

FACTIS

2021



PRINCIPAL'S MESSAGE

“TOGETHER WE ARE STRONGER”

If we have learned anything of significance from the COVID-19 pandemic and the response to it in our society, it is that we are stronger, much stronger, together. Whether we examine the responses of schools, of businesses, of communities, or of governments, every response characterised by unity and shared purpose has been more effective than a response rooted in comparison or competition.

For five or even ten years now, there has been a developing dialogue around what are the future capabilities key to the success of young people in schools. The jargon buzzwords of innovation, creativity, collaborative capacity, critical thinking, and character education occupy a substantial space in the 'what we must do for students' conversation. In the Australian Curriculum these are referred to as the general capabilities. It could be tempting to view these as a fad in education, or perhaps as elements with some peripheral value in the development of a young person. But what we have seen in the pandemic responses can inform our views on this question.

In countries where leaders have been able to mobilise a collaborative response and teams of people have worked with unity and the ability to utilise the strengths of each other, the tragic effects of the pandemic have been minimised. In countries where leaders have had the courage to take measured and considered risks, and have utilised creative tools, again the responses have been more successful. And where leaders of good character, who have considered both the impact of pandemic and the impact on the people of their nation/state/city as being critical, those people have rallied

in support and again, the effects of the pandemic have been mitigated.

What we have seen in these successful responses are two fundamental drivers. The first is leaders and others being able to utilise these general capabilities effectively. Leaders have thought critically, they have been both innovative and creative, and they have certainly worked collaboratively. If our young people are to be successful citizens and leaders of the future, these capabilities will be central to solving other problems that we have not found solutions to already (like global warming), or that have not previously existed (like this pandemic). So in schools, we need to develop these capabilities consciously and



CONGRATULATIONS CLASS OF 2020 OUTSTANDING VCE AND IB RESULTS



IB DUX AND
OVERALL DUX
Ashleigh Dowling
ATAR 99.75



VCE DUX
Tara Carson
ATAR 97.30



INTERNATIONAL
DUX
Yunzhu (Freya) Fu
ATAR 94.35

Tintern Grammar would like to congratulate our 2020 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 results achieved by the Year 12 Class of 2020. These results particularly reflect the hard work of our students, the critical contributions from their parents and are a testament to the excellent teaching provided here at Tintern Grammar.

Congratulations to the 2020 cohort, in particular our duces, the 2020 IB Dux and overall School Dux Ashleigh Dowling, with a score of 44 (ATAR conversion of 99.75), VCE Dux Tara Carson, ATAR 97.30 and International Dux Yunzhu (Freya) Fu, ATAR 94.35.

These are some key results achieved by our 2020 cohort, the School is enormously proud of the whole Year 12 cohort for 2020, and I am sure you will agree that all our students and the whole School community can be extremely proud of these results.

While once again these statistics certainly reflect the culture of academic excellence at the School, an education at Tintern Grammar is about much more than a number or a ranking. It is also, importantly, about the care and support of each individual child, as we guide them to develop good values and strong character, enabling them to achieve personal excellence, strive with confidence, and aspire to create a better world. Every child's educational journey and career aspirations are unique and we look forward to learning more about the Class of 2020's future endeavours in the years to come.

MEDIAN ATAR

81.90

18%

of Tintern students attained an ATAR of 95+ placing them in the top 5% of the nation.

35%

of Tintern students attained an ATAR of 90+ placing them in the top 10% of the nation.

47%

of Tintern students attained an ATAR of 85+ placing them in the top 15% of the nation.

AGGREGATED IB & VCE RESULTS

ATAR	% of students 2020	2019
99+	1	6
95+	18	14
90+	35	28
85+	47	41
80+	53	53

deliberately in our students, in and out of the classroom, through activities in all domains – academic, co-curricular, sporting, music and performing arts.

The second fundamental driver in more successful pandemic responses has been unity of purpose and action. Sadly, in countries where this has not been visible, the toll has been enormous. In our country some aspects of this have been managed exceptionally well. Think of the Victorian response to the first major lockdowns in our country last year, the commitment of our citizens to this

and the effect of almost eliminating the COVID-19 virus from our State. Others, like the management and messaging around vaccination, have shown less unity of purpose and shared commitment, and have been less successful.

So in a school, we must look to deliberately foster a productive tension in our community. We must both model and teach unity of purpose and action as being the most effective way to work; the power of successful collaboration.

At the same time, we must also encourage respectful debate and

difference of opinion, as it is from here that the critical thinking, the innovation, and the creative solutions will arise.

As another Principal remarked to me recently, "Schools are really about what goes on in students' heads. And in good schools, kids think, they really think, they don't just do their work!". I believe that this is the 'core business' of a school, creating a thinking culture.

Factis non verbis,
BRADLEY FRY
PRINCIPAL

A NEW NORMAL BALANCING WORK & LIFE

Our families share how they have navigated through the challenges of the global pandemic to find their new work-life balance and home routine.

JO CRUTH

2020 was the year I chose to move my daughter to Tintern, walking through the gates on the first day and being greeted by Mr Fry and Mrs Prandolini welcoming all to the year, I thought, right choice made!

I am a full-time working single parent, so our days have always been fairly structured and busy. I have used before and after school care most of school life to date, juggling work and home life. On 18 March 2020, I made the unprecedented decision to follow government requests to send my staff home. I asked them to pack what they needed for the two weeks as advised and in actual fact, we have never gone back.

Now I do school pick up most days, which has never been part of our routine, it also gives me the opportunity to come along to school events, something that required far more planning previously and I often missed out. There is a new resilience I think that some have acquired, and honestly also a sadness that they (our children) have to continue to go through this, as do we all, but I know we are in the right place for us.

ANDREW BOSKOVIC

Since the pandemic, things haven't changed for me. I've been fortunate to have a role where over the past 10 years, working from the office has been a choice, I can work remotely, so it's nothing new to me.

Work is extremely important, but family more so. While my organisation is fantastic to work for with amazing products and culture, everyone is replaceable. At home though, as a Dad and husband, I'm not replaceable. We had a child for a reason, and I do want to be a part of his life as he

grows and discovers the world.

The only "good" thing about this is that while we've been locked down, if I'm on a call with a client, if they hear our son running around in the background, it's okay. I can hear their children in the background as well – we're all in the same situation together – globally. I have a new level of appreciation and respect for the work that teachers do – both on-campus and remotely and absolutely cannot understand how people opt to do home-school.

JANE WILCOCK

At the height of the Melbourne outbreak as adults we were faced daily with the devastation that was happening globally and at times it was forefront in our minds that this could happen to us. As a parent the need to protect and support our children emotionally became our first priority.

We pulled on what was available to us to help. We were extremely grateful that we had the support of family, friends, work colleagues and the amazing teachers at Tintern Grammar, it's really hard to put into words how they all supported us through the challenges.

We kept as much as possible to our normal routine, Friday family movie night, bed time routines during the school week – for instance, no TV after dinner and bike rides on the weekends. Family occasions, Easter, Mother's Day and birthdays, we would still do our special meals.

Now we share the school drop off and pick up while still working from home, this way we both get to see the teachers and chat with other parents. We have

learnt new ways to connect, with family and friends via various live chat domains, it actually has increased our level of connection with interstate family as we did not do that before.

SUMA

Since the pandemic work is more flexible now, we are making use of the extra time to fit in a 20-minute yoga and meditation routine every morning before work, we go for a walk at lunch time or do some physical activity together after work. We find it has become very essential to our work-life balance.

Finding balance between work and home life daily didn't happen overnight! After some difficulty and a bit of bickering, and quoting Michelle Obama, "President Obama made it to dinner every night, when he was in the White House." The deal was made to turn off devices at 5pm. Slowing down also really made a difference and we agreed to streamline activities for the kids, this has worked well so we're not running around everywhere.

We missed being part of the community in lockdown and realised how important the social interactions and connections are. We have come to cherish even the little things like holding my little one's hand and walking her into the school. Not taking things for granted anymore.

We were amazed that the kids adapted to online learning straight away and have been quite positive through the whole time. Even during the recent lockdown, they quickly got into the routine and there were no complaints.

A photograph of three children in school uniforms standing on a stone path in autumn. The child on the left is a girl with blonde pigtails, wearing a white shirt and a dark green checkered dress. The child in the middle is a boy with dark hair, wearing a white shirt and a dark blue sweater. The child on the right is a girl with blonde hair, wearing a white shirt and a dark green checkered dress. They are all smiling and looking towards the camera. The background is filled with trees with yellow and orange autumn leaves.

SALLY ROBINSON

Since the pandemic, defining clear boundaries between work and home life is very important for us and our family. With Toan working from home full-time and myself two days a week, we found that when the office is also your home it was easy for the two to become blended.

The children's health and happiness are always our first priority and we have made the family decision to slow down the pace of life that we had become accustomed to before COVID-19. We have continued to do a lot of the simple things as a family like family movie nights, playing board games, bike riding and going for walks, which we all enjoyed during lockdown.

Working remotely has given us time back in the day that would otherwise have been spent travelling, but the trade-off is that work is a little harder to switch off from, and the distractions are greater. If and when the house gets chaotic, we remind ourselves to slow down, accept things for what they are and as cliché as it sounds, try not to sweat the little things.

We have found a silver lining in not having crazy schedules every day and juggling multiple tasks, COVID-19 has given us all the opportunity to spend more time together as family and realign our family values. Prior to COVID-19, we had an extremely busy lifestyle which we never questioned and just went along with and we forgot what it was like to enjoy a slower pace.

THE FUTURE OF TEACHING AT TINTERN


“TEACHERS ARE THE LIFEBLOOD OF A SCHOOL,
AND THE MEDIATORS OF HUMAN CONNECTION AND
INTERACTION THAT LIE AT THE HEART OF EDUCATION.”

Since the start of the pandemic, much of the world has been caught in a period of transition, wondering: “What will life be like after this is all over?”

This open-ended question coupled with the fact that we have had to change and adapt has created a window of opportunity now to reimagine the norms of yesterday.

The changing role of school in society and the incongruity of current models of education with the lives and future of our students is now again at the forefront of discourse in education. Here at Tintern, conversations about the kind of School we could become have already started as stakeholders from different parts of our community have been invited to reimagine the norms and practices of the past.





Central to this is the irreplaceable role of teachers in the school community. Teachers are the lifeblood of a school, and the mediators of human connection and interaction that lie at the heart of education. Simply put, whether or not a school can fulfil its purpose both now and in the future is in the hands of its teachers.

But what might this actually look like? On the basis of conversations and discussions I've had with many colleagues, I assure you that we have already been dreaming this up for a while:

- » We will collaborate across faculties and across different schools. We will engage in the latest of educational research together, reform curriculum together, and solve authentic problems together. Given the time and space, we will ourselves be model learners who model learning to the rest of our community.
- » We will be conscious culture-shapers who find ways to communicate a sense of who we want our graduates to be, rather than simply aiming for academic achievement.
- » We will foster a community where thinking is visibly and routinely valued through our language, interactions, and environment. We will celebrate the process of learning. We want our students to have opportunities to develop their understanding and thinking skills that have clear value in life beyond the academic demands of assessment.
- » We will build a resilient and hopeful community. We will challenge binary notions of success and failure, and the factors that reinforce it. Putting risk-taking, perseverance, and lateral and critical thinking at the forefront, we will move away from out-dated forms of grading and scoring that send the message that outcomes are everything.
- » We will foster interdisciplinary learning. In the real-world, the challenges of today and tomorrow do not fit into discrete categories, but rather require expertise from a variety of fields and perspectives. It will be critical for us to create opportunities for both teachers and students to engage with complex and authentic problems that have real consequences.

During my time at Tintern, it has become abundantly clear to me that our teachers have the diligence, passion, and will to begin working toward this greater vision now. However, realising this future is not simply a matter of what our teachers will do, but also how much we are invested in and supported. In a profession where the demands seem to snowball year on year, it is crucial that teachers are given the opportunities, space and time to be empowered, to be agents of change “who are making the future minds of the nation.”*

The malleability of the future coupled with the experiences of the past 18 months have shown us that real, lasting, change for the better is possible.

We look forward to working with the whole Tintern community to achieve this.

BY STEVEN LO
Cultures of Thinking Co-ordinator

*www.gse.harvard.edu/news/20/12/what-future-education-looks-here



MEET OUR SCHOOL CAPTAINS

LAURA MITCHAM

What do you find most interesting about being School Captain?

The most interesting thing for me is having a greater opportunity to connect with the whole school, from the Junior School students to the Senior College students.

How have you connected with the other Year 12 students?

I think that the best way that I've been able to connect to other Year 12 students is just getting to know them more and trying to generally connect with them. Our goal for the year was to make it as enjoyable as possible for our final year and I am hoping through that, we can connect with everyone a little bit more!

If you could change one thing in the world, what would it be?

If I could change anything at the moment it would be to ensure that everyone had the education that they needed readily available to them.

OLIVER HUANG

What do you want to achieve for yourself and for the school in 2021?

As a leadership group our goals are to foster a greater sense of community in the school. Personally, I am simply looking to do as well as I can at school and achieving an ATAR that will open up as many opportunities as possible.

How have you shown resilience this year?

I was hoping for this year to be a return to normal, which has made the brief spells of lockdown and consequentially postponed Year 12 events tough at times, however, I've always found it important to focus on the bigger picture and remember how lucky we are.

Where do you see yourself in five years' time?

If all things go well, hopefully I'll be finishing up a double degree in Mechanical Engineering and Industrial Design at Monash.



ANIKA MULEMANE

Girls' Middle School Captain

How have you bounced back during the pandemic?

Being optimistic and mindful, following a routine and spending time with family and friends has helped me bounce back after last year's pandemic and build resilience. Having an organised routine gives me a sense of safety, predictability and reassurance, which gives me the confidence to face challenges.

KATIE HOWELL

Girls' Middle School Vice Captain

How has your leadership role helped with challenges?

My leadership role has shown me that I can go out of my comfort zone and this has helped me believe in myself when confronted with challenges.

BARATHAN MAHADEVA

Boys' Middle School Captain

What have you enjoyed about your leadership role so far?

I have enjoyed being able to hear the ideas of the students and knowing what they enjoy. Also, being able to lead the Middle School throughout 2021.

TRENT CHISHOLM

Boys' Middle School Vice Captain

Do you think the pandemic has made you stronger?

A positive outcome was the opportunity to improve academically and the pandemic was the perfect time to do so. It was so peaceful and quiet and I definitely think that the pandemic made myself and others mentally stronger.

MAYAH DASS

Girls' Junior School Captain

How have you bounced back during the pandemic?

I have bounced back by not giving up and when I was at the lowest low last year I thought of how next year everything would be better in terms of COVID-19. It definitely was a big setback for us all but I think all the support everyone was giving each other was really something.

AVIE LEE

Girls' Junior School Vice Captain

How has your leadership role helped you with challenges?

During the period of preparing for a clarinet audition, I felt scared and nervous about it. Learning how to be a good leader taught me to give things a go and take responsibility, so I used this when practicing and in the audition itself.

LACHLAN HSIAO

Boys' Junior School Captain

How have you bounced back during the pandemic?

Our theme in the Boys' Junior school this year has been Bounce, and that has helped to support and encourage me to keep a positive mindset during challenging times. I especially use the care and love of my family to help me to 'bounce back'.

ISH KOHLI

Boys Junior School Vice Captain

How has your leadership role helped with challenges?

