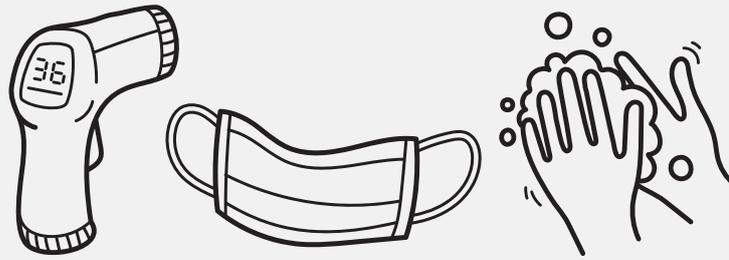
It was the early 90s that saw Lyn start the Tintern Rhythmic Gymnastics Club. Affiliated with the Victorian Rhythmic Gymnastics Association, they held many competitions in our gymnasium and produced some successful gymnasts.

In 1991 Lyn was appointed Director of Physical Education, followed by Director of Co-curricular Activities from 1998. In this position she oversaw all aspects of school activities outside the classroom. These included trips, tours and camps of all sorts, as well as the School Musical, Rock Eisteddfod and much more.

Jenny Collins came on as Principal in 2006 (2006 - 2014) and Lyn retired in 2009. Since retiring, and now with Bradley Fry as Principal (2015 to current), Lyn has continued as Costume Director for every Tintern Musical and loves to keep that connection to the school.

Lyn says, "I feel a very strong connection to Tintern and love to have the opportunities to return, through the Musicals and events. I have many friends whom I met at Tintern and wonderful memories. I am often stopped by ladies who say "Hello Mrs Bartold, you taught me at Tintern", and the conversation begins!"





OUR ALUMNI ON THE FRONT LINE

Alumni everywhere in varied professions are doing their part in the fight against COVID-19. Thank you for protecting, nurturing and keeping us safe during these unusual times.



CAM HOSKINS (YG 2009)
**PARAMEDIC,
AMBULANCE VICTORIA**

It has now been three years since I started my career as a paramedic working with Ambulance Victoria. I cannot believe how quickly the time

has gone. I entered this profession to make a difference in people's lives. I believe being a paramedic gives me a strong career foundation and growth including a huge variety of experiences. It most definitely gives me an extremely strong sense of fulfilment.

As a paramedic I need to show resilience every day, not just as we all experience what is possibly a once in a lifetime pandemic. Resilience is the ability to cope with unexpected changes and challenges in your life. Being called in to help someone who is not well, scared and extremely vulnerable can be very stressful for myself and my partner, but also for the patient's family. Though we cannot prevent these situations from happening, every day as my experience grows I feel stronger in my capacity to deal with these challenges.

Moving forward as restrictions start to ease, we as a society need to listen to our politicians and medical experts. We need to heed their advice and continue our physical distancing, keep social activities to a minimum and very importantly keep up with the PPE and the handwashing. Get tested immediately if you have the most minor symptoms, and to help manage outbreaks use the COVID safe app. Continue to stay safe and look out for each other and we will get through this.



NICOLA HOGAN (YG 2011)
**MEDICAL REGISTRAR,
EASTERN HEALTH**

Since leaving school, I have completed 5 years of undergraduate medicine at Monash University. I'm now working at Eastern Health as

a Medical Registrar, and preparing for my last exam in Basic Physician Training before specialising.

The hospital has transformed rapidly since March as we test and treat patients with COVID-19, with the most dramatic change the creation of new COVID-19 wards and teams. Presently I am working in ICU at Box Hill Hospital and it has been a learning experience for all involved, including keeping up to date with the latest medical guidelines and making sure we don and doff protective equipment correctly.

COVID-19 has changed many aspects of our work – including our use of Zoom meetings! The hardest part has been the restriction on visitors in ICU (and COVID-19 wards). While patients have a great team of staff looking after them, they do not replace the physical presence of family and friends at their bedside. Like the wider Education sector, the pandemic has also changed education in the hospital system. Medical students are now learning remotely rather than on the wards.

We are fortunate in Australia that our politicians and leaders acted so swiftly to prevent the rapid case load we have seen overseas. Everyone has been incredibly supportive of the front line workers and I've been really touched by the outpouring of gratitude and generosity from the community and numerous individuals. It is a team effort and we are all in this together!



BIANCA JACKSON
(COMFORT, YG 2007)
PSYCHOLOGIST

Since qualifying as a Psychologist I have worked in lots of interesting roles, including consulting on medical wards and working in an overseas

prison with clients facing the death penalty, however working during COVID-19 has been an equally interesting and new experience. I am grateful that I have been able to work from the safety of my own home. Thankfully, as a response to the pandemic, Medicare introduced new funding for all Australians to access health services remotely (Telehealth). This was previously only available to those living in remote areas.

It has been an interesting shift; initially it felt awkward, and both my clients and I noted the difference. Over time it has become normal, and I have been pleased to see how my clients have adapted to the new method of interaction. Some now even prefer videoconferencing! It has allowed them more time in their day, opened more session times, or allowed people to feel more comfortable in their own space when discussing sensitive topics.

