



# MNews

St Michael's  
Grammar School  
December 2016

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# Our Contributing Writers



Throughout my school life, I have enjoyed writing; telling stories both fiction and non-fiction. Now as a senior student, I have found myself entwined in all aspects of my friends, the students and co-curricular endeavours as a contributor for *M News*. In addition to getting involved with the massive number of St Michael's productions, programs and events, this experience has given me the chance to share my writing and my stories beyond the classroom. I am grateful to have been a part of this year's magazine, and I am proud to share my stories with you.

I have always loved to tell a story, whether that's through writing, singing or acting. Being a contributing writer for *M News* has enabled me to do just that, and has helped me to pursue my dream of becoming a TV news reporter, just like my mum, or a performer. Not only did I get the opportunity to write, I also interviewed, edited and got to see what it's like to publish a magazine. Being a part of *M News* has been a fantastic experience and a highlight of this year!

Brooke Scarr (5A)



Grace O'Shea (11S)

Throughout my time at St Michael's, I've always wanted to be involved in as much as I possibly could. This time next year, school will be just about over and I don't want to look back regretfully on my school days and wish that I had done more. When I graduate, I want to know that I gave everything I could back to the School that has educated me in so many different ways since Year 7. This opportunity to be involved in the *M News* editorial team was something new that I had never tried before, and I was keen to see how it went. It was an experience that I thoroughly enjoyed, and now I am considering journalism or something media-related for a career post-school. It has completely opened up my mind.

For most of my life, I've always enjoyed writing (I'm not sure why). I always thought writing was a bit like reading (which I love). I think reading and writing are quite similar, because when you write the words just roll off your pencil, and with reading the words flow into your head like a stream into the ocean. It's a bit like eating.

Kasper Kolsrud (ST)



Ethan Lawrence (11M)

# Celebrating leadership and longevity

From the Editor



In mid-2016, I entered my sixth year at St Michael's Grammar School; this is the seventh edition of *M News* I have managed (Previously, we published biannually.)

This year, however, is my first as Editor – a highlight during my time at the School. I've been here long enough to know what makes St Michael's, St Michael's; to understand what this wonderful school is really about. As you will read in this edition of *M News*, expert leadership and growth across all areas play a huge role in the School's success and longevity.

When I think of leadership at St Michael's, I think about the people who make this school such a distinctive community. I think about the students, past and present, who have made their mark on the School's 121-year history – whether as a lead role in a production or filling a sought-after student leadership position. Perhaps it's being a VCE Mentor, or dedicating time and energy to a Community Action Day.

I also think of the teachers – some who have been here since before I was born! – who are so passionate about their roles. And I think about how fortunate I am to be a part of all this, and to leave my own mark within the St Michael's story ... I hope I have many more years to come!

2016 has been a year of growth and development. In April, as we closed the door on the School's 120th anniversary celebrations, we came together as a community to open The Gipson Commons. The new Cafeteria received its official name, Dolly's Café, in honour of the School's first-ever student, Dolly Ziebell; and we learned that 2018 would begin with a new Head of St Michael's, following Mr Simon Gipson's announcement that he would be stepping down at the end of 2017 after 18 years in the role.

In this edition of *M News*, we cover a variety of topics – from innovation and creativity in 21st century leadership (p.6) and politics at St Michael's (p.12), to the study of STEM (p.22) and two teenage entrepreneurs who have already established successful businesses (p.28). We celebrate a new approach to spark constructive conversations among our community (p.21), the School's proud joining of the Safe Schools Coalition Australia (p.32), and a number of past and present students who are excelling on the world sporting stage (p.34).

It has been a pleasure to manage this year's edition of *M News*, working alongside a wonderful editorial team – my colleague and Senior Writer, Mr Timothy Roberts, and our four enthusiastic Contributing Writers, Brooke Scarr, Kasper Kolsrud, Grace O'Shea and Ethan Lawrence.

I hope you enjoy reading our stories as much as we've enjoyed writing them.

A handwritten signature in black ink, appearing to read 'ESB'.

Ms Erin Bull  
*Communications Coordinator*

# A year of transition and reward

## From the Chair of the Board



It's remarkable to reflect on the past 12 months, and all that St Michael's has experienced and achieved – indeed, 2016 has been a year of challenge, transition and reward.

While there has been much to celebrate, there have also been times of difficulty, yet our entire community has done an amazing job in getting through it. We are grateful to our staff and students who respond to all situations with such resilience, and who continue to represent St Michael's with dignity, respect, care and compassion.

The year began with the successful rollout of the K–12 structure throughout St Michael's, and I want to take this opportunity to thank and congratulate the School Leadership Team for the work they have done to implement this major transition, and the wider staff who have responded and adapted to this change so positively. This new organisational structure has already brought so many positive changes to the way the School operates, including much clearer lines of communication between the School and parents, and significantly simplified relationships between parents, students and teachers.

A significant aspect of the School's K–12 approach is The Gipson Commons, which officially opened to the St Michael's community in April. This award-winning facility has already achieved beyond what we, the Board, had initially envisioned – seeing the building complete is one milestone but watching it evolve is another. How wonderful it is to see parents and their children enjoying Dolly's Café before and after school, or staff holding meetings in the new collaborative spaces – just some examples of how the building has brought our whole community together.

As announced earlier this year, Mr Simon Gipson will conclude his role as Head of St Michael's at the end of 2017 after 18 years of exemplary service. While we are certainly sad to see Simon leave, a change in leadership is a normal and natural part of the cycle for all organisations, and with it brings excitement and opportunity for the wider community.

The Board is now working to identify a new leader for St Michael's to build upon Simon's innovation and creativity, and to take the School into the next phase in fulfilling its future vision. This transition to a new Head of the School will be fully compatible with the core strategic drivers of St Michael's, which have been central to the School's achievements in recent years. As Chair of the Board, I will be working closely with the School throughout the transition, both in assisting with the recruitment process as well as supporting our new leadership team into the future. There will be an opportunity next year to celebrate Simon's tenure, and thank him formally for his dedication to St Michael's.

At the beginning of 2016, Mr Jim Moser joined the Board, bringing with him a wealth of knowledge in the areas of digital marketing and customer experience. More so, in continuing to build our capacity at Board level, an exciting initiative, the Innovations Think Tank, has been established this year, with a mandate to seek innovative future opportunities for the School. This group comprises a number of enterprising members of our community from a range of professions – including architects, CEOs, property developers, financiers, and those involved in the performing arts.

The Innovations Think Tank will advise the Board on possible commercial developments, third-party partnerships, philanthropic strategies, and other entrepreneurial activities. The group has had three meetings throughout the year, with more planned in the near future. I thank all involved in this project for their time and expertise, and look forward to reporting back to the community as this project progresses.

With so many transformative plans in the works, we look forward to an even more exciting 2017 at St Michael's.

A handwritten signature in blue ink that reads 'F Mead'.

Mrs Fiona Mead  
Chair of the Board



# A vibrant space for the entire community

From the Head of the School



Early one chilly morning at the beginning of Term 4, just before school started for the day, I happened to stroll past Dolly's Café. Inside in the warmth were three teachers, clutching coffees, clustered around a table having an early meeting; on a bench in a corner were two Year 5 students chatting; at another table, a Maths teacher was delivering a pre-school tutorial to a Year 11 student; and two parents were chatting across one of the high benches.

It was a scene which reflected our driving vision for the building: the creation of a facility in the centre of the School which would be available not just to students, but to everyone, and which would provide opportunities to develop and foster relationships and connections across the whole St Michael's community. The original working title of the building in which Dolly's Café sits was 'the Commons', referencing the shared ground in medieval villages which was used for everything from grazing livestock to a central meeting place, from recreation space to a venue for significant feast days.

Reflecting this, The Gipson Commons, as it is now named, has been designed as a common and flexible set of teaching and learning spaces for students from Kindergarten to Year 12 – fitting for a 21st century education.

Without doubt, 2016 has been a year of transition and change for St Michael's. Whilst we have implemented a comprehensive restructure of the School, shifting to an innovative K–12 approach to teaching, learning and caring, it is The Gipson Commons which embodies this transition.

The Gipson Commons responds to the challenge of creating a dynamic, flexible learning environment that is sensitive to each of the significant developmental shifts that young people experience as they grow towards adulthood.

At the beginning of my tenure at St Michael's, I suggested that schools are one of the few remaining social institutions that actively create community; places where young people are still able to form valued networks and lifelong relationships in an increasingly fragmented society. The Gipson Commons makes the most of this constructive social role, providing all St Michael's students with a vibrant space for exchanging ideas and forming friendships.

On a given day, you might see Year 5 and 6 students immersed in a variety of reading and robotics activities in the Atrium. Cast your eyes up to the second level, and you may view the Year 12 students conducting a prac in the Science labs. This intricate connection between year levels, with younger students learning and socialising alongside their elders, illustrates the role of The Gipson Commons as the vibrant hub of St Michael's.

Even in its first year of operation, The Gipson Commons has already transformed our campus. I am confident that this facility will continue to embody the School's commitment to K–12 teaching, learning and caring, while enabling new possibilities for our students.



Mr Simon Gipson  
Head of the School





# Innovation and creativity in 21st century leadership

Leadership has been a prevalent theme in 2016 – for our School, for our country, even as far north as the United States of America. While St Michael's appointed its first-ever female Chair of the Board earlier this year, Australia returned to the polls to reinstate Malcolm Turnbull as its Prime Minister, and the US elected Donald Trump as its 45<sup>th</sup> President.

## The beginning

When we reflect on leadership at St Michael's, it's only fitting that we go back to where it all began – to the very first pioneers of our 121-year institution. As the members of our community know all too well, St Michael's wouldn't be the school it is today without the vision and dedication of the Community of the Sisters of the Church (CSC). Formed by Mother Emily Ayckbowm in 1870, CSC is an Anglican order from which a group of Sisters travelled from England to Australia in 1892 to work for the further education of girls.

'The Sisters of the Church were women who had joined the Community because they, like Mother Emily, shared her vision that education enabled people to grow to their fullest potential and live worthwhile lives,' explains Sister Linda Mary CSC, Mother Superior of the Community of the Sisters of the Church. 'Mother Emily had given them the opportunity to have teacher training, and they were qualified in teaching methods that were the best of the time. They came not knowing anything about Australia, yet were willing to go into the unknown due to their trust and commitment to what they perceived as God's call to them within the Community.'

Although the Sisters were a large part of what makes St Michael's, St Michael's, Sister Linda Mary is careful not to use the word 'leadership' when describing their connection to the School. 'I believe the Sisters built the foundations on which the School still stands, but each Principal has lead the School forward in their own way,' she says.

'For many girls who attended St Michael's while the Sisters were there, they felt valued for who they were with their differences accepted,' Sister Linda Mary continues. 'Some have spoken to me of the care a particular Sister gave them in a time of personal need; others have spoken of the opportunity given to them to have an education. When the Sisters left the School it was not so much their leadership that was missed, but rather their presence. Yet it was their presence that gave the School its character and ethos.'

In 1972, the management of St Michael's was taken over by a newly formed School Council. Then, in 1985, the School became a company limited by guarantee and is now led by a Board of Directors and managed by a Head of the School and a School Leadership Team.

**'For many girls who attended St Michael's while the Sisters were there, they felt valued for who they were with their differences accepted.'**

*Sister Linda Mary*

## A historic moment in leadership

As the years carry on and St Michael's continues to establish itself as one of Australia's leading coeducational independent schools, so too does the driving forces behind the School's success and longevity.

For the first time in the 121-year history of St Michael's, a woman has been elected as Chair of the Board of Directors. Mrs Fiona Mead has a long-standing connection with St Michael's – her eldest daughter, Ellie, joined the School in Preparatory in 2006, and her youngest daughter, Thalia, enrolled in 3-Year-Old Kindergarten in 2008. Mrs Mead joined the Finance Committee in 2011 before being appointed to the Board of Directors in 2014.

A leader in her own right, Mrs Mead is an experienced company director, corporate lawyer and governance professional who has spent more than 15 years working in senior governance roles in ASX100 companies. She is also a Fellow of the Governance Institute of Australia and a member of their Legislative Review Committee.

Mrs Mead describes leadership at St Michael's as living the values and history of the School. Her role as Chair of the Board, she says, is both rewarding and time-consuming. 'Being a Director here at St Michael's is a volunteer position; however, as with all our volunteers, we are always glad to invest the time.'

Since joining the Finance Committee five years ago, Mrs Mead and the team have focused on improving the School's risk profile and financial management. 'We've really tightened all of our procedures and changed the culture in these areas, and the School is in a stable financial position because of it,' she says.



