

# the lion & Lang Syne

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The Scots College  
Sydney Australia

**Online and  
Real-life Community**

## Contents

- 3 Message from the Chairman
- 4 Message from the Principal
- 5 Academic Journey
- 13 Creativity
- 21 Community
- 27 Camaraderie
- 35 Lang Syne

**Cover:** Bottom left: Angus Newman, Erasmo Roppolo, Lachlan Colin, Felix Lydiard, Darby Hindmarsh  
Sitting on the boom: Edward Arundell

### **Publisher**

The Scots College  
Locked Bag 5001  
Bellevue Hill NSW 2023  
Phone: +61 2 9391 7600  
Fax: +61 2 9327 6947  
tsc.nsw.edu.au

The Scots College welcomes contributions from readers.

To announce a class reunion, engagement, marriage, birth of a child, or the passing of an Old Boy, our Alumni Relations Manager can assist you and can be contacted on +61 2 9391 7606.

### **Advancement and The Scots College Foundation**

Phone: +61 2 9391 7646  
Email: l.belonogoff@tsc.nsw.edu.au

### **Editorial**

Editor in Chief  
Dr Ian PM Lambert

Editors  
Marcom Services  
Alumni Relations Office

### **Design**

imageseven | imageseven.com.au

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# Message from the Chairman



*The pandemic has forced us to embrace the world online, a trend predicted to continue.*

A few weeks ago, Mark Zuckerberg relaunched Facebook as Meta. His rebranding signals an intention to dominate the metaverse, that intersection between our physical and digital presence. The metaverse is where people relate to each other via avatars. In the metaverse, someone like me would be able to meet Zuckerberg using augmented or virtual reality. The metaverse is imminent. But for now, we are limited to technologies like Zoom for interaction through the pandemic.

The College Council is grateful to the remarkable efforts of the collective Scots community that

enabled a smooth transition to home-based learning.

We thank the Principal, Dr Ian PM Lambert, Executive and staff for their continued creativity in educating the boys. It was only a few months ago, when I realised one morning, that the metronomic thudding sound from the room next door was my son (a Scots boy) doing burpees with his peers via his Zoom PE lesson! No doubt, the road out of COVID-19 will continue to challenge us to innovatively help our boys to ‘strive for excellence together’. This period of change will require us to be patient, kind and gracious with each other.

The reliance on technologies for social interaction however, provides us with a moment to pause and renew our appreciation for physical communities. Physical community is woven into our fabric as real, embodied beings. The Bible portrays God’s creation of each person with intricate detail, “For you created my inmost being; you knit me together in my

mother’s womb. I praise you because I am fearfully and wonderfully made ...” (Psalm 139:12-14). It reminds us that God is concerned about each of us personally.

As Christmas nears, we remember that the almighty God is not conceptual nor virtual, but in love, took on humanity and entered our real world in Christ Jesus. We do not meet God through a metaverse but through the real Jesus.

As the Christmas carol Hark! The Herald Angels Sing echoes, “Veiled in flesh the Godhead see, Hail th’ incarnate Deity! Pleased as man with man to dwell, Jesus our Immanuel”.

Mr Glen Pather  
Chairman

# Message from the Principal



*It is not easy being a young person today. Though growing up has always had its difficulties, children living in the 21st century are exposed to an especially daunting array of experiences and challenges.*

According to the 2017 Gallup Student Poll Report, over 50 percent of young people in our part of the world do not have a hopeful view of their future.

In a digital era, the infiltrating immediacy and dramatic impact of social media intensifies and heightens issues such as peer pressure, bullying and the replacement of what is true and real. This threatens many young people's resilience and capacity to flourish.

The apprehension among youth growing up in this 'age of

bewilderment' is compounded by a growing cultural ideology, characterised by the following traits:

- Life itself can seem meaningless and challenge young people's confidence in their core identity.
- Real and personal connections are becoming increasingly rare in our fast-paced, social media world, as they are replaced by risky virtual interactions.
- Despite great increases in affluence in the West, the deep spiritual yearnings of human beings are increasingly unsatisfied, as repeated research about mental health and wellbeing affirms, particularly amongst young people.
- Palatial shopping malls and virtual meta-worlds have become the contemporary cathedrals as young people futilely seek solace in consumerism.

In contrast, as a boys' school, we understand that boys like to

challenge, live passionately and search out new horizons of possibility.

With this in mind, The Scots College is dedicated to providing boys with an adventurous and academically robust boyhood and assisting parents as their sons transition into adulthood. A Scots education transpires in a spirit of robust inquiry as boys develop a respect for themselves and others.

Hope, resilience and striving for the best are trademarks of our revered Presbyterian tradition, which is grounded in an all-of-life celebration of the Christian faith. From this foundation, we aim to provide an outstanding educational experience that nurtures principled and adventurous future leaders – leaders who are brave of heart and bold of mind, and who are inspired to learn, lead and serve as they strive for excellence together.

Scots to the fore!

Dr Ian PM Lambert  
Principal

# Academic Journey



# Year 5s Collaborate in Global Project

*It is no secret that technology can be a major help or hindrance to the relationships and wellbeing of young people.*

A growing body of literature points to the strong correlation between device usage (particularly of social media) and declining mental health in young people. Yet amidst all the messages boys receive about the problems of inappropriate or overuse of digital technology, they can often feel ‘talked at’ rather than listened to. The COVID-19 pandemic has only accelerated the need to think in a nuanced way about how Scots boys’ lives are being shaped by their digital world.

Partnering with fellow research-invested schools in the International Boys’ Schools Coalition (IBSC), Year 5 Scots boys, Jasper Smith, James Bustos-McNeil, Tommy Booth, Thomas White and Jordan Lee, planned a research project to understand how technology shapes the social and emotional wellbeing of their peers. This project was an off-shoot of a larger study that the IBSC Research Committee is designing with the University College London’s Knowledge Lab and the Relationships Foundation.

The Year 5 boys worked closely with Master Teacher, Mrs Penny Ryder, and myself, to help shape this collaborative global study. They enjoyed their first Zoom meeting with boys and teachers from partner schools: St Christopher’s School (Virginia, USA), Fairfield Country Day School (Connecticut, USA) and Crescent School (Toronto, Canada).

They surveyed their peers to find out how they use technology to connect with one another and considered the advantages and disadvantages that digital relationships bring. With a strong response rate of 113 boys who completed the

survey, the Scots boys were able to analyse the results and make inferences about their peers’ attitudes. Among the interesting findings, was that video chat is a popular way for boys to connect online, and that most boys find technology improves their peer relationships. The boys compared their research findings with the other schools and drew together the key lessons learnt.

This was an extraordinary opportunity for the boys to engage with peers around the globe and collaborate and learn together.

Dr Hugh Chilton

Director of Research and Professional Learning



1. Year 5 boys Jasper Smith, James Bustos-McNeil, Tommy Booth, Thomas White and Jordan Lee with Master Teacher, Mrs Penny Ryder, and Director of Research and Professional Learning, Dr Hugh Chilton, working collaboratively as they plan their research project.

2. Year 5 Scots boys connect with their peers at St Christopher’s School, Richmond, Virginia, USA, with the guidance of Master Teacher, Mrs Penny Ryder.

# Albert's International Robotics Success

*On Sunday 18 July, Year 7 student Albert Zhong (a member of the Dream Rover team from the Sydney Robotics Club), achieved seventh place out of nine countries in the 2nd Kibo Robot Programming Challenge (RPC).*

The Mission: there was an air leak on the International Space Station. Last year's emergency repair had reopened. Teams had to repair the rupture, caused by a small meteor hitting it at a velocity of about 28,000km per hour and ensure the space station remained safe.

This intellectually and practically demanding fictional mission scenario was set by the RPC, an international initiative that the Japan Aerospace Exploration Agency hosts in collaboration with NASA and other Asia-Pacific space agencies and schools. From an Australian perspective, One Giant Leap Australia Foundation is the coordinator of this incredible, international challenge.

The team had earned the right to represent Australia in the international competition by winning a national trial round in early 2021. While most other countries were represented by university-based teams, impressively, Dream Rover was a team of Sydney primary and secondary school students.

"During the process of the competition, we developed a special bond through our common interest, and learnt about teamwork and determination ..." the team wrote on the Space Australia website in August.

At Scots, we take robotics education seriously. Year 7 Technology students complete a 13-week Robotics unit, which requires them to construct a working robot from a supplied kit. They then work



*Albert Zhong (Year 7) pictured, second from right, with the Dream Rover Team at the 2nd Kibo Robot Programming Challenge in July.  
Credit: One Giant Leap Foundation*

on learning the requirements of programming their built robot to perform tasks using attached sensors, which allows the robot to interact with environmental factors.

This is a challenging unit for Year 7 students, especially as their first unit of Technology. However, students rose to the challenge and went beyond what was expected – as demonstrated by Albert's stunning achievements in the competition.

If you give students the tools that ignite their curiosity, some will take the opportunity and let their imagination and abilities run far – much further than we, as teachers, would ever expect.

Mr Tony Shen  
Head of Technology and Applied Studies

# Year 8s Rove Planet Mars

*On 18 February, NASA Science's MARS 2020 Mission Perseverance Rover became the first artificial object to land on Mars since the InSight lander in 2018. It was the first rover to land since the Mars Curiosity Rover touched down in 2012.*

At Scots, a group of Year 8 boys participated in a simulated Mars rover competition in Term 2 as part of our Year 8 experiential education. Their task was to build a robot that could negotiate uncertain terrain and unexpected obstacles. In teams of four they competed against each other, hoping to be selected as one of the imaginary crew to explore the big red planet in 2025.

During the two-day simulation, the boys had to prove that, as a team, they could complete the challenges in an imagined Mars environment.

They built and coded their Mars robot rovers using the FlipRobot Solution Framework to go from one side of the 'Mars terrain' to the other. The boys had to test their robot design's capability by placing small blocks in its path, assessing its response and adjust accordingly.

In doing so, students learnt:

- problem-solving and critical thinking
- curiosity and imagination
- collaboration and leading by influence
- effective communication
- initiative and entrepreneurship
- accessing and analysing information
- design thinking
- robotic engineering
- blockly coding
- algorithm design.

We surveyed students once they finished the two-day program. Over 90 percent of boys responded that they enjoyed it.

"This course is very good and can teach you coding while you have a lot of fun. You have great fun in competitions and can challenge yourself to do better,

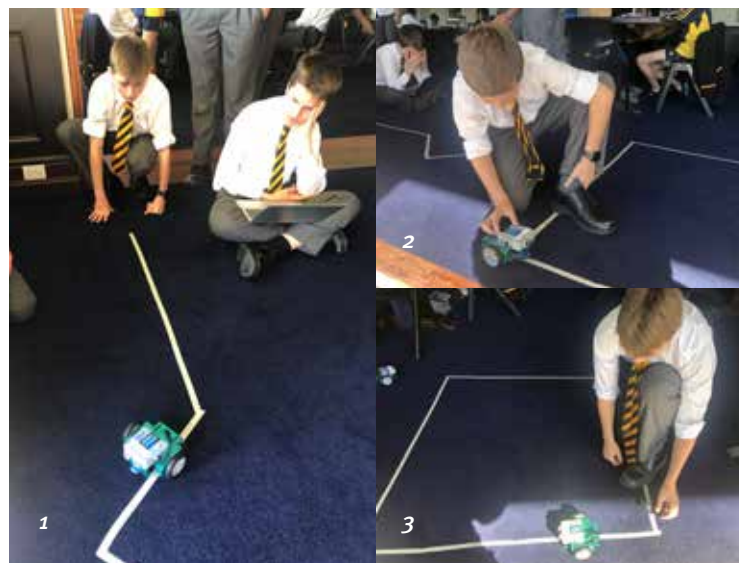
to push yourself and to strive.