Whilst many of my clients have experienced difficulties due to COVID-19, some have reported unexpected positives such as improved relationships and connectedness, better work/life balance, and flexible access to services. When restrictions begin to ease, I hope we can reflect on our experiences of this pandemic and maintain some of the positives.

Personally, I hope to see more flexible work arrangements, an increase in the availability of health services, such as TeleHealth, and more deliberate and meaningful connections with friends and family. If you are struggling with your mental health, please reach out for support. You can speak to your GP or contact Kids Helpline on 1800 55 1800, Beyond Blue on 1300 224 636, or Lifeline on 13 11 14.



DONNA POUW (YG 2009)
MARKETING AND COMMUNICATIONS TEAM LEADER,
DEPARTMENT OF JUSTICE & COMMUNITY SAFETY, VICTORIA

I was a bit of an all-rounder at Tintern and loved to participate in sports, dancing and musicals. In my final year, I was an Oaktree Foundation Vice Captain and it's fortuitous that in this role, I found my unexpected enthusiasm for co-ordinating a charity event for the school, which led to my career interest in marketing.

After university I worked at a number of Melbourne based marketing agencies to build my skills. Some of my career highlights include securing the front page story of the Sunday Age for White Night Melbourne for my client Visit Victoria, hosting iconic British band Spandau Ballet and international model Gigi Hadid in the Emirates Marquee at the Melbourne Cup Carnival, and traveling to the remote Tiwi Islands in the Northern Territory to provide communications support for

local Aboriginal artists. Amongst the various projects and exciting experiences I gained from working agency-side, I was seeking a broader marketing role that aligned with my personal values and provided support and change for the community. This led me to working at Victoria Police as a Senior Marketing Advisor, developing and implementing behaviour change, social marketing and advertising campaigns that help keep the community safe.

I would usually say building resilience and adapting to change are all too common phrases you will hear when working in communications, but this is now something we are all experiencing within the community due to COVID-19. I have so much respect for those who are working to keep our community safe on a daily basis. It's a difficult and uncertain time, but I hope everyone is staying connected with family and friends, seeking the support they need and most importantly, staying safe.



EMELIE FARR (YG 2008)
REGISTERED NURSE

Emelie Farr is a Registered Nurse, currently living and working in the UK in the Intensive Care Unit of a major hospital. Emelie has not only nursed COVID-19 patients, but has

also been a patient herself. After graduating from Tintern in 2008, Emily completed a Bachelor of Arts at Australian National University, followed by a Master's of Nursing Science from Melbourne University. In Australia, Emelie worked at Victoria's State Burns Unit, followed by time as a Major Trauma Nurse in the UK.

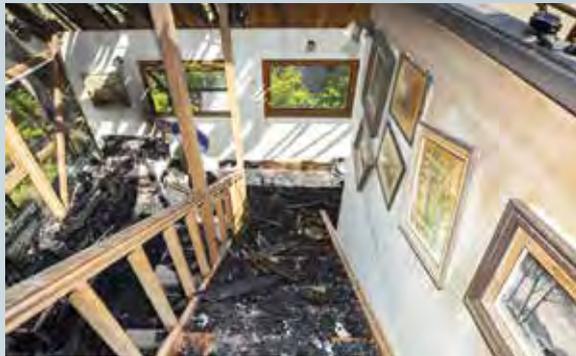
Emelie says of her decision to become a Nurse, "It is an ever evolving field, where you are continually challenged and rewarded. It was my time at Tintern that gave me the drive to challenge myself in pursuing things that interested me even if they were not the easiest to understand, because that makes it even more worthwhile when you succeed.

"Working in a Covid environment, there are good days and really terrible, emotionally draining days. But no one day is truly typical. Each death hits as hard as the last, and each improvement makes you just as happy for your patients. How each person responds is different. As the nurse you are always on your toes ready to help them as best you can."

Before masks were compulsory and visitors disallowed, except for extraordinary circumstances, COVID-19 spread like wildfire throughout her hospital, "When I was diagnosed as having contracted COVID-19 it was hard to know that I could not go and help my friends. However, I could not breathe without medication, every inhale caused me pain. When I tried to eat, it felt like I was suffocating, and sleep was a distant memory. It took 8 days for the symptoms to ease, but months to recover to the point where I could work a 12-hour shift again."

Emily was lucky to recover, but many others, including some of her colleagues, were not. "Nursing is a job that I love, but it shouldn't be a death sentence. Please help us look after you. Respect the laws and wear your masks!"

ALUMNI WHERE ARE THEY NOW?



JOY HILL (CUMMINS, YG 1949)

Joy Hill matriculated from Tintern in 1949, passionate about classical music and with big ambitions. However, her parents had other ideas, "In the 1940's they declared that girls did not need to go to University and I was propelled into working in a suburban bank."

Joy saved most of her wage and soon had enough money to pay an entire years' University fees. Realising her determination, Joy's parents allowed her to enrol in the Faculty of Music at Melbourne University, earning a Commonwealth Scholarship that carried her right through University.

"I wanted to learn the oboe which cost the then huge amount of one hundred pounds PLUS 'Luxury Tax' of another thirty-three pounds (\$5,000 in 2019), and it had to come from England or France. It was VERY unusual – and, I found, very difficult to play. The oboe is such a beautiful sounding instrument which makes the soul soar. Sometimes it can add just a few notes to an orchestral work but those notes can give such poignancy to the music. I practised and practised and finally graduated with a Bachelor of Music with Honours," tells Joy.