My leadership role has helped me realise that you don't run away from an obstacle, you step up and embrace it. Finding solutions and showing resilience has helped me to be a better role model and understand the compass points' importance.

Pictured (left to right): Boys Junior School Vice Captain Ish Kohli, Boys' Junior School Captain Lachlan Hsiao, Girls' Junior School Captain Mayah Dass, Girls' Junior School Vice Captain Avie Lee, Girls' Middle School Vice Captain Katie Howell, Boys' Middle School Vice Captain Trent Chisholm, Boys' Middle School Captain Barathan Mahadeva, Girls' Middle School Captain Anika Mulemane.



LEARNING RESPECT

The development of respect in individuals is as important for adults as it is for our children. The development of respect for individuals will come from their engagement and observation with family, friends, coaches/mentors and importantly through their learnings at school. Our school has a guiding compass highlighting 8 key attributes and values that we feel are critical for the development in our students to become life-long positive contributors to our world both during and after their schooling days. Respect is a key one of these.

From the beginning of ELC, respectful relationships are ingrained in the teaching program with both direct and indirect teaching of respect of oneself and others. This is further developed in our Junior School through programs such as Health in both the Girls' and Boys' Junior Schools, along with Rock and Water in our Boys' Junior School and Fantastic Friends in the Girls.

The Middle School pastoral program focusses on the development of self-identity and connections with others through Year 7, before moving onto elements of cyber safety in Year 8. In Year 9 the pastoral program introduces aspects of respectful relationships and the understanding of consent within our relationships with other people.

These aspects are reinforced throughout the Senior College with a continual focus on our students understanding themselves and others, and the importance of demonstrating respect to each other.

The journey throughout Tintern is a continual program that focusses on building the foundations of respect in our ELC and Junior Schools, before targeting specific age and stage appropriate components during the secondary years.

BY BRETT TROLLOPE

Head of Middle School



INTERNATIONAL WOMEN'S DAY

#ChooseToChallenge #IWD2021

JUNIOR SCHOOL

The Girls' Junior School celebrated International Women's Day by reflecting on our theme of 2021, 'The Power of Us', and how we can use our voices to make a difference in our own lives and the lives of others. Girls from Prep to Year 6 asked probing questions of our six alumnae who shared stories of their lives and careers. Our guests were inspiring as they reflected upon being 'brave not perfect' and encouraged the girls to believe in themselves, and to back themselves even when things don't go according to plan. Thank you to Jac Cottee (YG 1994), Sarah De Witt (Grecea, YG 2009), Seak-King Huang (YG 1985), Sarina Mafrici (YG 2008), Emily McLean (YG 2017) and Elisabeth Moss (YG 2014) for your generosity in sharing your stories and for inspiring our girls.

BY ALLISON PRANDOLINI

Head of Girls' Junior School

SENIOR COLLEGE

International Women's Day (IWD) is celebrated annually on 8 March. This years theme is 'Choose To Challenge', and on Thursday 4 March, Alana Lawson, Anika Mulemane, and Laura Mitcham attended Maroondah City Council's annual International Women's Day Breakfast. This event featured two guest speakers, Kate Jones and Mandy Hose, from *Too Peas in a Podcast* who spoke about their experiences raising children with additional needs, and how they were able to Choose to Challenge and start up their own podcast and create a community for families in similar situations. They were incredibly inspiring to listen to and they challenged us to challenge and educate ourselves on how we can help those around us. Their authenticity connected them with the room and the surrounding communities, and it was a great inspiration to see two Ringwood East women achieving such success. Thank you to Mayor Cr Kylie Spears for the invitation to attend this wonderful event.

BY ALANA LAWSON & LAURA MITCHAM

Year 12





"MANY PEOPLE WILL WALK IN AND OUT OF YOUR LIFE, BUT ONLY TRUE FRIENDS WILL LEAVE FOOTPRINTS IN YOUR HEART."

Eleanor Roosevelt

THE IMPORTANCE OF FRIENDSHIP

Our Junior School students reflect on the importance of their friendships and how they strive to be a good friend.



MATTHEW SHEK, YEAR 5

What does it mean to be a friend and what are friends for? To make you and your friends secure, comfortable and friendly to each other.

What are some of the things you do with your friends? Talk and hang out.



ANISHA RAM, YEAR 1

What are some things you like about your friends? My friends are kind and caring. Whenever I am lonely or sad, my friends come up to me and ask me if I am ok.

What do you do when you have a misunderstanding with your friend? I've never had that before, but if it did happen, I would tell the teacher and they could help us sort it out.



RUBY MANTELL, YEAR 1

Is having friends important to you/why?

Yes, friends will cheer you up, and you can help them whenever it is a tough time. It makes me feel very happy to help a friend.

What are some of the things you do with your friends? I like playing freeze tag, cooking, hiding, investigating, dancing, drawing and colouring with my friends. Friendship is treasure.



LENNOX WITHEROW, YEAR 5

How can you be a good friend? How do you make your friends happy? I try to be a good friend by listening to them and try to make them happy by telling jokes.

What are some things you like about your friends? They're funny, they tell good stories and we agree about most things.



JAMES PHAM, YEAR 5

Why is having friends important to you?

I personally think having friends is a necessary part of life. They can help with many things and are (hopefully) always friendly!

What do you do if you see a friend playing by themselves? I try to get them to play with someone, whether it's me or other kids.



CORRINE ZHANG, YEAR 1

What does it mean to be a friend and what are friends for? Friends are for taking care of each other, and having fun together.

How can you be a good friend? How do you make your friends happy?

You can be a good friend by being honest, caring and kind. I will play with my friends to make them happy, if they are sad, I will talk to them and give them a hug.

SPORT

BY ASHLEY VINEY Head of Sport
AND JESSICA PETCHELL Secondary Science Teacher

Physical activity and fitness are vital to our health and wellbeing. After 2020, it is crucial that students return to their physical activity or sport to continue to receive the benefits from regular physical activity. At Tintern Grammar, we provide students with many opportunities in this area and encourage them to be 'stronger than ever' through hard work, persistence, determination, discipline and resilience. Physical fitness is strongly encouraged through our weekly Physical Education and Sport curriculum which allows them to experience a wide variety of sports. Other programs include training squads with professional coaches for swimming, athletics, cross country and our weekly before-school fitness sessions for Year 9 to 12 students, with a qualified instructor, on Tuesdays and Thursdays from 7-8am in the weights room. Students are able to develop their skills in their chosen activity and receive the benefits of their hard work in competitions and also their general health and wellbeing.

2021 has seen Tintern Grammar return to the sporting arena, with impressive results in the EISM Swimming and Athletics Carnivals, winning the Division 3 Athletics and Division 2 Swimming Carnivals. Tintern Grammar students also performed stronger than ever at the Champions carnivals that followed.

Students have returned to their individual sporting pursuits 'stronger than ever' with some impressive results.



VOLLEYBALL SCHOOLS CUP

Volleyball Victoria holds two major tournaments each year, with over 170 teams from across the state entering. Two years ago, Tintern entered one team into the Volleyball Schools Cup, this year the students' interest and enthusiasm to train and compete has meant that seven teams were entered from Tintern. All students were competitive and displayed great tenacity throughout the competitions, with the Year 9 boys showing the most amount of improvement over the course of the year. However, our Year 7 boys were the most successful in the first tournament, winning the silver medal. Students eagerly prepared for the second tournament, however it was postponed this year. With continued growth in this sport, I am excited to watch the development of our students, and perhaps even take teams to Nationals in the future.



VICTORIAN COLLEGE CHAMPIONSHIPS - BASKETBALL

Tintern entered a Senior Boys' basketball team to play against schools from across Victoria in the yearly Victorian College Championships. The group of 10 boys trained weekly from the start of Term 1 and showed their commitment to the team. In the lead up to the event, they competed in the 3X3 carnival in April, which helped them prepare further. Although this new style of game was tough and the competition was strong, the boys played extremely well winning a number of games across the day. On 11 May we headed off again to compete, with four injuries it was bound to be a tough day. Tom Spencer led the team and helped to secure some vital games, which put us through to the semi-final. Unfortunately, our journey ended there. Congratulations to all members of this team on their performance and efforts throughout their school life at Tintern.

« Aaron Shen competed in the 2021 ADS State Super Star Spectacular – Victoria Dance competition on Saturday 27 March, where he achieved first place with his partner in the Junior Open Couples Latin category.



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 and Lachlan share their experiences.



TARA HAGAN, YEAR 12

My family has had the incredible opportunity to be involved in the Tintern community for over 20 years. Growing up in this community has given me so many new opportunities and life experiences I'll never forget, allowing me to grow and become stronger than ever. Remembering back to my first day of Pre-Prep and having to find the courage for the new changes that were ahead of me, it was the most challenging thing I ever had to do, but with the guidance and the caring nature of the teachers and students around me I was able to achieve these new goals that I never thought I could. With each year that came, new challenges arose in and outside of the classroom and I was always able to count on the tremendous advice and support that the staff at this school was able to give me, shaping me into the person I am today. My years from Pre-Prep to Year 12 have gone so fast, and now thinking that this is my last year at Tintern it feels surreal. I am so lucky to have made the friends and memories that I have today, to say that this place will always have a special place in my heart is an understatement.



LACHLAN BASTIN, YEAR 12

Being a Fidelian is such a privilege.

Being able to grow up in such a nurturing and accommodating environment that has faced a variety of hardships particularly in the past 18 months, however this has been an excellent opportunity for the school to grow, into the incredible place it is today. Having been at this school for the past 13 years, I have seen a community grow and evolve into one that I believe can only get stronger. From the COVID-19 pandemic to the move from the Maidstone Street campus I have consistently been surrounded by an array of personalities that have shaped me into the person I am today. The connection I am lucky enough to have grows stronger and stronger daily and I'm so grateful to be lucky enough to be involved in a community that is stronger than ever!



Pictured from left to right: Sarah Thompson, Tara Hagan, Paige Anderson, Victoria McKenzie, Amelia Kenny, Lachlan Bastin, Morgan Daniel, Bailey Lewis, Seb Nagendran, Riley Turnbull

TEACHER PROFILE **HEATHER RUCKERT**

ACTING HEAD OF
SENIOR COLLEGE



The realisation that I became lonely in a university research role meant that I have valued the personal interactions and community relationships that are integral to the teaching profession. I have been teaching since 1987 but enjoyed significant breaks as each child seemed to coincide with a house renovation. While the school has changed and evolved, the constants are the wonderful students, staff and values that align with my own beliefs. I have been fortunate to have such diverse roles and experiences at Tintern. Teaching roles include Geography, Commerce and Outdoor Education while positions of responsibility include Head of Geography, Years 10, 11 and 12 Co-ordinator, Acting IB Co-ordinator and Acting Head of Senior College.

How do you inspire your students? My hope is that I role model to students that you never stop learning with a holistic and balanced perspective on life. That real learning is difficult, to take one step at a time and “only worry about what you can change” helps students to feel a sense of achievement as they develop incrementally. I have gone back to university three times in quite different areas from Information Technology, Management and Career Development that complemented my undergraduate studies in Geography and Economics so to never be afraid of trying something new.

What is a personal highlight of teaching at Tintern?

A personal highlight was a six week exchange with our students to the Philippines. Being immersed in some stunning but very remote islands and in a classroom of around 60 students in Manila all provided different challenges. I have never forgotten the school’s requirement for all students to spend three weeks living in poverty to be able to experience the hardships, develop empathy and resilience in order to be effective future leaders for social change.

How do you get the best out of your students? Supporting students to achieve their personal best and to be proud of their achievements are key factors. Students are most discerning and I get excited to learn with them and from them in areas that have held a fascination for me. To acknowledge that real world problems are complex and that experts are grappling with the same issues allows students the freedom to grow into their learning rather than striving for the ‘right’ answer.

How do you work with your students in your Careers role and what have been the impacts of COVID-19? My work in Careers draws upon all the skills of teaching but also an ability to network with families, alumni, the tertiary sector, organisations and other schools. Career development is a process. My approach avoids ‘advising’ but helping students to explore their future options and to gain the skills to access opportunities that not only helps them during transition periods but to respond to uncertainties and change in their future lives. COVID-19 has only strengthened my belief in the value of building a diverse personal skillset that complements academic learning to not just survive but thrive during times of uncertainty and to be the creators of meaningful work. To explore this changing world of work and emerging personal requirements are all part of Careers as we have entered a blended model that embraces the virtual but does not replace face to face contacts. Our school motto of *Factis non verbis*, through Deeds not Words, has never been more relevant.

What is something you value and do to unwind?

My love of the outdoors, camping and sometimes dealing with the unexpected nature of living in the Dandenong Ranges keeps me fit and grounded. You know that you have successfully completed your role when the students are ready to leave school and venture out on their own knowing that Tintern will always be there for them.

A NEW CHAPTER FOR OUR RETIRING TEACHERS & STAFF



NOLA BROTCHE

IB CO-ORDINATOR,
26 YEARS SERVICE

Nola Brotchie joined the Tintern secondary staff in July 1995, bringing with her a wealth of experience in teaching English and History. Her colleagues have found her to be a constant and strong voice for the teaching profession, a wonderful teaching team member and a willing mentor for less experienced staff. Nola is renowned for establishing and maintaining high standards in her classes over her 26 years at Tintern and her passion for

teaching has inspired many of her senior students to undertake university studies in History through her teaching of both VCE Renaissance History and International Baccalaureate (IB) World History.

A particular highlight of Nola's exemplary career at Tintern has been her leadership of the school's IB Diploma Program, which she first undertook in April 2008. As the school's longest serving IB Diploma co-ordinator she has been responsible for managing a sizeable number of students



SUE MACKAY

DIRECTOR OF
PERFORMANCE
& PROFESSIONAL
LEARNING,
19 YEARS SERVICE

“SUE’S FOCUS ACROSS
THE PAST 19 YEARS
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AS CRUCIALLY
‘FRONT AND CENTRE’
IN TERMS OF THE
ONGOING SUPPORT
OF PROFESSIONAL
AND PERSONAL
DEVELOPMENT OF
STAFF”

Sue Mackay joined the Tintern staff in October 2002 to take on the newly created role of Human Resources Officer; a role which has involved working closely with all sections of the school’s staff: both teaching staff – primary and secondary – and non-teaching staff. Whilst from the perspective of students and their families Sue’s work would be regarded as “behind the scenes” work; from the perspective of staff, Sue’s focus across the past 19 years has been welcomed as crucially “front and centre” in terms of the ongoing support of professional and personal development of staff.

A committed team worker and a highly effective leader, Sue’s current title of Director of Performance and Professional Learning more clearly defines her role. At its centre it has involved the management of the school’s extensive Professional Learning program, ensuring that Tintern staff are kept up-to-date with current and frequently innovative teaching practice. She has been proactive in organising relevant guest speakers for staff in-service days and engaging consultants with expertise to support new initiatives. She has actively engaged in developing the Professional Growth Partnership Program, a collegiate approach to professional learning, introduced in 2016. The program has become fundamental to supporting teachers reviewing and developing their practice and sharing the skills they have personally mastered with colleagues. This has further enhanced the currency of knowledge and practice within the whole staff community.

Sue has additionally been a discreet sounding board for staff, as her role has encompassed staff welfare matters. She has co-ordinated the management and development of beginning teachers as they develop the skills to move from provisional registration to full registration. Sue has also managed induction programs to further assist staff new to the school.

Sue’s many friends amongst the Tintern staff will miss her ongoing support greatly and we wish her, her husband Tony, and her extended family, continued good health and happiness in the future.

