

ISSUE 10

SUMMER 2020

# The CHRONICLE

KINROSS WOLAROI SCHOOL



## THE CREATIVE ARTS

The whole child  
is the whole point

## CAN YOU HEAR ME NOW?

Students learn the art  
of sign language

## BYE FOR NOW, MR MAC

Farewell  
Mr Rob McLean  
after 40 years  
of service

# FROM THE EDITOR

We are releasing this edition of The Chronicle as the 2021 school year swings into action. Change and uncertainty have been constants in the lives of our students and staff as a result of the pandemic, so our focus for this edition is creativity and the contribution it makes to learning.

In this edition we celebrate the achievements of the class of 2020 across a range of creative subjects and we celebrate the inspiring way they faced the challenges of their final year.

We also look to what the new year will bring: Innovation in the form of our new BYO device strategy for students; a bright new 2021 Student Leadership Team; and we profile a number of outstanding new staff.

We feature the creative work of some of our talented alumni and fondly farewell six of our longest-standing staff members, each with over 30 years of service to the Kinross Wolaroi School community – an extraordinary legacy.

I hope you enjoy this edition of The Chronicle and encourage you to continue to send us your photos, stories and suggestions to share with our extended school community.

A reminder that if you would like to be mailed a copy of the magazine, please let us know using the contact details on this page.

**Jennifer Divall**  
*Head of Marketing and Communications*

## Credits

### Publisher

Kinross Wolaroi School  
59-67 Bathurst Road  
Orange NSW 2800  
(02) 6392 0300  
reception@kws.nsw.edu.au  
kws.nsw.edu.au

### Editor

Jennifer Divall  
Head of Marketing & Communications

### Coordinator

Jen Hill  
Publications & Design Officer

### Alumni Relations

Louise Kempson  
Events and Alumni Officer  
(02) 6392 0496  
exstudents@kws.nsw.edu.au

### Journalism

Skye Manson  
Hannah Sparks  
Caroline Rich

### Photography

Brenton Cox  
Melise Coleman

### Design

Graziela Machado

### Printing

GK Craig Printing

### Contributions

Reader contributions are welcomed.  
Please forward to  
jhill@kws.nsw.edu.au



Kinross Wolaroi School  
is a school of the Uniting  
Church in Australia

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“

**There is a new emphasis in twenty-first century education on the need for creativity and imagination – for learning to wonder about as well as to wonder at.”**

John O’Toole, Lead Writer for The Arts in The Australian Curriculum, Foundation Chair of Arts Education at the University of Melbourne, Professor of Drama at Griffith University



# THE CREATIVE ARTS: THE WHOLE CHILD IS THE WHOLE POINT



***Some of you may not be aware that I began my career as an educator teaching Visual Arts. As a result, The Arts have always been a strong passion of mine and I am keenly aware of the great importance they play in educating the whole child so that they can lead a rich and fulfilling life.***

In this edition of 'The Chronicle' our focus is on creative arts at our School, where they are a vital part of the structure of the education we provide for our students. What are the intrinsic benefits of the Creative Arts in a child's education and why are they a necessity?

The Arts play a central role in human identity and culture; they have existed as long as civilisation itself. The Arts feed our identity as individuals and as communities. George Bernard Shaw acknowledged their importance when he wrote, 'the Arts are the window to the soul'.<sup>1</sup> They help us to express who we are, where we are from and what is important to us.

Experiencing the Arts is natural and necessary for all children and young people as part of their learning; through the Arts they gain access to both the real world and to imaginative worlds, helping them to form coherent meaning and order for themselves out of the welter of impressions and sensations that bombard them.

An ever-growing body of evidence indicates that engaging in daily creative activity and artistic pursuits can lead to a more positive state of mind, can improve wellbeing, benefits self-regulated emotional functioning and strengthens community.