This also prepares us for the future, as in 2030 technology will be far more advanced," an enthusiastic Year 8 participant said.

I look forward to continuing this valuable program with the boys, allowing them to be truly immersed in experiential education.

Mr Tony Shen  
Head of Technology and Applied Studies

1. Year 8 students, Will Haydon and Henry Wadds measure the conceptual journey of their Mars rover.
2. Benjamin Kirby (Year 8) making sure his vehicle has a precise start for its virtual Mars expedition, before testing its capability with small blocks as obstacles.
3. Zach Addison (Year 8) monitors the movement of his virtual Mars rover.





# Year 10 Virtual Work Experience

*While home-based learning presented many challenges in the delivery of lessons, it also generated several opportunities to enhance and broaden the experience for students.*

Traditionally, work experience can be somewhat 'hit or miss' in terms of the exposure that students get to the workplace, and many students also struggle to access in-person work experience. The benefits, however, of students getting into the workplace and understanding the skills required are undeniable, providing context for their academic learning and increasing employability. Work experience also provides students with the opportunity to develop personal qualities such as discipline and confidence.

Virtual Work Experience programs remove barriers and ensure that all students can access engaging and useful activities. Boys were able to select one of 48 different professions in which to complete their work experience from a diverse range of industries, including commercial space design, floristry and personal training. We worked in conjunction with The Careers Department who are



market-leaders in providing online careers advice and programs to students in Australia.

Year 10 engaged with Virtual Work Experience over a two-day period in August. The two days of work involved developing relevant skills, such as invoicing, use of spreadsheets and using specialist software, before students were given a real-world problem to solve. The work was immersive and interesting.

The student's outcomes were then reviewed and they were given feedback from a professional within the industry.

Feedback from both students and the professionals who critiqued their work was overwhelmingly positive.

Mr James Bowles  
Head of Students (7-12)

# Business Starts Here!



*Towards the end of Term 3, the Business and Economics Department launched the Accelerated Business Studies course in Year 10.*

This was an exciting development for the department as it provided boys with the opportunity to accelerate their Higher School Certificate (HSC) studies, a key component of the College's strategic development plan.

The course involved 15 students undertaking Preliminary Business Studies in Year 10 and taking HSC Business Studies in Year 11. Following the successful completion of the Preliminary Business Studies course, the Year 10 students commenced the HSC course in Term 4 2021 and will sit their HSC examination in Year 11 in 2022.

The boys who were invited to apply for the program, were identified as strong potential candidates for the course, based on their progress in Commerce. All boys underwent a rigorous selection process – a written application plus panel interviews conducted by College staff.

The course fits into Scots' personalised learning model, which enables boys to participate in learning experiences that are engaging and challenging, ensuring students develop greater flexibility and depth in their thinking. The course links closely with

the Entrepreneurship and Social Leadership Patribus Initiative and the Institute of Business and Economics.

Boys are given the opportunity to self-lead, so many tasks are set as home learning tasks through Edrolo, Atomi and other platforms. The course centres around the philosophy that learning is not passive but self-led.

The Year 10 participants in the inaugural 2021 course were: Harrison Bathgate, Jack Beck, Andrew Bennett, Thomas Bullock, William Destro, Iwo Ellis, Mike Giannikouris, Maxwell Halliday, Jeremy Lau, Ruben Mead, Mason O'Brien, Oliver Qi, Raffaele Rossi, Jack Ruming and Archie Taylor.

Their teachers, Mr Francis George and Mr Phil Barlow, are two of the most experienced teachers in the College. Mr Phil Barlow delivered the main theoretical concepts and syllabus content, while Mr Francis George facilitated the experiential learning element of the program.

We look forward to the boys making the most of this initiative in the coming years.

Mr Brian Wall  
Head of Economics, Business and Legal Studies

*Mr Shannon Lambert ('09) shares his entrepreneurial experience with inaugural Accelerated Business Studies students at the launch event in early 2021.*

# Frontiers of Discovery

*Throughout the year and despite lockdown, the Senior boys continued to explore many facets of science. Below are some of the highlights.*

## **Scots' Titration Competition**

In July, after 18 months of training, the Years 10, 11 and 12 Chemistry boys were able to test their skills in the Scots Titration Competition club final. The competition involved standardising a solution of sodium hydroxide and then using it to calculate the concentration of an unknown acetic acid solution. Precision, patience and a steady hand are required. The result came down to a difference of 0.001 moles per litre. The winners were Year 12 boys Oscar Dai, James Harris and Tianyu Wu – well done!

## **The Big Science Competition**

Between February and May, the Year 10 boys participated in the Australian Science Innovations Big Science Competition. We achieved a fantastic set of results with 11 boys receiving high distinctions, 23 receiving distinctions and 37 receiving credits. The Big Science Competition tests student's science knowledge, critical-thinking and problem-solving skills. Set in real-life contemporary contexts, the questions are easily relatable and align with the Australian Science Curriculum.

Mrs Peta Austin  
Head of Science

1. Science teacher, Miss Elyse McDonough, with the winners of the 2021 Titration Competition, Year 12s Oscar Dai, Tianyu Wu and James Harris.
2. A screenshot of Felix Pham (Year 10) from his Geography documentary, investigating the tipping point for ice sheets melting.

## **Year 10 Environmental Tipping Points Videos**

In Term 2, the Year 10 Geography students learnt about environmental tipping points and how they relate to climate change. They put forward the question: 'when, or if, will we reach a point of no return?'

Groups were asked to research a specific tipping point and present a short factual documentary. The assignment was relevant and engaging, as students learnt about what they can expect in the future and the consequences of past generations' actions. Students created fantastic documentaries on climate change investigating topics including ocean acidification, ice sheets melting and the perceptions of climate change. Parents can view the documentaries on Schoolbox by searching 'Year 10 Geography Environmental Tipping Point'.

Mr David Petrie  
Head of Geography and Agriculture



# Through the View Finder

*A photograph records a moment in time. However, it takes skill to recognise what could be, then dare to capture it with the click of a camera.*

Year 12 Co-Curricular Photography students, Luka Mattani and James Huon, give us their perspectives on two extraordinary images from their HSC Visual Arts Showcase 2021 collections of work.

## Luka Mattani (Year 12)



*Peaks and Troughs by Luka Mattani.*

Shot in Byron Bay, NSW, on 8 April, a mere week after the coastal town's COVID-19 outbreak on 31 March, this image depicts humans riding the wave of life. We experience 'peaks and troughs' throughout our lifetime. For many of us, this tumultuous period of COVID-19 is a trough. The surfers exist in these troughs of shadow, contrasted against the highlighted peaks. However, both are moving forwards to overcome the mounting challenges posed to them. Further, it explores the sense of freedom we feel returning to our natural life and practices after COVID-19.

## James Huon (Year 12)



*Playground by James Huon.*

I set out to explore the mental psyche of adolescent males in an increasingly confusing modern world through contrasting digital compositions. This scene is constructed from two images: the first, of the single subject, which was shot at night and artificially lit with studio lighting to highlight the subject within their obscure environment, whilst leaving shadows to create mystery in the background. The second image of the composition was taken of a sunset at twilight, representing a liminal period, mimetic of an adolescent's developmental tipping point from a child into an adult. The culmination of these images creates, on first glance, a colourful, vibrant scene. However, on further inspection an uneasy feeling arises. The conflicting colour tones between the sky and foreground, which are seamlessly merged, distort the audience's perception of time, furthering their uneasy feeling. When viewed in large format print, the high clarity of the image enables the audience to clearly recognise the blank emotion on the subject's face. Their empty appearance touches on traits of individuals with escapist tendencies, which is increasingly present in adolescent males.

# Creativity



# Senior Boys Rocked Us!

*The April 2021 Senior School Musical was an extremely exciting accomplishment for all involved, especially after last year's musical was impacted by COVID-19 restrictions.*

This year's production, *We Will Rock You*, featured a full rock band, three-tiered scaffolding staging, a hydraulic lift and state-of-the-art rock concert lighting. The spectacular lighting was set up by the same crew that orchestrated the Sydney New Years' lighting display, Chinese New Year lighting, The Cathedral of Lights during VIVID and Ricky Martin and Pnau's touring concerts.

As an exciting addition, we had our lead guitarist Jack Hawthorne (Year 11) fly – yes, fly! – in and out of the roof cavity. There were over 95 wigs in the production and stunning professional-grade costumes, not to mention the extraordinary talent of all the young students on stage, in the orchestra pit and backstage. What was most exciting, was the ability to perform to full houses every night over the four performances at the NIDA Parade Theatre.

Special mention to our leading man, Sterling Nasa (Year 11), who played the role of Galileo Figaro alongside Zara Psirakis (Year 10) from Kambala, who played the role of Scaramouche.

Both students demonstrated exceptional vocal and acting talent within very difficult music. The maturity they brought to their characters and the truth they depicted in their performances, was beyond their years and a delight to witness.

The hilarious Jet Hendrie (Year 11) who played the role of the old lovable hippy, Buddy, was a crowd favourite and shocked all with his beautiful crooner voice singing, "These are the days of our lives." Louie Gu (Year 12) as the deplorable Commander Khashoggi, was perfectly depicted with some glorious moments of psychotic dancing



1. Crazy Little Thing Called Love, featuring Jet Hendrie (Year 11) as Buddy and Sterling Nasa (Year 11) as Galileo and the ensemble of *We Will Rock You* at NIDA's Parade Theatre in April.
2. Jet Hendrie (Year 11) in full flight as Buddy, performing Heartbreak Hotel.

and singing, while Charles Sackar (Year 11) who played the lovable rebel 'bear' called 'Britney Spears', had audiences grinning from ear to ear every moment he was on stage.

As this was my last musical at The Scots College as Director, Choreographer and Producer, I felt exceptionally proud of our students, the students of the accompanying girls' schools and our wider College who have supported astronomical growth in theatrical performing arts over the past ten years. I look forward to watching the continued growth in the years to come.

Ms Andrea van den Bol  
Head of Curriculum



1



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1. The amazing, characters, colours and textures of the We Will Rock You cast and crew at the NIDA Parade Theatre in April.
  2. Performing Bohemian Rhapsody, Charles Sackar (Year 11) as Britney Spears, Louis Gu (Year 12) as Khashoggi, Jack Hawthorne (Year 11) as Lead Guitarist, Sterling Nasa (Year 11) as Galileo and Jet Hendrie (Year 11) as Buddy.
  3. A Kind of Magic, with Killer Queen and Khashoggi centre stage, featuring Jack Hawthorne (Year 11) as Lead Guitarist, Louie Gu (Year 12) as Khashoggi and Sophia Clyne (Year 11, Kambala) as Killer Queen, with the dance ensemble of We Will Rock You.
- The passion and fashion of the 1980s – Headlong, featuring Olivia Tajer (St Catherine's School) as Oz, Charles Sackar (Year 11) as Britney Spears, Sterling Nasa (Year 11) as Galileo and Zara Psirakis (Year 10, Kambala) as Scaramouche.
4. The Headlong instrumental, with Jack Hawthorne (Year 11) as an intensely focused – and convincing – lead guitarist.



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# The Sound of Musical Performance

*At Scots, we are committed to providing expert guidance for every boy to develop a deep love for, and value of music, regardless of their existing skill level or their future musical aspirations.*

While we never imagined that this provision might look the way it has over the last 18 months, and particularly the second semester, no circumstance will change the lofty, noble ambition of this vision – a significant positive impact of music for our boys.

Our community embodied this philosophy as we rallied together to put on the Live Winter Music Showcase concerts in Term 2. These concerts were a fantastic chance to come together, after a long period of missing live performance. The 300 performers displayed how resilience is a significant part of any quest for excellence and delivered stirring, artistic performances.