BY GEOFF CONNOR
Former Vice Principal

“NOLA’S PASSION FOR TEACHING HAS INSPIRED MANY OF HER SENIOR STUDENTS TO UNDERTAKE UNIVERSITY STUDIES IN HISTORY THROUGH HER TEACHING OF BOTH VCE RENAISSANCE HISTORY AND INTERNATIONAL BACCALAUREATE (IB) WORLD HISTORY.”

and staff each year. Nola has maintained Tintern’s position and reputation within the IB organisation as one of the World’s IB “exemplar” schools and she has forged strong links with other Victorian IB network schools as well as with the IB Organisation’s headquarters. At all times she has provided guidance, pastoral support, and encouragement for all students undertaking this challenging two-year program, and, in turn, she has been highly respected for her ongoing

commitment and support. She has also provided strong leadership to all teachers within the Diploma Program as well as individual mentoring of staff who were new to teaching IB subjects; often achieving this through her sourcing of relevant professional development opportunities.

Within the Diploma programme, Nola has regularly taught IB World History and Theory of Knowledge, and each year has supervised several students undertaking their Extended Essay in History. Her

students and teaching colleagues have also frequently benefitted from her outstanding and legendary culinary skills, through celebratory afternoon teas.

Nola has been greatly loved by her students across her years at Tintern and her many friends amongst the staff will miss her deeply. We wish her, her husband Rob, and her extended family, continued good health and happiness in the future.

BY GEOFF CONNOR
Former Vice Principal

CONTINUED »

“ANNE’S SENSE OF HUMOUR, BOUNDLESS ENERGY, HONESTY AND HER CAN-DO ATTITUDE HAVE LEFT AN INDELIBLY POSITIVE MARK ON US ALL IN SO MANY WAYS.”

ANNE BORTOLUSSI

MUSIC TEACHER,
17 YEARS SERVICE



Anne Bortolussi joined the Music staff at Tintern in 2005 but has impacted our school community far beyond her teaching and involvement in the musical life of the school. Anne has been Head of Music Curriculum, a conductor of choirs, and an enthusiastic classroom music teacher, most notably leading many talented students to successful completion of their IB Music course during her 17 years at the school.

Anne has brought to every day at Tintern a positive growth mindset, as she has embraced many challenges and taught us all, by example, the value of lifelong learning, the importance of having a vision and the motivation which comes from caring for others and sharing one’s passions.

Beyond her love of music, Anne has taken on additional roles at the school as the Co-ordinator of the Green Team and the Duke of Edinburgh Award Program. Her fervent and committed involvement in these programs has seen them grow exponentially. Anne has raised the profile of the Duke of Edinburgh program to the point where Tintern has one of the strongest programs in the state, with a completion rate 34% higher than the State average. Raising awareness of important environmental and community issues has been at the forefront of Anne’s involvement with the Green Team, where she has encouraged our students and families to minimise their carbon footprint and support fundraising for a range of causes both locally and globally. A primary focus for Anne during these many and varied

extra-curricular projects has been the development of genuine leadership skills amongst her students.

Anne also has supported many students through the challenges of school camps and hikes where her tough love and her family mantra of “build a bridge and get over it”, whilst initially surprising some students, has encouraged them to be able to face their fears and celebrate their achievements. Her sense of humour, boundless energy, honesty and her can-do attitude have left an indelibly positive mark on us all in so many ways. Anne’s inspiring passion will be sorely missed when she retires at the end of 2021, but we wish her well as she embraces many new adventures and continues to influence all who cross her path with her trademark optimism.

BY ALISON BEZAIRE
Director of Music



JO AMIET


VISUAL ARTS TEACHER,
25.5 YEARS SERVICE

Jo Amiet is an amazing Artist, exceptional Teacher and valued team member whose commitment to promoting success and excellence in the education of Art is an inspiration. Her experience at Tintern Grammar is a testament of dedication as a student attending the campus herself from Middle School in the 1980s as Joanne Farmer, then as a student of Fine Art and Education at University, as a Tintern Teacher, then a mother of two children who have graduated from Tintern Grammar. A treasured colleague who became more than a friend, but part of a family. A true lifetime achievement of dedication and belief in the values of Tintern Grammar over a span of 37 years, Jo's artistic influence will resonate in the culture of the school for many more years to come.

Her exceptional organisation, knowledge and experience painted a picture that combined to bring out the best in all of us, staff and students alike. Just like Jo's own artworks and exhibitions, that are also a treasured part of the Tintern Art Collection, that incorporate delicate layers and powerful words, her classrooms are stitched together into a fabric of compassion, guidance and creating a safe space for students to express their ideas and creativity. Jo drew us in with her wisdom, knowledge and patience to bring out the very best in all of those around her, all the while enhanced with good humour and laughter. Her stories shared were full of wonderful tales and experiences, and often punctuated with homemade, delicious cakes and tremendous care for those around her. There's no such thing as goodbyes and farewells when it comes to teachers... because their teachings forever stay in their student's minds and hearts.

We will utterly miss you and your wonderful teaching skills Jo. As you leave the school, we wish you all the best in your future endeavours and hope you will keep in touch with us, continuing to share your Art, friendship and humour. Thank you for being so passionate about teaching and allowing those around you follow your creative lead.

BY RACHEL WAUD
Head of Visual Art & Design



“JO’S CLASSROOMS
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CREATIVITY.”

NEW MINDSET NEW RESULTS

Our Year 12 students share their thoughts on navigating challenges and choices in the Senior College.

How has Tintern influenced your future career choice?

Sayani Kaluarachchi: Tintern has allowed me the opportunity and freedom to complete an accelerated university course at Deakin. This has really helped me figure out what I may be interested in doing in the future.

Has COVID-19 changed your career choice for 2022? If so, how has it changed?

Holly Whitfield: For as long as I can remember, I have wanted to study Medicine. I can honestly say that COVID-19 hasn't changed this dream at all. If anything, the spotlight put on medical professions as a result of COVID-19 has made me more eager and determined to achieve this goal, whether it be in 2022 or in the future.

How has Tintern influenced your career choice?

Joshua Choong: I've spent close to eight years at Tintern now, and throughout these years, values of compassion and a sense of personal responsibility have been consistently instilled; this has influenced me to consider a career in Medicine. The careers guidance at Tintern also provided advice necessary to pursue this goal.

How has Tintern influenced your future career choice?

Jake Stubbs: Ever since junior school, Southwood always shed light on the many paths I may want to take in the future. The first to grab my attention was having the opportunity to fly a plane in Year 6. Since then, Tintern has been helping to refine my career path.

What has been your greatest challenge this year?

Sarah Chen: My greatest challenge this year has been finding the motivation to complete all my schoolwork, especially during lockdown. To give myself motivation, I set myself tangible goals to work towards which gave me something to focus my effort and attention on and made my work more efficient and effective.

What has been your highlight this year at school?

Raman Wensor: My highlight this year was the House Swimming Carnival. Not because I am particularly good at swimming but I liked the supportive atmosphere. This year it was more than a house competition as the whole year level were able to unite in the novelty events, like the boat race, which made it even more special.



NEW SUBJECTS



VCE EXTENDED INVESTIGATION

VCE Extended Investigation is a new VCE subject being offered at Tintern Grammar in 2022. The subject provides the opportunity for students to understand and develop their skills in independent research based on an investigation topic of their choice. This topic can be based on an area they are already studying or can be a completely different area not related to their other studies. Students will learn to develop a rigorous research question, understand research methods, explore a chosen investigation topic, develop project management knowledge and skills, learn to analyse and evaluate findings and results and develop skills in written and oral presentation. Skills developed will be beneficial for their current and future studies. This will be a very complementary and valuable addition to the VCE subjects offered at our school.

BY ANDREW CHO
Director of Administration
& VCE/VET Co-ordinator

closely at the development of policy, and explore how a political idea can be turned into something concrete. The students take the policy ideas from their first speech, and work at developing it into something practical. Utilising the media and advertising, they also look at how to communicate this idea to the public.

By the end of the subject, our students are empowered to go out into the world and engage in the political sphere. They will have a more concrete idea of their own individual beliefs, and a clearer idea of how to go forward and make real change in the world.

BY TOM STAMMERS
History and English Teacher

ENTREPRENEURSHIP, YEAR 8 AND 9 ELECTIVE

In Entrepreneurship, students explore what is needed to create a successful business. After researching successful examples of entrepreneurship, students examine significant problems in their world. After identifying a range of issues, we consider solutions and responses as the basis for an original business idea. A large part of the semester's work is the completion of a major assignment. This is a summation of the subject's learning in the first term, and students apply their understanding to create an extensive business plan. This includes researching the financial requirements to establish a single year of operation, including realistic operating costs. Students outline authentic business expenses with their expected sales, and then prepare a simulated pitch to potential investors. In this pitch, students must present their proposed business model in a persuasive and convincing manner. As part of these presentations, students also create an engaging marketing and advertising piece for their product or service, which becomes an important part of their overall presentation.

Upon completing the assignment, students have practised the skills required to create an original business that responds to an authentic issue in their world. The need for soft skills in our graduating students is becoming more significant every year. As we watch

students pitch their own idea for a solution to the world's problems, these essential skills are developed in authentic and realistic ways.

BY ALEX PITCHER
English and Humanities Teacher

TAKING POLITICAL ACTION, YEAR 10 ELECTIVE

In Taking Political Action, students take a deep dive into the Australian political system, and explore the practical steps they can take to turn their moral and ethical beliefs into action. This subject serves to demystify the political system, explore the methods through which politicians inform and persuade, and investigate the process through which an idea becomes a law. Classes involve robust debates, research into previous successful (and unsuccessful) campaigns, and contact with their area's own elected representatives.

Every two weeks, the students assemble a podcast about what's going on in the Australian political sphere, and discuss what they think needs to be done in response. As the subject progresses, we help the students to find their own political voice. Modelling themselves on the politicians before them, this culminates in a "first speech" in which the students articulate their own beliefs using speechwriting methods and techniques. We also look

INTERNATIONAL LEADERS

NILE KORPHAIBOOL AND MARCUS CHEN

What are your roles and responsibilities as an International student leader?

Nile: To be a role model for the students and be there to help any students who are struggling with school work or anything else as studying overseas can be overwhelming. I would like to make their experience here as smooth and welcoming as possible.

Marcus: To help all different groups of people connect to each other and build up a healthy environment of friendship between Australian and international students.

Where do you find your inner strength?

Nile: Daily affirmations and a positive mindset is my way of gaining inner strength as it allows me to start the day being calm and content.

Marcus: To take a deep breath and calm down to deal with the problem.

What one word best describes you?

Nile: Resilient.

Marcus: Friendly.

What has Tintern taught you?

Nile: Tintern has taught me how to be independent and be brave enough to step out of my comfort zone and do new things such as camps and many other outdoor activities.

Marcus: Independence.

What activities are you involved in and how have they prepared you for the future?

Nile: The leadership team is a good example of teaching me what it's like to be in a team where communication is very important. It teaches me skills to be able to work in a team which is needed for most jobs, which I think is very useful.

Marcus: I have been working with the Leadership team to prepare for the Year 12 formal. I also discussed the event with most of the Year 12 international students to ensure it was well organised and discovered that good event planning is crucial.

How has your life changed after the pandemic?

Nile: My life has changed in many ways. I have not been able to travel home and see my family for two years and practising social distancing has made me become more cautious and start thinking about protecting other's wellbeing as well.

Marcus: It has been difficult because I was not able to get back to China to see my mum.

Who has been the most influential person in your life other than your parents?

Nile: The most influential people would be my friends at Tintern. They have taught me so many things about how to grow as a person and have helped me through every moment and doubts I've had during my time here. They have been so supportive and I really look up to them.

Marcus: My friends.





ELC

"I NEVER ONCE FAILED AT MAKING A LIGHT BULB. I JUST FOUND OUT 99 WAYS NOT TO MAKE ONE."

— Thomas A. Edison



The young children in our care are resilient and trusting. Some arrive for their first day and have not been away from their family home and have not been cared for by anyone other than family. We ask them to be brave and fly from the nest into an unfamiliar centre with new rules, new expectations and new adults. They fall and stumble, they negotiate and lose, they fail and they succeed as they weave their way through the complexities of Early Childhood.

We as adults forget that they are processing information at a fast rate and dealing with big emotions at the same time. Occasionally, their little bodies have had enough and a breakdown may occur, tears and tantrums at the unfairness of it all. This passes as quickly as it came and they dust themselves off for another go at the world. Their thirst for knowledge and acceptance of their world is as genuine as their feelings. Their questions at times can be confronting but asked with curiosity not to make anyone feel uncomfortable. They have the ability to challenge themselves and our thinking.

As adults the most precious gift we can give our children is the lesson of resilience: the ability to bounce back and keep going. Too often we strive to make everything

Five ways to develop resilience in young children:

- 1 Educate people about resilience
- 2 Build meaningful and trusting relationships
- 3 Focus on autonomy and responsibility
- 4 Focus on managing emotions
- 5 Create opportunities for personal challenges

Source: *Beyond Blue (Building resilience in children aged 0–12: A practice guide 2017)*

perfect for our children, afraid that they will be hurt or not cope with a situation. By letting our children fail, they learn.

"Resilience is important for children's mental health. Children with greater resilience are better able to manage stress, which is a common response to difficult events." (Beyond Blue)

By arming our children with tools to navigate difficulties we are setting them up to be stronger than ever. As parents and educators, we need to teach our

children about emotions, independence, responsibility and resilience. Perhaps these lessons are more important than learning to tie our shoes, count to ten or learning our ABCs.

The greatest gift we can give our children is that of failing, falling down and getting hurt. This will indeed make them stronger than ever.

BY KRISTIN DE VOS
Director of Early Learning Centre



JUNIOR SCHOOL
**THE POWER
OF US**

BOYS' JUNIOR SCHOOL

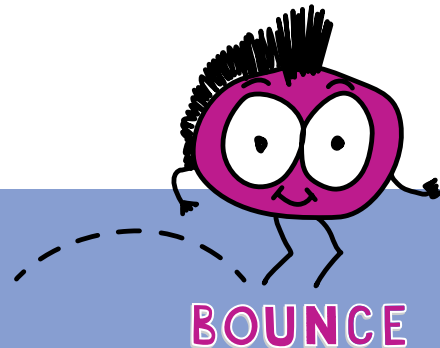
Resilience can be defined as the ability and tendency to 'bounce back' – what we do when we face disappointment, defeat, and failure, but instead of dwelling or letting things keep us down, we get back up and continue on with our lives.

After the unique year of 2020, we adopted BOUNCE as our theme in our Boys' Junior School for 2021. We wanted to ensure that not only did we immerse ourselves in the new school year with positivity, we wanted to have a spring in our step!

We launched the year with a new GROICK book, devised by 2020 School Captain Ashleigh Dowling, and then we were bouncing into 2021. Pancake Day, House Athletics, Grand Prix, Cross Country, Mothers' Day Breakfast, Year 6

Camp; every activity was embraced with such a sense of spirit and energy.

Yet it was Terms 2 and 3 where the need and importance of 'BOUNCE' came to the fore. After months of preparation, and a stunning dress rehearsal, the day of our matinee and evening performances of *The Lion King* had arrived. Two hours before the curtain was to rise, as final makeup was applied, and the boys moved into costume... the snap lockdown was called! While incredibly disappointing, our boys and staff were experts at bouncing back, and they entered the snap lockdown with a sense of 'we can do this'. And as I write this article, we sit amidst another snap lockdown, that has once again caused *The Lion King* to be re-scheduled, Divisional Cross



Country events to be postponed, our Olympic day and excursions in doubt... but as Ben Crowe (Ash Barty's mindset coach) outlined, "you can't control what you can't control." But you CAN control how you deal with setbacks, and if you have the trait of being able to Bounce Back, it leads to short term and long term (and Term 4!) success and benefits.