*St Michael's 2016 Co-Captains of the School: Alex Keser (12H), Isabella Armstrong (12S), Rosie McClements (6JP) and Liam Whitehouse (6SP).*

Mrs Mead highlights the School's annual Leadership and Governance session as an important part of the Board's responsibility to the community. 'The Board is very transparent and open,' she explains. 'Parents are entitled to know how their fees are being spent, and we should be accountable for that. As leaders of the School, it's important to be able to explain yourself to the people who are your strongest stakeholders.'

Looking to the future, Mrs Mead is excited about St Michael's continuing to achieve great things. 'Our governance is second to none in terms of top independent schools in Australia,' she says. 'We have wonderful governance, transparency and accountability, and we need to keep that going. We need to understand what the needs of our students are, and make sure we're responding innovatively and strategically.'

'We need to make sure that the leadership team is the best it can be, and we're already thinking about what we're going to do next to keep the School growing and changing.'

'The Chair is just one member of the Board – we have a champion team, not a team of champions,' Mrs Mead says. 'The St Michael's Board has an extraordinary range of skills, and we work really well together, and that's an important thing.'

'I'm very passionate about this place – it's why my kids are here,' Mrs Mead adds. 'There's a really good working relationship between the Board and Simon and his team – an essential part of good governance in any organisation is that the board and the management team are on the same page with the same goals and ambitions.'

## Quality and effective leadership

St Michael's parent Ms Dale Fisher, Chief Executive of the Peter MacCallum Cancer Centre, began her career as a nurse, and while she recognised herself as a natural leader, she still wanted to equip herself with the skills necessary to support her leadership capabilities. Even though I now have considerable leadership experience, I still consider myself a learning leader,' she says.

Ms Fisher's particular expertise is in change leadership, and she believes an organisation must understand the external environment it is operating in to be successful. 'Strategic leadership is about being in harmony with the outside world – it's important for leaders to be outward-looking, future-focused and, at the same time, in tune with its people,' she says.

Leadership is not only about method, it's also about art, Ms Fisher explains. 'Being creative, listening, designing and refining, being brave and resilient, modelling behaviours, being open and transparent, creating trust, holding people to account, encouraging others to lead well – the time of a single leader is well past; leadership at all levels of the organisation is critical to an organisation's culture of hope, optimism and high performance.'

Ms Fisher's leadership qualities have certainly been carried on by her children. Her youngest daughter, Stella, was Co-Captain of the Junior School in 2015, and she and her older sister, Rita, have both held leadership roles – Community Action Representative and Mentor – during their time at St Michael's. 'Leadership opportunities in school are vitally important for young people to gain leadership skills and experience,' Ms Fisher believes.

'It's never too early to begin your leadership journey. Discovering your own leadership capability and becoming a learning leader equips young people with vital life skills in communication, collaboration and "wicked" problem solving.

'Encouraging leadership at all year levels in the school community also builds confidence, creativity and courage of young people,' Ms Fisher adds. 'Leadership is about leaving a lasting legacy – it is a life skill.'

## Preparing the next generation of leaders

Student leadership at St Michael's is seen as an opportunity for students to gain confidence and valuable experience in learning about responsibility and organisation. Roles vary for students across all year levels, from House Co-Captains and Learning Mentors to Community Action Group leaders and Sacristans.

Alex Keser (12H), Co-Captain of the School, describes his position as an opportunity to represent his peers and help improve the School. 'By being in the position I am, I can accommodate changes wanted by others and enable others to lead and strive for their own change.'

Despite the role involving much organisation and juggling his VCE subjects with responsibilities as Co-Captain, Alex says he has learned a lot about himself and the role of a leader over the past year. 'I have a better understanding of myself as a leader and a lot more confidence in my ability to lead a group of people,' he reflects. 'I've also learned how to trust others with tasks, delegate and allow others to take over and help. I think the self-confidence, organisation and understanding of leadership roles will really help me when working with teams in the future.'

**Student leadership at St Michael's is seen as an opportunity for students to gain confidence and valuable experience in learning about responsibility and organisation.**

Alex's fellow Co-Captain, Isabella Armstrong (12S), agrees. 'Dealing with the challenges of being Co-Captain of the School has only made me a stronger person – my maturity, my ability to communicate with adults, confidence, organisation skills and realising it's okay to ask for help,' she says. 'Having students from Kindergarten to my own Year 12 cohort looking up to me makes me feel an incredible sense of pride and responsibility.'

Isabella's advice to her younger peers aspiring to be the next St Michael's leaders is to 'just go for it'. 'You have absolutely nothing to lose,' she says. 'The whole experience is a rewarding one because even when faced with a challenge, you come out the other side with a new skill and solution. It has been one of the greatest experiences of my life so far.'

**Ms Erin Bull**

*Communications Coordinator*



### Old Michaelians leading the way

St Michael's leaders extend beyond the School's gates. Many past students have gone on to become influential in their own right, forging careers and establishing themselves in positions that demand initiative and direction.

Melina Sehr (OM 1987) is a Partner for IBM Global Business Services, and has been with the company for 17 years. She has also served as a Councillor for the City of Stonnington for the past 16 years, including four terms as Mayor. 'Being a representative and decision-maker for my community is very humbling,' Ms Sehr says. 'It involves an enormous amount of responsibility, and it is critical that we make the right decisions, even if they aren't popular ones.'

According to Ms Sehr, leadership is about tackling challenging situations head on, and dealing with them authentically and positively. 'It's also about making others better as a result of your presence, and making sure that impact lasts in your absence.'

During her time at St Michael's, Ms Sehr excelled at athletics and was Cross Country Champion – 'something I was very proud of, and still am to this day,' she says. Her most memorable school moment was a speech by the then-Headmaster, Mr Anthony Hewison AM. 'He gave us a speech on moral courage – it sent such a powerful message that it still resonates with me today.'

As a word of advice to current St Michael's students, Ms Sehr says: 'Push yourself out of your comfort zones – you will amaze yourself at how much you can achieve. Be intellectually curious and committed to learn, and spend your time wisely with people that deserve it and add value to your life.'

**Ms Erin Bull**

*Communications Coordinator*

## Ethan Lawrence is a Mitre House Year Level Leader. He shares his leadership experience, and explains what it means to be a mentor to his younger peers.



In a busy school that strives for success in all areas, strong leadership skills are critical. For students, it can be from School Captain to volunteering, to competing in butterfly at the Swimming Carnival. Like any large organisation, there is a structure that has been firmly established over a number of years.

Leadership positions are given to those who can be the best role models to others and embody the School's core values: dignity, respect, care and compassion (known to students as DRCC). It is predominately the Year 11 and 12 students who are awarded with badges of recognition, but it takes our entire school community to come together in taking ourselves to the next step in whatever we are learning. As a Year 11 student, I am privileged to hold the title of Year Level Leader for Mitre House.

The year level that I am responsible for is Year 7, and the position involves speaking with these students about how school is going, providing assistance to them at House carnivals and activities, and communicating with my Heads of House. The position also included attending the Year 7 Exodus, which was an experience that I was so grateful to be given. It developed my leadership skills immensely. I learnt that solo efforts never work as well as collaboration, and that the crucial key is delegation.

In Year 11, I am also fortunate to be a Year 11 Mentor to my junior peers. Working with the Year 2 students, I see the massive difference between VCE and early primary school. I wondered how I was able to get from the grassroots levels of school all the way to being a senior student. Then I realised that the leadership and guidance of exceptional teachers and student leaders has helped me get to where I am, which is on the verge of graduating school with a rich educational background in many areas. It is my turn to give back to the younger students now, to ensure that the positive cycle continues.

With all students having responsibility (even if they don't have a badge), we are paving the way to a successful future for St Michael's.

Ethan Lawrence (11M)  
*Contributing Writer*

# Old Michaelian profile

## – where are they now?



*Josephine Schneider is the proud owner of Pastry by Paterson's.*

When her family's cake shop business closed its three stores in June 2010 after a total of 94 years serving the local community, Josephine Schneider (OM 1991) saw an opportunity that would allow her to make her own mark in the hospitality industry. It wasn't long after Paterson's Cakes closed its doors in Prahran, Camberwell and Bentleigh that she launched her own pastry business, Pastry by Paterson's in Moorabbin.

Launched in July 2010, Pastry by Paterson's sells handmade pastry wholesale to restaurants and caterers, and at a number of farmers' markets around Melbourne. Josephine sells to many customers which Paterson's Cakes once served, and now distributes to many other businesses across Melbourne and Victoria, including The European, Café Di Stasio, Peter Rowland Catering, Entrecôte, and Craig's Royal Hotel in Ballarat.

'I needed a job, I had a passion for the food and hospitality industry, and I had always wanted to run my own business,' Josephine says. 'I saw a niche in the market for top-quality, handmade, 100 per cent butter pastry – in particular, puff.'

While it was an exciting time for Josephine to start her own business and, at the same time, preserve a small part of her family's hospitality roots, she soon realised that with success comes hard work. 'One of my biggest challenges has been realising that I can't do everything, but I overcame this by learning to ask for help and staying focused on the core components of the business,' she explains. 'Another challenge was managing cash flow and debt collection. Building a cash-on-delivery customer base to offset the account customers, including a few wholesale customers and the retail farmers' markets that I now do on a regular basis, certainly helped.'

Time management, leadership and working with other people were some of the skills Josephine recalls learning during her time at St Michael's. 'It also reaffirmed the lesson my parents taught me that you get out of life what you put in,' she adds. Despite her Arts degree and postgraduate degree in Asian Politics and International Relations not playing a significant role in helping her to establish Pastry by Paterson's, Josephine says her studies did help her to develop good research skills, as well as other indirect life lessons.

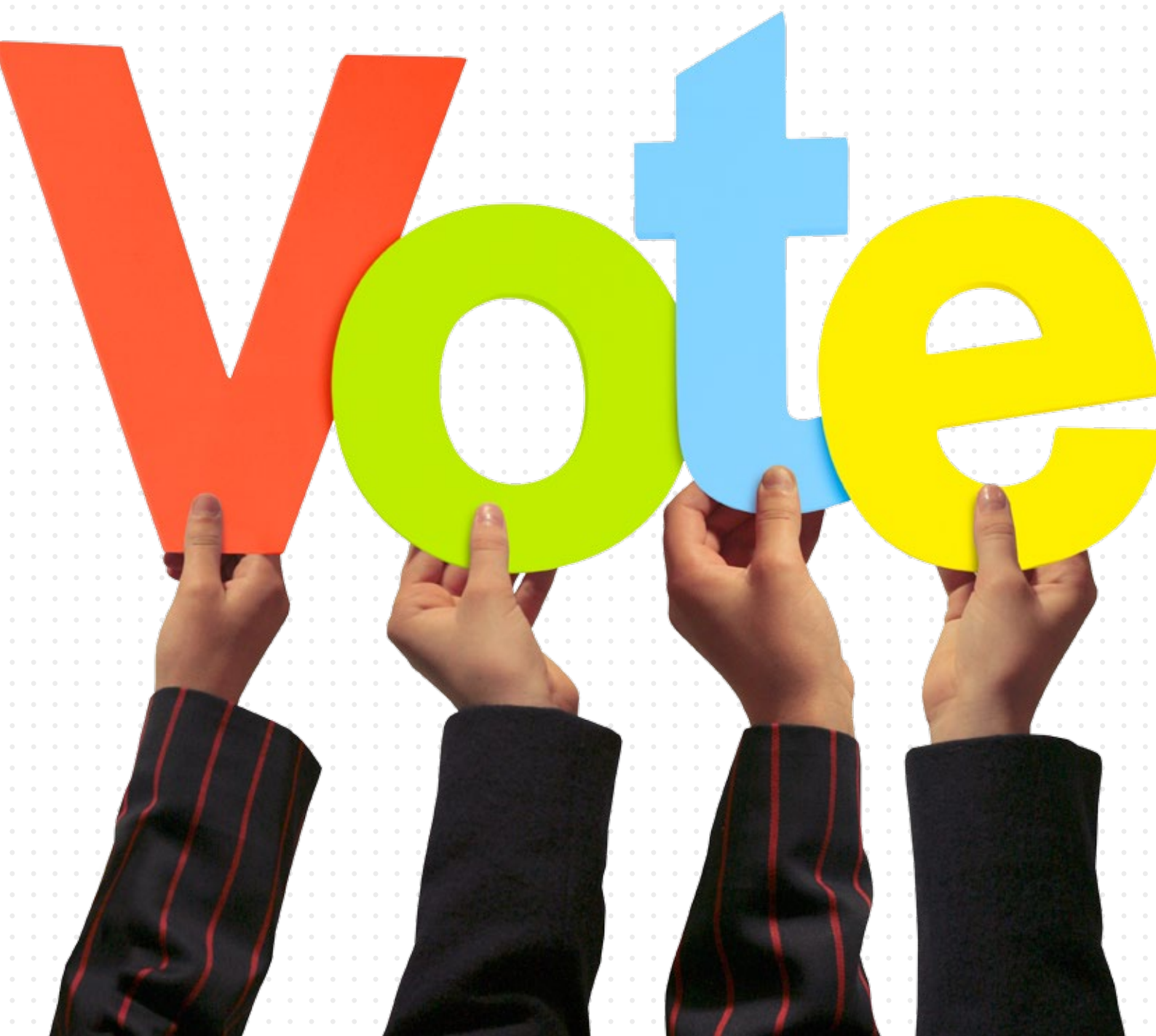
'The closure of the family business was a difficult time for me, but it has led to one of the best experiences of my life,' Josephine reflects. 'I cannot recommend highly enough that if you have an idea, the passion and the drive to take the plunge, just do it!'