At the Live Winter Music Showcase concerts, I said that we had aimed to emerge from the effects of COVID-19 restriction stronger than ever. Little did we know that we were just weeks from a much longer lockdown and subsequent restrictions on

school-based activities. We have nonetheless seen fantastic determination, dedication and commitment from musicians across the College. There have been video submissions that have impressed, and a sense of community that expresses the boys' love for their musical activities. We look forward to achieving excellence together again once restrictions are lifted, hopefully for the final time.

It is often not until witnessing ensemble performances when we see boys' learning and really appreciate the excellent work being done – a contribution to a whole is greater than the sum of its parts.

This year, Scots' boys have gone above and beyond in dedicating themselves to their musical learning, technique, artistry and ensemble teams, despite the difficulties. Congratulations to all the boys and sincere thanks to all their supporters: staff, peers and, most particularly, parents and families.

Mr Paul Vickers  
Director of Music



*The Roar Vocal Ensemble under the direction of the Coordinator of Vocal Music, Mr Alex Pringle, performing at the Live Winter Music Showcase at The Concourse, Chatswood.*



# Music Mentoring for International Students



*During the July school holiday break, the College held two pilot ‘activities days’ via Zoom, introducing The International Students’ Music Mentoring Program.*

The program was an opportunity for boys to learn from the experiences of others, cultivating leadership qualities and organisational abilities, and embodying Scots’ Leadership Through Teams approach. This was with the assistance of mentors from the community organisation Jericho Road, and recent Old Boy graduates, Mr Andy Chen (’20) and Mr Leon Zhong (’20).

Two Year 11 student leaders, Vincent Tong and Efram Wei, led the program, which included a stimulating range of activities: virtual scavenger hunt; chess 101 demonstration; an interview with Mr Leon Zhong (’20) on ‘How to Succeed in Music’; a talk from Mr Andy Chen (’20) on ‘How to Get the Most out of School Life and Reap the Benefits at Uni’; exploring deeper topics and role plays inspired by the question, ‘What is Active Listening?’; and sharing a YouTube video on ‘Hilarious yet Useful Mandarin/Cantonese Phrases’.

The activities days concluded with a service element, with special guest Ms Elissa Donnellan from Jericho Road. She introduced herself and the charity by giving a presentation, then students were divided into breakout rooms to consider ways to serve Jericho Road.

At the conclusion of the program, positive feedback was received from all students. They were grateful for the opportunity to step into leadership roles, and the enhanced value for service they developed through the program.

At the forefront of integrated, personalisable pathways learning, the program has continued and provided alternate leadership pathways for the boys, and support for international students in the Music Department and beyond.

Ms Rebecca Cheng  
Head of Keyboard and College Accompanist

- 1. The Symphony Orchestra performing at the Live Winter Music Showcase Gold Concert.*
- 2. Jack Muller (Year 9), Yejune Kim (Year 7) and Kevin Lee (Year 11) delivering the French horn section of the Symphony Orchestra at the Live Winter Music Showcase Gold Concert.*

# Life as Art

“Art is the highest form of hope.” Gerhard Richter

The last two years have been unusual for all Scots boys. The graduating cohort of 2021 has endured two lockdowns, various periods of isolation and constant Zoom meetings – all the while separated from their normal social environment.

For some of our students, art came to the rescue. It gave them hope because it was a rare opportunity for them to step outside of their home-based learning and devote themselves to a form of creative expression that helped untangle and interpret this most unusual set of circumstances.

This year’s HSC Showcase artworks were outstanding and diverse. Harry Prodes’ collection of costumes, *Vital Signs*, is one example, then there is the documentary photography featured in Louis McCarthy’s, *Dystopia*. You can view the HSC Visual Arts Showcase 2021 online as a full body of works at [thescoltscollege2021.wixsite.com/hsc-art-2021](https://thescoltscollege2021.wixsite.com/hsc-art-2021). It is impressive and well worth the experience.

Enjoy this selection as a preview and consider reading the accompanying artists’ statements. They are the voices of a few of our finest young men, who have produced some very fine works indeed.

Mr Gary Faulkner  
Head of Visual Arts



*Dystopia* by *Louis McCarthy*.

Artist’s statement: “My film-based photographic series immerses its audience into the passive world of the industrial paradigm, exploring both the large-scale places of production and consequently the minutiae of urban decay; detailing the widespread effects of an industrially dominated milieu.”



The *Vital Signs* Collection by *Harry Prodes*.

Artist’s statement: “*The Vital Signs Collection* focuses on rising temperatures, the pulse of our rivers, the air we breathe and the pressure the earth is under. The three garments illustrate an intersection of history, science, art and fashion, exposing environmental destruction as a repeating theme in the world.”



*A Far Too Familiar Story* by *Jamie Roche*.

Artist’s statement: “[This is a] three painting series that depicts a story of spiralling depression, showcased from two separate contrasting perspectives: the suppressed individual and the people who love him. Each artwork depicts the individual’s battle with depression and addiction, starting with the central artwork ...”



Going Fu by *Peter Zhao*.

Artist's statement: "... This is a visual expression of my mental setbacks and growth, crafted in an East Asian inspired graphic novel style, reminiscent of the coming-of-age narratives popular throughout Asian media."



Assimilation by *Joshua Wong*.

Artist's statement: "... Traditional Polynesian abstracts with the influence of the natural landscape illuminate the concept of assimilation through my journey of living in diverse locations, whilst attempting to maintain a connection to my culture."



The Consumerist Slave by *Flynn Rowlands*.

Artist's statement: "Pop Art is well known for its kitsch aesthetics and bright colours, with forms that are strikingly bold and demand the audience's attention ... evoking a sense of nostalgia."



Humanities Prospects by *Sam Brial*.

Artist's statement: "My artwork uses anamorphosis to critique the rise in consumerism and pollution in today's society ... in the fine details you will notice the inclusion of miniature figurines and landscaping items amongst the polluted scene, representing a small symbol of hope that we can still change our harmful ways as habitants of this environment."



Totems from the Wangurri and Warramiri clan in the Yolngu Culture by *Jaedon Djerrjura*.

Artist's statement: "This painting ... represents both my mother's and father's totems from the Wangurri and Warramiri clan in the Yolngu culture. I have used specific techniques to represent me, and my 'mälk' (skin name), which is Yirritja. This is shown through the crosshatching and line work."

# Reimagining the Classroom

*In Term 3, the first stage of our reimagined classroom environments were completed across the three Preparatory School campuses in Bellevue Hill.*

Built upon the College's teaching and learning plan and evidence-based research, we chose to reimagine our physical learning environment, so it would:

- be flexible and agile
- allow students to have ownership of their learning
- provide opportunity for choice
- be comfortable
- be easily reconfigured to suit the learning experience
- have inclusive spaces
- allow for purposeful collaboration
- allow students to share thinking with an authentic audience.

The new classroom designs and furnishings are aligned to the research of Professor David Thornburg, whose multi-modal learning settings are recreated in the classroom under the following modes.

## **The Waterhole**

This is an informal space where students can discuss, create and collaborate in outside play spaces, moving spaces, halls and multipurpose zones.



## **The Cave**

This is a private space for independent and reflective work utilising settings such as sleeping bags, couches, tents, withdrawal areas and single workstations.

## **The Campfire**

This is a structured space in which students face a teacher and listen to traditional knowledge in small groups, table tasks and conversation circles.

## **The Mountain Top**

This is a space for presenting work to an audience to demonstrate understanding and be celebrated in settings such as halls, theatres, ovals and formal spaces.

## **The Sandpit**

This is a play space where

1. Year 6ML students participate in group work, in a new classroom section inspired by 'The Campfire' mode, developed by Professor David Thornburg.
2. Year 5MM, work comfortably at one of 'The Campfires', a refurbished learning space, with their teacher, Mr Max Moran.
3. Arlo Eskander, Antonio Brescia and Zac Nasteski (1JR), enjoy reading in the 'Moon Buggy', a feature of the ELC's recent refurbishment.

children do not have to worry about mess, water or damaging surfaces in our engaging water areas and outdoor spaces.

While these environmental changes have not been limited to the classroom, it is pleasing to see the increased engagement the Prep boys have displayed as they manipulate and enjoy their new furnishings and learning environments.

Mr John Crerar  
Head of the Preparatory School –  
Deputy Principal

# Community



# Create Compost, Not Landfill

This year, Kindergarten to Year 4 boys in the Scots Extra Activities Art programs, were invited to participate in Woollahra Municipal Council's environmentally inspiring kids truck art competition.

Students submitted original artworks based on the theme, 'Create Compost, Not Landfill'. The Mayor of Woollahra, Councillor Susan Wynne, judged the drawings and we were thrilled that Jasper James (KCS) won the competition with his fabulous artwork, which encourages the local community to reduce waste. His winning design, his name and The Scots College's name, will be printed on Woollahra Council's garbage trucks for everyone to see – just like a real artist.

We are very proud of his artistic achievement and all the boys whose entries were highly commended: Joshua Clark (4HM), Raphael Harris (2ES), Colby Kuo (4JG) and Andrew Nguyen (1JR).

The boys at Scots are passionate about sustainability and caring for the environment. What better way to deliver this important message to our community than through their colourful and expressive artworks on wheels.

Ms Tara Holmes  
Visual Arts Teacher

Ms Annabelle Lee  
Visual Arts Teacher

1. Jasper James (KCS) won the Woollahra Municipal Council's 2021 kids truck art competition with his bright and informative artwork, Composting ... Everyone Can Compost.
2. Colby Kuo's (4JG) detailed pencil artwork, Create Compost Not Landfill.
3. Which Will You Choose? – Joshua Clark's (4HM) bright and thought-provoking artwork.
4. Raphael Harris' (2ES) artwork, Which Road, promotes environmental responsibility.



# Helping Children Deal with Stress and Uncertainty

*Months of lockdown, endless hours on screens and an uncertain future – 2021 continued to create stressful times for everyone, especially young people.*

In September, to help parents and teachers best support their children in dealing with stress and uncertainty, the College hosted another event in the popular ScotsIdeas series of compelling conversations in education.

Over 450 members of our community registered to hear guest panellists speak online. Guest speakers included: well-known psychologist and author Mr Andrew Fuller; ‘Digital Nutrition’ pioneer and clinical psychologist Ms Jocelyn Brewer; and Wellington College (UK) Deputy Head, Pastoral and Wellbeing, Mr David Walker.

They addressed a wide range of topics based on questions from attendees, such as: how to use technology well, engaging with frustrating behaviour, building relationships while remote, and supporting children to talk through their anxieties and aspirations.

Helpful suggestions included:

- Be curious, not furious. It’s easy to respond to frustration with more frustration. Take a step back and recognise your own emotional and physical state.
- When boys express frustration with poor behaviour, use the HALTS acronym to ask if they are: Hungry? Angry? Lonely? Tired? Stressed?
- Use this unique time to talk with your children about what kind of world we want to create for the other side of the pandemic.

Engage them in thinking about making a meaningful contribution to the world and stimulate projects to support this.

- This is a pandemic, not a productivity contest – expect adjustment to take time.
- Stimulate executive functioning skills such as memory and self-regulation by building good daily and weekly rituals and routines as a family.
- Take an interest in your son’s gaming habits by having a go yourself!

Under the leadership of Mr Kevin Brennan, we commenced working more substantially with Mr Andrew Fuller through our partnership with Skodel, a unique wellbeing platform developed by Scots’ Old Boys and Skodel Co-Founders and CEOs, Mr Ian Fagan (’09) and Mr Julian Fagan (’09).

In Term 4, we introduced Skodel’s wellbeing check-in tool with our staff and Senior School students and are preparing to expand its implementation in 2022.

We look forward to what is to come.