At a time when it is understandable to feel frustrated and despondent, our boys ability to BOUNCE is infectious and so important to us all.

BY ADAM KENNY

Head of Boys' Junior School and
Director of Students

GIRLS' JUNIOR SCHOOL

During 2021, the Girls' Junior School Staff and Students have explored the theme of "The Power of Us", stopping to think about how we can make a difference to our lives and the lives of others. We know that girls learn best when they feel connected and find their voice, so our theme explored ways of building community, developing connection and encouraging girls to always believe that they can! To explore this theme, our staff have four key goals, all designed to focus on 'deeds not words' that demonstrate our power.

A growing body of research confirms the benefits of building a sense of community in school. Students in schools with a strong sense of community are more likely

- » To be academically motivated;
- » To act ethically and altruistically;
- » To develop social and emotional competencies;
- » To avoid a number of problem behaviours, including drug use and violence.*

Highlights of our theme this year, have so far been our inaugural Autism Awareness Day, whereby a group of our Year 6 Leaders used their voice to educate our community about what autism is and raised funds to support the work of those supporting people with autism. These girls, used their voice to educate, but also to make a difference to the broader community. In living out our school motto, *Factis non verbis*, the girls deeds made a significant impact to the lives of others.



In Term 2, our focus for our theme was to consider what each girl can do if she puts her mind to it. Our theme, THIS GIRL CAN, followed on from the work of the Victorian

Government, where girls were challenged to think about something that was hard for them and we explored the notion that girls can, and indeed, should try to do anything! We discussed the importance of setting individual goals and encouraging each other to have a go at something that is challenging. We looked at a variety of resources, clips and stories to share the idea that none of us are born knowing everything, and the importance of struggle in making us successful as learners. In our Junior School playground, we have a fantastic display board which celebrates these achievements with photos that the girls have added throughout the term of achievements they have made. We will continue to add to this board throughout the year!

2021 has been a wonderful year for the Girls' Junior School, a time of reflection, building community and developing greater confidence in the power that we have in our lives. We have learnt to be brave, not perfect and have established ourselves as girls that can take on a challenge to achieve our personal best.

BY ALLISON PRANDOLINI

Head of Girls' Junior School

*Solomon, Battistich, Watson, Schaps, & Lewis, 2000; Schaps, Battistich, & Solomon et al., 2000; Resnick et al., 1997.

GOLDEN ERA

OPPORTUNITIES FOR OUR MIDDLE SCHOOL STUDENTS

Our theme in the Middle School at Tintern Grammar for 2021 is 'Opportunity'. Although this is nothing new for our students, it is aimed to highlight the amazing opportunities that are available and to encourage students to engage in a variety of different experiences over their own Middle School journey.

It is through the engagement in activities through both the academic and the co-curricular program available at school that students can develop many important attributes that they will carry with them into their adult life. Whether it is their own sense of identity by having a better understanding of their own interest areas and capabilities, or if it is the development of empathy and understanding of others that comes from being involved in activities with other students and friends.

For many students, the opportunities to be involved in academic challenges against

other students across our state or country is a fantastic way for them to challenge themselves; in 2021 this has been through competitions such as da Vinci Decathlon, Melbourne University Maths Competition and the Dorothea Mackellar Poetry Competition, among many others.

For some students, opportunity comes in a different form such as being involved in a variety of sporting opportunities. This could be as simple as participating in weekly sporting competitions, or the opportunity to be involved in specific sporting development programs such as our swimming, athletics and cross-country squads. In 2021, we have also seen the introduction of a volleyball development squad at Tintern with over 70 secondary students involved in the program.

Our camping program is an incredible way for our students to experience some amazing opportunities throughout Years

ENGAGE & ENJOY

Engagement and success at school for our students is something that all schools, worldwide, are currently challenged by. The statistics around disengagement from school, lack of motivation, enjoyment levels and successful learning show a worrying trend, especially during the Middle Years. What is obvious is the correlation between enjoyment of school (engagement) and the participation in activities alongside the classroom learning. Activities that are designed to promote skills and attributes that will be needed for their life after school, whilst also providing them with the opportunity to have some fun with their peers and develop a better sense of who they are as individuals and as a part of a larger world.

"IT IS THROUGH THE ENGAGEMENT IN ACTIVITIES THROUGH BOTH THE ACADEMIC AND THE CO-CURRICULAR PROGRAM AVAILABLE AT SCHOOL THAT STUDENTS CAN DEVELOP MANY IMPORTANT ATTRIBUTES THAT THEY WILL CARRY WITH THEM INTO THEIR ADULT LIFE."



7 to 9. From the beginning of Year 7, our camps have students surfing, stand-up paddleboarding, snorkelling with seals, mountain biking as well as developing their own capabilities around self-management and independence when it comes to hiking and camping outdoors. This is furthered in our Year 8 program that has our students journeying self-sufficiently around the Grampians for five days engaging in activities such as rock climbing, canoeing, sustainability, and hiking. Their experience culminates in an extensive Year 9 program that includes three separate camps all aimed at developing independence and resilience, whilst also providing them with some amazing life-long memories and important life skills.

The music and performing arts program that is offered through the Middle School at Tintern continues to provide students with amazing opportunities to be involved in both individual and team-based activities. Whether it is performing solo on stage at an assembly or being part of the amazing school musical each year or part of one of our many orchestras, choirs or ensembles, the skills and attributes our students develop from participating in such programs are vital for their ongoing success and development in their senior years.

BY BRETT TROLLOPE
Head of Middle School

2021 GLOBAL SOCIAL LEADERS COMPETITION

During 2021, two Tintern student teams entered the Global Social Leaders Competition, a world wide initiative designed to develop students' understanding of global citizenship and to turn their community based ideas for change into reality. School teams from all corners of the globe planned and implemented small projects aimed at producing practical ways to achieve the United Nations Sustainable Development Goals.

The Middle School team, named "Project EduCare" chose to focus on education inequality. They raised funds and sought donations in order to create 50 stationery packs for children in Melbourne who did not have access to basic school supplies. The team then partnered with the Smith Family, to ensure that the packs, and hundreds of other stationery items, got to the kids who needed them most. Project EduCare was also able to make a cash donation to a school in Bangladesh, further expanding the real life impact of their project.

The Senior College team, named "The Renaissance" embarked on a sustainability focused project designed to educate people about, and support efforts to, reduce plastic waste. Using donated cotton, the team made beeswax wraps, which they sold at the sustainability themed market at the Tintern Movie Night. The recyclable packaging on the wraps acted as an information flyer, and was designed to spread awareness of the benefits of reusable wraps. In an exciting bonus, the team (made up of Victoria, Alana, Lizzie, Sara and Laura) made the semi-finals, and were awarded a special commendation award in the category of sustainability. Both teams showed terrific resilience to embark on this project during the 2021 school year, and by putting their efforts into their passion projects, truly embraced our school motto *Factis non verbis*.

BY JESSICA FULTON

Year 9 Pastoral Mentor; Legal Studies, History and Geography Teacher; 2021 Social Justice Group Co-ordinator



CONNECTIONS WITH MUSIC

We know our students' parents feel a sense of pride when their children perform a solo musical piece at a concert, or sing with a choir or play with an ensemble at a school event. We can see it on their faces and they tell us as much, after the concerts end. There is a sense of accomplishment with solo works, in particular, both for the student, but also for the parent, because they have heard the practice sessions at home; the repetition of that tricky phrase, the repeated attempts to get those high notes in that middle section and they have encouraged their children to try again, and again, when they have been frustrated. And then at the concert, well, there is something extra, over and above the successful delivery of the music. Sometimes there is a stirring of emotions as the raw intentions of the composers speak to us. This is especially true of more advanced musical works, but we have all heard equally moving renditions of modest pieces which have touched us with their beauty and simplicity, due to the creative intent and obvious connection the performer has with the music.

There is nothing more rewarding for us, as music educators, than to witness the excited realisation our students share with us as they start to develop an understanding of the creative power they have at their fingertips and their growing awareness of and passion for the artistic outlet which music can provide to them.

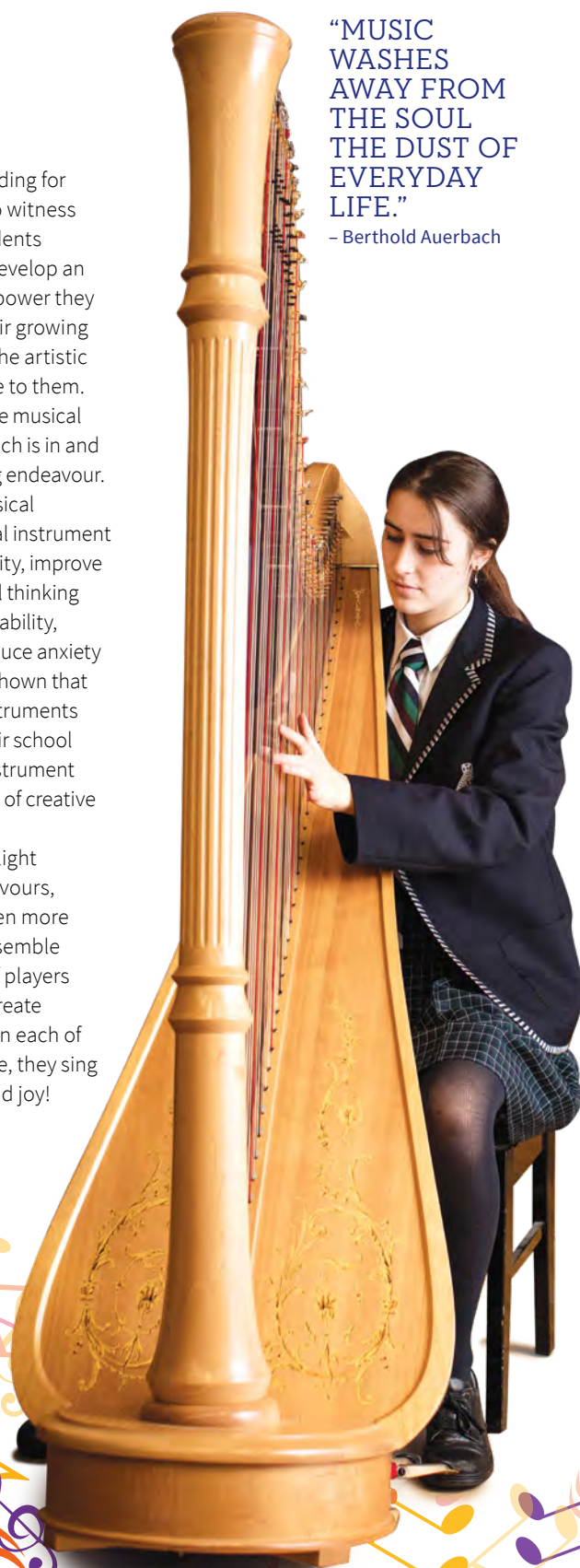
Music lessons clearly promote musical understanding and literacy, which is in and of itself a noble and challenging endeavour. Research has proven that a musical education and playing a musical instrument also can enhance language ability, improve attention span, promote critical thinking and problem-solving skills, sociability, empathy and resilience and reduce anxiety and stress. Many studies have shown that students who learn musical instruments score higher across most of their school subjects. Learning a musical instrument also supports the development of creative and collaboration skills.

And so, we celebrate and delight in our students' musical endeavours, both soloistic and, perhaps even more importantly, the synergy of ensemble collaborations of a stage full of players or singers joining together to create something which is greater than each of its individual parts. Side by side, they sing and play with confidence ... and joy!

BY ALISON BEZAIRE
Director of Music

"MUSIC
WASHES
AWAY FROM
THE SOUL
THE DUST OF
EVERYDAY
LIFE."

– Berthold Auerbach





MUSICAL FAMILIES AT TINTERN

Despite the COVID-19 lockdowns of 2020 and the less lengthy interruptions to onsite learning in 2021, our music students have continued to learn and enthusiastically play their musical instruments at school and at home. Activities such as playing music and singing, sport/physical exercise and art/crafts gave members of our community much-needed respite from the overly long hours which were being spent in front of screens last year, and continue to provide such screen-free opportunities on an ongoing basis. These are important diversions, not just for their educational benefits, but also for their ability to bolster mood and promote resilience and perseverance. At Tintern, we encourage students to explore a range of co-curricular activities, for their general health and well-being, and we were thrilled that many of these continued, unabated, during the lockdown period.

Here we feature members of our Tintern staff who appreciate and understand the extra-musical benefits of music lessons, pictured with their musical children.

Clockwise from top left: Eileen Hong, Executive Assistant to the Principal, with Chloe (flute, piano), Aiden (saxophone) and Isaac (clarinet); Melissa Mackie, Cello teacher, with daughter, Scarlett, who learns viola; Caitlin Olbrich, First Aid Officer, with daughter, Freya (Clarinet, Classical voice); Jonathan Beard, IT Technician, with son, Jacob, who learns piano.

BY ALISON BEZAIRE
Director of Music

The 2021 Tintern Grammar musical was *Spamalot*, a fun, absolutely ridiculous musical based on *Monty Python and the Holy Grail*. After four months of lockdowns in mid-2020, this laughter-inducing show was exactly what everyone needed. The story tells of Arthur, King of the Britons, and his servant Patsy, and their search for the Holy Grail. With the help of his Knights of the Round Table, Arthur encounters many unusual characters on his quest, ultimately learning to look on the bright side of life.