The Arts are a valuable instructional medium that can support our teaching by transforming the experience of learning. The creative process can cater for every learning preference; it can be aesthetic and sensory, cognitive, physical and social. In this way it helps to ensure that the curriculum engages and has relevance for every child. Not only that, the principles of creativity – exploration, experimentation, perseverance, striving for excellence – are the same as those that guide and shape high standards in contemporary education.<sup>1</sup>

An Arts-rich education also helps young people make sense of the world and enhances their awareness of diverse cultures and traditions and the wider

global context in which they live. They illuminate the advantage of viewing the world from other perspectives and help with building mutual respect and understanding.

Research has shown that the role of joy and total absorption that consumes individuals engaged in the creative process has been underestimated. An immersion in the Arts can improve an individual's sense of enjoyment, purpose and self-understanding. A growing body of research has demonstrated that an arts-rich education can increase confidence and motivation, contributing to the wellbeing and life skills of young people.

Not only that, recent research from New Zealand's University of Otago showed that daily creative activity induces, "...a particular kind of upward spiral for wellbeing and creativity – engaging in creative behaviour leads to increases in wellbeing the next day," significantly predicting feelings such as pleasurable engagement, happiness, joy, excitement and enthusiasm. And this increased wellbeing is likely to facilitate further creative activity."<sup>2</sup> They concluded that these findings support the emerging emphasis on everyday creativity as a means of cultivating positive psychological functioning.

The 21st century dawned as the beginning of the Digital Age – a time of unprecedented growth in technology and its subsequent information explosion. Numerous studies and reports have emerged over the past decade that seek to identify the life, career and learning skills that will lead to success in the next century. Creativity, curiosity, imagination have been identified as abilities that our students will always need. Creative individuals are constantly curious, highly motivated, are willing to take risks; they possess the ability to think outside the square, to combine unusual ideas with more conventional ways of thinking and to see these ideas come to fruition.<sup>3</sup>

Leading Psychologist and researcher, Mihaly Csikszentmihalyi, is known for his ground-breaking work on

creativity and positive psychology. He has commented, "You would think that given its importance, creativity would have a high priority among our concerns. And in fact there is a lot of lip service paid to it. But if we look at the reality, we see a different picture. Basic scientific research is minimized in favour of immediate practical applications. The arts are increasingly seen as dispensable luxuries that must prove their worth in the impersonal mass market."<sup>4</sup>

We have seen the Arts treated poorly over the past year, deprived of the support of Jobkeeper while the industry in almost all its forms was shutdown. The pandemic has presented an existential threat to theatre, film, music performance and galleries. We have quickly discovered that the virtual world is a poor replacement for the kind of intensely personal interaction through which the Arts thrive. As a School we have had to work incredibly hard to continue to provide an environment that fosters and shares our students' artistic endeavours during this period.

Professor John O'Toole, lead writer for the National Curriculum for the Arts, says that they help us to see the world through different eyes; "we can create new worlds, experiment with the possible, invent and hypothesize, and reflect in new ways on what we think we know. The 21<sup>st</sup> century is a place where both change and innovation are constants and we need creativity more than ever before – in our personal and social lives and in the world of work. In almost all careers and industries, employers want creative individuals."

For all of these reasons and more, our creative arts – music, drama, visual arts, media arts, dance, creative writing and more – are an integral part of the way we teach at Kinross Wolaroi School. Why? Because the development of the whole child is the whole point ●

**Dr Andrew Parry**  
Principal – KWS

1. [https://www.arts.gov.au/sites/default/files/national-education-and-the-arts-statementseptember2007\\_0.pdf?acsf\\_files\\_redirect\\_p6](https://www.arts.gov.au/sites/default/files/national-education-and-the-arts-statementseptember2007_0.pdf?acsf_files_redirect_p6)  
2. Tamlin S. Conner; Colin G. DeYoung, Paul J. Silvia. Everyday creative activity as a path to flourishing. *The Journal of Positive Psychology*, 2016; 1 DOI: 10.1080/17439760.2016.1257049 • 3. Csikszentmihalyi, M. (2013). *Creativity: The psychology of discovery and invention*. New York: Harper & Row • 4. Csikszentmihalyi, M. (2013). *Ibid*.