Dr Hugh Chilton  
Director of Research and Professional Learning



*ScotsIdeas panellists Dr Hugh Chilton, Mr Andrew Fuller, Mr David Walker and Ms Jocelyn Brewer.*

# Thread Together, Held Together

*Volunteering in the community is an outstanding part of being a servant leader at Scots. The Duke of Edinburgh's Award pathway clearly aligns with the journey towards becoming a fine young man.*

## **Program Overview**

In Year 8, once 14 years old, students can register to begin their journey with the Bronze Award. This involves a weekly commitment to a sport, a skill (such as playing a musical instrument) and service to others.

In Year 9, students who are at Glengarry complete the physical components of their Duke of Edinburgh's Award. Once students have returned from Glengarry, they can complete their Bronze or Silver records on the Duke of Edinburgh's website, using their Online Record Book.

Year 10 students are given the opportunity to focus on areas of interest such as their chosen sport, skill or service for their award. At 16 years of age, Scots' students can start their Gold Duke of Edinburgh's Award.

Then, in Years 11 and 12, students focus on university applications. It is often an opportunity to discuss the many highpoints and personal achievements students have experienced in the Duke of Edinburgh's Awards.

In Term 3, Archie Taylor (Year 10) volunteered at Thread Together, an Australian organisation giving practical assistance to people in need of food, clothing and shelter – in Australia and overseas. Archie described his rewarding experience:

“It felt great to be able to give back and help those less fortunate. I played such a small role sorting clothes but was happy to contribute in any way I could.”



*Archie Taylor (Year 10) assisting volunteer staff by preparing clothing packs for refugees, at Thread Together, as part of his Duke of Edinburgh's Award community service.*

“The organisation receives mountains of brand new, out-of-season, surplus clothes that retailers such as David Jones, The Iconic and RM Williams would have otherwise thrown into landfill.”

“Thread Together sorts through these clothes and then packages and sends them to charities all over the country, completely free of charge.”

“We sorted through men's clothes, which were packaged for refugees from Afghanistan who were arriving in Adelaide and Perth within the next week. These refugees have gone through so much, so the very least we can do is provide them with clean clothes, to help them function in society, for job interviews and so on. I look forward to continuing this community service.”

Mr Jeremy Longworth  
Coordinator of Duke of Edinburgh's Award



# The Great House 3km Competition

*In a year where it was almost impossible to enjoy formal sport, and even general fitness had a time limit, the Sport Department designed an online House 3km Athletics competition.*

Although this event could not fully substitute the annual Athletic Association of Great Public Schools (AAGPS) Athletics Championships, it was motivating nonetheless and open to all boys in the Senior School.

Combining the easily accessible app, Strava, with House and individual cooperation, the House 3km Competition encouraged goal setting, regular activity and a spirit of camaraderie.

Launched on Saturday 14 August (in what would have been the Athletics trials for the AAGPS Athletics Championships competition), the number of boys who competed and the quality of the run, was beyond my expectations. Cold winter weather usually results in boys having a break from (or trying to avoid!) Saturday Sport – apart from those representing the College Athletics team. Instead, the number of boys that participated in our online competition each Saturday was incredibly impressive.

The concept of the event was simple: each boy posted his best 3km time each Saturday. The results were tallied and added to individual leaderboards and counted for House points. The competition ran for the duration of home-based learning and the winning House was determined in Term 3.

Each week, prizes were awarded to the top runner and most improved in each age group. The overall winning House was Fraser House and the sport with the highest commitment was Rowing.



*The 1st VIII Rowing crew training early morning on the Nepean River, on the day of the Head of the River, March 2021.  
Credit: Mr Chris James*

“

The overall winning House was Fraser House and the Sport with the highest commitment was Rowing.

The individual champion was Miles Carson (Year 9). Miles ran an impressive time of 9.19. It is worth noting that a time like this would have placed him fourth in the Opens 3000m at last year's AAGPS Athletics Championships – an impressive result!

Most importantly, I want to acknowledge all boys who improved their times throughout the term. At Scots we believe in having a growth mindset. Improving performance each week is a part of this. I encourage the boys to continue with their running. For some, I will be giving a tap on their shoulder to consider Athletics and Cross Country next season.

Mr Graham Pattison  
Director of Sport and Co-Curricular Activities

# Stepping into September

*The Brighton Preparatory School students certainly stepped up to the challenge to raise awareness and funds in September for the Cerebral Palsy Alliance by getting active for STEPTember.*

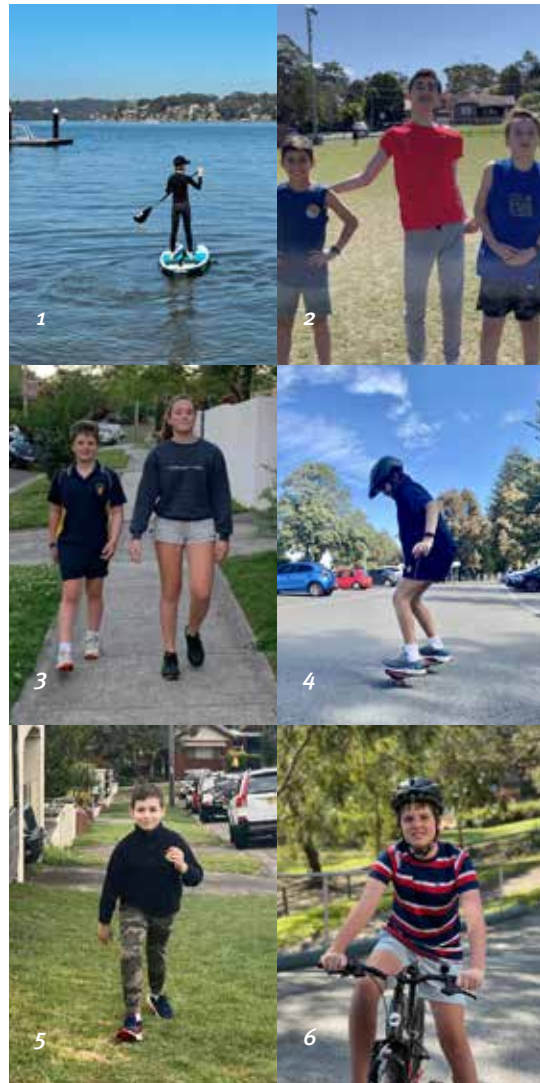
Boys walked, ran, cycled, jumped, played and generally got themselves moving to increase their daily steps for this worthy cause. More than 100 students, their family members and Brighton Prep staff embraced the challenge, which provided a welcomed break from screens during lockdown. At the same time they supported this worthy initiative.

An impressive total of 28,018,524 steps was recorded overall, with an average of 9,339 steps per participant per day. House points were awarded to students from Kindergarten to Year 6 based on their overall step count, with Lambert the victorious House over Carruthers, gathering a very impressive 14,556,041 total number of steps.

STEPTember was well received by the Brighton Prep parent community, providing an incentive to exercise outdoors and get active as a family at the end of a challenging Term 3, and leading into the school holiday break.

Well done to all involved, and special thanks to Mr Tim Thorne, Brighton Preparatory School's Director of Sporting Pathways and Partnerships, for overseeing this program.

Mrs Denise Viskovic  
Administration Coordinator – Brighton Prep



1. One Brighton Prep boy taking his steps on a stand-up paddleboard.
2. Brothers, Noah Jones (Year 5) and Aramis Jones (Year 7) enjoying the outdoors with their elder brother Moses, centre, who lives with cerebral palsy.
3. George Giaouris (Year 5) with his sister, Phoebe, getting the family's steps up.
4. Aaveer Patil-Chaudhari (Year 3) 'ripskating' his way through STEPTember.
5. John Poulos (Year 4) showing how he got his steps up every day.
6. Jesper Christensen (Year 6) encouraged the younger Brighton Prep boys to cycle their way through STEPTember.

# Camaraderie



# Adventures at the Academy

*Term 3, 2021 saw the introduction of The Scots College Adventure Academy. Outdoor Education Coordinator, Mr David Johnson, describes the inspiration behind this highly experiential pilot program.*

The Adventure Academy is a carefully designed program that encourages 20 boys to take responsibility for their learning, achieving their goals and engaging with others meaningfully in a new, adult world. It is an extension of the Glengarry experience.

Initial plans were for the group to return home for the weekends and spend time both at Glengarry and Bannockburn locations, whilst undergoing three peak outdoor experiences. However, with pandemic restrictions, the group had to adapt to several scenarios that began with the first two weeks being locked down at Glengarry. With COVID-19 restrictions, the first weeks focused on academics. When the group was finally permitted to leave Glengarry, they were excited to spread their wings and head to Bannockburn.

## **Farming Meets Surfing**

The students delighted in Bannockburn, located near Culburra Beach. They were up early, ready for surfing lessons, excited to hit the waves. Beginners caught the surfing bug and reported being 'stoked' with the experience. They learnt farm skills including horticulture, animal handling, regenerative land management, machinery use, building nesting boxes to assist animals after the fires, erecting new fences, drenching animals, planting an organic garden, and even became involved with the future design of Bannockburn.

Groups rotated through horseriding instruction and they all spoke fondly of the horse with which they were paired. It was a new skill and many boys gained



*The inaugural 2021 Adventure Academy participants at Bannockburn in August.*

a real sense of accomplishment as they broke into a canter for the first time.

## **A River Expedition**

Back at Glengarry, the boys continued academics, Zoom sessions with teachers and undergoing collaborative projects. There were fitness sessions in the mornings and afternoon trips to the farm shed for paddle building lessons. Local expert, Mr Travis Frenay, instructed boys and the results were exceptional. The boys took great pride in their work and particularly enjoyed the therapeutic work on the spokeshave. At the last workshop, we couldn't drag them away from sanding and oiling their finished product.

The boys used the paddles for our canoe expedition. This adventure began with a day of training in 'moving water' as they travelled from Kangaroo Valley to Glengarry. They were the first group to embark on a river journey that joined Glengarry and Bannockburn. The planned 100km six-day expedition aimed to cross the Tallowa Dam and travelled the upper reaches of the Shoalhaven River as it meanders to the ocean. The group enjoyed warm fires at night, swims in the river (some planned, some not!) and a range of weather conditions. Unfortunately, due to a state wide lockdown, this trip was cut short and the group had to pull out just before we reached Nowra. However, the

boys reflected that they had learnt from the experience and discovered a new interest in canoeing.

### All Aboard the Soren Larson

The 2021 Adventure Academy experience concluded with a six-day expedition on the tall ship, *Soren Larson*. The ship travelled down to Jervis Bay to collect students from Bannockburn and return them to Sydney. The group experienced the many moods of the sea – sunrises with light winds, long nights with 4m swells, and 30-knot winds. They sustained four-hour watches day and night, climbed the rigging to set sails, scrubbed the decks and cleaned the ‘heads’ – ship ‘lingo’ for toilets! The highlight was when, on the last day, each watch could take over the running of the ship. Boys selected their own captain, navigator, engineer and first mate, then set the sails and navigated the ship from point A, five nautical miles to point B, in a set time.

The learning curve increased substantially as students were given the responsibility of controlling the ship. It was hands-on experiential learning at its best and the boys responded admirably. Sailing into Sydney Harbour, the students (and staff) felt a great sense of pride and achievement. They had covered 456 nautical miles (or 850km) during their time on board.

### Looking Ahead

Whilst some of our Adventure Academy experiences were impacted by the pandemic, we are grateful for what we achieved. The staff team was amazing. The students bonded strongly and, through overcoming many challenges, learnt a lot about themselves, teamwork and leadership.

The Adventure Academy boys were a cohesive team. Many emerged as natural leaders. This pilot program has laid a strong foundation for future experiences. We look forward to the next Adventure Academy, which will only build on this extraordinary experiential learning experience.