With an ambition to be part of a full-time orchestra, Joy's dream was accomplished when she joined the New Zealand Symphony Orchestra. She loved playing new repertoire and the wonderful feeling of being part of an eighty strong group making music to delight the listeners.

After a brief return to Melbourne, Joy was offered the position of Cor Anglais and Second Oboe in the West Australian Symphony Orchestra. She remained with them for over 10 years, and still lives in Perth today, over 50 years later.



PAM MURPHY (MORELAND, YG 1946)

12 September 2020 marks an unthinkable anniversary for Pam Murphy. In 2019 a fire, which started in nearby grassland, almost entirely gutted her home of 40 years in Noosa Queensland. As the ferocious firestorm was pushed by a strong South Westerly wind towards her, Pam intuitively felt her house would be destroyed. She fled quickly, with only a few personal belongings, and spent the night in her car. Pam was to later learn her home was the only one lost, set alight by embers.

The local community gathered and Pam was grateful for their support. In addition to her neighbours care, the "Noosa and local community have been marvellous to me, the Qld Premier and Qld Chief of Police came and had afternoon tea with me. Also, the Governor General and his wife, Linda visited me at my burnt-out house, then we all went for morning tea at the Community Hall."

Despite anticipating that everything would be gone, a few precious items survived the blaze including a photo of her son before he died overseas. Pam says, "It's quite amazing finding these personal treasures. It just gives you that little bit of positivity."

Pam attended Tintern in the mid-1940s at the Hawthorn campus. At the end of World War II and at her father's suggestion, Pam completed her Intermediate Certificate at Tintern, studied at Business College and worked at the ABC until she married in 1955. The friendships Pam forged at Tintern over 75 years ago have remained with her for a lifetime.

Friendship and community remain an integral part of Pam's life. She is renting a small downstairs unit from her neighbours with the insurance rent, joining them for meals. Another neighbour managed her insurance claims, whilst another kindly offered their holiday home when lifelong friend, Mem Cohen (Abbott YG 1946) visited to celebrate Pam's 90th birthday.

Despite losing her home and enduring the COVID-19 lockdowns, Pam is positive for the future. Ellie, one of her two cats, was rescued from the fire and lives with Pam. Her other cat Daisy was recently found living feral and is being rehabilitated at the Vet.

Pam's positivity and 'get on with it attitude' is a true *Factis Non Verbis* spirit which has served her well for over the years.



Happy 100th Birthday

MARGARET BARRETT (YG 1938)

Congratulations to Margaret Barrett who celebrated her 100th birthday in August this year. Margaret has always been an avid reader and retains a keen interest in reading, Australian wildlife, birds and nature.

CAHILL STEVENS (YG 2012)

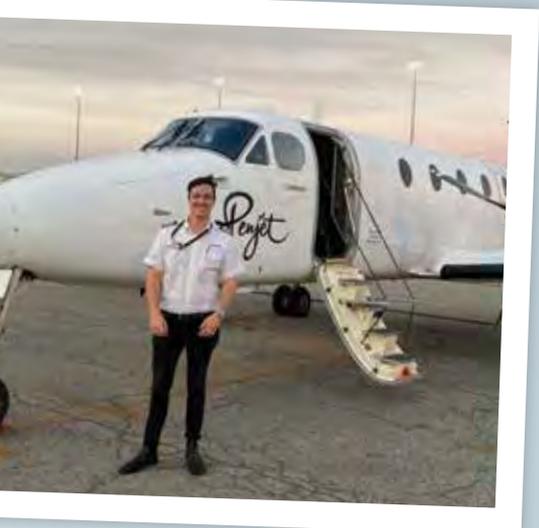
"As a Pilot you are always learning; you learn from your mistakes and keep working to achieve your goal. A skill that is important in both the workplace and school."

Tintern welcomed Cahill back in 2015, during his final year of University, to speak with our Senior students about Aviation. This was part of a 'Promoting Women in Aviation' study, focussing on how piloting could be a rewarding career path, particularly for women.

Initially Cahill's career as a Pilot started as a courier with TasFast, the freight arm of Vortex Air. It was a chance phone call that led to this opportunity. His job was to collect freight from around Melbourne, and to deliver to Tullamarine or Moorabbin for distribution locally and globally. This gave Cahill a great insight into logistics and, after 18 months and some training flights, he was accepted to fly for Vortex.

"I began single pilot flights at night over the Bass Strait taking freight to mainland Tasmania and King Island. Starting as a single pilot in a small twin engine aircraft over Bass Strait at night is daunting to say the least! You face adverse weather and flying conditions. Six months later I was upgraded to a passenger pilot, including transporting fire fighters during our fire season. Within 18 months I was given the opportunity to fly the Beech 1900 as a First Officer, and within 6 months of that I was upgraded to Captain."

Cahill finds the ability to be flexible an important skill, now more than ever with the Aviation community suffering devastating economic losses and significant uncertainties. "If you can master flexibility, you'll be able to face challenging situations. I've had a few challenges in my time flying; storms, emergencies and failures. These all add to the experience bank and make me better prepared for the future."