*Pastry by Paterson's distributes quality pastry to businesses across the state.*

For more information on Pastry by Paterson's, visit [www.pastrybypatersons.com.au](http://www.pastrybypatersons.com.au)

Read more on our Old Michaelians' successful business ventures on page 31.





# A study in democracy – Politics at St Michael's

**'Our students are switched on, with a detailed understanding of their role as citizens.'**

**Miss Stephanie Price  
Head of Humanities**

In our complex and unpredictable world, a secure grasp of politics is essential. From critical thinking skills to mock elections, St Michael's students are renowned for their engagement with this important discipline.

## Thinking global, voting local

St Michael's students' interest in politics plays out in many ways, from the abstract to the concrete. 'Olivia Mescall (12H) and Ella Robinson-Clarke (12K) are two students who are very active in politics,' says Miss Stephanie Price, Head of Humanities. 'They took it on themselves to ensure their peers who are entitled to vote were registered for this year's election.'

If there's one thing that inspires students like Olivia and Ella, it's the desire to make a difference. 'When Olivia and Ella looked around them, they realised that some of their peers were unaware of the importance of enrolling to vote,' Miss Price recalls.

'They took full responsibility for getting the word out, and liaised with Ben Jeacocke (Assistant Director of Learning 10–12) and me to prepare themselves for the drawn-out election campaign.'

## Politics abroad

While 2016 was an election year in Australia, a large number of St Michael's students were glued to the unfolding drama overseas.

'Many of our students are riveted to US politics this year,' Miss Price observes. 'They're fascinated with the idea of the Presidency, as well as the fact that there's so many processes to go through to get elected. The dramatic US Primaries also definitely play a role.'

'The US system feels much more glamorous than ours, partly because there's so much more cash being thrown at members of Congress,' Miss Price adds. 'We use this fascination to explore interesting class debates, and raise fundamental questions including: What is a bribe? What is corruption? What is democracy?'

The spectacle of US politics feeds into students' love of drama. 'It's almost like a movie over there at the moment,' Miss Price observes. (The US Primaries were still in progress at the time of writing.) 'There is now a bit of fear among the students around what could happen if Trump were actually elected, which has opened up an interesting dialogue.'

## Australia's place in the world

By studying Global Politics, St Michael's students have the chance to better understand Australia's role in the scheme of things. 'There are 24 Year 12 students doing the subject this year, which demonstrates the strong interest among this cohort,' Miss Price says. 'Students who pursue politics are mostly interested in the bigger picture.'

Miss Price also suggests other reasons for this global focus. 'Australia is not a "crisis nation",' she reflects. 'There are much smaller differences between parties here than in the US, which makes taking strong positions more challenging. For example, when Labor and the Coalition discussed superannuation in *The Age* before the election, their policies were quite similar with different cash amounts.'

St Michael's students demonstrate a clear ability to embrace a global perspective. 'Our students are switched on, with a detailed understanding of their role as citizens,' says Miss Price. 'That level of engagement is a central part of St Michael's culture – the ethos of DRCC (dignity, respect, care and compassion) gives students a detailed perspective on their current community, and those they will enter after graduation.'

Australia's political culture presents a particular set of challenges. 'As Australians, we pride ourselves on being a bit blasé about those sorts of things, with an element of "controlled anarchy",' says Miss Price. 'However, we also have a government that dances around the big issues which are especially important to this generation – same-sex marriage, for example. Although our government is made up of elected representatives, it often seems they don't want to get their hands dirty.'



*The Hon. Mr Philip Dalidakis (OM 1993) returned to St Michael's this year to speak with the Year 11 Australian and Global Politics class.*

### Why study politics?

Politics at St Michael's provides students with an invaluable range of skills. 'From Years 7 and 8, our students learn about opinion polls and their ramifications, for example,' says Miss Price. 'By studying Politics, our students gain the conceptual tools to separate reality from the gloss, and learn that politicians won't achieve everything they want to. Our students learn to identify what's achievable, and what they'd like to see in society.'

Studying the political process at close quarters changes the way students think. 'Politics students are less likely to be populists,' says Miss Price. 'They understand that even if you promise the world, it's not going to get you where you need to be. Quite a few of our Politics students move into International Relations, where they find those foundational skills highly beneficial.'

Fostering enterprise makes St Michael's an ideal incubator for future leaders. 'Many former St Michael's students are now actively involved in a variety of political parties and organisations,' says Miss Price.

'Some even choose to do their work experience in politics – we may even see some recent St Michael's graduates as elected members in 15 years' time!'

The mental discipline developed by St Michael's Politics students provides substantial advantages in adult life. 'The subject is a particularly good fit with the type of student we foster at St Michael's – the continuous, autonomous learner, the wise analyser, and the creative synthesiser. Politics nurtures these skills, a benefit which is reflected by its popularity.'

### Old Michaelians in politics

Many of our Old Michaelians are now engaged in politics, and have developed a keen interest in the workings of government.

For Isabelle Kingshott (OM 2010), Cabinet Secretary for the Minister for Consumer Affairs, Gaming and Liquor Regulation, the Year 9 Mock Elections gave her an early taste of political involvement.

'I was in Sarum House, and co-leader Tom Clelland and I were both quite left-wing... but we drew the Liberal Party out of a hat,' she remembers.

'We made up a "small-l" liberal party called the New Liberals, and came second. It was quite funny, because we'd say things like: "We'll sign Kyoto!"'

One particular event spurred Isabelle's political interest. 'It was the time when Julia Gillard became Prime Minister that I became enthusiastic about politics,' she reflects. 'I was a complete nerd at St Michael's – the only class I ever wagged was when I went to see Gillard's first Question Time! I think it's very important to encourage young women to get involved in Australian politics.'

Matthew Lesh (OM 2009), Research Fellow at the Institute of Public Affairs, had similarly positive experiences of politics at St Michael's. 'I was actively involved in Politics, and began campaigning for the 2010 Federal election when I was in Year 11,' he says. 'In the St Michael's Mock Elections, I was Deputy Leader of my party, the Nationals. We were very keen, and came second or third – not bad for a school without many country Nationals supporters!'

Debating was another of Matthew's central interests at St Michael's, a discipline which proved central to his later success. 'I was involved in debating from Year 7,' he says. 'We were encouraged to build up our capacity to be open-minded and form strong arguments, which helped me develop my knowledge of major issues. As Year 12 Debating Captain, I learned a lot about developing arguments and putting forward my perspective.'

Stephanie Amir (OM 2002) has been a fan of politics ever since she was a St Michael's student – and in 2016, she ran as the lead Greens candidate for Cazaly Ward in Darebin City Council. After the October elections, Ms Amir was awarded the seat.

One of Ms Amir's major motivations was to increase the representation of women in local government. (Before she was elected, there were no young women on Darebin City Council.) Her political strengths were honed at St Michael's.

'I really love public speaking and talking to people about complex political issues,' she says. 'Being heavily involved in debating and acting at St Michael's was one of the major things that set me up to be confident as an adult.'

The Hon. Mr Philip Dalidakis (OM 1993) is the State MP for the Southern Metropolitan Region, as well as Minister for Small Business, Innovation and Trade in the Andrews Labor State Government. Mr Dalidakis was elected to Victoria's Upper House in 2014.

Mr Dalidakis cites growing up in multicultural Melbourne as a formative experience, and learned much from his time at St Michael's. Up until Year 12, he enjoyed participating in all activities available, including drama, swimming and debating. His academic interests included Legal Studies, a subject he was taught by Ms Debbie Gee.

As a Co-Captain of the School and Head Prefect, Mr Dalidakis was mentored by former Principal Mr Tony Hewison during his final year at the School. As an MP, he places great importance on what he sees as one of Australia's greatest strengths – a robust sense of fairness.

### Honing critical thinking

Politics Teacher Ms Roseanne Tiziani adds her thoughts on the many benefits of studying Politics.

'Studying Politics at St Michael's exposes students to the key ideas and issues concerning today's society,' she explains. 'They are able to actively engage with contemporary issues at their core, while discovering that many topics of present debate and concern are the result of several constantly evolving factors.'

Ms Tiziani makes a strong case for the centrality of critical thinking skills. 'Politics enables students to view issues through evaluative and critical lenses,' she says. 'When studied in conjunction with other Humanities subjects, such as History and Economics, Politics provides a bigger picture of how and why our society exists – where it came from, how it's evolving and where it's headed.'

Politics is central to the Humanities, which are essential to a rounded education. 'Politics students have highly developed critical thinking skills, which are a clear asset to many vocations,' Miss Price confirms. 'By fostering critical evaluation, the Humanities teach students to assess information to a very high standard.'

'Studying Politics involves a good balance of analysis and discussion,' adds Ms Tiziani. 'Students can explore their place as global citizens, and begin a lifetime of engagement with society – whether in the formal sense of government and foreign affairs, or in the informal sense as informed citizens engaged with the daily news cycle.'

### Real-world experiences

St Michael's emphasises providing real-world environments for students to test their political skills. Two of these – the Model UN and the Mock Elections – exemplify St Michael's creative approach to the discipline.

The Model UN, a student initiative run as part of St Michael's Agora (Humanities) Club, provides students with an exciting training ground for future endeavours. 'Started by a group of Year 11 students in 2015, the Model UN project gives students interested in politics the chance to discuss international issues and experience the mechanics of cooperation and negotiation,' says Miss Price.

The initiative also gives students first-hand experience with a range of issues (both real and imagined). One of the more outlandish challenges they faced was an attack on their country ... by zombies. 'Students came up with a variety of solutions to this problem,' says Miss Price.

'For example, you might have a scenario where Russia or the US wants to nuke the zombie-sourcing country, England wants to take in a certain number of refugees, and Greece doesn't want to take in refugees but has offered to donate money. It's fascinating to watch students deal with this "international crisis"!

Solomon Monagle (12H), a keen observer of politics, explains what he gained from participating in the Model UN. 'It was a great melting pot of perspectives – we not only got to talk politics, but also got a sense of each other's inclinations,' he says.

'Some of the scenarios we covered were particularly interesting, the one that really stands out being our response to the Ebola crisis,' Solomon continues. 'It took us more than one lunchtime to figure out how we could intervene in foreign matters without violating sovereignty.'



As part of Humanities Week in Term 3, the School's Philosophy Club hosted a soapbox event, inviting students to speak their mind on an issue they were passionate about, similarly to the 'Speakers' Corner' event in Hyde Park, London. Some robust discussions included political and economic theory.



As an annual fixture of the St Michael's calendar, the Mock Elections, held in Term 4, give students the chance to participate directly in the democratic process. 'With 2016 being an election year, it's a great time to use the Mock Elections as a contemporary case study,' says Miss Price. 'Students see what's happening in the media, and the Mock Elections give them the chance to respond to the issues being discussed.'

In preparation for last year's election, the Year 9 students formed five parties – Labor, the Coalition, the Greens, the Palmer United Party and the Independents. Throughout the week, the parties gave detailed speeches on the four major issues – food security, climate change, marriage equality and asylum seekers. Each party was also required to produce daily press releases, make badges, create slogans, maintain a publicity board and produce a website as part of their overall campaign.

Despite their differing political views, each party had to work together to exchange preference deals with the other parties. This required an advanced level of diplomacy, as the members of each party were compelled to compromise on some core values in order to make alliances.

Voting in the Mock Elections takes place under strict conditions – just as strict, in fact, as those enforced in a genuine Australian Federal or State election, right down to the cardboard voting booths and official ballot papers. The skills students learn from participating are transferable to the real world.