Mr David Johnson  
Director of Adventure Academy



1. *The Adventure Academy boys preparing to hit the surf, one very early July morning.*
2. *The boys embarking on a five-day canoe expedition on the Shoalhaven River, giving them a new understanding of ‘moving water’ river currents.*
3. *The Adventure Academy boys proudly showing the paddles they made, ready for their canoe expedition.*

# Recognising a New Generation

*It was a privilege to launch the new Prefect's Commendation certificate at the Junior and Senior Preparatory School weekly assemblies earlier this year. This initiative began midway through Term 1 as staff and students were interested in developing a stronger connection with the Senior School leaders as role models for boys.*

It is essential that Scots boys continue to have access to positive role models within the school. As American basketball coach, John Wooden said, "Being a role model is the most powerful form of educating."

Staff and students at the Senior Prep School met several times to discuss, with the entire Prefect group, how they could engage with and encourage the boys in the Preparatory School to be kind and empathetic young men who walk with integrity.

The idea of the certificate connected positively with the Senior School Prefects as many had begun their time in the Preparatory School and knew what the journey of becoming a fine Scots boy entailed. The Prefects developed and designed the criteria focusing on the attributes of a fine



1. Deputy Head Prefect, Charles Sayers and Head Prefect, Max McCathie, with Montgomery Auld (Year 5) and Charles Volz (Year 6) who were awarded the inaugural Prefect's Commendation certificates this year.
2. The new award introduced by Senior School Prefects this year – the Prefect's Commendation certificate.

Scots boy. The most encouraging aspect of the process was that they took complete ownership of the process. Relationships Foundation Group CEO, Dr Rob Loe, described instilling in students, "... an awe for something larger than themselves" as one of the key strategies to grow a sense of belonging in a school community.

The certificate recognises boys for putting the needs of others ahead of their own. The desire is for the boys to see the value of kindness, and no matter how small the act, it is never wasted.

The citation on the award reads: "This award is presented by the Prefects of Year 12 to a boy who has displayed one or more of the characteristics of a fine Scots boy: leadership, courage, kindness and service to the community. The recipient of this award had put others before himself, looked out for his peers and has embodied the Scots spirit both within the College and community."

Each week one of the Senior School Prefects present this award to a boy in Year 5 and Year 6 who displays the fine Scots boy attributes, in particular, putting the needs of others ahead of their own.

The inaugural presentation, led by Head Prefect, Max McCathie, and Deputy Head Prefect, Charles Sayers, occurred during the Junior Preparatory and Senior Preparatory Assembly time. The boys spoke about what it was to be a fine Scots boy, and included some fantastic lessons and messages to help guide the boys through their impending Senior years at Scots and beyond.

Their encouragement of boys to be kind to each other and ensure that they lift others up, not put them down, was well received.

The Prep School staff are grateful to be a part of a school that fosters the character development of boys. We want them to take on the world when they leave – but importantly, we want them to do it with grace and kindness.

Even in difficult times, it is still essential for Scots boys to be good people. Scots staff want them to remember that being consistent is key to having a strong character and, for this to occur, they need to witness boys who model exemplary character.

Mr Greg Asquith  
Assistant Head of the Senior  
Preparatory School

## You Can Sit with Me

*Student Voice has been central in the development of a number of programs in the pastoral care of Scots students.*

Earlier this year, Finn Bradfield (Year 12) instigated the collaboration of two charities, You Can Sit With Me and R U OK?, for a common purpose. With a focus on students relating to each other meaningfully on campus, You Can Sit With Me encourages social connection while R U OK? promotes honest conversation.

R U OK? ambassadors visited Scots in May to train representatives from each year group to hold R U OK? conversations and guide their peers towards improving in seeking help. The student representatives are easily identified by the bright yellow



*Wristbands from the charity You Can Sit With Me spark kindness in the student community.*

wristbands they wear, bearing the words 'YOU CAN SIT WITH ME'. This simple statement endorses that the boys are approachable and willing to help their peers. The program has been well received.

Boys from this group were nominated to attend, Leading Wellbeing: A Student Perspective, a student-led wellbeing conference at Knox Grammar School in May. The boys worked with students from schools

across Sydney, developing ideas on ways to improve the overall health of student bodies.

The conference promoted the importance of kindness and empathy in school communities. The boys were privileged to hear from holocaust survivor, the late Mr Eddie Jaku OAM, who spoke about the infectious nature of happiness.

Mr James Bowles  
Head of Students (7-12)

# How to Build a Boat – The Tiki Project

*In December 2020, Dr Ian PM Lambert, Principal, initiated the Tiki 30 boat project – a student focused adventure project, which embraces two of The Patribus Initiatives: Experiential Education, and Design Thinking and Creativity.*

The Tiki 30 project gives select Sailing and Design Technology students (mainly Years 9 and 10) the opportunity to engage in an extracurricular, hands-on, experiential learning project. The goal is to build a 30-foot Wharram Tiki catamaran (Tiki 30) with staff, parents and external helpers and sail the Tiki 30 down the Crookhaven River on an expedition to Bannockburn. Students who complete the project can gain points towards their Bronze, Silver or Gold Duke of Edinburgh's awards.

Work commenced on 14 December 2020 with completion scheduled for the end of September 2021, however the pandemic restrictions made this impossible. At the time of writing, the boat is one third complete. We hope to complete the project in 2022.

Principal, Dr Ian PM Lambert, has enjoyed assisting with the project and is a strong supporter of its many benefits.

“A key feature of the Glengarry/Bannockburn one term extension pilot program, operating in Term 3 this year, is adventure. One of the three major expeditions involves the boys designing and constructing wooden canoes, then paddling them and camping over four days along the river from Glengarry to Bannockburn.

“Reminiscent of the *Adventures of Huckleberry Finn*, this adventure down river introduces boys to educational principles associated with Maker Education where students imagine, design and

create projects that align the content of learning with hands-on application. Synonymous with the adventure-based learning theory, active learning principles and experiential learning, this and other expeditions (Snowy Mountains hike and camp and Stradbroke Island service adventure camp) focuses on ‘learning through reflection on doing’. Knowledge applied in lived contexts and framed through negotiated experience, moves learning beyond knowledge transfer and focuses on the learner and the learning context.”

“Developing a love of learning and understanding how it happens and why it is important, makes the learning process visible for boys and leads to greater ownership and engagement. All that aside, ‘Believe me, my young friend, there is nothing – absolutely nothing – half so much worth doing as messing about in boats,’ wrote Kenneth Grahame in his well-known children’s book, *The Wind in the Willows*.”

The hull sides were made of 6mm marine strength Gaboon plywood, which the students marked out and cut with the help of Mr Brian Middleton, a visiting shipwright and boatbuilder from the UK, Mr Robert Heritage, Design and Technology Teacher and myself.

Once the hull sides were ‘stood up’ and the stem, stern post and all bulkheads inserted (a total of seven), we created the keel by mixing and pouring a liquid epoxy resin filler mix along the inside bottom keel length to seal all the cracks and spaces. Our masking tape job on the sides of the keel was not great, so we lost a lot of the epoxy resin filler mix down the outsides of the keels and had to remove it later.





Thank you to the team of staff who have been assisting with this unique project: Principal, Dr Ian PM Lambert; Design and Technology teacher, Mr Robert Heritage; UK-based Wharram boat builder, Mr Brian Middleton; Facilities and Maintenance, Carpenter, Mr Gerard Budwee; Rugby Coach, Mr Marty Masella, and several Scots parents.

Even with the challenges of 2021, the boys learnt some good lessons, the main one being: prepare, prepare and prepare again! We hope to reengage this program over the Christmas break, extending into 2022.

Mr Paul Lister  
Director of ICT and Services



1. Visiting UK shipwright and boatbuilder, Mr Brian Middleton, teaching and demonstrating boatbuilding techniques to students.
2. A watercolour drawing of the Tiki 30 – a Wharram catamaran made from plywood and fiberglass, constructed using the ‘stitch and glue’ method of construction.
3. Design and Technology Teacher, Mr Robert Heritage and Joshua Lim (Year 9) epoxy coating fibreglass to the internal hull of the Tiki 30 during the December 2020 summer break.
4. Hamish Anderson (Year 9) standing beside the completed, cut-out, hatches in hull number one. This is the double bunk bed platform between bulkhead three and four. The hatches allow access to storage.
5. Principal, Dr Ian PM Lambert, sanding a keel side. The keels are made out of two 9mm plywood pieces, which are glued together with an epoxy resin filler mix.

# Championing Character Development

*The Scots College is one of a small number of schools which has a research office. Located in the old Principal's study, you might picture worn leather lounges and intellectual conversations.*

Well, we have some of both, but the Research and Professional Learning team is also very active in delivering staff development programs and events, curating research from the broader educational community, mentoring and supporting staff undertaking higher degree research, and working with universities and other educational institutions.

One of the flagship priorities for the Research Office is to support the implementation of the Principal's Brave Hearts Bold Minds philosophy of education – that a boy's school journey is principally about the growth of character, and that learning experiences are designed to grow him towards the Graduate Profile of character qualities.

This year marks our third year of taking staff teams through an experiential and intellectual deep dive through the 12 Scots character qualities (adventure, curiosity, creativity, personal growth, service, compassion, humour, community, truth, honour, loyalty, commitment) and how to design learning experiences that develop them.

It has been fantastic to see Year 10 boys learn about the power of humour in Drama, Year 1 boys explore compassion for nature in Science, sport teams create and strive towards their individual honour codes, and Brighton Years 3 to 4 boys incorporate personal growth through metacognitive thinking routines, to name a few examples.

Our experiential staff day on civic character was limited by pandemic restrictions, but we invited the social justice arm of the Presbyterian Church – Jericho Road – to share their work with staff. Several fruitful service opportunities resulted from connections made on this day. This included a tutor group making birthday cards and gifting novelty socks for boys in a juvenile justice centre, as well as an Honours Quest student research project, which analysed NDIS funding data and ascertained participation barriers for disadvantaged groups.

The Research Office has also been championing character development by partnering with the University of Notre Dame, Dr Rob Loe and a School for Tomorrow, to form a network of schools interested in character education. We also designed and ran a pilot research study with the University of Notre Dame to grow staff understanding and skills to help boys grow in compassion.

During the extended period of home-based learning during lockdown, the Research Office conducted pulse surveys with students and parents to better understand the experience of boys and their families. We assisted our teachers in designing engaging and active learning experiences, including activities around the house and cohort-based discovery days to break up normal class routines and build various aspects of character.

We look forward to more exciting projects in 2022.

Mr Jeff Mann  
Coordinator of Student Experience

# Lang Syne



# Message from the Old Boys' Union President



*As 2021 draws to a close, I reflect on the year with mixed emotions.*

This past year will once again be remembered for the global pandemic; lockdowns, restrictions and the impacts on people's lives, health and wellbeing, and the social and financial impacts on businesses. However, 2021 was also a year of growth, successes, and amazing stories from our Old Boys community.

We sadly farewelled several of our forefathers and notable Old Boys whose legacies will continue to live on and be remembered.

Although a year late, after the original Tokyo 2020 Olympic Games was postponed due to the pandemic, this year's

Olympic and Paralympic Games saw two Scots Old Boys representing Australia: Murray Stewart ('04) at his third Olympic Games and Andrew Edmondson ('08) at his second Paralympics. Their stories of perseverance and determination to compete at the pinnacle of their sports are an inspiration to us all.

We also saw our long history of producing some of Australia's best rugby union players continue, with Andrew Kellaway ('13) making his international debut for the Wallabies against France in July.

I would also like to commend the Principal, Dr Ian PM Lambert, and his staff for the work they have done to keep the school operating and for providing an exceptional educational experience for the boys during challenging times.