LAURA DRIESSEN (YG 2010)

Laura Driessen is an Astrophysicist and PhD student, who was living in Manchester in the UK whilst completing her thesis. Graduating Tintern in 2010, she completed her Bachelor of Science at Monash University, including an exchange at the University of Warwick and two summer research projects. After completing her Master's in Astronomy and Astrophysics at the University of Amsterdam in the Netherlands, Laura moved to Manchester to commence her PhD in 2017, discovering friendships amongst her fellow PhD students.

At 5pm on the 17 March, with little warning, the University of Manchester closed, "For over a month I stayed in my apartment. I had my food delivered and worked at my kitchen table, almost everything was closed. I zoomed with my Australian friends and family, had virtual drinks with colleagues, and for a time was fine. However, I didn't speak to another human being in person for months.

I decided in May it was time to return home. Though I felt I was abandoning my research, friends and colleagues, I also realised that in Australia I could see real people - hug my parents and dog, and not be alone anymore."

Though a seasoned traveller, this was an entirely new experience for Laura. The Airport was dark and empty, and she was greeted by cabin crew in full plastic white zip up suits, masks, goggles and face shields. Whilst on the plane it was announced they were being placed in hotel quarantine for two weeks.

During Laura's quarantine in Melbourne, a Nurse checked in every day to check on Laura's physical and mental health and she had three Covid tests - all came back negative. When Laura finally arrived home she hugged her family, and definitely cried a bit.

Laura says, "Like everyone, working virtually has meant my productivity is a bit down, but my mental health is definitely up since I came home. As far as these difficult times go, things are pretty good!"

REST IN PEACE



VALE BETTY WILLIAMS

(THOMPSON, YG 1937)

We recently farewelled our oldest Alumna Betty Williams, who passed away peacefully at her home, at 102 years old. Born Beatrice Olive Thompson on the 1 July 1918, she always preferred to be called Betty. She worked as a visiting nurse, after training at the Royal Melbourne Hospital in 1940. Betty married Alfred Noel William, known as Noel, in 1951. They were married for 68 years until Noel's passing in early 2019. They travelled frequently during their life together, and were much loved by their family and friends.



VALE HELEN REDDY

(YG 1958)

24/10/1941 - 29/9/2020

The Tintern community are saddened to learn that one of our inaugural Avenue of Excellence inductees, Helen Reddy passed away, aged 78. Helen will be well remembered for the iconic anthem she co-wrote, *I am Woman* which won her a Grammy Award for the Best Female Pop Vocal performance in 1972. Helen attended Tintern in Hawthorn during the 1950s but didn't make the move out to East Ringwood and finished her schooling at a local school in Hawthorn. Our sincere condolences are extended to her two children, Traci and Jordan and her extended family and friends. May she Rest in Peace.

ORDER OF AUSTRALIA AWARDS

LIZ IRWIN (MARSDEN, YG 1966)

Congratulations to Liz Irwin who was awarded a Medal of the Order of Australia (OAM) at this year's Australia Day Honours. Liz was recognised for her service and dedicated work as a volunteer Occupational Therapist with Solve Disability Service.

Liz has been a volunteer with Solve's Sunraysia branch since 1993, and an active member of the Mildura community right back to the 1970s; co-founding SunAssist Volunteer Helpers, Special Needs Playgroup and the Mildura Toy Library. Liz was also founder of the Macular Degeneration Self Help Group, and is currently Chairperson of the Disability Access Advisory Committee.

A natural desire to help people drove Liz's passion for volunteer work, "As an

occupational therapist I became even more aware of how even simple problem-solving could give people more independence and enjoyment in life. After I had my three kids I wanted to remain engaged with the community and be useful."

Now retired from paid work, including a remarkable 16 years with Vision Australia, Liz continues to engage with the community, leading an outdoor lifestyle with her husband and two dogs, and extended family.

After 26 years with Solve, Liz says, "Assisting people to do something they couldn't do before is satisfying for all concerned – it's a team effort – that's why I keep doing it."



"ASSISTING PEOPLE TO DO SOMETHING THEY COULDN'T DO BEFORE IS SATISFYING FOR ALL CONCERNED – IT'S A TEAM EFFORT – THAT'S WHY I KEEP DOING IT."

JO NEWTON (YG 2006)

Congratulations to Dr Jo Newton on being awarded a Medal of the Order of Australia (OAM) in the 2020 Queen's Birthday Honours List. Received for her contribution to agriculture through her advocacy and support of young people, volunteering and contribution to dairy science.

Jo Newton works as a research scientist for Agriculture Victoria. As a Geneticist, her research explores how new DNA tools can support dairy farmers to produce safe, affordable, nutritious milk in a sustainable way. Jo also mentors and advocates for young people through her volunteer work with not-for-profit organisations like Picture You in Agriculture.

In May 2019, whilst

completing a post-doctoral fellowship in Ireland, Jo was diagnosed with Bowel cancer. Jo celebrated her 30th birthday and then flew home for surgery and treatment. As a 'Cancer Survivor' Jo continues to remain positive and inspirational, now adding her voice to help spread the messages of the #never2young campaign for Bowel Cancer Australia.

Jo said of her OAM award, 'To me, leadership is a journey of lifelong learning and I will continue to strive to be worthy of the honour I have been granted. I am incredibly grateful to the agricultural sector who have invested in me through providing access to professional and personal development opportunities. I will pay it forward through continued advocacy and support of young people.'