Under the skilful direction of Vince Di Mitrio, and musical directions of Lisa Clarke and Alison Bezaire, the fantastic cast succeeded in bringing joy and hilarity to all who came to see them. The beginning of the production process was a little different from normal, with students having to submit their original auditions online due to COVID-19 restrictions, but luckily, by the start of Term 4, rehearsals were able to start in person, as planned. COVID-19 also indirectly affected our performance dates as we were forced to push back opening night and perform twice on Saturday. There is no doubt that this would not have been possible if it weren't for the incredible flexibility and resilience of everyone involved. The fairytale setting was brought to life through the fabulous costumes and set, that were made and seamlessly changed by the wonderful crew. Emma Barbero's and Vince Di Mitrio's creative and classy choreography was woven throughout the show, most notably the dancing throughout *His Name Is Lancelot* and *Knights of the Round Table*. Once again, the fabulous orchestra beautifully brought to life the music for the adventures of King Arthur and his Knights; from the toe-tapping *Knights of the Round Table* to the

complex *Whatever Happened to my Part?*

The remarkable Lilli Holliday-Ryder portrayed the Lady of the Lake to perfection. Her extraordinary voice soared during *Find Your Grail*, and she combined her vocal prowess with her wonderful acting to perform *Whatever Happened to my Part?* When Lilli was unable to perform, the amazingly multi-talented Laura Mitcham and Freya Bryson stepped in to share her role (as well as performing their own), displaying courage, friendship, resilience, and a never-say-die attitude reminiscent of Freya's Not Dead Fred. Their performances together were heart-warming and showed all the qualities that Tintern Grammar values. The ever-reliable drama captain Jonah Fleming, as the hapless but driven King Arthur, combined heroism with hopelessness, and kept us all laughing as he muddled his way through his quest for the Holy Grail. Jonah's duet with Patsy, *I'm All Alone*, was incredibly funny and moving at the same time, and showcased his amazing talent. Natasha Gillam displayed her considerable

vocal ability and comic timing as the long suffering Patsy, King Arthur's servant/horse. She made complicated choreography involving coconut halves look easy as she taught Arthur to *Always Look on the Bright Side of Life*. The diverse and hilarious Knights of the Round table were superbly portrayed by: Elliott Corcoran as the cowardly but musical Sir Robin — who could forget his politically incorrect *You Won't Succeed on Broadway*; Mitch Gerin as the fearless and fabulous Sir Lancelot — who could forget his dance moves in the disco-inspired *His Name Is Lancelot*; Sammy Victoria as the upwardly mobile and politically savvy Sir Dennis Galahad — who could forget his comic duet in *The Song That Goes Like This* (We are fortunate that Sammy came out of the pit and onto the stage for this year); and Tristan Stafford as the flatulent and less-than-successful ideas man Sir Bedevere — who could forget his doomed Trojan rabbit idea? The relationship between music-loving Prince Herbert, played beautifully by Chelsea Regan, and his



2021 MUSICAL

SPAMALOT

music-hating father, played superbly with a stylish beard by Alei Paul, was not your typical one, with several comic attempts by his father to take Prince Herbert's life. The list of memorable characters in *Spamalot* is almost as long as Not Dead Fred's death scene, and we all know how long *he* clung to life! So, I won't mention him, or the Tweedy misheard Historian, or the stupidly sacrificial Black Knight, or Dennis' flirtatious mother, or the peculiar leader of and monosyllabic Knights of Ni, or the funny but obnoxious French Taunter and his Guards, or the ghostly Tim the Enchanter, or the totally confused Guards of Prince Herbert, or the long winded Brother Maynard, or the wacky but talented Minstrels, or God, or... we'll end with God.

Thank you to everyone involved in making this production possible. You all put in immeasurable amounts of time and effort to make this show as much fun and as exciting as possible. Your commitment, passion and support helped us all enjoy this experience to the fullest.



BY ELLEN ABAJAS Year 11



STRENGTH THROUGH ART & DESIGN

Times of crisis can make us feel more isolated from one another, but one thing is for sure, we are in this together. Though we can't fully determine how the numerous challenges of the past 18 months have affected us, we can choose how we can react to it creatively.

Things changed so quickly, but one thing never does: we can continue to read, explore, study, design, think, make and share art and design with a reflective, expressive and positive attitude.

For some, looking at beautiful art images calms us down and gives us peace and solace, even if they're not necessarily everyone's idea of 'beauty'. Though the pandemic limited access to view art in person, we can still view art in books or on electronic devices like our laptop or phone. Interactive galleries and museums allow us to explore art in a new way, and make us feel connected, sharing experiences with one another.

It's also not just about making an art project, it's about art as a process

you experience; a way to connect with emotions you might not be able to acknowledge or express. That takes motivation and inspiration from within, with art helping us to have an internal discussion with ourselves, giving us a safe way to say what we are experiencing. The process of creating doesn't take talent, or even knowing how to draw 'perfectly' in order to create something that says, "Listen to me."

We were so fortunate to have access to our space throughout the year, to exhibit works and to consider ways that we could continue to create with purpose. Working together in a class to create and consider the materials and concepts, sharing ideas and skills and exploring themes. Realising the value of creativity and working in a creative space allowed us to reconnect and make us stronger.

Art, design and creativity gave us moments of joy, a funny meme, a peaceful photograph, a drawing or painting to become 'lost' in, anime, illustrations,

drawings in a window as we walk down the street. Art reminded us that we were not alone. It gave us strength.

Sharing the creative experience with others, such as Junior School students coming up for a 'treasure hunt', displaying thinking processes in the classroom, having the Years 7-11 exhibition that celebrated all of the work over the past 18 months showed us how strong we are. The colours and textures, the ingenuity and adaptability, the re-considering of what was possible with various restriction lead us to a creative way to express our strengths, through online galleries that showcased IB and VCE student works, through social media and through the online experience of Teams.

So, hold on to that creativity and 'thinking outside the box'. Hold tight to the imagination, problem solving and shared experience through art. For it is through this that gives us such strength.

BY RACHEL WAUD
Head of Visual Art & Design





“GREAT THINGS
ARE DONE BY
A SERIES OF
SMALL THINGS
BROUGHT
TOGETHER.”

– Vincent van Gogh



JUNIOR GIRLS' ART

Exposing students to a wide range of ideas and questioning their understanding of art, encourages and inspires their imagination, motivating them to explore and create artworks in a range of different forms.

All year levels begin a task with a simple drawing. Using their rendering skills, this simple drawing or sketch becomes a form and can be painted, printed, or even made into a three-dimensional shape, with basic skills being built upon in each class. Learning and drawing become an accumulation of knowledge and skills. Their success and knowledge inspire the students to try new techniques and motivates them to extend their skills.

Currently the girls in Year 6 are completing a series of drawings using a range of different media, and challenging new drawing techniques. The drawing skills that they have acquired since early childhood are now being extended and developed, allowing them to be able to draw freely and with confidence, so that they are able to express themselves in a range of different two and three dimensional fields throughout their life.

BY NAOMI GRECO

Girls' Junior School Art Teacher

JUNIOR BOYS' ART

Recent studies in Australia and internationally suggest that literacy and numeracy are no longer sufficient skills to equip students with the basics they need to operate in a digitally wired future. Art encourages the development of creativity, innovation, collaboration, critical thinking, communication, motivation and self-confidence, these skills seen as essential for the 21st Century work environment.

STEAM education (which adds Art to STEM's Science, Technology, Engineering and Maths) makes learning fun, engaging and meaningful and allows learning to be delivered in an integrated way. There are many obvious links between Art and Maths—symmetry, tessellations, angles, measurement, using a compass, fractions, shapes, perspective—and this year the boys from all year levels have completed tasks that require them to integrate these two subjects to create their works of art.

Boys, in particular, enjoy opportunities that are more practical and embraced the inclusion of ceramics, jewellery, textiles, crafts and the use of 3D and digital technologies. They are more motivated and stimulated when topics stretch their imagination and include a practical, hands-on component. This year we have witnessed some amazing creations from the boys in the Junior School and their enthusiasm and capabilities never cease to amaze.

BY MARIA LUMSDEN

Boys' Junior School Art Teacher



THE GIFT OF OPPORTUNITY

2020 raised our eyes to the generosity of our community in a way we haven't experienced before. The target for 2020 Annual Giving was the Tintern Grammar Bursary Fund, established to support our current students whose families were in dire straits as a direct result of the COVID-19 pandemic. The school administration and the affected families were extremely grateful and humbled by this generosity which allowed those families to stay at the school. Recent bequests received from Rion Jennings (YG 1940) and long-time friend of the school, Henry Speagle, along with an increase in bequest pledges are definite signs there is a sense of strong unity and purpose at Tintern.

In 2020 we also established a Scholarship Fund with a self-sustaining goal to support those students willing to test themselves, to work hard and make a difference in the world. The Tintern Grammar Scholarship Fund is a perfect

way for all community members to join together and support the scholarship of our future students.

In 2021 and to further support the establishment of this fund, our Annual Giving target was directed to the Tintern Grammar Scholarship Fund. Scholarships have the power to be life-changing, as they bring diversity within the community and provide future students with a range of opportunities which they otherwise would not be able to access.

Following a callout to previous scholarship recipients, we heard from Emily Mignot (YG 2012) and Moya Zhang (YG 2014), both acknowledging and recognising the powerful impact a scholarship can have on an individual.

Pictured is Tintern's Speagle Science Centre re-imagined in 2019 in honour of Mr Henry Speagle OAM Life Governor and long time friend of the school.



MOYA ZHANG
(YG 2014)

Believing everyone should have access to an education, Moya was delighted to learn Tintern had established a Scholarship Fund. During her time at Tintern, Moya was awarded both Academic and Music Scholarships, relieving the financial commitments along with supporting her passion for music, playing violin and piano throughout her School journey. Moya firmly believes her Tintern education shaped her into a strong, well-rounded person by virtue of the breadth of opportunities which were available to her. After graduating Tintern as Dux, Moya went on to study Law and Arts at Monash University. During her university years Moya continued to discover and expand her world, participating in many varied activities and part time employment leading up to her now full-time position as a Graduate Lawyer at Herbert Smith Freehills.

The Tintern Grammar Scholarship Fund has been established to support the Academic Achievement, Future Voices (General Excellence) and Music and Performing Arts Scholarships. If you would like to donate, please visit tintern.vic.edu.au/annualappeal



EMILY MIGNOT
(YG 2012)

After Tintern, Emily completed her Diploma of Music Performance and Bachelor of Environments, Urban Design and Planning, both at the University of Melbourne. Now working as a Statutory Planner at the City of Monash, Emily has no doubt her Scholarship gave her the opportunity to explore and experience everything Tintern had to offer; a well-rounded education and the confidence to take time to navigate her chosen career path. Emily believes not only did she learn the fundamentals of how life works, but was also encouraged to explore her creative side and acknowledges the self-exploration which comes from enjoying the arts, managing sporting commitments and challenging oneself to find the best version of you. Now the Tintern Grammar Scholarship Fund is established, Emily is excited to see how many doors will open, making a world of difference to many individuals.

BY DI LACEY
Alumni and Community
Relations Manager

REUNIONS

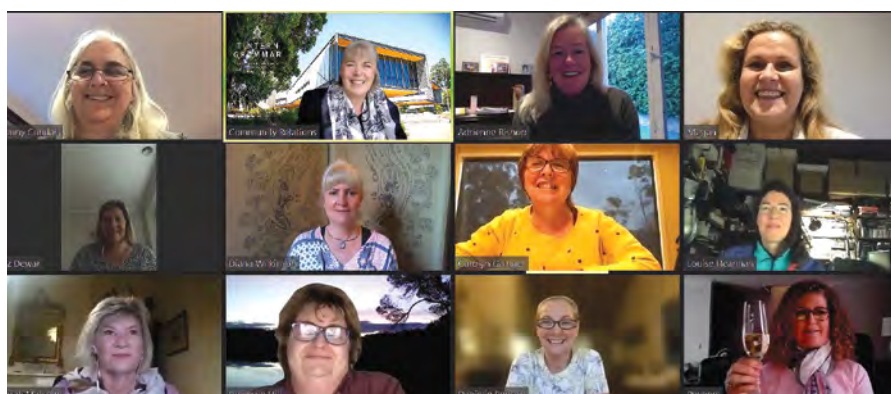


YG2011

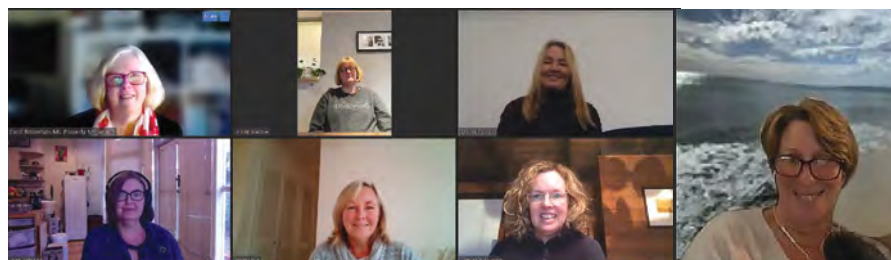
SOME OF OUR ZOOM-UNIONS:

The last year has continued to be challenging connecting our alumni to each other. Since the pandemic hit our shores in March 2020 we have cancelled or postponed 15 Reunion events and hosted three Zoom-unions, with only the Class of 2011 coming together in a face-to-face environment. We are hopeful to see the return of onsite events later this year and look forward to seeing you in person, reconnecting with each other and the School.

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



YG1981



YG1980



YG1975

YG1976

YG1985

SHARING STORIES AND CONNECTIONS

A PEN-PAL EXCHANGE BETWEEN OUR ALUMNI AND STUDENTS

Early in 2020 it was decided to postpone our Annual High Tea Reunions, due to safety concerns around COVID-19 for both our attendees and our students. Normally we welcome Alumni celebrating their 50 (1970), 55 (1965) and 60 (1970) year reunions, and those who are 56 years or more since graduating Tintern. Though we were unable to come together on site, it was important to acknowledge these incredible milestones. We invited students from Junior to Middle Schools to reach out and write to these Alumnae personally. Our students embraced this opportunity, sharing their own Tintern stories, favourite subjects and their experience of home learning and lockdown.

We received many wonderful replies, which have been passed on to the students. In some cases, in what might prove to be a long-lasting pen-pal relationship.

Thank you to the students and the Alumnae who took part in this community project connecting Tintern generations. We received many wonderful letters, and look forward to welcoming these year groups to their postponed celebrations.

Thank you to the
Year 5 boys (2020)
and Christina Loras
(McFarlane, YG 1964)
for allowing us
to share their
wonderful letters.

Dear Christina,

We acknowledge your presence at Tintern Grammar has given us a much better life here at Tintern today.

There has been a lot of changes at school since your attendance. We saw photos of how the school used to look like, and it is very different to this date. The entrance to the school in where the cows were has been replaced to an ELC centre where we are in today. Where the pine forest used to be is now added as the bottom tennis court. Where the old swimming pool used to be is an indoor gym and aquatics centre where we have a gym, and a swimming pool, and to its bottom is the upper tennis court where we go for energy plus (physical activities at the start of the day). We have also added senior and middle school buildings near the oval (where the cows were), and renovated the Southwood centre, which was recently added to a part of Tintern Grammar to form one school, boys and girls, from Prep to Year 12.

And we have currently primarily settled down in Ringwood East. Now we have a lot of subjects like French, Performing Arts, P.E., House Sports, and a ton of other stuff including Energy Plus.

Today, what we love at Tintern Grammar is especially the House Sports, Energy Plus, and P.E. (or maybe just me). Thank you for reading this letter.

Warm Regards, Year 5 Boys.

Dear Year 5 Tintern Grammar Boys,
How kind, and thoughtful of you to send me my cancelled Reunion High Tea in such a delightful way— an iced biscuit and a “Cuppa” in a Tea bag, marvellous! Thank you also for your newsy letter.

I finished my Secondary Education at Tintern after my family moved from Brisbane to Melbourne. It had been a wrench leaving my Brisbane school but I was made to feel welcome and soon became part of the School Community.

I loved my years at Tintern. And the long train trip out to Ringwood East from Camberwell was quite an adventure! The old swimming pool was where I competed in House Sports (Go Gordon!) and trained for Inter school competitions. It was very chilly! So too were the Hockey and Netball winter training sessions. Often there was snow on the nearby Dandenongs and tracksuits weren't yet uniform!

My long-time friend Sally, and I were the first students in Victoria to take Agricultural Science as a Year 12 subject. The Farm was a wonderful asset. Would you believe, I still have my Biology and Ag Science Practical folders and consult them to identify grasses on my small farm. You are blessed to have such wonderful opportunities and in such a caring and exciting environment.

Best Wishes to you all. The year 2020 has given us all significant challenges but by working together and showing resilience, we are bouncing back! Best Wishes for a bright year ahead.