To the Class of 2021, you have endured two years of lockdowns, periods of home-based learning and missed sporting, social and co-curricular activities – we are

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... 2021 was also a year of growth, successes, and amazing stories from our Old Boys community.

proud of your resilience and achievements. Welcome to the Old Boys' community!

The Old Boys' Union Committee and I now turn our attention to 2022 and creating a calendar of events and initiatives to reconnect with as many Old Boys as possible. We aim to engage with Old Boys in the regions, interstate and internationally, and to support and grow our community.

Scots to the fore!

Mathew Collett ('86)  
Old Boys' Union President

# Murray Rows For Australia

*Scots Old Boy, Murray Stewart ('04) OAM OLY competed at the Tokyo 2020 Olympic Games in the sport of Canoe Sprint. Murray competed in the K4 500 event, a four-man event raced on flat water over a 500m distance.*

As you can imagine, the journey to Tokyo was anything but smooth sailing given the year long delay and the difficulties of attending an event during a global pandemic. Uncertainty about whether the Games would be going ahead, the challenge of training in isolation away from coaches and support staff, and finding a way to financially support himself and his young family through a year of the Olympic cycle, played on Murray's mind throughout 2020 and 2021.

Murray's journey to Tokyo included three Olympic appearances and an Olympic gold medal from London 2012, but was complicated by injury. He battled his way through multiple back surgeries just to get to the start line, the most recent of which was within six months of the Games.

Murray and his crew finished sixth in their event, a credible performance, but a somewhat bittersweet end to a very turbulent five-year Olympic cycle and a long and decorated sporting career. Murray was honoured to have the opportunity to represent Australia at another Olympics and was incredibly grateful to the people of Japan for their extraordinary efforts in hosting the event under such difficult circumstances.

Shortly before his racing in Tokyo commenced, Murray received some extra special support in the form of a video from the Stage 2 Scots boys at the Brighton Preparatory School. This perfectly timed message of support was greatly appreciated and demonstrated to Murray the significance of the



*Murray Stewart ('04) proudly displaying his ticket to the Tokyo 2020 Olympic Games, after being selected for the Australian Olympic Canoe Sprint team.*

legacy that the Tokyo 2020 Olympics will leave – the Games that brought a little bit of joy to the world at a very dark time.

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Murray was honoured to have the opportunity to represent Australia at another Olympics ...

# Edmondson Represents the Steelers



*The Tokyo 2020 Paralympic Games was an amazing experience and one I will always remember.*

Being selected for the Australian Rugby team to represent the Steelers was a huge achievement and something myself and my family are so proud of. Being part of this team and going to my second Paralympics was a great goal of mine; a lot of hard work went into making the team.

For para athletes, the Paralympics is a pinnacle event and is the purpose of our training for a significant portion of our careers. Having that extended by an

extra 12 months due to the pandemic, certainly added extra challenges for us as a team. Not only that, but it was even more challenging to try and stay in both peak physical and mental form with the challenges COVID-19 had presented us.

Being in Tokyo and part of the games had its challenges, but we were certainly well looked after. The positivity and energy was still very much alive both around the village and during competition. Unfortunately, the result didn't go our way this time, however it was a great learning experience for the team.

*Andrew Edmondson ('08) playing for the Australian Steelers Wheelchair Rugby team.*

*Credit: Paralympics Australia*

In the weeks after arriving home, it was amazing to step away from rugby and focus on time with the family and work. Full-time training began again in early November for the World Championships, which will be held in 2022 in Denmark. Then, I will look forward to Paris in 2024.

Andrew Edmondson ('08)

# Kellaway – Proud **Wallaby** #943



*In August 2018, I was boarding a plane to England to play for the Northampton Saints rugby team. I had spent the previous four months with the NSW Waratahs in rehab following foot surgery.*

Looking back, I was quite down as I came to the realisation that I would, most likely, never have the chance to play for the Waratahs again. That hit me hard and deep. I was unsure if I would ever play rugby in Australia again.

Fast forward 12 months and the Melbourne Rebels threw me a lifeline to come home from England – something I will be eternally grateful for. Never have I been happier in a rugby team than I was in Melbourne. The players, staff and organisation are a truly special group of people.

Another 12 months on and the pandemic hit. There was very little certainty and rugby, like all things, suffered. I was faced with the decision between accepting 30 percent of my already-reduced salary for 12 months in Australia or go to Japan. I chose the latter and landed in Abiko, Japan playing for the NEC Green Rockets. This experience taught me something, just like my stint in England did: sacrificing my happiness for money is not something that works for me.

1. Andrew Kellaway ('13) in action playing for the Wallabies.
2. Andrew Kellaway's official Wallaby portrait.

Today, I am sitting in a cafe in Perth, writing this with four test matches for the Wallabies to my name, and preparing for a fifth this weekend against the All Blacks in a sold-out Optus Stadium.

It is all still a bit of a blur, but one thing is crystal clear: I haven't had the career I thought I would, however I am beyond grateful for that. It has taught me more about myself in three years than it had in the 22 prior, and all it took was 36 months and a trip around the world.

Andrew Kellaway ('13)

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It has taught me more about myself in three years than it had in the 22 prior ...

## Turning 90 in Narrabri

On Friday 13 August a group of Scots Old Boys marked the 90th birthday of Ronald (Ron) McKenzie ('48) with a lunch at the Tourist Hotel in Narrabri, owned by Old Boy Robin Findley ('76).

Ron has always been a father-figure to many of the Scots Old Boys in the Narrabri area over many years. Unfortunately, Ron lost his wife, Jan, earlier in the year and his two daughters could not be present to mark his milestone. So, David Meppen ('76) set about organising a few Old Boys to help Ron celebrate his 90th, which was on 27 July.

Rob McCarron ('73)



Michael Guest ('76), Graham Cameron ('76), David Meppen ('76), Rob McCarron ('73), Robin Findley ('76), Ian Cameron ('71) surround the birthday boy, Ronald McKenzie ('48), seated.

## Old Boys' Union Annual Lunch

Friday 1 April 2022  
Ivy Ballroom

For more information or to book tickets,  
please visit: [scotsoldboys.tsc.nsw.edu.au](http://scotsoldboys.tsc.nsw.edu.au)





# Grazier Saves Two Trapped Travellers

*The following are selected extracts from an article written by Ali Smith published in The Courier on 30 March 2021. The full article can be found at [narrabricourier.com.au/2021/03/30/spring-plains-flood-rescue/](http://narrabricourier.com.au/2021/03/30/spring-plains-flood-rescue/)*

When Spring Plains grazier Graham Cameron (76) got an early morning call from the police on Wednesday 24 March, he knew something was awry.

“My first thought was it was one of the kids, I was relieved when it was a rescue,” said Mr Cameron.

“I got a phone call from a Tamworth policeman at four o’clock asking if I’d do a flood rescue for them.”

A father and son ... had somehow found themselves trapped in floodwaters on the Spring Plains Road and were stuck on the roof of their ute trying to stay safe as the water kept rising and snakes slithered by.

“The mozzies were eating them alive, the bugs were all over them and there were snakes swimming past.”

“They said they saw at least six snakes go past while they were there,” said Mr Cameron.



*The Spring Plains flood rescue scene in daylight, pictured in the distance is the ute from which two travellers were rescued by Spring Plains grazier, Graham Cameron (76).*

... Mr Cameron isn’t part of an official rescue service, he is the type of community person who would give you the shirt off his back ... After Mr Cameron took the police call, he got in his tractor with a front-end loader and started the search, in the dark, for the lost travellers who were apparently not far from the Thalaba Creek on the Spring Plains Road.

“I could just see something white, way down in the distance and an arm waving,” said Mr Cameron.

Mr Cameron said the water depth was about 1.3 metres. “The water was not far from coming in the cab (of the tractor).”

Mr Cameron persevered, carefully making his way towards the father and son who he said were situated “about 300 metres short of the Thalaba Creek bridge on the southern side.”

“It was lucky they didn’t make it over the bridge because they would’ve got swept away for sure, it was really deep over the other side.”

Mr Cameron said the travellers ‘were over the moon’ to be rescued finally after being left high and dry for at least a few hours.

“We brought them back here and we gave them a feed.”

# OBU Christmas Events



*After another challenging year with lockdowns, restrictions, cancelled events and reunions, the Old Boys' Union (OBU) were eager to get Old Boys back together for a beer and a chat with mates.*

The Old Boys' Union Committee hosted Christmas events in Sydney and Brisbane. On Wednesday 24 November, more than 35 Old Boys and their partners gathered at the Queensland Cricketer's Club for a Christmas lunch. Most of this group get together at the quarterly Queensland lunches, held on the first Wednesday of March, June and September.

The success of the Brisbane Christmas lunch can be attributed to the very successful Christmas dinners and quarterly lunches, which have been held over the past two years. We encourage Old

Boys in Queensland to attend these lunches and update your details so that you don't miss out on other 2022 events planned in Queensland.

In Sydney, on Friday 26 November at the Royal Oak Hotel Double Bay, more than 160 Old Boys came together for a casual beer and catch-up with former classmates and friends. The turnout far exceeded the OBU Committee's expectations and showed that after enduring the Sydney lockdown for more than 120 days, the Old Boys were keen to reconnect.

The OBU Committee will continue to build on these events in Sydney and Queensland, but also look forward to engaging with the communities in regional New South Wales and other states in 2022.

1. Old Boys and their partners enjoyed a Christmas lunch at the Queensland Cricketer's Club.
2. More than 160 Old Boys, ranging from the 1950s to the recent Class of 2021 graduates, gathered at the Old Boys' Union Christmas Drinks event.

“  
...more than 160  
Old Boys came  
together for a  
casual beer and  
catch-up with  
former classmates  
and friends.”

# A Lifetime of Radio Achievements

*I started at Scots in the Preparatory School aged eight, after my family moved from Orange. I then moved to the main school in 1948 as a day boy in James Bee House.*

Since leaving Scots in 1954, I have become one of Australia's most successful radio people in regional broadcasting, rising from a 2GZ 'office boy' to 19-plus years as a group owner/operator, and becoming known in the broadcasting industry as a creative, fearless, innovative competitor.

On my 17th birthday I was appointed as night announcer at 2MG Mudgee, and then night announcer at 2DU Dubbo, also specialising in sales. It was in Dubbo where I met a dental nurse by the name of Iris Smith. We married in 1958.

In 1957 I moved back to Sydney, where I had the pleasure of working alongside 'radio royalty', John Laws and Bob Rogers at 2UE.

In 1960 I returned to regional broadcasting as manager of 4LG Longreach, Queensland, before moving to manage 3UL Warragul in Victoria from 1961 to 1971. At this point, I was drawn back to the city and 2UE where I won a United States Government scholarship to study American radio and shopping malls, subsequently being appointed Advertising/Promotion Manager at Centrepoint Tower (now Sydney Tower) in Sydney.

By age 40 I had realised my dream of owning two stations – 3SH Swan Hill and 3CV Central Victoria – and had also acquired a Bendigo newspaper. I later purchased 3LK Lubeck, rebranding it as 3WM Wimmera Mallee.

I spent eight years rebuilding Western Australia's oldest Indigenous station, Waringarri Radio 6WR



*Colin Cameron's ('54) broadcasting career spanned more than five decades.*

in Kununurra, and then 12 months in the chair 'fine tuning' the National Indigenous Radio Service based in Brisbane.

In addition to my illustrious radio career, I built and sailed my 12m yacht, *Spirit of Australia*, from Los Angeles to Australia, and also hold a private pilot licence.

I retired from radio on my 75th birthday, and now live in Lismore with my wife Iris. We have two daughters, Fiona and Beth.

Colin Cameron ('54)

“

... I won a United States Government scholarship to study American radio and shopping malls ...