"TO ME, LEADERSHIP IS A JOURNEY OF LIFELONG LEARNING AND I WILL CONTINUE TO STRIVE TO BE WORTHY OF THE HONOUR I HAVE BEEN GRANTED."



Reunions

Before COVID-19, and the postponement of many of our Reunions, we were pleased to host Year Group 2010 (10 years) early this year, and Year Groups 2004 (15 years), 1969 (50 years), 1964 (55 years) and 1959 (60 years) in late 2019. They were wonderful celebrations, filled with chatter and lots of laughter.



YG 2010



YG 1959



YG 1964



YG 1969



YG 2004



YG 2004

High Tea Reunion



If you would like to see more reunion photos or for information about upcoming reunions, please visit our website: tintern.vic.edu.au/community/alumni/reunions

PARENT, FRIENDS & ALUMNI GROUPS REACHING OUT TO THE COMMUNITY

In the midst of a global pandemic, our community ties are more important than ever. Though our Community groups have been faced with unprecedented challenges they remain dedicated; planning where possible within the restrictions, and remaining optimistic for the future, when our events can once again be held with students, their families, and our Alumni.

Our Community Groups have made it their goal to reach and support those affected in our community, with FOYF, FOM and FOE making donations towards the School Bursary fund, to help support Tintern families struggling financially due to the lockdowns.

The TPG have focussed their support on the Year 12 students, through the gift of a \$25 Uber Eats voucher. This year's group are experiencing a final

year of schooling like no other, with many of their activities and highlights of their final year at Tintern cancelled due to COVID-19. The TPG wanted to make a contribution to help brighten their day.

As we enter our new 'normal' we extend our thanks to the many volunteers who so generously dedicate their time to our Community groups. We also want to thank every one of you; those who have supported our group's events and fundraisers, this year and in the past. We look forward to welcoming you back in the future; whether virtual, or in person once it is safe to do so.

Our community groups are always looking for new members, if you would like to join up or learn more please contact the Community Relations Office at communityrelations@tintern.vic.edu.au

TINTERN GRAMMAR PARENT GROUP

Tintern Parents Group (TPG) welcomed the year with our annual Trivia Night. We had over 150 people join us on the night, dressed to inventive themes, and overseen by the talented Adam Kenny and Oriana Constable. It was a cheerful and fun filled evening, complimented by the Silent Auction, organized by the Green Team (GT) and Social Justice Group (SJG). Proceeds from this night have been gifted back to both our local and global community. The \$3,300 raised by the GT and SJG was donated to the SolarBuddy Project, to purchase and assemble solar lights for children in developing countries suffering from energy poverty. \$5 from each ticket was also donated to The Smith Family and Bushfire Emergency Wildlife Fund.



Friends of Music (FOM) hosted Munch with the Musos, in November 2019. With almost 350 guests, and 200 performers, it was a wonderful day enjoyed by all. As well as supporting the School Musical, FOM have been meeting regularly, working closely with the Music Department to support our Music students.



Friends of Young Farmers (FOYF) are continuing to support the farm, as Farmer Wall has overseen the birth of many new Spring Lambs this year. In lieu of the Spring Celebration they shared a video showcasing Agriculture at Tintern, our Young Farmers and previous FOYF events.



Though Friends of Equestrian (FOE) saw the necessary cancellation of both the Demonstration Day, and the Annual Horse Trials, which would have been their 20th anniversary, the Equestrian students were able to enjoy clinics during the school holidays. The first clinic was held by the Australian, German based rider, Caroline Wagner, who competes in World Class Dressage around the world. The second was held by Murray Lampard, an elite level Eventer who competes in Australia and Europe. Both of these clinics were fully funded for our students by FOE.



Newly formed Friends of Snowsports (FOS) faced the cancellation of the Victorian Interschool Snowsports Championship, but the group look forward to launching bigger and better in 2021.



SOUTHWOOD OLD BOYS ASSOCIATION

We acknowledge the many years of service Ivan Yeung (YG 2005) has dedicated to the Southwood Old Boys Association (SOBA). Ivan resigned as President after being at the helm for the past nine years, and in other prior Executive roles. We are seeking expressions of interest in forming a new committee to represent SOBA. Please email Alumni and Community Relations Manager Di Lacey dlacey@tintern.vic.edu.au

TGA UPDATE: MAKING PROGRESS

BY ALAN WHITE (YG 2008) TGA President

During such a challenging time for the entire Tintern Grammar community – it's been heartening to see students, staff, families and indeed – alumni, rise to the occasion with optimism and innovation. Never has the statement "tis by deeds" rung truer, and we wish to acknowledge all those in the community who have been impacted by the pandemic in a variety of ways as we all play our part to get things back on track.

Particularly, a special acknowledgment to our alumni who are on the frontline of this response, using their expertise to help give care to those who need it, or developing tools and mechanisms to overcome the obstacles and challenges the pandemic puts in front of us – we're very proud of you all. And that includes providers of care to our students, too.

Our work establishing the TGA continues, even in the face of a global pandemic. Since we last spoke, we have formalised our Mission and Vision statements, important foundational components of any new association.