### Student perspectives

St Michael's students studying Politics share their thoughts on why the subject is central to a balanced education.

#### Olivia Mescall (12H)

Global Politics is my most important subject, as it provides an understanding of the world around me. It has taught me about different voting systems and how governments function – and, most importantly, given me the capacity to develop opinions on issues that I didn't even know existed.

The depth of knowledge that global politics provides is endlessly important, as we have to understand what's going on in governments in order to truly be good global citizens. There are many global issues that many people don't know about, even though they can directly affect them. Politics gives a well-rounded view of the world and the global actors who run it, which should be knowledge everybody values.

#### Sophie Westaway (11M)

From studying Politics at St Michael's, I have gained in-depth insights into the political situations of the past and present, learnt about key individuals, and continued to build on my understanding of the ideologies of the world and the foundations of the democratic society we live in.

What I have learnt is continually helping guide me towards my career path, and providing many opportunities to learn more about the world and what I might want to focus on in the future. The open-minded learning environment allows all students to engage, debate and learn about issues in Australia and all around the world, which helps us grow our own opinions and understandings.

I look forward to gaining more complex understandings of, and becoming more involved in, the issues and systems of the globalised world as I continue to study Politics at St Michael's.

#### Ella Robinson-Clarke (12K)

What's important about the way we learn politics at St Michael's is that it's really relevant. And although a lot of what's on the International Politics exam may not be relevant to Australia, the subject still allows us to broaden our understanding of political processes. Studying Politics helps us learn how our foreign policy relates to other states.

When doing work experience with Adam Bandt in 2015, it was great putting the theory we learned in class into practical use.



A lot of what Adam does is very local, because he's the Federal Member for Melbourne, so there's a lot of community engagement and more local policy.

I'm not sure where life will take me, but sitting as a Member of Parliament is my goal. What I'd really like to see is young people more engaged in politics. There are almost one million Australians missing from the electoral roll who are eligible to vote, and about 40 per cent are 18-year-olds. I think that shows a lack of motivation. Young people think politics isn't relevant to them, but I think that's because of the way it gets portrayed in the media.

If young people had learned about the Federal Budget, they'd know they were being massively disadvantaged by the government – but because it's not presented to them in an interesting way, they don't learn how it affects them. At heart, politics is about people.

Mr Timothy Roberts  
*Communications Officer*

## An eyewitness account of the Mock Elections

The St Michael's annual Mock Elections occur as a part of the Theme Days program (Years 7–9). Theme Days involve an intensive three days of research in a particular field, amounting to a real-life outcome. The program tackles issues of impending relevance to the year level.

In Year 9, the cohort undergoes a Mock Election designed to encourage students to get involved in politics. In House groups, the students form five political parties, then work to delegate roles such as party leaders, policy units and media advisers.

The party leaders' duty is to negotiate voting preferences and help the policy units with their work. The exchanging of preference deals tests the students' diplomacy, forcing parties to compromise in order to make alliances. The party leaders also visit various staff members, advertising their party and inviting the staff to attend their morning tea before they cast their vote.

The policy units develop a stance on topical issues and speak on them before the entire cohort, before answering questions from the floor. The policies are usually formed around major issues, including food security, climate change, marriage equality and asylum seekers. However, they may vary according to the political climate of the time. Each party's speech is detailed, and the speakers carry out significant research into their issue to ensure they can answer questions effectively.

The media advisers decorate the parties' designated area and manage a board that gives daily updates and notices to advertise their House's party, as well as producing a video featuring the party members. The House colours are used in creating banners and badges to spread a slogan reflecting the groups' ideas.

By virtue of the Humanities Department staff, who are heavily involved, the Mock Election is a highly authentic recreation of an Australian election. On the final day, each House group hosts a morning tea before voting commences. Refreshments that have been baked or bought are provided by the students to persuade staff into voting their way. Then, students and staff vote in uninterrupted privacy using a cardboard voting booth. Later, everyone assembles together and the winning party is announced.

Throughout the Mock Election, students learn about the process of an election in Australian politics. By immersion into a political environment, the entire Year 9 cohort becomes involved in research and learning. This prepares them to become active and fully engaged citizens in the near future.

Grace O'Shea (11S)  
*Contributing Writer*

## Thank you for supporting our school

St Michael's is enormously grateful for the generosity of those in our community who donated to the vitality and financial sustainability of the School throughout 2016, including:

- 14/32 Australian Infantry Battalion A.I.F. Association
- Mr J Armstrong and Ms R Constable
- Mr G Beissel
- Bellwether Foundation Pty Ltd
- Dr M Bonazzi
- Mr B and Mrs A Boyaci
- Mr J Colville and Ms K Napier-Colville
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- Mr B Redmond
- Dr P Rong
- Mr G and Mrs F Snell
- Mr G and Mrs K van Wyngaarden
- Anonymous – 2









# Professional footballers take up coaching gig at St Michael's

St Michael's has welcomed two former Australian Football League (AFL) players as the School's new senior football coaches. Tom Couch and Ayce Cordy commenced in the roles at the start of the 2016 school year, with great plans for the St Michael's 1st XVIII Football Team.

Tom is a past player for Melbourne Football Club (2012–13) and son of Geelong Football Club champion and Brownlow Medallist Paul Couch. Tom currently plays for Richmond in the Victorian Football League (VFL). Ayce is a former Western Bulldogs Football Club player (2009–15), whose brother, Zaine, is currently in his second year with the club. Ayce now plays for Williamstown in the VFL.

Director of Sport Mr Tyren Montebruno described the appointments as exciting times for the School. 'It continues the trend of distinguished players and coaches who are coaching our 1st teams and supporting our junior levels, he says.

'Tom and Ayce both possess great knowledge and experience of the game playing at AFL and VFL level. They have both played under some great coaches and we hope that this will develop our students' skills and aid them in becoming well-rounded footballers.'

Mr Montebruno said the new coaches had been well-received by the students. 'There has been a real excitement within the playing group which has seen a vast improvement from last season,' he explains.

The team had a tremendous year, finishing the season with eight wins and two losses, and beating Westbourne Grammar on a cold, wintry night in May to retain the highly anticipated Geoffrey Ryan Cup for a third consecutive year. The team just missed out on the premiership after going down to St Leonard's College by two points in the grand final in August.

At the start of the season, Tom and Ayce gave an insight into what it's like to play professional league football, and shared what they had in store for the red, blue and white in 2016 and beyond.

**Why did you choose football over other sports?**

**T:** I loved all sports as a kid. I played a lot of footy and tennis growing up. I won a few tournaments and considered playing tennis, but in the end footy was a no-brainer.

**A:** I'm from Ocean Grove, so football was always the number one sport at school and amongst my friends. When I was 17, I was representing Victoria in Basketball and I got a phone call telling me that I was in the Australian footy team. It was at that point when I made the choice – I was able to see a future in football and there was a better chance for employment. I was probably better at football anyway and being able to pursue it further, I saw my opportunity there.



St Michael's 1<sup>st</sup> XVIII Football Coaches Ayce Cordy and Tom Couch with players Jack Corbel (12M), Louis Walter (12M) and Finn Craig (10K).

### What football accolades have you won during your playing career?

**T:** I won a VFL Best and Fairest in 2013 with the Casey Scorpions, which is Melbourne's affiliated club; I was Runner-Up in the VFL Best and Fairest in 2013; a dual member of the Geelong Football League's Team of the Year; and I've played in five VFL finals with Casey.

**A:** I won Geelong College's leading goal kicker award a couple of times; was Runner-Up in Footscray's VFL Best and Fairest in 2015; but probably my biggest achievement in football would be winning the VFL premiership with Footscray in 2014 against Box Hill (Hawthorn's affiliate club). My time in the AFL has a couple of really good memories as well.

### Can you describe the experience of getting drafted?

**T:** It was very exciting. It was one of the best days of my life. It's right up there with making my AFL debut. It was the result of a lot of hard work and it was pretty special to share it with my parents.

### What is the best football advice you have received?

**T:** The ups and downs in footy are very dramatic and you often don't feel like training or doing recovery, but it's important to maintain the structured routine because when a game is tight or you're not feeling 100 per cent, all those little things you've done or haven't done will or won't fall in your favour. You have to make sure you always get something out of everything. Post-football, Dad said that I'd get to meet a lot of really great people, and the networking

that comes from being involved in the AFL can really set you up for later in life. Most careers last about three or four years, and then there's another 50 years of life after that so you need an education. Footy is not everything.

**A:** 'If you can't run, you can't play', and that's a very valid statement these days. It bodes well for your fitness level and your injury level. If you're a bit injured or unfit and can't run to full capability, then you shouldn't be out there. I've also been told to 'do things to the best of your ability', which is really all that you can ask from anyone.

### How do you balance studying, footy, recovery and your social life?

**T:** It's important to have a really good balance. I've found that I play my best footy when I'm happy. You can't get too carried away with one thing or it will become too obsessive. Keeping your head straight on your shoulders is crucial.

**A:** It's a constant juggling act. You have to choose things to prioritise. Footy and university are critical because I'm focusing on the present and the future, but you've still got to keep relationships happy with family, friends and your partner. It's all just part of growing up.

### What expectations did you place on the St Michael's team this season?

**T:** I wanted the boys to enjoy the game, and look forward to training and competing in games. That's mandatory for us to become a premiership side one day.

Strong sides are brave and back themselves. I want us to be confident with everything we do. We all want to be on the same page and relish challenges thrown at us. We have a great list that is certainly capable of going all the way. We want to play a style that is enjoyable to play, as well as for students, teachers and family members to watch.

I would have loved the boys to win the flag this year. I won the AFL Victoria's Herald Sun Shield and the Associated Catholic Colleges premiership when I was in Year 12, and to this day I have fond memories of both school leagues. It's so much fun to do with your mates who you're with every day at school, discussing it at recess, playing 'jack in the pack' at lunchtime and all that. Also the banter that goes with it, too, is quite hilarious sometimes.

### What do you have to offer the boys given your invaluable AFL experience?

**T:** Both Ayce and I have knowledge of the little things, which we try to get in training sessions as well as games. I want every player to improve something that needs work at every single session.

**A:** I expect them to have a lot of fun and enjoy their footy. I want them to always have a crack at everything and not reflect on the game afterwards thinking they could have gone harder. The team mantra is unofficially 'no regrets'.

### What are the positive signs that you have seen at St Michael's so far?

**A:** It's a good group and they worked hard to reach the ACS grand final this season. They're all driving each other and making sure that everyone here is aware of team standards. They're all valuing each game and training session, and getting the most out of themselves. Hopefully we can do one better next season and win the premiership.

**Ethan Lawrence (11M)**

*Contributing Writer*

**Ms Erin Bull**

*Communications Coordinator*

# Building a stronger community

St Michael's has established a new way to ignite constructive conversation and provide pathways for sustainable, positive change with the launch of Appreciate Inquiry (AI).

Successfully used in a variety of organisations across the world, AI is a scientifically proven strengths-based change approach which aims to celebrate positive aspects and address problems from a more constructive and inspirational pathway and mindset. The implementation of AI at St Michael's was a direct result of Associate Head (Innovation and Learning) Mrs Annabelle Knight and current parents Mrs Elise Morris and Mrs Lela McGregor graduating together from The University of Melbourne's Master of Applied Positive Psychology in late 2015. The qualification is the first of its kind in Australia and Mrs Knight, Mrs Morris and Mrs McGregor were part of only the second group to complete it.

The AI process is one of exploration through collaboration. It is comprised of four stages called the 4D framework, and systematically works through each stage designed to inquire about the causes of success (Discovery), imagine the future (Dream), plan to create the future (Design) and provide a blueprint for positive results moving forward (Destiny).

Across a number of evenings in March and May, students, staff and parents were invited to attend a series of AI workshops where they were encouraged to explore St Michael's strengths, share knowledge and build capacity for change. Mrs Morris described the evenings as 'incredibly rewarding'.

'St Michael's has had success in using AI within the teaching professional development space, so it was a natural step to take it to the broader School community,' she says. 'Significant benefits have been noted when embracing AI within an educational context – it increases positive emotion, which significantly impacts our ability to broaden our thinking and build on what we already have.'



*Parents, students and staff share ideas at an Appreciative Inquiry workshop.*

St Michael's has such an appetite for exploration and discovery in working with different approaches ... we all benefit, especially the children.'

Mrs Morris noted that similar themes had emerged across the School's four K-12 quadrants during each of the sessions. 'There were many terrific ideas for strengthening the community,' she says. 'It was particularly good to involve students in older year levels – they walked away from the session feeling seen, heard and valued. AI is hugely impactful, and powerful in moving a group of people towards a common goal – it creates momentum and alignment.'