# A New Theory – The McWilliam Paradox

*I was born into a fourth-generation Darling Point family. My family were wool scourers and printers of telephone books and school books. They also printed annual reports, store catalogues and about 18 magazines.*

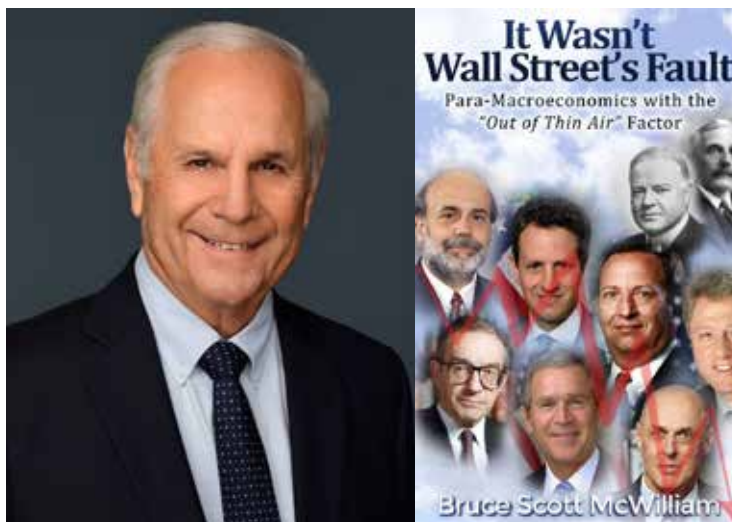
I started at St Mark's Kindergarten in 1947 with report cards stating that "Bruce must learn to share the toys."

Things haven't changed.

I joined Scots Preparatory School where I was Vice-Captain of the 1st XV in 1956, who won the Rugby competition for Sydney that year, thanks to the coaching skills of teacher, Mr Jackie Pearson.

Film Director, Peter Weir AM ('61), was in my cohort at Scots and he had an observant, sensitive disposition. He has been a good distant friend. I also knew Scots Old Boy, Ian Kiernan ('57), very well – Australian of the Year who was quite a character.

After gaining a Bachelor of Economics at The University of Sydney, I was the first Australian to attend the London College of Printing's Higher Management post-graduate course.



Bruce McWilliam ('62) author of the book *It Wasn't Wall Street's Fault*.

In December 2019, in the USA, I published a book titled *It Wasn't Wall Street's Fault*. The book reflects the real causes of the Global Financial Crisis (GFC) and the solution to end the GFC that I advocated to The White House in January 2009. The solution was enacted by the US Federal Reserve from 18 March 2009. The book also creates new macroeconomic theory, The McWilliam Paradox.

I have been married for over 50 years, have four successful children and nine wonderful grandchildren – they are, with my wife Cherry, my greatest legacy.

Bruce McWilliam ('62)

“  
The book reflects the real causes of the Global Financial Crisis (GFC) and the solution to end the GFC that I advocated to The White House ...

# Max Directs Award Winning Film



*As an actor and writer residing in New York City, I perform on off-Broadway stages, learning and working with the best in New York theatre.*

After graduating from Scots I pursued an acting career based in Bondi and auditioned for professional work in TV, film and theatre. In addition to working in local productions, I also created my own work.

My most recent film project, *Tommy's Shoes* (2021), is a short film developed and performed on Scots' own Preparatory School playground at Mansion Road. While not reflecting my own experiences at Scots, the film mediates on the blurred line between childhood and adulthood. The protagonist, Tommy Manning, revisits his childhood playground in an attempt to recreate the memories of the past. Childhood wonder quickly develops into torment

as Tommy is forced to confront what he has kept buried for so many years.

The film has been shown in film festivals both overseas and in Australia. It has won awards, including Best Drama and Best Actor at Italy's Reale Film Festival and at Lacorne International Film Festival, in France.

In the last year, I have also formed a collective of Sydney-based actors, writers and directors called the Deep End Collective. The group's focus is to develop interactive films that mirror the twists and turns of growing up in your twenties in the current age and social landscape. Filming on 16mm film stock, their portfolio of films combine animation, the written word and film, to craft visceral, multimedia stories.

I am pleased to be developing a portfolio of work as both an actor and writer from where

1. Max Cattana's ('17) professional headshot.
2. A frame from Max's short film *Tommy's Shoes* filmed on campus at The Scots College Preparatory School.
3. A still shot from *Tommy's Shoes*.

I live in Brooklyn, New York, and to be furthering my craft under the tutorship of the off-Broadway theatre company, the Atlantic Theater Company.

Max Cattana ('17)

“

*... Tommy's Shoes* (2021), is a short film developed and performed on Scots' own Preparatory School playground ...

# The Echo Project

*Chae Jeong ('19), a second year Economics student at The University of Sydney, took the opportunity to establish Echo, a youth-led not-for-profit organisation, during the NSW COVID-19 lockdown.*

Being home-based, Chae and his team of 30 first year university students developed the new organisation. Chae launched Echo in May 2020 and it immediately took flight.

Echo aims to promote economic and financial literacy on a grassroots level. It partners with regional and rural high schools to deliver engaging workshops that reimagine basic economic and financial concepts through young, relatable university students using contemporary content.

Chae believes an understanding of Australia's economic recovery amongst young Australians is essential. Chae developed friendships with country boarders through his boarding experience at Scots, which inspired him to address the lack of economic and financial education outside of the Sydney CBD.

Academic and industry leaders 'echoed' these beliefs, including advisors, such as University of NSW Economists and Professors, Gigi Foster and Jay Lee; The Scots College Institute of Business and Economics Executive Officer, Francis George; Westpac Group Assistant Product Manager, Bo Jeong; Danone Analytics Lead, Gareth Kleinman; Goldman Sachs Managing Director, Andrew Lyons; and Outcome Group Managing Director, Walter Villatora.

Since 2020, Echo has partnered with eight schools across the Armidale, Dubbo, Wagga Wagga and Blue Mountains regions and has delivered virtual workshops to over 300 students. Warren Central



*The team behind the youth-led not-for-profit organisation, Echo.*

School Commerce teacher, Evan Armstrong said his students loved the workshops.

“Echo was brilliant in providing fun and engaging workshops that covered basic economic and financial concepts, while linking to the NSW Commerce syllabus,” he commented.

In February 2022, Echo is holding their inaugural Regional Conference at Dubbo, with the purpose of offering young regional Australians empowering opportunities where they may connect and engage with the nation's leaders – such that they also aspire to become future leaders with great economic and financial literacy and make prudent decisions for themselves and the country.

The keynote speakers for the conference include: Ms Michele Bullock, Assistant Governor (Financial System) of the Reserve Bank of Australia; Hon Mark Coulton, Member for Parkes; Hon Bronwyn Taylor, Minister for Mental Health, Regional Youth and Women; and a video address from Hon Barnaby Joyce, Deputy Prime Minister of Australia.

Founder of Echo  
Chae Jeong ('19)

# Chris Anderson ('56)

*Chris Anderson ('56) passed away on 26 January 2019, Australia Day, after a short battle with cancer.*

Chris was a boarder at Scots in Fairfax House from 1952 until the end of Term 2, 1956, when he returned home to the family farm, 'Walteela', at Tumbarumba.

He loved horses and was involved with them all his life. Chasing, catching and riding brumbies for the local rodeo was a post-school passion. He was involved with the Tumbarumba rodeo, polo cross, pony club and was the local Bush Fire Brigade captain.

Chris became an accomplished glider pilot and spent many weekends soaring the skies.

In later years, Chris went bush, travelling extensively in the outback, camping under the stars with one or two mates.

In 1964 he married Beth Cowan from Melbourne. His Scots school friend, Neville Gillet ('55), from Ardlethan was the best man. Chris' wife of 54 years predeceased him in March 2018.

Chris is survived by his sons, Scott and Stuart, their wives, Maria and Fiona, and grandchildren, Brooke and Gabbi, Huw and Digby.

Written by Roger Anderson ('67), brother



1. *Chris Anderson ('56) in later years at the family farm, 'Walteela', beside the survey tree.*

2. *The 1953 Fairfax House Football team, Chris is seated sixth from left.*

“

He loved horses and was involved with them all his life ... He was involved with the Tumbarumba rodeo, polo cross, pony club ...

# Dugald Walker ('61)

*Dugald Walker ('61) went to Scots Preparatory School in 1955, after schooling at his home, with a number of governesses trying hard to educate him. Two years later he moved from the Prep School to board in Aspinall House.*

Dugald would occasionally visit John Colquhoun ('61) at home on Sundays and John remembers visiting the Walker's property 'Templemore', near Young, via the overnight train. All schools caught the same train and Dugald knew all the girls and most of the boys!

Dugald loved swimming. One of his proudest moments was winning the Open 50m freestyle at the Scots Swimming Carnival in his final year. He beat the favourite Billy Blogs, not by skill or speed, Billy lost his togs! This did not dampen the victory for Dugald.

He was at home in the sheep and cattle yards, and vitally interested in all aspects of the farm. He planted thousands of trees and set up enormous water reticulation systems, achieving his goal of leaving the land better than he found it.

With his family, Dugald was heavily involved in the pig industry, building and buying pig farms and investing in self-sustaining renewable power from methane extraction and electricity production. He was part of a group of farmers who established a hydro power station on Wyangala Dam in 1990, which still generates renewable power today.

Dugald was integral to the Local Government Professionals Australia, National Farmers' Federation, NSW Farmers, and completed six years on the Young local council.

Whale Beach, in Sydney's Northern Beaches, was a second home for Dugald. He was often found



*Dugald Walker ('61) loved to paddle his surf ski on Sydney's Northern Beaches.*

catching a wave off The Wedge, swimming a lap of the beach, or paddling his surf ski around the headlands.

Dugald died leaving his wife Jeannie, and their three daughters and their families, on 22 February 2021.

Vale, Dugald, a good mate.

Written by wife Jeannie Walker, daughter Edwina Beveridge, and friend, John Colquhoun ('61)

“

One of his proudest moments was winning the Open 50m freestyle at the Scots Swimming Carnival in his final year.



# Geoffrey (Geoff) King Bernays ('41)

*Geoffrey (Geoff) King Bernays ('41) was born on 11 May 1923 to Jane Mary King, an actress, and Geoffrey Charles Arrowsmith.*

In 1939 he began at The Scots College, beginning a lifelong association with the College. Geoff won the Athletic Association of the Great Public Schools Open Mile for Scots in 1941, the year he completed his Leaving Certificate.

Geoff gained entry into medicine in 1942, however he deferred and joined the RAAF stationed at Base Rathmines, repairing their equipment and test flying planes. He was discharged in 1946.

He commenced studying medicine in 1946 at The University of Sydney where he met Audrey Russ, a nurse at the Royal Prince Alfred Hospital, they married on 8 December 1949.

In 1952 he graduated in medicine and joined Sydney Hospital, whilst there he became an Honorary Captain Medical Officer in the Australian Army Reserve.

In 1953 he commenced his obstetrics and gynaecology training and in 1956 was appointed Acting Superintendent at Crown Street Women's Hospital, Sydney.

After successfully completing his Royal College of Obstetricians and Gynaecologists exams in London, he travelled back to Australia where he began his long association with the Wollongong district, in 1958, setting up as a provincial specialist. He was an Honorary Medical Officer in all the hospitals and was on the board of Wollongong Hospital.

In 1974 he was made a Foundation Fellow of The Royal Australian College of Obstetricians and Gynaecologists.



1. *Geoff Bernays ('41) in his Scots uniform.*
2. *Three generations of Scots boys: Geoff ('41), Chris ('73) and Lachlan ('15) on the occasion of Geoff's 90th birthday.*

Geoff retired from private practice in March 1986 and set up the Obstetrics Department at Shellharbour Hospital, eventually retiring in 1988 after a long and dedicated career.