VISION STATEMENT: We believe in a Tintern Grammar Alumni where deeds speak louder than words – a community that is forward-thinking, inclusive, diverse and connected. We want Tintern Grammar Alumni to be a movement of people where each member is valued and supported to pursue their passions, ambition and interests, empowering us all to give back and help others do the same.

MISSION STATEMENT: Gratitude and pride underpin all that we, the Tintern Grammar Alumni, hope to achieve. Tintern Grammar Alumni is committed to facilitating opportunities and nurturing a sense of belonging. Through our events and communications, we will create inclusive spaces which connect like-minded people; helping them explore ideas, themselves, and the world around them. By building on our strong foundations and values, our mission is to shine a spotlight on what is important to you, so that we may continue to grow and learn together.



SO WHAT'S NEXT FOR TGA?

Well, right now – we're finalising our foundational strategy, which in light of the pandemic, has evolved and changed. I'm pleased to let you all know that a draft was presented to the school recently, and we look forward to consulting our friends at TOGA and SOBA too.

We'll also be launching our presence on Facebook, along with a new webpage, and we'll be doing so with a very special online event to launch TGA with you all.

We have a number of other projects in the pipeline – projects to both engage and support our existing student cohort, as well as a diverse range of alumni.

We're always looking for more alumni to join our cohort in official and unofficial capacities.

And we're always open to feedback and ideas. If you'd like to reach out and discuss, email me at alumni@tintern.vic.edu.au

Tintern Old Girls Association

Founded in 1906, surviving two World Wars, the Great Depression, recessions, Spanish Flu and now COVID-19, TOGA continues to be focussed on maintaining its connection to our past student community. A passionate and dedicated group of volunteers, TOGA is continuing in to the future, working in partnership with Tintern, and Tintern Grammar Alumni (TGA), to support our members.

During the early 1940's, in the midst of World War 2, Tintern and its past students made many practical contributions to the war effort. TOGA members raised money for and served as volunteers at the Cathedral Hut, a drop in place at St Paul's Cathedral for Service men and women.

In this time of lockdowns, we have seen the mass cancellation of events that hasn't been seen since the War. Amongst these have been our Reunions, postponed until we can again meet in person. We are grateful to have the technological capabilities to remain connected. TOGA has grown this year, welcoming new members, including from interstate.

Thank you to our members, whether current or past Committee members, volunteers, Ambassadors, guest speakers or Reunion attendees. We are incredibly grateful for your support of TOGA, and our Community.

Thank you also to Lynne Franke (Bernadou YG 1958), Sharon Fox (YG 1966), Marlene Bevan (McKee YG 1959) and Doris Rose (Rydel YG 1965) who care for our Emma B Cook Archive Collection. Further assistance is welcome, and an experienced archivist would be wonderful to help us prepare for our 150 year anniversary to be celebrated in 2027.

A SPECIAL THANK YOU TO:



CAROL ROBERTSON (HOGAN, YG 1980) has been re-elected as President for the 12th year and is a regular contributor at all of our Reunions.



JENNY BROWN (YG 1981) on her 14th year of dedicating her time and financial skills in managing the portfolios for the Nancy Lancaster Fund, the Life Members Fund and the General TOGA account.



LYNNE FRANKE (BERNADOU, YG 1958) who has been a member of TOGA for well over 30 years, most recently as Secretary, as well as a dedicated Archives Volunteer.

BIRTHS, DEATHS & MARRIAGES

COMMUNITY NOTICES

WELCOME TO THE WORLD

JACLYN ANDERSON (YG 2007) and her husband Joel Gablek welcomed a baby girl in May 2019, Isabel Georgie Gablek.

SHANNON BAILEY (Gray, YG 2004) and her husband Stuart, welcomed baby girl Marlow Bailey on 3 December 2019.

ELIZA FILDES (YG 2004) and James Campbell welcomed William Edward Campbell on 12 December 2018.

ROXI LEOW (Bassiray, YG 2003) and Sunny announce the safe arrival of Frederick (Freddie) Stockton Leow born on 23 August 2019.

REBECCA MCNAMARA (Pallozzi, YG 2003) and husband Justin welcomed daughter Finley Freya McNamara into the world on the 7 January 2020. Fin is adored by all of her family, including proud Grandmother, Director of Student Welfare Services, Catie McNamara.

SIOBHAN FELDT (Mitchell, YG 2001) and Christopher welcomed their daughter Ella Margaret Kardinia Feldt on 16 February 2019. Ella has strong Tintern roots - she is granddaughter to former Tintern farm manager, Rupert Feldt (1986-2001), niece to Karen

Gately (Mitchell, YG 1988) and Tania Rentsch (Feldt, YG 1996) and goddaughter to Annie Hodder (2001).

KATHLEEN SHEEHY (YG 2006) and husband Jason Ryan welcomed their daughter Róisín Ryan on 9 December 2018. Her proud big sisters Keira, Ashling and Aoife were very excited to meet their little sister.

BRIONY KARAKOUSSIS (Fowler, YG 2007) and Peter welcomed Sienna Zoe Karakoussis on 16 November 2019.

NATALIE UPJOHN (YG 2006) and Cameron Waters welcomed Billie Winifred Waters on 28 February 2020, weighing 3.1kgs. Little sister for Thomas.