# INCORPORATION... A NEW WAY FORWARD FOR OUR SCHOOL

recently announced that in 2021 Kinross Wolaroi School operations and assets would be moved into newly incorporated entities, with the property assets protected for the KWS community by a specific trust. While the community will see no change to the operational aspects of the school, it's an important milestone in our history, and is the culmination of nearly five years of working alongside the leadership of the Uniting Church to determine the optimum structure to safeguard the school for current and future students, families and staff.

Ten years ago, I was asked to rewrite the school's constitution. Given my legal background, this should have been a very simple task, but my first challenge was that I couldn't even work out what type of legal entity we were. That was because the school was not a legal entity – instead it operated under Uniting Church rules, as part of the Church. In addition, all the property built up over its 130-year history was grouped with all other Church assets.

This was surprising to me, particularly given the scale and complexity of our operations and the current regulatory environment. While it was a structure that the school had operated under for so many years, the time had come to consider how best to operate for the future. In early 2016 Tony Cheney and I prepared a discussion paper which the Chairs of Pymble Ladies College, MLC School Burwood, Ravenswood School for Girls, Knox Grammar School and KWS jointly presented to the Church leadership to kick-start the conversation.

Each school needed a legal structure which ensured limited liability, perpetual succession, ownership and control over its own assets, and the ability to enter into contracts and receive funding in its own right. We also did not want to continue to be exposed to potential liabilities elsewhere in the Church. The significance of this will be well understood by those who were part of our school community in the 1980s, and by those who followed the drama of the sale of All Saints College in Bathurst by the Anglican Church.

It became very clear early on that open communication was key. The Church leadership needed to get a far deeper understanding of what each school actually did, and the group of school Chairs needed to understand that the Church was there to provide support. General Secretary Reverend Jane Fry, an impressive, compassionate leader who was open to considering new ways forward, was instrumental in achieving the outcome.

We have ended up with a structure that works for the modern realities of independent schooling, while also reflecting the unique relationship the schools have with the Church. Critically, the typical corporate concept of "control" has been discounted – the foundation of the new structure is its alignment with the principle of shared responsibility for reconciliation, consensus and collaboration derived from the Basis of Union.

Out of this process our relationship with the Church and the other Uniting Church schools has never been stronger – we will be working in genuine



Left to right: Mrs Christine McIntosh,  
Rev Dr Rosalie Clarke and Dr Andrew Parry

partnership with the Church to advance our shared mission for the benefit of our community. This could only have happened through open and respectful communication – simply getting to know each other, talking about the concerns we each had, and workshopping a solution.

Simple really ●

**Mrs Christine McIntosh**  
*Chair – KWS School Council*



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“

**People fail to get along because they fear each other; they fear each other because they don't know each other; they don't know each other because they have not communicated with each other.”**

Martin Luther King Jnr

# BYE FOR NOW, MR MAC

*Farewell to Mr Rob McLean  
after an incredible 40 years  
of service.*



“

**Finally, I say my goodbye and thank you for my time here at KWS. A school is about people and I have been so fortunate to meet so many students, parents, grandparents and staff from across the school in all departments over so many years.”**

Mr Rob McLean

In the last week of school for 2020, Mr Rob McLean was treated like a king... king of the kids that is! Rob joined Kinross Wolaroi in 1981 teaching in the Junior School, as well as taking on the role of Sports Master and as Assistant Boarding Master in Weymouth House before being appointed Head of Trathen boarding house. Following a short stint away from the School, along with his wife Kim, he was appointed Head of Stuart Douglas House in 1993.

Rob was a classroom teacher, primarily teaching Year 5 and 6, and a Sports Master for 16 years before being appointed Deputy Head of the Prep (Junior) School and Primary Coordinator in 2005.

Rob has been Head of the Junior School since 2007 and has also fulfilled the role of Acting Principal. He has been a strong contributor to the Junior School's Heads of Independent Co-educational Schools Committee and served as the organisation's Chair in 2016 and 2017.