Yours Sincerely, Christina Loras (McFarlane, YG 1964)



**JESSICA
DAVIES,
BOARD
CHAIR**

I volunteer at Tintern to honour (in a small way) what the school has provided to my family and I. When I think of Tintern I remember my time as a student in the Junior School: the care and support from the teachers; the noise, colour and achievements on swimming and sports days; the nerves and exhilaration of performing in musicals; the adventures offered by camps; trying to keep up with my dad (who was a teacher) as we walked around the Senior School at the end of the day to shut down the computer labs and encourage the students, who were diligently doing their homework there, to go home; and the support shown by the school to my family when we unexpectedly experienced the loss of my mum. These memories continue to grow from the perspective of a parent as my daughter experiences her own journey through the school, and through my involvement on the Board. It is pleasing to see that the principles of care and connection are still such a strong element of Tintern and I am glad I can help perpetuate this through the governance of the school.



**KAREN
GATELY,
BOARD
MEMBER**

Tintern has had a profound impact on my life. I came to Tintern because I was struggling and wanted to leave school but the teachers I met inspired me to strive to achieve all that I am capable of. I've always wanted to give back to this wonderful school and I'm very proud to be doing that now through my role on the Board. When I think of Tintern, I think of kind, ethical people striving to be the best possible version of themselves and supporting other people along the way.

MEET OUR VOLUNTEER COMMUNITY

Volunteers at Tintern are the backbone of many of our community activities and events. Current and past parents, family members and alumni offer their time, expertise and skills to give our students, alumni and wider community an enhanced Tintern experience for which we are truly grateful. Learn more about the groups, the people behind them and how you can become more involved.



Pictured above are some members of the FOE committee and volunteers at 2021 Horse Trials. The Friends of Equestrian (FOE) supports our Equestrian Team riders through all their equestrian endeavours.



ANDY BAUGH

As a member of the Friends of Music and Young Farmers teams, I am pleased to be able to work at the various events and performances in order to raise funds that can make a contribution to the enhancement of the students' experiences. I think of Tintern as a school with outstandingly talented, creative and supportive staff which is clearly reflected in the quality of the performances by the students.



HAIDEE WALLACE

I volunteer at Tintern to give back to the school community. My children have received a wonderful education at Tintern and enjoyed fantastic opportunities and experiences and so I volunteer to show my gratitude. I also enjoy being a part of the school community, meeting other parents and forming friendships.



WENDY ZHANG

When I think of Tintern, two words come to mind.

» *Agility*: Tintern has demonstrated a strong capability to ride above the wave of uncertainty and change by switching between online and on campus learning, swiftly modifying schedules, creating new approaches and helping students develop in a difficult time.
» *Inclusion*: I'm grateful for Tintern's caring and engaging teachers who support students in an open, non-judgmental environment, and encourage them to be themselves.



VIVIANA LOU

Tintern epitomises the saying "It takes a village to raise a child" and this wonderful community we are so fortunate to be a part of has certainly come out "stronger than ever" following the events of 2020/21. I began volunteering at Tintern to be a role model for my children, which soon created social opportunities, as well as a means to "pay it forward" by embracing, welcoming and helping others at School. Nothing is more comforting than to know a community of amazingly caring people have your back. So THANK YOU to the Tintern Community.

THE MCKENZIE FAMILY

Nearing the end of a 17 year journey, with two daughters from Pre-Prep to Year 12, our family thinks of Tintern as a place of care and growth. Rising from timid pre-schoolers to confident leaders, Tintern has opened up an array of opportunities for our girls to experience. They carry forward into the world a kit-bag of skills and knowledge, plus self-belief to dream, adapt and bring about positive change into our world. Tintern created the space for memories to be made and learning to be achieved. Each student is celebrated for the individual they are, reminded that they are a critical part of something bigger, and challenged to recognise their power of starting ripples of positive change.

While academic tuition is the quantifiable piece of a school education, the personal growth from being involved in a variety of opportunities is invaluable. Volunteering allows for a broader range of experiences for all involved, student and parent alike. It challenges us to take on new responsibilities, often outside our comfort zones, expanding the self-esteem of participants and broadening our beliefs of what we are each capable of achieving. It helps us dream bigger, as we see there are many more abilities we each have, and many intangible aspects to success. We discover that it is the sharing and combining of our talents through teamwork and mutual respect that produce tangible results. We interact with a wide

range of people and personalities, adapting and recreating our own personalities to grow into the next best version of ourselves. As parents, volunteering at Tintern offers involvement in our children's lives, demonstrating direct support for our students, staff and the broader school community. We journey through many years side by side, learning from each other, giving and receiving support when needed, and best of all, sharing in the wide array of accomplishments of those in our extended 'Tintern family'. On a personal level, our family feels blessed to have been a part of the Tintern community since 2005, and carry with us cherished memories of the many events we have been involved with. It is with great pride that we think about the contribution we have been able to make to the school over the years. Thank you to everyone who joined in our Tintern journey and coloured the wonderful experience we shared. Know that the time we spent together is held dear in our hearts, and the care and kindness of all Tintern staff, students and families has added light to our world.

BY AMANDA MCKENZIE
Tintern Parent



HEIDI VICTORIA

The old saying "it takes a village to raise a child" is so true. Tintern has meant

so much to us and volunteering is a way to give back and feel even more a part of the Tintern family. When I think of Tintern, I think of a strong community: Success is never achieved on one's own. The unsurpassed pastoral care available from the amazing teachers and staff is one of Tintern's greatest strengths, and ensures all students have the opportunity to thrive.



DEBRA FRYER

I volunteer with the Tintern Friends of Music because I know how important FOM's contribution is to the experience of music for students at Tintern, and also

to make connections with like-minded parents. In the Middle and Senior years there are fewer opportunities for parents to connect with each other; joining a committee is a perfect way to meet others whilst contributing to the school experiences of many children. Being part of FOM is truly rewarding, especially as we facilitate two major music events each year; a fun way to feel connected to the school and help the hard-working music department. Although we have not been able to run our events this year, our Zoom meetings have kept us in touch with the goings on at school and with other parents and families.

ALUMNI: WHERE ARE THEY NOW?



KELLY RYAN (YG 1996)

Congratulations to Kelly Ryan on her recent appointment as the Chief Executive Officer of Netball Australia.

Kelly joined Tintern as a Boarder in Year 10. "Boarding made me fiercely independent from an early age which also helped create a determination to succeed in whatever I did. I was really appreciative of being able to play a wide range of sports which is something I loved and which I have carried through into my career. I am a big believer that you need to do something that you are genuinely passionate about and for me that was sport. That connection with sport and with Tintern being such an enabler to my interests is what has led me to where my career is to date."

After graduating from Tintern, Kelly went on to study a Bachelor of Business

(Marketing) at RMIT and Authentic Leadership Development at the Harvard Business School, Kelly was also awarded the AFL's prestigious Graeme Samuel Scholarship. Kelly has extensive leadership experience, including 15 years in the Australian sporting industry, her executive roles include being a foundation Executive member of the Gold Coast SUNS, an Executive member of the Western Bulldogs during the 2016 Premiership triumph and the formation of the club's AFLW team, and more recently, an executive member of Marvel Stadium.

JANINE KIRK (YG 1970)

Congratulations to Janine Kirk who was awarded an Officer of the Order of Australia (AO) in the Queen's Birthday 2021 Honours List. Janine, a 2019 Tintern Grammar

Avenue of Excellence Inductee, received the Order of Australia for distinguished service to the community through leadership and advisory roles in not-for-profit organisations.

Janine Kirk AO has had a long and distinguished career giving back to the community, having held numerous leadership positions across the private, government and not-for-profit sectors. She has worked for organisations of all sizes at state, national and international levels, including establishing several successful start-up social enterprises.

Janine began her time at Tintern in the Junior School in 1960. It was evident during her school life that Janine enjoyed working with people, having held several Form Captain and Sports Captain positions, and Cross House Captain. Janine was also a



JACK CHURCH
(YG 2016)

Congratulations to Jack Church who is the current Chief Executive Officer for Monash Motorsport. Jack is joined on the team by Maksis Darzins (YG 2016) who is the Head of Structures. The entirely student-run team designs, manufactures, tests and competes with formula style race cars in the Formula SAE and Formula Student competitions in both Australia and Europe.



Within the team, students from a diverse range of faculties gain practical, and industry-relevant skills to complement the education they receive at Monash University. Their 2019 Combustion Car, M19-C, earned Monash Motorsport the ranking of World Number 1 in the Formula Student Competition. Leading the team of 120 people to pursue the vision and values of Monash Motorsport, Jack works alongside the Chief Technical Officer to develop their most

ambitious vehicle concept yet, the M21. "Following a challenging 2020 and an extended concept development period, we are proud to announce our most ambitious concept yet, a 4WD, autonomous integrated vehicle, capable of both driven and driverless racing – M21. This concept pushes the frontiers of autonomous technology with a more powerful and efficient electrical powertrain built from the ground up, specifically with driverless capabilities in mind."

keen sportswoman favouring Baseball, Hockey and Swimming.

Janine holds a Bachelor of Economics (B.Ec) and was awarded an Honorary Doctor of Laws from Monash University in 2007. She was appointed a Monash Vice-Chancellor's Professorial Fellow from 2012 - 2015 and in 2016, Janine was awarded a Deakin University Vice-Chancellor's Distinguished Fellows Award for her contribution to business, education and the community.

In addition, Janine has received a number of awards in recognition of her contribution to the community, including a Member of the Order of Australia (AM) for services to Melbourne and Child Welfare, The Centenary Medal, a British Chevening Scholarship winner and a VESKI Fellow. She has been awarded Life Memberships

of Berry Street Victoria, the Committee for Melbourne and The BioMelbourne Network.

Janine was founding Chief Executive of The Prince's Trust Australia. She currently serves on several boards including, Chair of Phoenix Australia, Centre for Posttraumatic Mental Health; Chair of The Melbourne Prize Trust and Management Committee; Chair for HousingFirst, a Victorian community housing organisation providing social and affordable housing and is Deputy Chair of the Council for Women and Families United by Defence Service, ensuring the needs of women and families united by defence service are understood and visible.

ALUMNI CONTINUED »

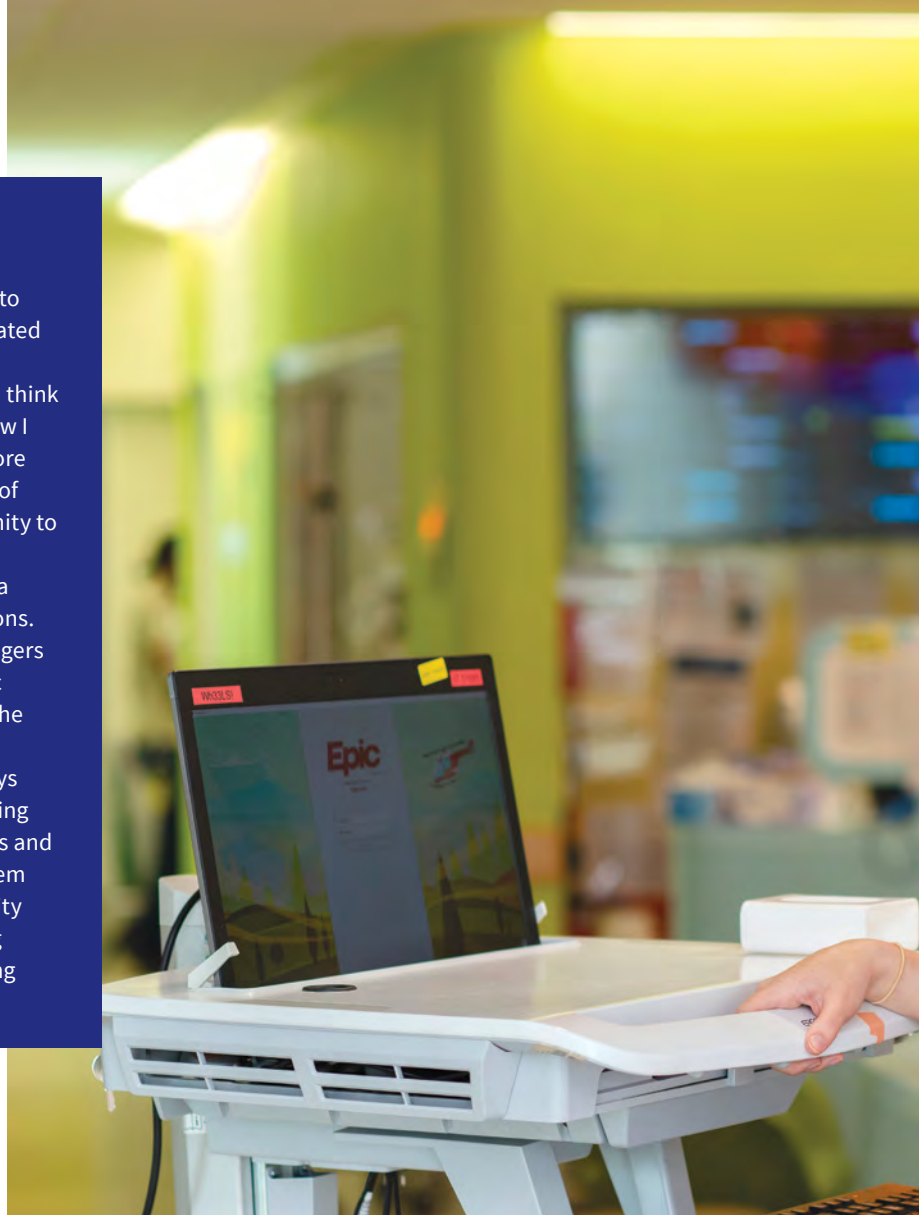


JENNA HOOGEVEEN

(YG 2015)

When I started at Tintern in Year 5, I knew I wanted to be a paediatric nurse. As time went on, and I graduated Tintern in 2015, I went on to do a double degree in Nursing, and Public Health and Health Promotion. I think it was before I'd even started this degree, that I knew I wanted to work at the Royal Children's Hospital. More than anything. This was my dream. I couldn't think of anything more rewarding than having the opportunity to work with sick children and their families.

Throughout my nursing placements I also found a passion for caring for patients with cardiac conditions. So, I put these two dreams together, crossed my fingers and my toes and landed my dream job: a Paediatric Cardiac Nurse at the Royal Children's Hospital, on the Koala ward (Cardiac and Renal care). I have worked there now for a year and a half, and whilst some days are harder than others, I absolutely love my job. Being exposed to such incredible, resilient and strong kids and families is nothing short of a privilege. Watching them all on their own unique journey and having the ability to help them navigate their path is a truly humbling experience and one that I hope to be doing for a long time to come.



CHRIS TURVEY (YG 2010)

When throwing my mind back to my time at Southwood and Tintern, I simply loved the close-knit nature of the whole school. Starting in Year 3 at Southwood's Junior School, we only had 10-15 students in the class, which was pretty special. This environment enabled me to form friendships with incredible people, many of whom still play a big part in my life over 10 years later. As it turns out, I'm still very much a quality over quantity person, so I'm very grateful to have been in that environment from such an early age.

Fast forwarding to Year 12, VCE consisted of multiple business related subjects, which seemed a little conservative at the time, but has proven to be very useful over the last few years especially - it also helped set me up to secure an internship at PwC (although, accounting was not one of those subjects so not sure how that happened!).

After seven years at PwC across both accounting and consulting teams, an opportunity presented itself to head over to New York in a similar field. Being a travel lover, the work and play combination was too exciting to pass up, but there has always been this underlying desire to start my own business - a thought that

continued to linger over the next few years as I explored the Big Apple.