KAREN TIPPING (YG 1998) and her partner, Andrew Newall, welcomed their son Thomas 'Tommy' on 7 November 2019. A much loved little brother for Oliver 'Ollie'.

HAYLEE HEYWOOD (Parfett, YG 2003) and husband Todd, welcomed their first child, Finley Gareth James on 14 of February 2020. A very precious, healthy, happy boy!



WEDDING BELLS

ALEX PITCHER (YG 2010) married Claire Jarvis on 3 January 2020 at Acacia Ridge, Yarra Valley.

CELIA BRAY (YG 1989) married Moses Otieno Audi on 19 March 2020 at her brother's property in Kinglake, Victoria.

SARAH LERPINIÈRE AND BEN RYDING (both YG 2011) were married at Fitzroy Gardens followed by a relaxed food truck reception at Ascot Lot on 11 January 2020. The wedding party included Madison Carter (YG 2011),

Sarah's sister Elise Lerpiniere (YG 2008) and Ben's sister Jessica Ryding (YG 2014).

LOUISE (NIXON) AND GENE GYSBERTS (both YG 2009) were married at Stones of the Yarra Valley on 14 April 2019. The bridal party included Gene's brother, Louis Gysberts (YG 2008), Michael Spinks (YG 2009), and Louise's sisters, Emily Nixon (YG 2007) and Brianna Nixon (YG 2012). Many Tintern and Southwood alumni attended their nuptials.

COMMUNITY LOSS



HENRY LEOPOLD SPEAGLE OAM (28.2.1928 – 1.6.2020)

The Tintern Community mourns the passing of Henry Speagle OAM. Henry joined the Tintern Community in 1962 as an appointee of the Archbishop-In-Council. Member of the School Council for nearly 40 years Henry was Deputy Chair between 1990 and 2000 before retiring in 2000. Henry was an instrumental member of the sub-committee charged with the writing and publishing of the Centenary School History celebrated in 1977. In 2001 Henry was inducted as a Life Governor of the School. Henry contributed enormously to the strength and development of Tintern Grammar and in

his honour, in 1991, the Science block of classrooms was named after him and honoured again in 2019 when the building was refurbished. Until recently Henry and his wife, Jean were regular special guests, supporting our community events whenever they could. Henry will be dearly missed. The Tintern Community extends its condolences to his wife Jean, their son, Donald, and their broader family. At the request of Henry's family, and in his honour, donations may be made to the School's new Scholarship Fund providing financial support for students. May he rest in peace and rise with Christ in glory.



BARBARA DE VRIES

was a member of staff from 1976 until 1990 where she was Geography Co-ordinator from 1984. During her time at Tintern Barbara was actively involved in all aspects of school life, particularly enjoying the Geography field trips and her other passion, photography. Barbara passed away on 27 October 2019.

IN MEMORIAM Our condolences to the families and friends of past students.

MARJORIE BOADLE

(Mattingley, YG 1936) passed away peacefully nearly 101 on 13 October 2019. A remarkable life.

JESSIE BULL (Haughton, YG 1941) passed away on 22 July 2020 at 96 years old.

LIA BURTON (YG 1990) passed away peacefully on 29 June 2018.

Much loved Mum to Zoe, Eadie and Mackie. Loving partner, treasured daughter, sister and aunt.

LESLEY BUTTERY (Erwin, YG 1951) passed away peacefully on 18 December 2019, aged 85.

Beloved Mother and Granny. Sister to Patricia Erwin (YG 1950, dec.), Jan (dec.) and Peter. A sweet, wise and gentle woman.

ELIZABETH CAMERON (Ward, YG 1954) passed away on

20 November 2019. Mother of Lindy Cameron (YG 1976) and Fiona Ross (Cameron, YG 1978). Sadly missed.

ELISSA CARTLIDGE (YG 1990) passed away on 4 November 2017. Adored mother. Sister of Sharon Collins (YG 1984), Belinda Garbett (YG 1983) and Justine May (YG 1986).

Her courage and strength an inspiration to all.

DR JOY CRANSWICK (Young, YG 1942) passed away 4 January 2020. Beloved mother of Jill Biesse (Cranswick, YG 1969) and Anne Carne (Cranswick, YG 1971).

DIANE CURRY (Francis, YG 1951) passed away peacefully on 22 September 2019 after a lengthy battle with chronic illness. Twin sister of Judith Tripp (Francis, YG 1951, dec.). Loved wife of Bruce of 64 years, mother and grandmother.

HILDA 'MARJORIE'

DEWHURST (Wilmot, YG 1936)

Gently and peacefully, Marjorie left us on 22 November 2019, in her 100th year.

Much loved and irreplaceable mother and mother-in-law of Penny Crossman (Dewhurst, YG 1965) and Geoff, Peter (dec.) and Tim and Cheryl, loving grandmother and great-grandmother. She will stay in our memories and forever in our hearts.

PAULINE DUDGEON (Freaan, YG 1964) passed away 8 April 2019. Dearly loved wife, mother and grandmother. Forever in our hearts.

MARGARET "MEG" FARDELL (Davies, YG 1941) passed away peacefully aged 94 on 11 February 2019. Much loved wife, mum, Nanna and Great-Grandma. Sister of Gwenda Neyman (Davies, YG 1939, dec.) A dear friend and truly loved.