As a result of the sessions held earlier this year, the School identified four key pathways – Parent Engagement, Communication, Mentorship and Global Citizenship. Working groups consisting of both staff and parents were established to map out the next steps, which will be an ongoing process, and students will remain involved through regular consultation and feedback. Three of the teams have already met, and one more session on Global Citizenship is scheduled for Term 4.

The Parent Engagement team will focus on the role of Class Reps, the Communication team on the development of a Parent Skills and Interest Inventory, and the Mentorship team is exploring both student-to-student and career pathway mentorships.

'It's at a very exciting stage,' Mrs Knight says. 'We know that there are so many positive and productive outcomes from strong family-school partnerships, especially a sense of belonging and reciprocal relationships, and we want this culture to flourish here.'

Ms Erin Bull  
*Communications Coordinator*





# Exploring elements of STEM at St Michael's

STEM stands for Science, Technology, Engineering and Mathematics – four disciplines which will play a central role in our future.

St Michael's is a STEM powerhouse, with our students immersed in innovative technology throughout their schooling. Defined by its holistic approach to learning, STEM at St Michael's gives students hands-on experience of how different disciplines in the field are linked.

STEM at St Michael's takes place by exploring engagement with technology in all its forms. While the development of coding skills is an essential strand, it is fully integrated into the wider curriculum. St Michael's students use the knowledge and abilities they develop in the classroom to participate in an exciting range of practical activities with real-world applications. STEM at St Michael's leads students towards a lifetime of creative engagement with technology.

## Making, creating, programming

With such a rapid pace of change, there has never been a more exciting time to be involved in technology. St Michael's responds to this need by placing creativity at the centre of learning.

According to *Invent to Learn*, known as the Bible of active learning: 'For the first time, "smart" tools allow people to design their own objects and quickly fabricate them in the real world.

Amazing new tools, materials and skills turn us all into makers.' The St Michael's Technology program is based on these core principles.

Staff members in charge of Robotics at St Michael's, Head of Learning Systems Mr David Howard and Assistant Head of Learning Systems Ms Emma Phillips, discuss how the values of active exploration are expressed in the St Michael's curriculum.

The Maker movement, which places construction firmly at the centre of learning, is key. 'It's based on a constructivist philosophy, where students learn by making things,' Mr Howard explains. 'First, they think of an idea or invention; we then give them the tools to realise this vision, guiding their thinking and asking critical questions along the way. This makes learning at St Michael's all about invention and creation, rather than telling students what to do. We're facilitators, directing students' creativity while they use their developing skills to build, invent and explore.'

As Ms Phillips explains, Makerspace sessions perfectly express the idea of the Maker movement. 'This is a dedicated time each week where students come together to build objects, one of the most STEM-related activities at St Michael's,' she says.

'The alternative title is "Invention Time", because it encompasses a suite of activities – devising creative solutions to everyday problems, demystifying machines, and helping children understand how technology can enhance what they can achieve.'

Coding, another crucial STEM-related skill, is taught at St Michael's from the early years. 'Year 2 students first encounter coding via *Hello Ruby*, a fantastic book which demystifies how computers work and explains the basics of coding,' Ms Phillips observes. '*Hello Ruby* also explains the fundamentals of computer language and sequential thinking, including why coding instructions must be explicit and given in a precise order. By using the symbols, repetition and information they encounter in *Hello Ruby*, students gain an understanding of different symbols and codes – essential building blocks for their future adventures in coding.'

In the process, St Michael's students gain vital experience in the workings of computers from the ground up – knowledge that is otherwise hard to come by. 'When children ask an adult, "How does a computer work?", the response is often "I don't know" or "It's magic". It's vital to move beyond this, so that students can develop the complex skills they require to excel. For that reason, programs such as *Hello Ruby* cleverly deconstruct technical information in a way younger students can grasp,' Ms Phillips adds.





Mr David Howard, Zoe Alpherts (6JP) and Zander Rintoul (6B) enjoy a Robotics session in The Gipson Commons.

### A world of robotics

Once these solid foundations have been laid, the focus on coding continues through its integration into Robotics. The progressive structure guides and inspires students each step of the way. 'Beginning with sequential thinking, we move on to practical engagement lessons with Blockly – a program based on a series of animated blocks, which students can move around within the context of a game,' Ms Phillips explains. 'In the process of manipulating that tiny world, they're simultaneously learning the basics of writing code.'

Each year, the Robotics program becomes progressively more complex. 'We have seven types of robots, which are targeted at Kindergarten onward,' says Mr Howard. 'At each stage of the journey, students extend their knowledge of programming, algorithms and decision-making. We're here as facilitators, to encourage creativity and foster collaboration.'

Robots used in the early years are simple yet flexible. 'Students in Kindergarten to Year 1 use Bee-Bots – little robots that can be programmed to go in different directions, either directly or via iPads,' says Ms Phillips. 'These offer a perfect introduction to conceptual programming, giving students the building blocks they need to move on to more advanced robots.'

During each Robotics session, students are learning more about how to manipulate technology. 'Prep students work in small groups and experiment during Creative Exploration and Discovery (CED) Time, building up confidence with small machines,' says Ms Phillips. 'Many other practical projects are woven through the junior years – including bridge construction, simple machines and forces – all of which add to the learning process.'

Students in Years 3 and 4 graduate to Sphero and Ollie robots, which use drag-and-drop programming. The level of difficulty increases right up to Year 5, where students design, build and program a Lego Mindstorms EV3 robot to carry out a complex series of tasks.

By teaching robots to carry out their instructions, students make their learning far more concrete and meaningful. 'Interactive robotics enables students to actually see the device carrying out their instructions, rather than on screen,' Mr Howard says. 'By monitoring, logging and testing data, they can see what they're doing right and what to improve. The software driving the robots' actions is fully integrated across Mac, PC and iPad, with progressively increasing complexity between year levels.'

The K–12 approach at St Michael's enables students to collaborate on robotics and coding with those of similar interests across multiple year levels. 'In Makerspace, Year 2 students have the opportunity to collaborate with Year 6 students, for example,' Mr Howard notes. 'Younger students ask many interesting questions of the older ones, who often say: "I hadn't thought of that!" Older students attend Year 2 and 3 classes to help out and learn with younger ones; it's the same with Years 5–9 Robotics, where Year 7 students are learning from Year 6 students and vice-versa.'

STEM is central at St Michael's from the beginning. 'The K–6 staff have taught STEM for a long time at St Michael's under the title of Transdisciplinary Learning,' says Mr Howard. 'We're bringing this interactive approach to the upper year levels with a holistic subject selection.'

This greater level of interactivity increases the cross-disciplinary focus, encompassing multiple strands of research within a single topic. 'In the new Year 10 Architecture subject, for example, students explore linkages between art, history, religion and architecture,' Mr Howard explains. 'In its increased scope, it has many similarities with a university-level subject.'

This vibrant range of approaches demonstrates St Michael's dedication to innovative learning.





*Ned Tozer (5N) is a keen Makerspace participant.*

### A young programmer's perspective

Many of our keen students see the Robotics program as a perfect launchpad for future learning and exploration – one notable example being Tim Ronchi (6SP), who assists younger students in Makerspace. 'I help out with several activities, with different types of robot – Bee-Bots, Ozobots, littleBits, Makey Makeys and Makedos,' he says.

As Tim explains, Robotics at St Michael's draws on a huge range of skills. 'Learning to program robots teaches students basic programming, including how sequences can alter a robot's behaviour,' he reflects. 'The simplest ones are called Ozobots, 20-cent coin-sized robots which follow different colour sequences. By pressing the colours, students can make them go fast or slowly, and turn right or left.'

Tim is enthusiastic about the major role that programming plays in the St Michael's curriculum.

'Robotics used to be only for Years 5 and up, but now Year 2 students at St Michael's are programming Bee-Bots,' he says. 'A Bee-Bot is a robot that looks like a bee, with buttons on top – you can punch in a series of directions, then start it on its path.'

As students advance through each year level, their programming knowledge becomes more detailed and the robots become more complex. 'We also use littleBits,' Tim says. 'These are electronic components connected by magnets, with switches that turn the electricity supply on and off. You can connect all kinds of devices, including fans and lights – littleBits are more about hardware than programming.'

Tim infectiously expresses how building a robot at St Michael's can quickly morph into a major pursuit. 'Halfway through last year, we started building a robot out of Lego,' he remembers. 'We started making simple codes for it, but now it's grown into something giant and really complex!'

Tim's enthusiasm encapsulates the buzz around robotics at St Michael's.

**The Robotics program is an opportunity for students to design, build and code their robots. Once the robots have been built, they run through a complex obstacle course. The way that the robots have been coded means that they react to different shapes, thus completing the course.**

**Makerspace is similar to the Robotics program, as they are both part of STEM. In Makerspace, students can participate in a range of activities, such as littleBits or the Ozobots. Maybe you might choose to play a coding app on an iPad. The Makerspace program is a great opportunity for St Michael's students to get a little closer to the complex side of technology.**

*Kasper Kolsrud (5T)  
Contributing Writer*

## Natural disasters and engineering

St Michael's students learn how to apply their newfound knowledge to the real world.

One solution is ensuring that they have an outlet to test their newfound coding knowledge in a day-long 'Engineers Without Borders' workshop. In this practical session, students devise an engineering-based response to a natural disaster (drought, flood, fire or cyclone), and analyse how such a cataclysmic event would affect our world.

That's why the Natural Disaster unit is so effective, as it places students' growing coding knowledge in a practical context. 'Instead of simply finding out information about a topic and reporting on it, they're discovering the impact natural disasters can have on humans, and discussing measures we can put in place to help us survive,' Ms Phillips says.

The students have three weeks to study the impacts of disasters. 'Engineers Without Borders gives students the opportunity to create a solution to a problem which is related to a natural disaster they have experienced in real life,' says Ms Phillips. 'For example, some of the students have been looking at the canals which have been flooding in Elwood this year. Another suitable engineering challenge might be designing a more effective rubbish trap.'

Students respond enthusiastically to these challenges. 'One of our Year 12 students in the 3D Technology class is designing a small pack that can be given to those suffering the aftermath of a natural disaster,' says Ms Phillips. 'After designing these objects in class, students also have the chance to construct them with 3D printers.'

In line with the School's central values of dignity, respect, care and compassion (DRCC), Technology projects often give students the opportunity to contribute to the greater good.

'Many of our young people want to make a difference by working on something larger than themselves, and the STEM project takes advantage of that,' Ms Phillips points out. 'Project-based learning enables students to say: "I'm creating something that's going to make a difference".'

## Renaissance-inspired technology

A major element of Technology at St Michael's is the exploration of practical aspects of engineering. In one major example, our Year 7 students create machines influenced by Leonardo's brilliant inventions of the 15th and 16th centuries. The Leonardo Project sees students problem-solve and test materials using the scientific method.

By studying and replicating simple machines such as Leonardo's parachute, students are able to work out aspects such as displacement, and make hypotheses regarding the designs' interior workings.

After studying Leonardo's originals, the students are given a standard form on which to sketch their interpretations of their own designs. Given only a sheet of canvas and several lengths of timber, students draw on Leonardo's central insights to devise their own working scale-model parachute.

Exploring Leonardo's machines requires students to work with various aspects of mathematics, science and design principles. Utilising the scientific method and their knowledge of construction, the students test and document the parachutes' differing rates of fall, based on the unique physical properties of each design.

In a related project, students build a glider from balsa wood, fabric and paper, simulating the techniques and technologies that would have been available to Leonardo during his time. Fully immersing themselves in this technology, they explore historical aspects of construction as well as the principles of flight and lift.

Each glider had to travel three metres unassisted, stretching students' understanding of the principles of lift. Some of the gliders travelled a long way, while others plummeted – but regardless of the level of success, this exercise inspired them to investigate and consider the key terms.

Class projects in subsequent years are equally innovative, with Year 8 students applying their construction knowledge to build 'automata' (mechanical toys). These simple machines display an intricate action on top of each device, including helicopters, windmills and figures playing football. By creating automata, students use cams, levers and other simple machines to develop their understanding of mechanics.

STEM at St Michael's will expand even further in the future to meld electronics with robotics – extending to design tasks, where the students are building circuits to perform household jobs. The expertise extends into projects in the higher year levels and VCE, where students need to understand engineering and mechanics, along with the properties of materials including paints, glue, metals and plastics.

By drawing on a genius of our past, St Michael's students are forging a path to the future.