During his 40 years at Kinross Wolaroi School, Rob has been adored and respected by many generations of KWS students, their families and the wider community.

In his final week at KWS, there was an outpouring of gratitude for the gentleman fondly known as 'Mr Mac' and a celebration of his long and distinguished career.

Junior School students invited Mr Mac to a day as a King. He was sent on a magical mystery tour through the Junior School and was tasked with King-like duties such as solving problems and listening to jokes, poetry, rap songs.

"The last week was fantastic!" he said. "I had clues and they took me from classroom to classroom and each one presented something – stories, songs, quizzes, acting. It was very touching and I was so grateful for all the time the staff and the kids put into making it such a memorable occasion."

At his final Junior School Celebration Assembly, Rob was sincerely thanked by staff and students for the incredible contribution that he has made to the school. Principal, Dr Andrew Parry, also took the opportunity to acknowledge Rob's contribution, saying, "We wish to acknowledge Mr McLean's long and distinguished service to the school over many years. During this time, he has built strong relationships in our community and overseen the education of thousands of children. As a school community we cannot thank him enough for his dedication and for the positive impact he has had on the lives of so many."

At this assembly, Rob gave his final address, and expressed his gratitude to the people he has met along the journey.

"Finally, I say my goodbye and thank you for my time here at KWS. A school is about people and I have been so fortunate to meet so many students, parents, grandparents and staff from across the school in all departments over so many years. I have learnt so much from so many people from my very first day here in January 1981... yes boys and girls, 1981!" he exclaimed. "The friendships made are precious and I leave with so many wonderful memories."

Rob concluded his address with a simple, yet heartfelt, "Thank you and bye for now," to which he received a standing ovation. After exiting, the DPA, Rob high-fived his way through a guard of honour from one end of the school to the other – a mark of respect for a true gentleman.

Rob is replaced by incoming Head of Junior School, Mrs Denise Hayward ●

# MAJOR WORKS SHOWCASE WITH A 2020 TWIST

*The HSC Showcase is one of the biggest events on the School calendar, however, like many events in 2020 it was cancelled due to the pandemic. KWS' Head of Creative Arts Toni Bilton and Head of TAS Simon Lun put their thinking caps on to come up with a way to showcase their students' achievements under unusual circumstances.*

**T**here's a buzz about Kinross Wolaroi School in October. While many are winding down for the year, we are gearing up to celebrate Year 12's final school achievements. The HSC Major Works Showcase is one of the biggest events on the School calendar, inviting the friends and family of Year 12 Visual Arts, Textiles and Design and Industrial Technology students to see their completed projects on exhibition in the Derek Pigot Auditorium.

However, like many things in 2020, the usual showcase was unable to go ahead during the pandemic.

Disappointed at first, the School's Head of Creative Arts Toni Bilton and Head of Technological and Applied Studies (TAS) Simon Lun thought outside of the box and, with the support of the marketing team, discovered a way to showcase their students' achievements under unusual circumstances.

Professional videos brought the HSC Showcase to life, this time for a wider audience to experience on screen. All of the major works were caught on camera as students explained the inspiration and design processes behind their projects. Even the popular HSC Textiles fashion parade was filmed with students modelling the impressive works, which could easily be showcased on an international catwalk.

All of the major projects were photographed and documented and a beautiful catalogue was produced as a gift to the students involved and shared online for friends, family and the broader School community to see.

"These provide an outstanding resource for the School to help future students gain project ideas and understand the standards to aspire to or build on. These resources also help the current and prospective community to understand the type of work we are creating at KWS and what to expect in the future," Simon Lun said.

The School's Year 12 Industrial Technology students are renowned for producing exceptional work, however, this year's class of 12 set a new benchmark, Simon said.

Trailer-type projects are often very popular with Industrial Technology students, particularly those from an agricultural background. However, Simon was also pleased to see some more unusual projects this year including the remote-controlled mini-loader, stainless steel grandfather clock and industrial writing desk.