Whilst in the US I discovered my drink of choice turned to hard seltzers, a flavoured alcoholic carbonated water sporting low kilojoules. It was perfect for all sorts of situations; picnics, pre-dinner, post dinner, casual, less casual.

To cut a long story short, after a visit back home, I noticed the category didn't exist in Australia and I'd have to enjoy my NYE celebrations without my newfound drink of choice. I returned to New York in early 2020, and COVID-19 arrived shortly after. As lockdowns followed, it was clear our ability to connect over a few drinks at a happy hour was taken away from us, and the brand 5PM was born; a healthier, delicious, and refreshing alcoholic beverage.

So here we are, a local brand trying to take on the big players of the industry, and getting some amazing feedback on both flavour and the brand itself. Who knows where it'll take me, I've already met some amazing people and found myself loving the process of creating new flavours, thinking what tasty bev could be up next. Whatever it is, let's hope our happy hours are here to stay!





ANGUS MAYNARD (YG 2017)

Let me tell you, four years comes about pretty quickly. Remember when you were young and how everyone older than you always complained about how quickly time got away? Now, can you recall experiencing a paradigm shift when you realised that you were the one complaining about the days, weeks and months slipping by? If you don't, I envy you!

In the (almost) four years since finishing school I have been mostly kept busy completing an electrical apprenticeship. Working for a commercial company on sites ranging from railway stations, Melbourne Airport, Defence bases and major data centres to name a few, proving to be a solid grounding in life. I've enjoyed my time learning about intricate technologies that everybody else walks past every day without a second thought.

More recently I've been growing my knowledge in the world of business through undertaking a business course. I've been taking a hands-on approach by setting up a business of my own with my father as my business mentor. The business in question is an online store providing cleaning and wiping solutions to customers requiring innovative washroom and industrial products. In other words, if you need toilet paper in future COVID-19 shortages check out agsdirect.com.au

By far, the most rewarding part of my post-school life has been returning to help out in the adventurous and fulfilling world of Outdoor Education. Watching students grow and develop so much in such short spaces of time is just phenomenal. I've been very grateful to be in a position to experience this during my student days, not so long ago! I'm sure it won't be long before the students I'm privileged to join on their camps will realise just how quickly time starts to speed up!





MADELINE TOWNSEND (YG 2008)

Madeline has climbed more than one mountain recently. In July 2020, during the second Victorian lockdown, Madeline was diagnosed with a Thymoma, a rare cancer. Soon after her diagnosis in August, Madeline had open heart surgery removing the tumour.

Incredibly, on 13 March this year Madeline climbed Mt Kosciuszko with her team, The Spirit of the Dragon. She, along with fellow alumnus, Stephen Coles (YG 2008) and three other close friends, hiked via Merrit's Track, a total of 18km to the height of 2228m above sea level, to raise funds for Rare Cancers Australia (RCA) group. RCA is a charity advocating for all patients with rare and less common cancers in Australia. They provide support groups and advocacy, which were very helpful to Madeline during lockdown. You can find out more at rarecancers.org.au

'The Kosi Challenge' is a fundraiser set up by RCA. Madeline's team raised just under \$4,000. On the day of the hike, the weather was extremely challenging and not many made it to the top.

Starting Tintern in Prep, Madeline graduated in 2008. During her schooling Madeline was Outdoor Education leader and captain, completing her Gold Duke of Edinburgh. Immediately following Tintern Madeline moved to Queensland to study at Griffith University where she completed her Bachelor of Oral Health in Dental Science and then her Graduate Diploma of Dental Science.

Madeline's love of the outdoors has stayed with her, organising adventure weekends into the high country for fellow photographers, another favourite pastime. Moving back to Melbourne to begin her career as a private general dentist, Madeline continues to work and live local to Tintern.

Following her surgery, she is now back to work. We wish Madeline all the very best as she continues the next chapter of her life.

EDDIE YU (YG 2019)

Graduating from Tintern in 2019, Eddie has since been accepted and begun his studies in Economics and Management at Oxford University joining the Class of 2023. At Tintern, Eddie was involved in many pursuits, including the Senior Boys' Choir, performing and assisting backstage for musicals, a member of the Student Leadership Group, and volunteering, especially enjoying those related to Mathematics. In Eddie's words, 'Tintern truly was a remarkable place, allowing me to build up my confidence and explore my different areas of interest.' Eddie recalls how Tintern took a leap of faith and allowed him to study two subjects via online self-study, trialling this new method of study even before the online learning trend of the recent pandemic. Through those classes he interacted with students who encouraged him to apply for overseas study. The goals that appeared distant and unattainable became more reachable through the encouragement and support he received from his online and inhouse peers and teachers motivating him to reach the grades he needed.

After graduating Tintern, Eddie spent the first half of 2020 studying a Bachelor of Commerce at Melbourne University and helping out at his family flower farm. Eddie travelled to Oxford in October 2020, but the large number of daily COVID-19 cases in the UK brought him back to Australia early in 2021, where Eddie has continued his studies remotely. Eddie continues to stay connected with Tintern and has on a number of occasions, when in Australia, come back to translate for the Student Progress meetings. In his spare time, Eddie likes to catch up on world news and he is currently teaching himself the high-level programming language, Python. We look forward to hearing more about Eddie's journey through Oxford and wish him every success.



BETTY NORRIS IS TURNING 100!

Betty Norris' (Morris, YG 1939) longevity may be attributed to her moderation in everything but more likely to her abundance of intelligence, wit, caring, spirit of adventure and a dearth of cycling accidents.



Lara Elizabeth Morris was born on 2 September 1921 in Toowong, Queensland. She moved to Victoria as a young child when her father took up a soldier settlement block at Mt Bute in the Western District. She enjoyed growing up on a farm with her two younger siblings and became a proficient horsewoman. Being an excellent student, in 1936 Betty was the first boarder to be awarded a Tintern Old Girls Association scholarship and attend Tintern for three years graduating in 1938 with her 'Leaving Certificate'.

After her secondary education, Betty studied primary teaching at Melbourne Teachers College, her first posting a one-teacher school at Bungador, near Colac. Teaching took Betty to Wonthaggi where she met and married Ron Norris in 1948. Soon after, they moved to Bairnsdale, where Ron taught at Bairnsdale Technical School. However, in those days, being married, Betty could no longer work in the State Education Department. After two children and during the next few years, Ron and Betty stayed in Bairnsdale until 1964 when Ron transferred to Shepparton. In Shepparton, Betty immersed herself in the community and it was at a Mothers' Club meeting that her lifestyle took a new course.

In 1966 when the restrictions were lifted on married women working in the public service, Betty returned to the classroom to teach junior maths. In 1970, Betty and Ron built a house

in Mooroolbark and Betty transferred to teach at Ringwood High School. A granddaughter arrived and Betty threw herself into child-minding while her daughter, Wendy completed studies.

A new chapter began when Ron and Betty built another house on a five-acre bush block at Seville and started some serious adventuring in their trusty caravan. They were some of the pioneer 'grey nomads', travelling to the outback for a few months annually for many years. Encouraged by her son, Ken, Betty became an ardent and very competent birdwatcher. It was around this time, Ron and Betty became foundation members of Aardvark Alpine Club and contributed mightily to the Lodge's construction on Mt Hotham.

As great, dedicated travellers, Ron and Betty took advantage of their daughter Wendy, working overseas and in 1986, they travelled with Wendy and family in the USA and Canada, visiting many National Parks whilst camping in a small tent, without being eaten by bears. When Wendy moved to South America, Ron and Betty didn't hesitate and enjoyed another couple of months seeing much of the long thin country that is Chile.

In 1999, Betty's world was turned upside down when Ron died. Shortly afterwards Betty moved back to Bairnsdale close to her son, Ken and his family, where she often looked after her two local grandchildren. Returning to Bairnsdale, Betty rekindled friendships, especially at St John's Anglican Church.

Betty continued her association with many community clubs and spent lots of time with her grandchildren.

With Wendy still living in Chile there was nothing stopping Betty from venturing over for an extended stay; she enjoyed walking the streets of Antofagasta, becoming skilled in non-verbal communication and proudly doing the shopping. For her 80th birthday, Betty combined another international trip with her granddaughter, Michelle's wedding in Vanuatu. When Wendy returned to Australia and started conducting guided tours to South America, Betty's adventurous spirit was sparked again and, at 86 years young, she participated in a six-week, three-country tour. On her return, Michelle's son Robert arrived and Betty immediately enjoyed the delights of being a great-grandmother.

Shortly afterwards, with most of the family now living in Bairnsdale, Betty decided to move into the local Opal residential aged care. After eight years at Opal, Betty, still very independent, cheerful and fully vaccinated, is a voracious consumer of Sudoku, word puzzles and jigsaws. She is a favourite with the staff, and participates in many of the group activities. One can tell from her blue and white room that the Geelong Football Club, of which she is a member, features highly in her dreams. Family and friends are planning celebrations for her milestone 100th birthday in early September. Go Cats!

BY WENDY BATEY

A DAY IN THE LIFE OF TINTERN

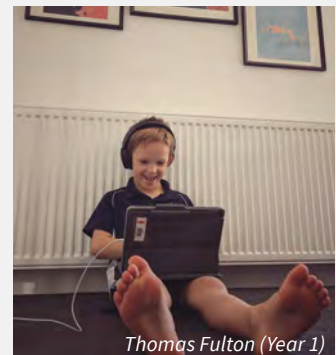
Following on the success of *A Day In The Life of Tintern* in 2020, we invited all Tintern Community members to participate again in 2021. We asked all current and past families, staff and special members of our community if they would send in a time-stamped image or short video from their day, 17 August 2021. We were amazed and grateful to receive more than 160 wonderful images and videos from those living in Melbourne, from around Australia and the world. View the full video at tintern.vic.edu.au/presenting-a-day-in-the-life-of-tintern-grammar-tuesday-17-august/



Carolyn Warburton (YG 2005)



Mr Fry and ELC



Thomas Fulton (Year 1)



Kacey Chen (Year 7)



Danielle Kelberg (YG 1991) & Nicola Ashman (current parents)



Celeste Perry (YG 1994 & current parent)



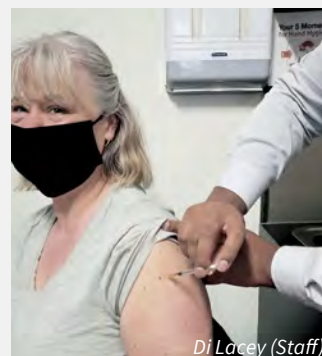
Matilda Jackson Smith (Year 6)



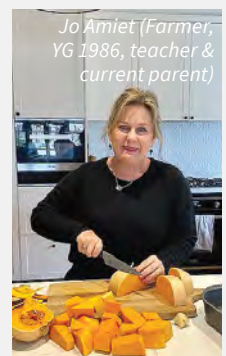
Vince Di Mitrio (Teacher)



Dot Burns (Tolson, YG 1960)



Di Lacey (Staff)



Jo Amiet (Farmer, YG 1986, teacher & current parent)



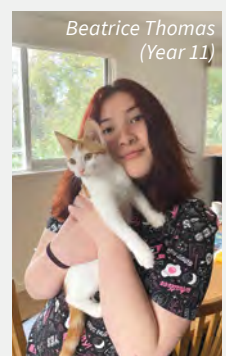
Alysha Veith (Year 5)



Milla Kaszubski (Year 5)



Nick Adeney (Teacher)



Beatrice Thomas (Year 11)

STAYING IN TOUCH

The new Tintern Grammar Alumni (TGA) and TOGA (Tintern Old Girls Association) play important roles in our community, understanding the importance of maintaining the links with our past, enriching the present and building for the future of the School and our alumni. TGA and TOGA committees meet throughout the year and together with the School these committees create opportunities through events, activities and communications supporting a vibrant, healthy and inclusive alumni community. We are committed to preserving our history and maintaining our connections both past and present, creating ongoing memories, providing valuable networking opportunities and a continued historical legacy for our future alumni.



TGA COMMITTEE

By comparison the TGA is five years young, forging its own way into history alongside its older sister. Unfortunately, the TGA launch event was cancelled amongst the lockdowns, but the TGA committee are hopeful to bring together all alumni in a virtual or face to face event soon. We are grateful for the TGA's kindness in recently co-ordinating and supporting Care packs for our Year 12 students who have experienced extraordinary circumstances during their senior college years.

Since 2020 a membership fee is paid to the TGA upon enrolment. Alumni from previous years are welcome to join by downloading a membership form on our website: <https://www.tintern.vic.edu.au/community/alumni/> and emailing to alumni@tintern.vic.edu.au

President: Alan White 2008
Secretary: Aimee Spears 2013
Committee Members:
 Jodi Evans 2004, Emily Mignot 2012, Alexandra Wakeley 2012, Darcy Ryder 2012, Eliza Mignot 2017, Annabelle McKenzie 2018, Finn Murray 2018

 facebook.com/TinternGrammarAlumni



TOGA

Celebrating its 105th year TOGA continues to manage the Nancy Lancaster Fund bequeathed to Tintern in 1991 donating back to the school partial interest earned on the investments towards supporting school bursaries.

We thank and acknowledge the current TOGA committee and those who have come before them for their continued service. In honour of this significant milestone we have listed below the names of all the TOGA presidents since its inception. If you would like to join TOGA with a once off \$75 Life membership fee to support their ongoing legacy please download a membership form here: <https://www.tintern.vic.edu.au/wp-content/uploads/2017/12/Tintern-Old-Girls-Association-form.pdf> and email to TOGA@tintern.vic.edu.au

President: Carol Robertson 1980 (Hogan)
Vice President: Dani Cox 2009
Treasurer: Jenny Brown 1981
Secretary: Sam Elbers 1988 (Fleming)
Committee Members: Lynne Franke 1958 (Bernadou), Fiona Henderson 1991, Claire Jones 1989

 linkedin.com/school/tintern-grammar

 facebook.com/groups/TinternOldGirlsAssociation

TOGA PRESIDENTS 1906 - 2021

1906-11	Emma Cook (Mansfield)	1934	Lorna Marshall (Gingell)	1951	Meg Simpson (McDougall)	1981-82	Margaret Jacobs (Dreverman)
1912-15	Mary Cook (Mansfield)	1935	Maude Ralston (Gibson)	1952-53	Ruby Cato (Bennett)	1983-84	Marjorie Topp (Dugard)
1919	Daisy Kelly (Hindson)	1936	Gertrude Weatherston (Ritchie)	1954-55	Babette Wastell (Hannaford)	1985-86	Janet Bell (Oriander)
1920	Lilian Edmondson (Bainbridge)	1937	Dorothy Brook (King)	1956-57	Armored Lothian (Parker)	1987-88	Merridy Ingrouille (Shrader)
1921-22	Merlyn Monk (Donaldson)	1938	Joan Blaubaum (Silcock)	1958-59	Pat Branson (Grant)	1989-90	Kath Wheller (Whitten)
1922	Agnes Mull (Cross)	1939	Dorothea Radford (Allen)	1960	Alison Emmanuel (Grant)	1991-92	Hanne Chenhall (Grigg)
1923	Florrie McDougall (Norman)	1940	Ellis Faul (Nicholson)	1961	Betty Williams (Thompson)	1993-94	Terry Shroeder
1924	Maude Beveridge (Hall)	1941	Meg Simpson (McDougall)	1962-63	Joy Gay (Willis)	1995-96	Deidre Johnston (Stuart)
1925	Lena Pearse	1942	Dorothy Franklin (Dwyer)	1964-65	Lenore Chadwick (Noonan)	1997-99	Kate Jenkins
1926	Nan Reay	1943	Annie Murray (Shaw)	1966-67	Marlene Bevan (McKee)	2000-01	Katie Hadwen-Beck (Beck)
1927	Lilian Edmondson (Bainbridge)	1944	Mavis Corke (Stephen)	1968-69	Wendy Lampert (Gardner)	2003-04	Claire Jones
1928	Mrs Lord	1945	Norrie Findiesen (Nicholson)	1970-71	Joan Learmont (Kerry)	2005	Amanda Molnar (Oakenfull)
1929	Mavis Milne (Roberts)	1946	Annie Murray (Shaw)	1972-74	Lynne Franke (Bernadou)	2006-07	Naomi Baulch (Coghlan)
1930	Hazel McCrindle	1947	Paula Lazarus	1975	Brenda Robinson (McDonald)	2008	Gita Spence-Fletcher (Gunter)
1931	Nell Love (Cross)	1948	Glory Lloyd-Smith (Howieson)	1976	Joan Hill (Tucker)	2009-Current	Carol Robertson (Hogan)
1932	Marie Taylor	1949	Olive Coulson	1977-78	Deidre Johnston (Stuart)		
1933	Lilian Edmondson	1950	Eileen Pike	1979-80	Roma McGaw (Morris)		



Stewart Taplin



Geoff and Maria Connor



Jenny McArthur



June Ward

PAST STAFF

STEWART TAPLIN 1994 – 2016

A box of past 'Chaplain's Corners' sits in our garage with many other historical documents. Written for the weekly newsletter, these articles gave me time to reflect on the journey of the School and the privileged ministry that I shared with an excellent team of staff. Led by three outstanding Principals during my time at the school, 22 years moulded me into the person I am today. One particular article relates to the large cross that I used for many years for Easter services in all parts of the school. A symbol for my life at Tintern that reflected both sadness and joy, death and new life, within the school community during my time as Chaplain. The carrying of a cross for the

life of Tintern, during the times of deep sadness at the death of several staff members, school family members and a much-loved Year 12 student. Joy and new life celebrated as I gathered for meals at the boarding house, many marriages, baptisms and confirmations coupled with untold assemblies and worship services across the various sections of the School. The work of passionate student leaders in areas of community building and social service can never be underestimated as they strived to make the school stronger than ever.