In retirement, he and his wife Audrey travelled extensively and spent time improving their farm, until illness necessitated them to become residents of a local IRT aged care facility. Geoff passed away peacefully on 12 April 2021.

Geoff is survived by his wife Audrey, son Chris, daughter Meredith, and grandchildren, Rebecca, Lachlan and Charlotte.

Written by Chris Bernays ('73), son

“

... became an Honorary Captain Medical Officer in the Australian Army Reserve.

# Ethem (ET) Cetintas ('71)

*Ethem (Et) Cetintas ('71) was a highly acclaimed filmmaker and a member of BAFTA. He had an illustrious career as a documentary filmmaker. He co-directed and produced The Secret Spitfires documentary.*

He skilfully brought the untold story of young girls, women, boys, elderly men and a handful of engineers who built thousands of Spitfires during World War II to the public.

Et cared deeply about each and every person featured in the film, as well as their extended family, and in the making of the documentary found a place in the hearts of many.

He was an absolute gentleman and words cannot express how much he will be missed. To remember more of Et's life, please visit: [ethem.co.uk/about](http://ethem.co.uk/about)

Written by Adrian Gruzman ('70)



1. Ethem Cetintas ('71) on a film set in recent times.
2. One of the men who built Spitfires during World War II, Mr Norman Parker with Ethem Cetintas and a colleague, at the Salisbury, United Kingdom premier of The Secret Spitfires.

# John Simpson Crisp ('49)

*John Simpson Crisp ('49) died on 7 May 2021, aged 88.*

John spent his working life farming in the Esperance District of Western Australia and running Noondoonia sheep station on the Nullarbor. He sold Noondoonia in 1999 and then retired to Perth.

Apart from farming, John was also appointed a Commissioner on the Western Australian Meat Commission from 1977 to 1985, which operated the two Western Australian Government owned abattoirs and the metropolitan livestock saleyards. He was also

appointed a Director on the Agriculture Protection Board of Western Australian from 1987 to 1996.

John was elected President of the Pastoral Division of the Western Australian Farmers Federation from 1990 to 1996 and Treasurer from 1997 to 2000. He was made a 'Life Member' of that organisation in 1999.

In later years, he was also President of a community organisation called Volunteer Home Support for eight years, which serviced the elderly in his community.



*John Simpson Crisp ('49), following his years running Noondoonia sheep station on the Nullarbor.*

John was married twice and is survived by a son and two daughters.

Written by John Simpson Crisp ('49), prior to his passing.

# Donald (Don) Siddins Turnbull ('46)

*Donald (Don) Siddins Turnbull ('46) was born in South Grafton in 1928 and attended The Scots College as a boarder from 1940 to 1946 in Aspinall House.*

Don married Shirley Reid in 1951 and they were to reach 70 years of marriage in 2021. They had two children, Jane and Bill. Don passed away on 7 April 2021, after a period of sickness. He was a highly respected resident of the Clarence Valley, and adjacent Ebor and New England districts (in both the rural and urban communities).

Don leaves behind a unique and respected record at Scots. He was a Prefect and a leader at Aspinall House and represented the school in Rowing and Rugby Union. Don will be remembered as the stroke of the Scots 1st VIII, who won the Head of the River in 1946, a Scots first at the time. He had a new VIII boat, *DS Turnbull*, named in his honour and his oar is on display at the College.

Don was also a strong forward in the Scots Rugby XV, who defeated St Joseph's College at the time when they were coached by the highly regarded Brother Henry.

The Turnbull family emigrated from Scotland to Victoria the 1880s, travelling to New England and Ebor districts. Arriving with four sons, they settled on a property at Ebor, 'Kotupna', in 1884. The Turnbells increased their cattle holdings over a large area of Ebor, New England and Nymboida River districts. Don took over 'Buccarumbi' Nymboida from his father Bob, and later took over the management of Kotupna from his uncle Bill.

He continued the Turnbull's long history of horse breeding and developed a high-quality commercial herd of Angus cattle. Don was prominent and respected in the cattle and stock horse industries



*A caricature cartoon of Donald Turnbull ('46), depicting all of his passions and memorable achievements.*

as a breeder, competitor and judge.

He was Vice-Chairman of the Clarence River Jockey Club for 23 years.

He was a respected life. He will be missed.

Written by Bill Costello, close friend

“

He had a new VIII boat, *DS Turnbull*, named in his honour and his oar is on display at the College.

# Christopher (Chris) Denys Radford ('58)

*Christopher (Chris) Denys Radford ('58) grew up in Bellevue Hill and Rose Bay, along with his younger brother Tim, who also attended Scots (from 1955 to 1957).*

Chris started at Scots in 1954. Whilst he was new to the College, he was familiar with it prior to commencing, as his father, Denys 'Inky' Radford, was the Classics Master there for 34 years, from 1937 until he passed in 1971.

Chris enjoyed school, he loved playing rugby in the winter and rowing in the summer. In his final year, he rowed in the 1st IV. He also made a very fair Japanese schoolgirl in the School's 1955 production of *The Mikado*. He completed his Leaving Certificate in 1958, receiving a Commonwealth Scholarship.

After leaving school, Chris completed a Bachelor of Engineering at the University of New South Wales (UNSW), graduating in 1964 with second class honours. Following this, he was awarded a Commonwealth Post-Graduate Scholarship at UNSW, which led him to complete a PhD in Chemical Engineering in 1968. He went on to work for several companies in the industry including CSR and Laporte, before buying into the retail liquor industry in 1985,



*Chris relaxing and enjoying a drink on the porch where he enjoyed spending time with family.*

where he worked for a further 20 years.

Chris had two children, Sally and Julian from his first marriage and inherited three more, Richard, Susan and Sarah from his second marriage to Caroline in 1978. He was happily married to Caroline for 43 years.

Chris loved his time at Scots, the experience in its entirety and the many friendships he forged there. As time went on, he relished the opportunity to attend Scots' sporting fixtures involving his stepson, and later, grandsons. He was also a big fan of Old Boy events and liked to attend them whenever he could.

Chris passed away on 18 May 2021, following a long battle with dementia and Parkinson's disease.

Chris is survived by his wife Caroline, his five children, Sally, Julian, Richard ('87), Susan and Sarah, and his ten grandchildren, including Jack Gerahty (Year 9) at Scots.

He is remembered fondly as a devoted husband, loving father and grandfather, great family man and passionate Scots Old Boy.

Written by Richard Gerahty ('87), stepson

“

Chris loved his time at Scots, the experience in its entirety ...

# Allan Nicholas (Nick) Brown ('55)

*Allan Nicholas 'Nick' Brown ('55), the second Headmaster of Coogee Boys' Preparatory School, Randwick, died peacefully in his sleep on Friday 23 July 2021, aged 83.*

Mr Brown was a respected teacher and Headmaster, popular and influential as an individual and leader to those around him. His vision took Coogee Prep through the transformative years of the 60s through to the 90s.

He was Headmaster of the school from 1964 to 1995. He was a member of Independent Primary School Heads of Australia (IPSHA), then known as JSHAA, from 1973 until 1994, taking on the role of NSW Branch President from 1982 to 1984 and then Federal President from 1988 to 1990. He was awarded Hon Federal Life Membership upon his semi-retirement in 1994. Mr Brown is remembered by his colleagues in the Association for his generosity, friendship, wisdom and infectious sense of humour.

When Mr Brown appointed me as Head of School at Coogee Prep in 1995, he took the title of Principal until he retired in 2003. Having the dual role of Principal and owner of Coogee Prep, Mr Brown not only enthusiastically mentored me into the role, but successfully continued to run the business side of the school. In a period of close to 40 years, he led by example as a true gentleman, a businessman and a leader, who brought a wealth of educational knowledge and experience to those who knew him.

Tradition and 'old school' values and practices were at the heart of what he instilled in the boys. Right up until his semi-retirement, he was teaching Latin, algebra and parsing to the Senior boys.



*The Brown family: Stuart Brown ('87), son, Otto Brown, grandson, Nick Brown ('55) and Tim Brown ('96), son.*

What and how he taught, was also a reflection of his strong educational beliefs about how boys best learnt and the way they were to be prepared for high school and beyond. Mr Brown believed in and lived all that is Coogee Prep; that of a true gentlemen, scholar and sportsman.

Written by Mr John T Dicks  
Principal, Coogee Boys' Preparatory School

# Donald (Don) Raymond Begg ('42)

*Donald (Don) Raymond Begg ('42) died in Tweed Heads in March 2021, aged 96. Donald was born in Sydney on 28 December 1924, to Alan and Olga (nee Giles). He attended The Scots College, finishing in 1942 and entered Duntroon Military College the following year, graduating at the end of 1944.*

In early 1945, as a newly minted Duntroon Lieutenant, Begg joined the Royal Australian Artillery. He prepared to join the Australian Imperial Force in Balikpapan, Borneo. On arrival at the allied base in Morotai, Indonesia, he was ordered to stay and help with campsite improvements.

Deeming this a waste of his training in gunnery and jungle warfare, the Lieutenant wandered back to the docks and discovered the troopship *Kanimbla* was about to leave for Balikpapan, so he walked on board. He reasoned if he was discovered as a stowaway, he wouldn't be charged with desertion because he was going towards the enemy not away from them.

Already, the 20 year old was showing the quick thinking, resourcefulness, initiative (and a healthy disdain for silly orders), which would characterise his distinguished 32-year military career, rising to the rank of Major-General.

He married Helen Boardman in Sydney in December 1948, and the couple started married life in Adelaide, with Don the Adjutant for the new Citizen Military Force.

In 1975, Begg resigned from the army and he and Helen settled in the Tweed Heads hinterland where he became a keen avocado grower. After Helen's death in 1989, he moved to nearby Terranora where he switched his attention to growing orchids.



1. Major-General Donald Begg ('42) in Vietnam with General Harold Johnson, the US Army Chief of Staff.  
2. Donald, centre, on leave in Japan in 1946.

He is survived by his second wife Margaret Matthews, whom he married in 1996, sons Alan and John from his first marriage, their partners and three grandchildren.

*This is an extract from an original obituary written by Jill Garland.*

# When The Love Boat Came to Scots

*On a sunny day in the Easter holidays of 1981, Fairfax House was transformed into the fictional 'Farnsworth House', the luxury residence of fictional billionaire, William O'Farnsworth.*

It was part of a story in the popular US sitcom, *The Love Boat*, in which Farnsworth (played by actor Lloyd Bridges) left his home to join a cruise with his family.

Episode 8 of Season 5 was called 'Farnsworth's Fling'. It was shot in Sydney and the one hour episode aired in America on 21 November 1981. The episode also featured actresses Linda Evans and Morgan Fairchild in scenes shot around The Rocks and Circular Quay, before *The Love Boat* set sail from Sydney Harbour.

Long-serving staff member, Mr Alistair Chalmers, was living in Fairfax House at the time. He befriended the crew and took a few pictures, which accompany this article.

Mr Gareth Dyer  
Manager of The Office of  
Heritage and Tradition



1. Screenshot from the Farnsworth's Fling episode of *The Love Boat*, which screened on 21 November 1981.  
Credit: CBS

2. Wealthy William Farnsworth (actor, Lloyd Bridges) and his secretary and niece, Eloise (actress, Beth Howland) rehearsing a scene for *The Love Boat* at Fairfax House, Easter 1981.  
Credit: CBS

3. Actor, Lloyd Bridges, going over his lines in the gardens of Fairfax House, Easter 1981.  
Credit: The Scots College staff member, Mr Alistair Chalmers

4. Actor, Lloyd Bridges, exits Fairfax House, in a scene for *The Love Boat*.  
Credit: The Scots College staff member, Mr Alistair Chalmers

Scots boys  
grow into  
fine young men.



**The Scots College**  
Sydney Australia

[tsc.nsw.edu.au](http://tsc.nsw.edu.au)