Year 12 Industrial Technology student Sam Archer used glass and polished stainless steel to create the ultra-modern and transparent grandfather clock that invites the viewer to watch the clock mechanism and chimes in motion.

Meanwhile, Year 12 Industrial Technology student Digby Cooper created the stunning timber-top writing desk that draws on industrial design and bridge architecture. It's steel-framed, bolted, adjustable via heavy screw threads and finished in paint that closely matches the colours of the Sydney Harbour Bridge.





Sam Archer,  
Year 12 Industrial  
Technology student



01



**“Despite the many challenges the year has presented, the HSC exhibition was still an outstanding sensory feast. We were all so happy to be able to share the students’ work with family, friends and the wider community.”**

Toni Bilton, Head of Creative Arts

“Students have been daring in their endeavours and demonstrated a commitment and attention to detail to realise their ambitions at the highest level,” Simon said.

Likewise and in a difficult year, Toni Bilton’s Visual Arts students and Penny Chandler’s Textiles and Design students turned adversity into inspiration, embracing the key themes of summer bushfires and impact of drought on farming communities. Important social and political issues such as women in sport, the environment and poverty in Africa were also some of the themes depicted in the works.

Year 12 Visual Arts student Lucy Aveyard used photographs to document the drought and flood on her family’s property. Those photographs then became the basis of prints titled Textures of Time that give the viewer a glimpse of her family’s day-to-day existence during the drought and how the landscape has changed during both events. She even used rust dyeing with old metal parts from the farm to enrich the surfaces she used as a base for printmaking.

Equally impressive was the dress designed by Year 12 Textiles and Design student Lara Hawker to raise awareness of mental health issues among young



people. The corset represented a personal prison as a metaphor, while a single sleeve of manipulated white silk dupion, sculpted to resemble a cocoon, referenced Beyond Blue's butterfly motif.

"The outstanding quality of the artwork and couture showcase the students' determination and work ethic. The students remained positive, good-humoured and supportive of each other in the many hours they spent in the art and textiles rooms. They developed a special bond and it has been a privilege to be a part of their journey," Toni said.

"Despite the many challenges the year has presented, the HSC exhibition was still an outstanding sensory feast. We were all so happy to be able to share the students' creative achievements with their family, friends and the wider community." ●

**01** Textile & Design major works by (left to right) Sarah McCaskie, Amy Hall, Sophie Davidson, Eliza Biddulph, Jessica Jones, Sarah Chamberlain, Lucy Jenkins, Lara Hawker, Rosie Flatau, Gabby Hart & Eliza Mitchell

**02** Harry Commins

**03** Logan McKenzie

# CREATIVITY IN THE CLASSROOM

*Fostering student  
creativity.*

**C**reativity is proven to not only teach children self-expression but also to provide opportunities for children to try out new ideas and ways of problem-solving. This then has benefits for their future lives with creative children becoming enterprising individuals and capable leaders.

Kinross Wolaroi School recognises that creative thinking is an invaluable skill for students and our teachers are encouraged to embrace creativity in all of their classes.

Junior School Teacher Tim May has fostered a learning environment that gives students the confidence to generate creative works, evident by his colourful classroom walls.

“Wall displays are an important part of any classroom as they make the room more inviting,” Tim said. “These displays give students an opportunity to learn from each other and appreciate others’ work, nurturing empathy, respect and a strong sense of classroom community.”

Tim and the other teachers in the Junior School have been encouraging Year 5 and 6 students to produce work that relates to the history and traditions of Visual Arts, Music, Drama and Dance. They were also motivated to think outside of the box by investigating the variety of work that can be made in each of the artforms.





As a result, Stage 3 students recently took part in a performance called 'Going Viral Circus' which demonstrated how Music, Drama and Dance can be presented in real-time. Students were tasked with composing and performing circus acts including mime, juggling and gymnastics, as well as magic using household items for an audience of children aged four to ten.

"The acts were put to high energy music and the performers encouraged to over-exaggerate their facial expressions and movements. It was all about making the audience believe what you had just done was unbelievable," Tim said.