MICHELLE FLOUCH (YG 1984) passed away on 18 May 2020. Sister to Martine and Nicole (both YG 1987). Remembered as the life of the party, a mad sports fan, enthusiastic hockey player and goalie coach.

Sadly missed.

BEVERLEY GOODALL (Cousins, YG 1953) passed away peacefully after a short illness.

JOAN GROUBE (Le Lievre, YG 1944) passed away 8 May 2019.

Loving Mum to Kathy Bennet (Pascoe, YG 1979), Meredith Gilroy (Pascoe, YG 1971) and David. The kindest, gentlest, most caring and inspirational person to all.

JUDY GUGER (Grassick, YG 1961) passed away in July 2019 after a short battle with cancer. Judy attended Tintern with her sister, Jill Samuelson (Grassick, YG 1962). Loved mother of Caroline Murray (Guger, YG 1991) and Amanda Guger (YG 1992).

MICHAEL HALLANG (YG 2013)

passed away on 18 December 2019 at the age of 24. Sadly missed.

HEATHER HOWEY (Storie, YG 1944) passed away peacefully on 5 March 2020. Beloved wife of Russell Howey (dec.) and sister of Joan Storie (YG 1943 dec.).

BEVERLEY KLOPROGGE (Whitwell, YG 1955) sadly passed away on 16 October 2018. Devoted loved wife, mother, grandmother and great-grandmother. In God's care.

SHEILA LYON (Bibby, YG 1942) passed away peacefully after a short illness on 7 June 2020.

CHERRY MCCARDEL (MacKay, YG 1946) passed away on 13 August 2019 at 89 years of age.

HELEN MONTGOMERY

(YG 1953) died peacefully at The Gables, Camberwell on 13 June 2020. Much loved daughter, sister, and sister-in-law of Margaret Stewart (Knox, YG 1941, dec).

MERILYN MURPHY (Doig, YG 1967) passed away 3 July 2019. Much loved wife of Jefferson, mother to Christina (YG 1994) and Wayne.

RUTH NAGLE (Woodside, YG 1943) died peacefully in Albury on 10 August 2019, in her 94th year. Sister to Marguerite Pritchard (Woodside, YG 1940, dec.) and beloved wife of Rev'd Charles (dec.). Sadly missed.

HELEN REDDY (YG 1958) aged years 78, passed away in Los Angeles, USA, on 29 September 2020. Beloved mother of Traci and Jordan. May her voice live on forever.

JUDITH ROBERTS (Gamble, YG 1958) Sadly after a long battle, Judy passed away on 19 June 2020.

Much loved wife, mother and Granny, and sister of Susan Purton-Smith (Gamble, YG 1961).

NANCY ROUSSAC

(Auchterlonie, YG 1951) passed gently on 26 June 2019. She was a much loved wife and mother. Loved sister of Donald, Isobel Wright (Auchterlonie, YG 1954) and Heather Hindle (Auchterlonie, YG 1961).

ELAINE SALVIN (Stubbings, YG 1947) passed away suddenly on 22 January 2019 aged 88 years. Loving wife and mother.

YVONNE SHAW (Bernadou, YG 1955) passed away on 14 February 2020, aged 82 years. Sister of Pam McCartney (YG 1951, dec.), Lynne Franke (YG 1958) and brother Philip. Much loved wife and mother.

JUDITH TRIPP (Francis, YG 1951) passed away aged 85 years on 19 August 2019. Twin sister of Diane Curry (Francis, YG 1951, dec.). Beloved wife, mother, grandmother and great-grandmother.

JOAN VAIL (YG 1942) peacefully passed away on 26 July 2020 at Epworth Hospital Richmond. Much loved Aunt.

ERIN VALENTI (YG 2002) passed away in October 2019. Erin was the founder of Tinker Ventures. A beautiful, smart and funny woman. Much loved and missed by her husband, family and friends.

MARGARET WALKER (Adams, YG 1945) passed away on 8 November 2019. Loved by her husband, family and friends. Mother of Lyn Walker (YG 1974) and sister of Joan Robertson (Adams, YG 1944).

BEATRICE "BETTY" WILLIAMS (Thompson, YG 1937) passed away peacefully, aged 102 years. Sister to Heather Oswin (Thompson, YG 1945). Much loved and missed by family and friends.



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



2021 REUNIONS

5 Year Reunion
YG 2016
Friday 16 July at 7.30pm

10 Year Reunion
YG 2011
Saturday 20 February at 3.30pm

15 Year Reunion
YG 2006 & YG 2005
(postponed from 2020)
Saturday 16 October at 3.30pm

20, 25 & 30 Year Reunion
YGs 2000 & 2001, 1995 & 1996,
1990 & 1991
Saturday 31 July at 3.30pm

35, 40 & 45 Year Reunion
YGs 1985 & 1986, 1980 & 1981,
1975 & 1976
Saturday 5 June at 3.30pm

50, 55, 60 & 55+ Year Reunion
YG 1970 & 1971, 1965 & 1966,
1960 & 1961
Friday 12 November, 11am to 2.00pm

*Dates are subject to change and current as at 5 October 2020, please check Tintern Grammar Events on our website for updates and confirmation.

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.