Mr Timothy Roberts  
Communications Officer

**In line with the School's central values of DRCC, Technology projects often give students the opportunity to contribute to the greater good.**

## Women in STEM



*Annaliese Campbell (10B) and Greta Corbell (10M) experiment with model molecules.*

At St Michael's, increasing women's level of participation in science remains paramount. The St Michael's curriculum is therefore geared towards engaging girls with this crucial area of learning.

It's a nationwide issue. According to Head of Science Ms Veronica Hayes, women have made much progress in key STEM areas – but there's still a long way to go. 'We've seen huge gains in female university entrants over the past two decades, particularly in Chemical Engineering,' she says. 'Yet while enrolments have increased substantially, encouraging women to continue in the field continues to be a major challenge.'

The gender gap tends to widen after graduation. 'While the majority of enrolments in STEM subjects are female, there are far fewer female science faculty members than male,' she says. 'This is primarily because women have other commitments while others apply for tenure; our mission is to increase this proportion.'

'Although we have made great gains in many areas, we wish to continue getting more women studying STEM subjects,' Ms Hayes continues. 'Our country's prosperity depends on innovation, and STEM subjects are the key to Australia's future.'

According to the Australian Industry Group (AIG), 'STEM skills are important for the competitiveness of the Australian economy.' With STEM jobs growing at 1.5 times the rate of other jobs between 2006 and 2011, there's never been a more exciting time to be studying the field.

St Michael's parent and former student Ms Michelle Gallaher (OM 1984), who advises St Michael's on technology, asks: 'Many girls choose medicine, allied health and biology – but how many choose engineering, aerospace, maths and IT? We see women as head of marketing, legal, HR, and the humanities in the sciences – but we don't see many women as tech founders, chief scientists, or heads of manufacturing, for example.'

According to Ms Gallaher, there are several highly encouraging signs that St Michael's is becoming a STEM leader. 'Last year, a relatively large cohort of students, many of them young women from St Michael's, chose STEM for their tertiary studies,' she says. 'St Michael's could have a competitive advantage as champions of STEM convergence in the emerging knowledge economy, leveraging strengths in the creative subject streams and transferring them into innovation skills.'

The convergence between humanities and STEM disciplines is vital for Australia's technology future. 'Emerging jobs and future STEM-based industries will include data managers with an IT systems understanding of health, environment or biology; industrial designers and engineers who can code and develop integrated medical technologies and market them to a global audience; and STEM communicators and negotiators to shape public understanding, policy and legislation,' Ms Gallaher says. 'Bioethics, for example, is very dependent on the humanities and the arts, because it has to be translatable to everyone to be able to negotiate consent and approval.'

'For young people choosing STEM, it's important to have convergent skills in sciences, arts and humanities. It's here that the jobs of the future will be based – and St Michael's is well-placed to shape Australia's innovation landscape.'

Ms Gallaher is equally adamant about the importance of gender balance in STEM. 'If Australia only accesses half of our STEM talent, we'll lose half the reward,' she says. 'Senior STEM women need to actively mentor, sponsor and champion younger STEM women to level the playing field and give them the same advantages as many young men in similar positions.'

Collaboration and communication skills are critical. 'St Michael's really teaches children to collaborate and communicate effectively,' Ms Gallaher says. 'The open spaces in The Gipson Commons offer places to talk, present and conduct group projects. The flexible spaces, particularly in the Science faculty, reflect the interdisciplinary possibilities of STEM's future in Australia.'

In Ms Gallaher's view, the performing arts are key to St Michael's future with STEM. 'As scientists, we constantly work to ensure the public understands why we need certain technologies. We need to negotiate a social licence to explore sometimes confronting and ethically challenging technology frontiers,' she says. 'Scientists have to present to journalists, investors and politicians at conferences, and presenting evidence in front of peers is essentially a performance piece. That's why the more science students I see in the play or the musical, the happier I am – they're learning fundamental skills that will prepare them well for a STEM career.'

With this rich holistic perspective emerging at St Michael's, now is an ideal time to be studying STEM.





# Taking care of business

It is one of the most popular VCE subjects in Victoria – St Michael's Grammar School alone has three Year 12 classes currently running – so it's no wonder that the study of and interest in Business Management is expanding well beyond the classroom for today's youth.

The subject begins in Year 11 (Units 1 and 2), focusing on the different types of businesses that exist in Australia, and looking at how to establish a small business – from developing an idea and identifying the target market, to financial matters and staffing requirements. Communication and management – looking at the marketing of a product or service and the role of public relations – is also covered.

Students who elect to study Business Management in Year 12 (Units 3 and 4) learn about corporate management – large-scale organisations – and managing people and change, with a focus on the employment cycle, employee relations and change management.

'Students who have aspirations of one day owning their own business would find this subject useful,' explains Business Management Teacher Ms Debbie Gee. 'In the past, we have given students the opportunity to run their own small businesses where they have had to create a product or service, do some initial market research to see if the product would be successful, and consider the location, finance and staffing.'



*In 2011, Callen Rawlings became an award-winning photographer at just 13 years of age after taking first prize in The St Albert the Great Science Photographic Prize for his work, After the Fire.*

As an incentive, students were allowed to keep 50 per cent of the profit and the other 50 per cent was donated to a charity of their choice. 'The activity taught the students that owning and running a small business can be rewarding, but it is very challenging and requires a lot of dedication.'

Two current St Michael's students have already taken a step towards owning their own business, despite still being in school.

## Turning a passion into a profit

Callen Rawlings (12S) developed an interest in photography about six years ago after simply picking up a camera and having a go.

Since then, he has gone on to win a number of photography awards, using the monetary prizes to purchase more photography equipment, and has established his own photography business, CHR Photography.

Callen's online gallery, he says, is a future investment which he hopes will turn into a long-term profession. 'I've always been keen to make money by doing something I enjoy – I love the idea of it because it gets you places,' he says. 'It does feel good to have your own business because it can lead to success.'



Like many business owners, Callen has taken advantage of the rise in social media to help promote his work. He also relies on word-of-mouth, and says his parents have been a great support. It hasn't always been smooth sailing, however. 'Being in Year 12 and running my business is quite hard,' he admits. 'It usually means some late nights, but it's good fun.'

'There are quite a few photographers out there so there will always be a level of competition, but if I can keep my photos original and unique then my business will be strong.'

Callen encourages anyone dreaming of owning their own business to venture outside of their comfort zone and take a risk. 'If you're going to start a business, make sure you enjoy what you're doing.'



*In 2012, Callen won the WetlandCare Australia National Art and Photography Competition's Golden Chain Youth Photography category for his work, I Spy.*

### Watch this face

Isabella Dymalovski (9K) has already made her mark on the beauty scene. The 14-year-old has spent the last six years developing her own skincare range for young girls called Luv Ur Skin, and business is booming.

Earlier this year, coinciding with the official launch of her product in July, Isabella appeared on multiple television shows, including Channel 10's *Shark Tank* and *The Living Room*, and News programs on Channel 7, 9 and 10.



*Isabella Dymalovski's skincare range, Luv Ur Skin, is being sold in Priceline stores across Australia.*

The young entrepreneur wanted to establish her own range after she was too young to use her mother's products. It was then that she decided to create her own. 'I don't think my mum realised how serious I was being and now here I am today,' Isabella says.

The Luv Ur Skin range includes a face wash, moisturiser, lip balm, body wash and lotion, and glow-in-the-dark nail polishes. 'It's an all-natural Australian-made skincare range, so that's basically our big selling point,' Isabella explains. 'The one or two similar products on the market are all pharmacy-made and not natural, whereas ours are and I think that's really good.'

'There was really nothing out there for kids my age that was good for our skin,' Isabella continues. 'I noticed in the market that most products were designed for babies and then older teens and adults, skipping my age group completely, so I wondered for kids between 6 and 14, "What are we meant to use?"'

Isabella prides herself on being involved throughout the entire process. 'I really enjoy the science behind it,' she says. 'I work on the formulas and develop the actual products, and I also help with marketing and product designs. I'm interested in both aspects equally.'

Perhaps the biggest achievement for Isabella is the fact her skincare range is now available for purchase in Priceline stores across Australia – in fact, she is the youngest-ever supplier contracted to the company. Looking to the future, Isabella hopes to expand the brand to Europe and the United States of America.

**Ethan Lawrence (11M)**

*Contributing Writer*

**Grace O'Shea (11S)**

*Contributing Writer*

**Ms Erin Bull**

*Communications Coordinator*



## Taking the reins



*Veronica Finarelli is the proud owner of Squashed Grapes.*

Numerous St Michael's alumni have also taken their passions and turned them into successfully-owned businesses.

### Good wine not so hard to find

After many years visiting wine regions both locally and around the world, Veronica Finarelli (OM 1994) realised that there were many wonderful wineries in Australia that people may not be aware of. So in 2015, Veronica launched her own online retail platform, Squashed Grapes, to support the sales of smaller, family-run vineyards across the country whose marketing capabilities and reach is limited.

'We developed Squashed Grapes as a way of supporting the smaller wine producers whilst educating our customers about the amazing varieties and quality of wines we have here in Australia,' she explains. 'We do this via our website, social media pages and through face-to-face tasting events.'

We've managed to achieve a solid customer base who trust us to source great quality wines at great prices.'

After graduating from St Michael's 22 years ago, Veronica began working full time whilst studying a Bachelor of Business in Human Resource Management on a part-time basis. 'I believe that my 20-plus years of working in different industries and organisations, as well as in different countries, has been the key to giving me the confidence and commercial skills to start my own business,' she says. 'Things like stakeholder management, negotiation, influencing and communication skills are those "soft skills" that can ultimately only be learnt on the job and through experience.'

Vanessa's biggest challenge has been setting up her business while still maintaining a full-time corporate job, which has meant a lot of after-hours and weekend work. So she recently changed tact and secured a part-time role to ensure funds were still coming into the business whilst gaining some additional days to focus on Squashed Grapes.

'In addition, I am looking at ways to create efficiencies and delegate some of the business processes through automation tools and hiring someone to focus on the administrative tasks,' she adds.

Reflecting on her time as a St Michael's student, Vanessa says she was always a 'foodie', and enjoyed studying Food Technology with her former teacher Mrs Glenis Heath, who was then Head of Home Economics. 'It's exciting to finally be doing what I really want to do as opposed to what I should do to pay the bills.'

Having purpose and being passionate about something is far more rewarding than any big corporate pay check I've ever received.'

### Be your own boss

Having worked in the plumbing industry for 20 years, Timothy Payne (OM 1992) decided to go out on his own and established his business, Plumbing Excellence, seven years ago.

'I felt there was an opportunity to run a plumbing business my own way, with a keen eye for quality of work and jobs being done well, and being professional with customers,' he says.

The excitement of being his own boss came with its own challenges for Timothy, including sourcing work through advertising and offering competitive quotes. 'There's a lot of competition out there, so you have to have some type of edge to your business to convince customers to pick you,' he says. 'Running a business is not easy – it's a lot of bookwork and extra hours that go on behind the scenes. But having a trade is a good career path. I like my work – it can be challenging at times, but I'm always learning new things all the time.'

'I received an excellent education at St Michael's, which has helped me to run my business successfully and deal with clients professionally,' Timothy adds.

# St Michael's proudly joins Safe Schools Coalition Australia



*In celebration of St Michael's joining Safe Schools Coalition Australia, a rainbow wall took pride of place in Dolly's Café, inviting people to express what love meant to them.*

On 16 August 2016, St Michael's announced that it was joining the Safe Schools Coalition Australia (SSCA). This government-sponsored organisation is an association of schools, all working together to create a safe and supportive environment for lesbian, gay, bisexual, transgender and intersex (LGBTI) youth.

At St Michael's, we value diversity and honour the principles of dignity, respect, care and compassion. We believe that the SSCA aligns with the School's core values and reflects the inclusive educational environment that defines St Michael's.

It also aligns St Michael's with the other members of the Association of Coeducational Schools, to which we belong.

In Term 1, the 2016 student leadership team initiated work with staff through the St Michael's Wellbeing Services Committee to explore potential membership. As a member of the Student Wellbeing Team, Flynn Smeaton (12K) addressed his peers at the Years 7–12 assembly in August to proudly announce the School's SSCA membership.

'There is no doubt in my mind that there is a deep culture of indisputable acceptance and support for all students at St Michael's; an atmosphere unique to our school,' Flynn said. 'However, we wanted to make the unspoken spoken, and in joining the Safe Schools Coalition we, as a school, are formalising our commitment to inclusion and the continuation of a community that allows students and staff to be as safe, happy and healthy as possible.'

As part of his speech, Flynn also reflected on the Orlando nightclub shooting, in which 49 people were killed. 'It was the most fatal terrorist attack in the United States since 9/11 and the deadliest incident of violence ever experienced by the lesbian, gay, bisexual, transgender, intersex (LGBTI) community in American history,' he said.