"This helped students to consider how works provoke a response and capture a mood or feeling."

Creative thinking is a close companion to critical thinking. It helps students to look at problems and situations from different perspectives. As Tim says, "creative thinking is a way of moving beyond barriers."

Creativity further helps students to improve their communication, emotional and social skills.

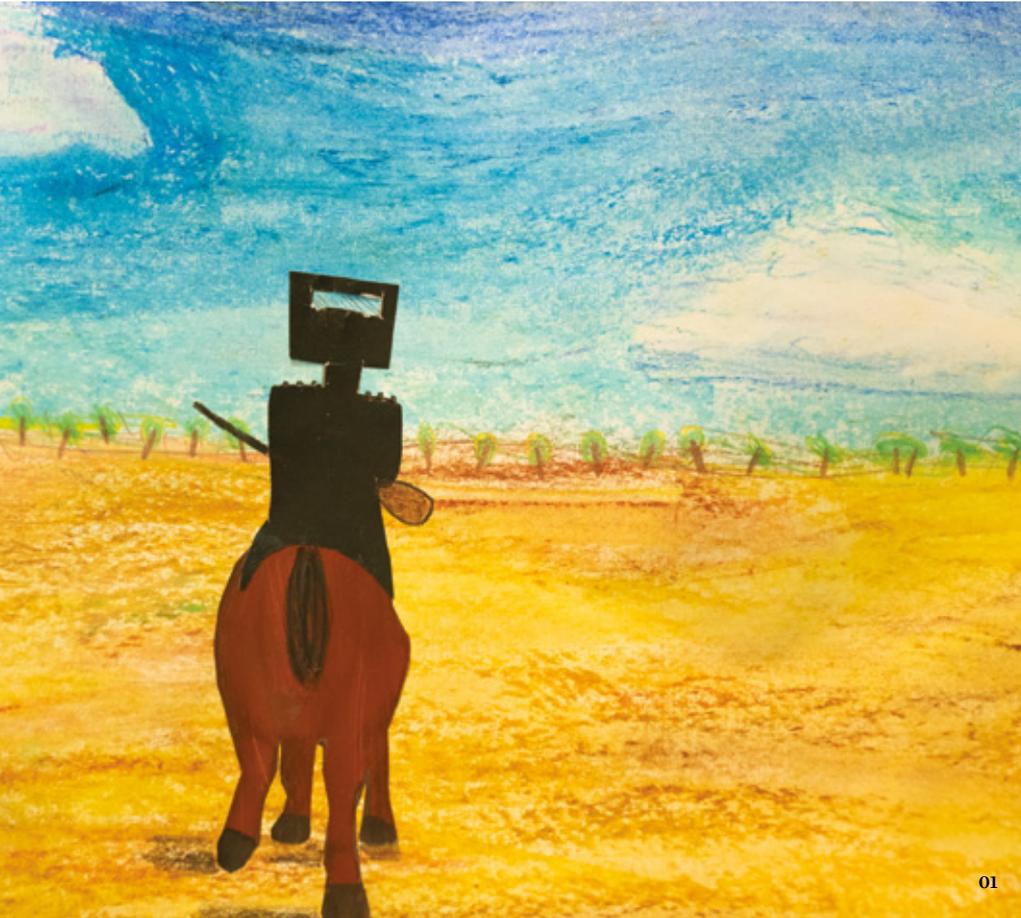
"Creative expression plays a key role in a student's emotional development," Tim said. "What's important in any creative act is the process of self-expression and creative experiences can help children to express and cope with their feelings."

KWS teachers also believe an important aspect of generating a creative environment in their classrooms is by providing students with a variety of opportunities to express their knowledge and understanding. As Tim says, "assessment should allow the choice of expression and form."

Recently, Year 5 students were asked to demonstrate their understanding of a local environmental issue but were given multiple ways to present it. Students could write a letter of concern to the local council; produce a local news report using iMovie on student iPads; or a PowerPoint presentation that outlined solutions for how to protect local habitats while allowing future development to go ahead.