Many Outdoor Education experiences, camps and conferences provided both challenge and pleasure; the Snowy and Mitchell Rivers, Tasmania, Marysville, Canberra, Gippsland Lakes and various

parts of Victoria. As these rich experiences were shared, I saw the growth of students and staff and the climate of the school both in and outside the classroom continue to grow. The journey continues into the future under-pinned by the foundations laid by so many across the generations. Past history, current life and hope into the future will make Tintern Grammar stronger than ever. My wife still works as part time chaplain to the Anglican Diocesan Centre and our two daughters are busy in life, one working as a doctor and the other working in Outdoor Education at a camp in the Western District. Whatever cross we may carry or bear in the journey of life, in sadness and joy, we can find strength, hope and peace with ourselves and the world.

JENNY McARTHUR

1995 – 2012

I was Head of History at Tintern for 18 years; teaching History, English and Theory of Knowledge. I really enjoyed my time at Tintern and have returned over the years as a replacement teacher. I found the interaction with students interesting, stimulating, challenging and rewarding. I was also fortunate to work with supportive and creative colleagues, who inspired a love of history in our students.

I have a passion for all aspects of History, and I hope I conveyed this to my students. I enjoyed the discussions, presentations, performances and helping students to make links between the past and the present. This was supported by regular excursions to various museums and exhibitions, including the Year 10s annual visit to the Holocaust Museum. No matter how often we went, it was still a harrowing experience for both staff and students.

It was always a thrill when my students chose to continue their History classes. I loved my senior classes as everyone was engaged in their studies; whether it was the French, Russian or Chinese Revolutions, the Cold War, Decolonisation or the history of China and Japan from imperial times. The students worked hard and were high achievers.

During my time at Tintern I enjoyed many camps and school trips. I remember surprising myself, as well as other staff and Year 9 students, by climbing to the top of Mt Cathedral. Having not grown up in Melbourne, I also learnt so much about the city on the Year 10 City Experience camps!

I had many wonderful experiences as a leader on overseas trips. On the China trips many of the students were in my classes and studying Chinese history, which led to many interesting discussions. On the Europe trip we went from Vienna to London and visited many exciting places along the way, including Tintern Abbey in Wales. I also found Vietnam fascinating and learnt so much about the history of the country.

After 16 years as the Co-ordinator of Debating and five years as Deputy Chief Examiner, I left Tintern to semi-retire, becoming an IB Principal Examiner until 2018. I have travelled over the years, to Britain, France and Turkey, as well as many trips to Queensland. However, the most enjoyable aspect of being semi-retired is the interaction with my five grandchildren, and being part of their lives.

JUNE WARD

1977 – 2004

'One can never predict the future nor what might befall you'.

June retired in 2004 after 27 years in the PE and Sport Departments. After retirement, June continued working with the Tintern Swimming and Athletic Teams and the occasional CRT work. Midst this, she and her partner travelled extensively including several trips across the Nullarbor to WA to visit her parents who subsequently passed away in 2008 and 2009. The ensuing years included more adventures to Queensland, NSW and of course Victoria. Sadly, June lost her beloved partner seven months after a cancer diagnosis. In 2014, sitting on the cliff tops at the back of Blairgowrie, June decided she needed a focus. And, an idea was born, to solo bike across the Nullarbor. Some alumni will remember the 'Wardie waddle' so after a couple of knee replacements June's focus turned to fitness, a suitable bike for the journey, as well as a tent and other supplies. In late April 2017, June's quest began. After flying to Perth to spend a week with her sister, June began pedalling on 28 April for her return trip home. 'I never doubted I would complete this journey and it really was the trip of a lifetime. On my own, I traversed the Nullarbor on my trusty steed. A journey I had travelled many times. Some days were tough, some days I felt like I was flying! It's amazing the inner strength and resolve you can muster when necessary. And so, some 3,539 kilometres, six weeks later and an average of 96km/day, I returned home.' June continued her adventurous spirit; skydiving in 2018, exploring Central Australia in 2019, where she swam with whale sharks at Exmouth and further explorations, in WA and back again across the Nullarbor to Victoria. Between these adventures, June continues to enjoy her garden and building all manner of things. 2020 was to have been the Kokoda Track, however, COVID-19 had other ideas. When Australia opens up June is looking forward to further adventures in the outback, on the dirt tracks, the Gibb River Road, the Tanami, Birdsville and Oodnadatta tracks. Just to name a few. When asked if June feels 'stronger than ever', she gave an equivocal reply, 'Some days I believe so and then some days, not so. But that is life and that is reality. The future, however, is not ours to see! Que sera, sera!'

GEOFF CONNOR

1991 – 2017

& MARIA CONNOR

1989 – 2015

Maria and I retired at the end of 2015 and 2017 respectively, after both having been at Tintern for 27 memorable and fulfilling years. Maria finishing as Year 12 and VCE/VET Co-ordinator, teaching Science and Senior Chemistry and me teaching Mathematics, Head of Tintern Campus and then as one of two Vice Principals. In many ways it feels as though we have never left, still making regular appearances as casual relief teachers. We have been in the fortunate position of observing how things have changed at Tintern and yet in many ways they have stayed the same. The School's motto, *Factis non verbis*, is still very much evident in practice and Tintern has the same welcoming family feel to it under our current Principal, Brad Fry, as it did under Sylvia Walton when we commenced respectively in 1989 and 1991.

We continue to find great pleasure from three aspects that we have always loved about Tintern: the collegiality of fellow staff, working with its wonderful students and enjoying the unmatched environment at the Campus. We can certainly testify that when schools went into lockdown in 2020, Tintern provided outstanding "gold standard" training and ongoing support for students and staff; so much so that as retired teachers both of us were able to successfully undertake our first ever experience of online teaching.

Of course, nowadays, other activities occupy much of our time. We have four grandchildren to dote on and spend as much time with as possible. Our daughter Anita (YG 1998) mother to Harrison (8) and Oliver (6) only live 10 minutes away from us; and, Eva (5) and Ethan (2), whose mother Angela (YG 2000) have recently relocated as a family to Noosa Heads. In recent years, we have also enjoyed travelling overseas extensively until COVID-19 put the brakes on such experiences, at least until sometime in the future. In 2020 we had arranged for further international travel, but these plans had to be cancelled. This year, between various lockdowns, we have managed to spend some time in Noosa Heads as well as visiting our family beach house at Venus Bay.

We continue to attend many student and staff reunions as well as annual school events and we catch up with a number of past staff colleagues for regular end of year celebrations.

COMMUNITY NOTICES

WEDDING BELLS

STEPHANIE HAINS

(YG 2009) married Christian Nilsson on 10 October at the Green Building, an events space in Brooklyn, New York.

BRITTANY KERR

(YG 2012) and Mo Walipoor were married on 11 January 2020, at Brittany's parents' farm, surrounded by friends and family, including D'arcy Ryder (YG 2012), who was the MC.

CRYSTAL KIMBER

(YG 2007) married Andy Peters on 30 January 2021. Held at the picturesque Noorilim Estate in Warring, Crystal lived her fairytale. Crystal designed her wedding dress, and it was made by her Mum.

ABBIE SZABO

(YG 2017) married Joshua Grant on 10 July 2021 at Trinity Presbyterian Church in Camberwell followed by their Reception at Harbour Room in St Kilda.



IN MEMORIAM

Our condolences to the families and friends of past students.

MARGARET BARRETT (YG 1938) passed away on the 26 June 2021, only a month away from her 101st birthday. An avid traveller and bush walker, Margaret loved being outdoors.

ELIZABETH BLACK (Shaw, YG 1952) passed away peacefully with family by her side on Thursday 1 July, aged 85. Treasured wife of John, much loved mother and

adored nannie. Sister of June Reid (Shaw, YG 1948, dec).

MARGARET BREWER (Herring, YG 1955) sadly passed away on 5 June 2021. Much loved wife of Graeme and cousin of Kay Edwards (Herring, YG 1954). Resting in peace following a short illness.

BEATRICE NIELSEN (Hargrave, YG 1964) passed away on 22 April 2021 after a long

and courageous battle with cancer. She is survived by her husband Michael Greer, her brother James and her sister Margot Ryerson (Hargrave YG 1961). Loving mother and grandmother.

MARGARET PURVIS (Brown, YG 1951) passed away peacefully on 8 December 2018. Devoted wife of Barrie (dec). Loving mother and grandmother.

COMMUNITY CONDOLENCES

ANNIE FAIRWEATHER

The Tintern Community was saddened to hear of the sudden passing of Annie Fairweather. Annie started at Tintern in 2013 and quickly became a much loved member of our community. Over the years Annie held positions as Senior College Reception, VASS Co-ordinator, Assistant to Vice Principal - Administration & Students and Assistant to Year 11-12 Co-ordinators. Our sincere condolences to her family for their sudden loss.



MANFRED FRANKE

The Tintern Community was saddened to hear of the passing of Manfred Franke on 17 November 2020. The Franke family have had a long connection to the school. Manfred's wife, Lynne Franke (Bernadou, YG 1958) will be well known to many in our community. Our sincere condolences to Lynne and her two daughters Libby (YG 1990) and Suzie (YG 1996).



GRAEME MOOR

Our sincere condolences to Alana Moor, former Head of Junior School and her daughter Lauren (YG 1996), and their broader family following the sudden passing of Graeme Moor OAM. Graeme gave 24 years of loyal and committed service as Tintern Property Manager before retiring in 2012. During his time at Tintern, Graeme's expertise and knowledge proved invaluable, making significant contributions to areas such as the House and Grounds Committee, the routine maintenance and the School's physical infrastructure.

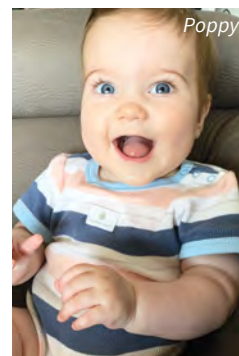


PAM SHARWOOD passed away peacefully at Kellock Lodge, Alexandra in February 2021. Cherished wife of nearly 63 years to John Sharwood, long time Tintern School Council member (1977-85). Loved by her children Jane (YG 1977), David and Penny (YG 1981), their partners, and her grandsons Sam (YG 2016), Tim and Joe. Admired and loved by her many friends and acquaintances.

BARBARA TOBIN passed away peacefully on 1 December 2020. Barbara was a much loved English teacher at Tintern commencing in 1995, and was Year 11 Co-ordinator for four years, before retiring in 2001. In the latter role she was always genuinely interested in the welfare of every girl in her care and the students responded warmly to her gentle but firm guidance.



Eglé



Poppy



Leonard



Myles



Sophie



Mavis



Finley



Maelie

WELCOME TO THE WORLD

ELYSIA ANKETELL (YG 2006) and Stewart Thomas welcomed Finley Gordon Thomas on 27 October 2020. Weighing in at 3.81kg and 52.5cm long, he arrived by a planned homebirth.

IOLANTHE GABRIE (YG 2000) and her husband Yule welcomed their baby girl, Eglé.

SAMANTHA GREEN (Brown, YG 2003) and Matthew welcomed their first child Leonard Patrick Green born 12 April 2021 at Cabrini Malvern. Lenny is named after Sam's late grandpa Leonard, and Matt's late nephew Patrick. Lenny will carry on the memory of two special men.

SIOBHAN GRIFFITHS (YG 2009) and ANDREW MARTIN (YG 2009) welcomed Sophie Martin on 4 January 2021, born at Mitcham Private. A little sister for Charlotte and Liam.

CARLA JOHNSON (YG 2004) and Tom

Naughtin would like to introduce Mavis Jin Ling Naughtin, born 23 October 2020 at Box Hill Hospital.

JASMINE MEEK (Madge, YG 2011) and Haydn welcomed Maelie Annabelle on 26 April 2021. After planned open heart surgery, Maelie spent her first few weeks recovering at the Royal Children's Hospital. She is now happy, healthy and doing very well at home with her family.

ALLY MONTGOMERY (YG 2013) is proud to announce the arrival of her daughter Poppy Louise Montgomery, born 1 June 2020, 3.02kg and 47cm long, conceived with the help of a donor.

YOLANDA SZTARR (Dow, YG 1995) and Tim Clayton welcomed baby Myles Maxwell Clayton into Melbourne's locked down world in May 2020. Myles bursts with smiles and has never had a grumpy day in his life.



Junior School playground, 1977



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



2022 REUNIONS

10 Year Reunion (YG 2012)
Saturday 19 February, 3.30pm

High Tea Reunion
Year Groups 1972, 1967, 1962,
1957 and earlier
Tuesday 5 April, 11.30am

15 Year Reunion (YG 2007)
Saturday 4 June, 3.30pm

5 Year Reunion (YG 2017)
Friday 22 July, 8pm onwards

Reunion Festival
Year Groups 2002, 1997, 1992,
1987, 1982 and 1977
Saturday 5 November

Return to Tintern Alumni
Admissions Tour
**Thursday 17 November
6pm to 8pm (CM Wood Centre)**

*Dates are subject to change and current as at 5 October 2021, for updates and confirmation please visit tintern.vic.edu.au/community/alumni/reunions

New families and Alumni are always welcome for school tours.
Please visit tintern.vic.edu.au/tours 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.