'Incidents like this remind me that nothing here is promised,' Flynn continued. 'Despite the amazing community that surrounds me here at St Michael's, my wider, global community still faces tragedy every day.'

'The massacre reminded me of the profound importance of visible acceptance and education in regards to LGBTI people and issues. Only with education do we have a hope of preventing horrific acts like this in the future.'

Earlier this year, the SSCA was subject to an independent government review, which found that guides and resources provided by the coalition were 'suitable, robust, age-appropriate [and] educationally sound'. Membership does not imply any obligation to use SSCA resources.

There are no obligations other than committing to building a safer and more inclusive environment for the whole school community. The appropriate use of curriculum resources at St Michael's will sit with Head of Wellbeing (K-12) Dr Amanda Samson, and will be chosen subject to the same rigour that the School applies to all its health programs by the Heads of Faculty Committee.

The SSCA offers schools much in the way of well-researched and current materials to support an educational environment that is free from homophobic and transphobic bullying. The SSCA has strong links to youth organisations, and is assisted by the Victorian and Australian Government's National Safe Schools Framework.

'St Michael's work with the SSCA will help inform our policies, wellbeing curriculum and professional development, ensuring St Michael's continues to provide the best teaching, learning and caring for all students in our care,' explains Mr Simon Gipson, Head of the School.

'Every student has a right to feel safe at school. We are confident that being a part of the SSCA will ensure St Michael's remains dedicated to offering a safe and inclusive environment that reflects the diversity our School holds so dear.'

Flynn believes education is contagious, and says the values learned at school would influence the way people treat and teach their friends, family and future generations. 'Acceptance starts right here, and it starts small,' he said.

'Be the friend who isn't a bystander when someone says, "That's so gay". Educate yourself so you know what the word "intersex" means. Support those who have the courage to be who they truly are.

'We have the ability to change the world with small acts of kindness and love,' Flynn adds. 'If this acceptance for LGBTI people spreads throughout our community and throughout future generations, then maybe one day we will see a world where hate crimes like the Orlando shooting are a thing of the past.

'It is with pride that I announce:  
St Michael's is a safe school.'

**Senseless acts of  
tragedy remind us that  
nothing here is promised, not  
one day. We live through times when  
hate and fear seem stronger. We rise  
and fall and light from dying embers,  
remembrances that hope and love lasts  
longer. And love is love, is love, is love,  
is love, is love, is love, is love, is love;  
Cannot be killed or swept aside.  
Now fill the world with music,  
love and pride.**

***Lin-Manuel Miranda***  
***American actor, composer,***  
***rapper and writer***



## Next stop, the Olympics

This year saw Australia's best athletes – 422 of them, to be exact – travel to Rio to compete at the 2016 Summer Olympic Games. Closer to home, however, St Michael's was celebrating its own sporting champions with a number of students travelling overseas to represent Australia in a variety of sports. Could these St Michael's students be the next generation of Olympians?

### Age no barrier for this skating champ

Imogen Eynon-Cooke (6SP) travelled to Abu Dhabi in January to represent Australia at the FMBA Trophy Figure Skating Competition. Among the Australian team and competitors from other countries including South Korea, Sweden, Kazakhstan, Austria and Germany, Imogen was the youngest skater at just 10 years of age. She placed 8th against a highly experienced cohort of 14 competitors.



*Imogen Eynon-Cooke achieved 8th place at this year's FMBA Trophy Figure Skating Competition.*

Imogen's passion for ice-skating began on her 5th birthday when her parents, who both have backgrounds in ice sports, took her to Ice House (now known as the O'Brien Group Arena) and she immediately fell in love with the sport.

Imogen trains every day, including 16 hours each week on the ice. Outside the rink, her schedule consists of contemporary dance, fitness classes and trampolining. She also attends sports psychology sessions to practice breathing and relaxation techniques to eliminate any pre-performance nerves and help achieve her best in the arena.

Imogen's competition in Abu Dhabi was a huge achievement in her figure-skating career. She performed a strong routine to *Halo* by Lindsey Stirling and William Joseph, skating as a warrior on a journey in a teal and gold costume – a program which she began to rehearse one year prior to the competition.

Imogen describes figure skating as a 'challenging sport which takes a lot of effort and dedication', but competing at the FMBA Trophy this year has given her a strong drive on where she wants her career to lead – the 2022 Winter Olympic Games in Beijing.

### Hitting the slopes worldwide

At the beginning of the year, Hudson Ayoubi (9H) was in Breckenridge, Colorado, competing in the United States of America Snowboard and Freeski Association Nationals Competition.



*Hudson Ayoubi travelled to the USA this year to compete in an international snowboarding competition.*

After spending four months training five days a week and competing on weekends with Transition Snowboarding, he qualified for nationals and finished 2nd in the world in two events in the 14–15 Years Slope Style category.

Hudson, who arrived at St Michael's earlier this year, began snowboarding at the age of 11 when he fell in love with the sport during a family holiday to Mt Buller. Since then, he spends most of his winter weekends there as an ambassador for Transition Snowboarding, and also competes in local competitions at Perisher and Thredbo. Looking to the future, Hudson hopes to represent Australia at the 2022 Winter Olympics, and one day compete in the X Games.

### Following in his family's winning footsteps

Cassidy Shaw (12H) participated in the World Schools Cross Country Championships in Budapest, Hungary, in late April. He ran five kilometres in 15:40 minutes, placing 29th in the world. Cassidy says he was honoured to represent his country in what was the highest level he has competed in. 'I was pretty happy – it took a while to sink in but I was very excited,' he recalls.

Cassidy had to overcome significant challenges to make it to Budapest. 'I had a stress reaction in my femur from parts of my body working differently, and I broke my wrist last year which set me back a bit,' he explains. 'I was pretty nervous beforehand but the race became normal once the gun went off, and there was a big crowd that got me up and about. It was definitely the hardest race I've ever done.'

Cassidy, Hughes House Vice Co-Captain, has also represented St Michael's with great success – he broke two ACS Athletics records (the 4x400-metre relay and 1500-metre event) this year and was part of the winning team in the Geoffrey Ryan Cup 1st XVIII Football match, in which he kicked the opening goal.

Cassidy comes from a rich sporting background – his mother is a three-time Olympian and his brother has a sports scholarship to study in America. 'I wasn't really pushed into running but I decided to give it a crack and realised that I wasn't too shabby at it, so I kept going,' he says. The 18-year-old now has his sights on one day competing at the Olympics. 'I'll do everything I can to get there,' he says.

A number of other St Michael's students have also had great sporting success this year.

One of Australia's top junior snowboarders and a member of the New South Wales Institute of Sport squad aiming for Olympic selection in 2018 or 2022, Tess Coady (10M) travelled to Austria in Term 1 for preparation. She also spent the majority of Term 3 in NSW for a dedicated training camp.

Harry Nguyen (10K) was in Muju, South Korea, in July, where he won gold in the 14–16 Years, 69–75kg C Division at the World Taekwondo Championships. He participated in two fights against competitors from Thailand and San Francisco, and won them both. 'I started when I was very young, after I saw my sister doing it, and I really wanted to as well,' Harry says. 'I didn't take it too seriously until a year or two ago; I now train about four hours a week, balancing it with school and study.'

Anna Cripsey (6SP) travelled overseas in October to represent Australia in the New Caledonian State Sailing Championships. A member of the Albert Sailing Club and Sandringham Yacht Club, Anna was looking forward to the overseas competition, and dreams of one day competing at an Olympic Games.

Grace O'Shea (11S)

Contributing Writer

Ethan Lawrence (11M)

Contributing Writer

Brooke Scarr (5A)

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Ms Erin Bull

Communications Coordinator



Harry Nguyen won gold at this year's World Taekwondo Championships.

## Elena shoots for success in Rio



*Elena Galiabovitch competed in two shooting events at this year's Rio Olympic Games.*

Among the 422 athletes representing Australia at the 2016 Rio Olympic Games was former St Michael's student Elena Galiabovitch (OM 2007).

After arriving in Rio unusually early in order to adapt to the 'unique' environment, Elena's days consisted of training, resting and sightseeing. 'There was a lot of excitement in Rio,' she recalls. 'The Australian Olympic Committee had a hub for the Australian athletes where we could watch the broadcast and cheer on our teammates, so it was great to see other events – the Australia versus USA men's basketball match was definitely a highlight. It was great to support other Aussies and see other inspiring sporting champions, such as Michael Phelps.'

The Rio Games was Elena's Olympic debut. Despite not achieving the results she had hoped, finishing 43rd in the 10m Air Pistol and 31st in the 25m Sport Pistol, Elena gained much from the experience. 'I know I am capable of better scores, but I kept fighting. The way I conducted myself and my performance in the matches were good.'

'My mind remained strong – I was resilient and courageous, which I am proud of,' Elena says. 'This was a great learning experience, which is what I will take away, along with some perspective of things that worked and didn't work in preparation and in competition.'

A long-time member of the Oakleigh Pistol Club and the Victorian Amateur Pistol Association, Elena began shooting when she was in high school after her father, who is also her coach, took her to a junior camp. She soon began shooting competitively. 'I enjoy the mental and technical challenge,' she says. 'It is very satisfying when you get it right.'

In 2015, Elena was crowned Oceania Champion after finishing 1st in the 25m Pistol event. This year, she competed at the International Shooting Sport Federation World Cup in Munich, Germany, where she placed 21st in the 25m Pistol and 25th in the 10m Pistol events. 'This competition is always very large and the most competitive of World Cups, so I was very pleased,' she says.

When she's not training five times a week, Elena works full-time as a surgical resident at Monash Health. 'I need to manage my training with respect to work,' she explains. 'In preparation for the Olympics, I took time off to attend competitions and training camps before August ... and I have developed a variety of mechanisms to try to cope with the stress. Focusing on my breathing makes me feel centred, calm and prepared.'

Elena recalls her role as Hughes House Co-Captain, participating in Exodus, and Valedictory Day as her most memorable St Michael's occasions. She also enjoyed House carnivals and interschool sports events. Her favourite teacher and subject, however, is a stand-out. 'Mr Whitehouse and Design and Technology – best subject ever!'

For young sportspeople hoping to compete at the Olympics, Elena says it takes desire and dedication. 'No-one else can make dreams come true for you – you have to make them come true for yourself,' she says. 'There are many values and characteristics that elite athletes or "high achievers" have, but resilience is critical. Very few people succeed immediately, so don't get disheartened. Try, try, try and try again. This can apply to everything in life.'



*Elena's father, Vladimir, is also her coach and number-one fan.*



# Connections

## News from Old Michaelians, parents and staff

### Old Michaelian news



We congratulate **Dr Julie Vine (OM 1976)** who completed her PhD in Nursing at RMIT University in late 2015.

At the beginning of 2016, **Bridgette Dunn (OM 2014)** travelled to India to work with 40K, an organisation dedicated to changing lives through education. As part of her trip, Bridgette spent time educating children in poverty-stricken villages, where there is no access to schools, or families cannot afford to educate their children.



After a call-out to the wider community late last year, **Jacqueline Chadwick (OM 1949)** was announced in February as the winner of the St Michael's lyric-writing competition for the new School anthem, *Onward Praise*.

In February, **Rosie Lieschke (OM 2015)** was accepted into the Fireworks Art and Design Gallery's *Bright Young Things* exhibition.

In April, **Jessica Eddy (OM 2012)** won several accolades at the 2016 Academy of Design Awards. She was the night's big winner, receiving the Award of Distinction, the Award of High Distinction (Graphic Design), and the President's Award for Excellence. Jessica was subsequently hired by a graphic design agency, and is looking forward to the next stage of her career.



We congratulate **Claudia Conley** and **Vincent Lowe (both OM 2015)** for receiving a Premier's VCE Award in April for their respective studies in Dance and IT Software Development.

After graduating from St Michael's last year, **James Crozier** and **Lydia Ganci (both OM 2015)** were selected to perform in the Top Class Drama and Theatre Studies programs respectively as part of the VCE Season of Excellence. James was also invited to perform at Top Acts in May following his March performance in Top Class.

In June, **Max Walter (OM 2012)** won two Silver Lions at the prestigious Cannes Film Festival for Advertising.

**Anna O'Byrne (OM 2003)** released her debut album, *Dream*, in May. In the same month, she was also cast in Opera Australia's production of *My Fair Lady*.



**Matthew Pisarski (OM 2011)** has taken on a major challenge this year with friend Daniel Bentley – organising a massive outdoor festival with almost 100 bands, DJs and acoustic acts across two outdoor stages and an indoor pavilion. The Rabbit Hole Festival is on from 16–19 December in Merton, Victoria.

**To keep up to date with our Old Michaelians, visit [www.stmichaels.vic.edu.au/community/news](http://www.stmichaels.vic.edu.au/community/news) or join the Old Michaelian Facebook group (St Michael's Grammar School – Old Michaelians).**

**If you have any information on past students that you wish to share, please email [community@stmichaels.vic.edu.au](mailto:community@stmichaels.vic.edu.au)**

## Staff news

Art Teacher **Mr Adrian Corke** had his very own exhibition, *Local &/Or General*, at the Stephen McLaughlan Gallery in February. The exhibition contained 22 paintings, one of which was made up of 13 small panels. While many of the works had already been exhibited in Hong Kong, this was their first Melbourne showing.

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In March, Director of Learning (10–12) **Mr Gerry Martin** was named one of *The Educator's* Rising Stars for 2016. The Rising Stars list recognises the industry's best and brightest talent under 40, who together prove that the future of education in Australia is in safe hands.

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In March, Year 5 Teacher **Mr Nick Adeney** and Humanities Teacher **Mr Clinton Markwell** were selected by their peers to sit on the History Teachers Association of Victoria's Board of Directors for 2016. Mr Adeney and Mr Markwell presented extremely professionally when speaking to their nomination at the association's AGM on 9 March, displaying their passion for quality history teaching and their desire to contribute to the wider professional community.



After joining St Michael's in 2015 as part of the Deakin Associate Program, Teacher **Mrs Tara Teakle** received a prestigious award this year in the field of Health and Physical Education – ACHPER's Most Outstanding Graduate Student (Victoria) for 2016.

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In May, Humanities Teacher **Ms Roseanne Tiziani** was appointed to the General Committee of Social Education Victoria (SEV). The SEV Committee meets twice a term to discuss issues pertinent to civics and citizenship education in Victoria.

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In June, Humanities Teacher **Mr Clinton Markwell** toured the nation's capital as part of the Premier's Spirit of ANZAC Prize, after being selected in late 2015 as one of four Teacher Chaperones from schools across Victoria.

Teacher **Miss Natalie Calia**, on long service leave for the 2016 school year, travelled to Europe at the end of June to tour as Assistant Music Director for a professional musical with a German theatre company throughout Germany and Austria. The tour is taking place over six months, and visiting seven cities across both countries.

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In July, Year 5 Teacher **Mr Nick Adeney** had his article on 'Using empathy to teach History' – for the Australian Council for Educational Leaders (ACEL) – published in *e-Teaching*.

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After 34 years of dedicated service to the School, **Mr Pat Tyrrell** achieved Life Membership to the St Michael's Staff Association on 15 July.

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In September, Physical Education Teacher **Mr Daniel Zito** joined the panel on TeachTechPlay – a monthly web show about technology in education – for a special Physical Education episode, including tips on recording video demonstrations, using iDoceo and Plickers for assessment, and QR codes.

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## Proposals and wedding bells

St Michael's warmly congratulates Communications Coordinator **Ms Erin Bull** and her partner, Mathew Parker, who were engaged on 1 May; Communications Officer **Dr Timothy Roberts** who proposed to his partner, Jodi Salinger, on 28 May; and Acting Director of Physical Education and Sport (K–6) **Ms Sophie Gardner** and her partner, Jordan Shopov, who became engaged on 21 June.

We also celebrated a number of staff who tied the knot in the past year:



Teacher **Ms Amanda Cecala** and her husband, Hayden Greenhill, were wed on 5 December 2015 at St Ignatius Church in Richmond, followed by a reception at Abbotsford Convent. Involving her St Michael's class in the ceremony was among the highlights of the day. 'After collecting many gorgeous and hilarious pictures, letters and pieces of advice from my Year 2 class, I decided they were too good not to be included in the ceremony, particularly as they would be attending anyway,' Ms Cecala says. 'Hayden and I put some of the pictures in the order of service booklet. Most of the class and their families attended the ceremony – their laughs, cheers and clapping as my dad and I walked down the aisle was an absolute highlight.'

Teacher **Mr Jeremy Elton** and his wife, Wanda Macura, said I do on 19 December 2015 at Our Lady of Assumption in Cheltenham, followed by a reception at Woodlands Golf Club, Mordialloc. Jeremy and Wanda were treated to true Melbourne weather on their special day – 42 degrees with hail in the afternoon. Luckily, the church and reception venue had air conditioning!



Teacher **Ms Mietta Embury** and her husband, Tim Wischusen, tied the knot on 18 December 2015 at Stillwater and Crittenden Estate in Dromana. Their wedding was a beautiful sunny but windy day – Mietta's veil falling off during the ceremony caused a few laughs among the crowd, but it was all smooth sailing thereafter!



Director of Music (K-6) **Miss Grace Nicastro** and Music Tutor **Mr Corey Hall** were married on 19 June in the Chapel of St Michael and All Angels by St Michael's own Fr Kenyon McKie. The School's Year 6 Chamber Choir also performed two pieces as part of the ceremony. Later on, the newlyweds celebrated with family and friends at Royce Hotel in St Kilda.

## Baby joy

In the past 12 months, St Michael's had numerous new additions to our community, with a number of staff members welcoming a new baby into their family. They included:



Teacher **Mr Dean Carlton** and his partner Yuko Inaba – a daughter, Ayesha, born on 17 December 2015.

Teacher **Ms Anna Purcell** and her husband, Andreas Stierwald – a daughter, Maggie Rose, born on 3 January.



School Psychologist **Ms Brydie Huggins** and her partner, Julian – a daughter, Eliza Mary, born on 15 April.

Teacher **Ms Fiona Spellman** and her husband, Jonathon – a daughter, Penelope Grace, born on 21 April.



Teacher **Ms Bryony Horrocks** and her partner, Michael – a daughter, Pia, born on 23 May.

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Head of Learning Systems **Mr David Howard** and his wife, Fleur – a son, Baillieux Peter, born on 16 June.

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Teacher **Ms Alison Howard** and her husband, Simon – a daughter, Tessa Elizabeth, born on 9 July.

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Music Tutor **Mrs Gabby Kurowski** and her husband, Baltazar – a son, Francis Ignatius, born on 10 July.

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Print Production Administrator **Mr Lee Gornier** and his wife, Emma – a daughter, Jacey Rain, born on 4 August.

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School Psychologist **Mrs Emily Crawford** and her husband, Digby – a son, Felix Patrick, born on 10 August.

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Teacher **Mr Mitch Hough** and his partner, Ky – a daughter, Indy Lee, born on 25 October.

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Assistant Director of Learning (10–12)  
**Mr Ben Jeacocke** and his partner, Efthamia – a daughter, Evie Zioglis, born on 6 November.

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#### Vale

St Michael's pays tribute to the members of our community who are no longer with us today, and we send our love and sincere condolences to their family and friends.

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Past parent and former St Michael's student **Mrs Deborah Jackson (OM 1974)** died on 14 February.

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Maintenance Officer **Mr Colin Weaver** died on 13 March. Mr Weaver had been employed casually as part of the Maintenance team since November 2015.

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**Dr Jack Taylor**, former Board Member and St Michael's parent, died on 30 March. Dr Taylor was one of the original members when the School Council was first formed in 1972, and went on to become a member of the School's Board of Governors from its inception in 1973 until 1998. During his time with the School, Dr Taylor also served as Chairman of the Building and Grounds Sub-Committee, a member of the Forward Planning Sub-Committee, a member of the Fathers' Association, and Vice-President of the Parents and Friends Association. For many years, the Sisters relied on Dr Taylor for advice. Dr Taylor's children attended St Michael's and his son, Matthew, was one of the first boys at the School. He is survived by his children Wendy, Winona, Jillian and Matthew.

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Past parent and former St Michael's student **Mrs Claire Taylor (OM 1945)** died on 30 March.

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**Mrs Beryl Dunn (OM 1943)** died on 17 April.

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Old Michaelian **Mrs Phyllis Allison Moyle** (nee Brown) died on 4 June aged 97. Mrs Moyle attended St Michael's Church of England Girls Grammar School, as it was previously known, from 1933–35. She was a boarder and School Prefect, Captain of Hughes House and was runner-up each year in Athletics. Mrs Moyle was a member of the St Michael's Basketball team and received her Colours for Sport. She also played the cello in the School Orchestra and was a member of the School Choir. From 1936–37, after graduating from St Michael's, Mrs Moyle stayed and helped in the Junior Boarding House until working in Mothercraft Nursing at St Gabriel's Nursing Home in Balwyn. She married The Revd. Frank Moyle in November 1945, and they later had two daughters, Helen Barnett (OM 1965) and Judith McFarlane (OM 1974). Mrs Moyle is survived by her two daughters and their husbands, five grandchildren and nine great-grandchildren.

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St Michael's parent **Mr Justin Thompson** died on 14 August. He is survived by his wife, Raquel Stevens, and two sons, Harley (6SP) and Will (6JP).

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**Mrs Jean Lenton (OM 1932)** died on 22 September.

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St Michael's parent **Mr Peter Bolton** died on 5 October at Melbourne's Alfred Hospital with his family by his side, after being diagnosed with cancer in 2013. Mr Bolton is survived by his wife, Vanessa, and children, Richard (11M) and Isabel (9M).

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## The Ven. Archdeacon Stanley Charles Moss



The Ven. Archdeacon Stanley Charles Moss, a pivotal figure in the history of St Michael's Grammar School, died on 12 August aged 94.

Serving in World War II as a young man proved a defining experience for Archdeacon Moss. The war crystallised his calling, and gave him a valuable opportunity to undertake tertiary education on his return from service, completing his BA (Hons) at the University of Melbourne in 1948 and his Licentiate in Theology (Hons) at Trinity College, ACT in 1950.

Archdeacon Moss began his career as a Parish Minister in the Anglican Church that same year, becoming Deacon in 1950 and Priest in 1952. He served in many Melbourne parishes, holding positions including Curate of the Melbourne Centre (1950–52); Minister of Mentone/Parkdale (1956–61); Incumbent of St George's, Malvern (1961–70); and Archdeacon of Kew (1969–70).

Archdeacon Moss's many other notable positions included Chaplain in the Australian Military Forces from 1955–62, and Tutor of Theology at Trinity College from 1954–69. He served as Honorary Chaplain to an Anglican boys' school and an Anglican girls' school during this period, as well as being a member of several school and college councils. Archdeacon Moss continued to be a prominent representative of the Church during the 1970s and 80s, notably as Archdeacon of Melbourne from 1970–78.

Archdeacon Moss's long and productive association with St Michael's began in 1973, when he was appointed Founding Chairman and Member of St Michael's Church of England Girls' Grammar School Council (subsequently St Michael's Grammar School Council). This long period of involvement with the School began at the behest of Sister Audrey CSC, who valued Archdeacon Moss's possession of 'the intellectual and administrative ability and spirituality necessary to work with the Sisters'. Archbishop Frank Woods lightened Archdeacon Moss's diocesan workload during this time, enabling him to take on this demanding position.

Given Archdeacon Moss's childhood and schooling in Prahran, his appointment as Chairman of the School Council was viewed as a homecoming. Armed with a bold, clear vision of what St Michael's should become, Archdeacon Moss had a deep understanding of the School's unique spiritual heritage. As the father of four children, each of whom attended independent schools, Archdeacon Moss was also an enthusiastic advocate of independent schools and coeducation throughout his career.

Archdeacon Moss remained on the St Michael's School Council until 1980, during which time he also served as a member of the Coeducation Subcommittee. Moss House, one of the four St Michael's Houses in the junior years, is named in his honour.

Archdeacon Moss was responsible for many productive and defining projects during his extended period of involvement with St Michael's. Initiatives in which he played a central role include reutilising St Michael's House after the closure of the Boarding House, establishing the preschool, developing coeducation, improving and extending facilities in the junior years, increasing enrolments, and embracing the rich possibilities of a multicultural environment.

Archdeacon Moss was described by many who knew him at St Michael's as a responsible and forward-thinking Chairman who drew the best from a highly competent council. He was known for his willingness to take new ideas on board, and for being extremely generous with his time.

In the fitting words of Sister Audrey: 'He has been a good friend: patient, warm and understanding, willing to speak out where he felt it was necessary, but always loyal and supportive. Our Community owes Stan Moss a great debt. He will always belong to St Michael's, because he has given so much of himself to its life.'

Archdeacon Moss is survived by Mrs Betty Moss, his loving partner of 66 years; and their children, Philip, Stephen, Joanne and Alison.



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