By supporting the development of creative thinking at KWS, we hope our students enter the world prepared to face new situations and challenges ●





- 01 'Ned Kelly'  
(after Sidney Nolan)  
mixed media  
by Eva Smedley
- 02 Linoprint  
by Louis Maxwell
- 03 'Visionary'  
oil on paper  
by Ebony Fisher

**“**  
**Recently, Year 5 students**  
**were asked to demonstrate**  
**their understanding of a**  
**local environmental issue**  
**but were given multiple**  
**ways to present it.”**





“

**It must not be forgotten that the basic law of children’s creativity is that its value lies not in its results, not in the product of creation, but in the process itself. It is not important what children create, but that they do create, that they exercise and implement their creative imagination.”**

Vygotsky



‘Seed Pods’  
mixed media on paper  
by Grace Schaapveld

# CREATIVE MINDS AT WORK

---

## *Minds in bloom*

Spring... it's an exciting time for us all with the weather warming up and an explosion of colour and activity in our natural surrounds. In October, Gemma Seedsman's Year 2 students ventured outside to gather inspiration for some creative writing about Spring time.

"We discussed that when writing, we often rely on our visual sense. Writing that we can truly feel needs much more than visual descriptions," said Mrs Seedsman. "We need to make use of sounds, scents, tastes, and physical touch.

Using all five senses makes writing more real, and more relevant."

"Students went for a walk around the Junior school to see, smell, hear and touch the freshness of a spring morning, unfortunately we missed out on the tasting. Working with our different senses enabled the children to boost their creativity."



---

## *'Spring has Sprung'* by Alice Jones

The amazing trees wave in the wind.  
As you go by, the birds chirp happily in  
the fresh morning breeze. The flowers  
burst with colour as the wise bees suck  
up pollen and the colourful butterflies  
perch on top of flowers then they  
majestically fly away as the wind blows.  
Birds sing a happy tune in the soft wind  
and that is why I love Spring!

*'Spring Time'*  
by Milla O'Toole

The wind blows across the field of wonderful flowers, as beautiful as the clouds in heaven with buzzing bees flying from flower to flower spreading pollen. The breeze swaying from side to side making the trees wave gently with baby birds in nests chirping for their mother to come back with food. The grass as green as dye and as soft as a fluffy bed next to a river as clear as the blue sky. Butterflies land on the soft flower, while under the flower ladybugs eat, feeding on the leaves. The sun shines on the tree leaves and plants...

*'Spring in Orange'*  
by Grace Lowther

Spring in Orange is wonderful. I can see a paddock full of glistening blossoms. I feel the breeze kiss my cheek. I sit down on the luscious green grass as the sun's rays tickles my spine. Don't you love seeing the beautiful flowers bloom?

I love the delicious fruits and vegetables. The flowers are as pretty as heaven. Do you like Spring in Orange?

*'Spring in Orange'*  
by Andie Zinga

One morning I woke up to an amazing sight. There was a giant rainbow out my pink window. I sat up, got dressed and headed straight to the door. When I got outside, I felt the luxurious wind kiss my cheek. The soft and luscious grass tickles my feet. The leaves fall gently on my head. "This is the life," I said to myself as a butterfly as big as a log flies across my head. Why don't people love Spring like I do?

*'Spring in Orange'*  
by Lachie Healey

The flowers pink, black, white, blue, yellow and orange are beautiful. All the fantastic, beautiful, colourful butterflies flutter around in the wind. The wind kisses my cheek as it goes past. The animals get out of hibernation to enjoy the sun again. The bees start collecting pollen from flower to flower and back to the hive. All the flowers bloom as the animals come out. I like Spring because it's my birthday but what I don't like is the runny nose, cough and sneezing just because of hay fever. I like Spring quite a bit. Do you like Spring?

- 01 'Pete Cromer Birds'  
mixed media  
by Jack Pale
- 02 'Perspective Study'  
charcoal and  
watercolour on paper  
by Alice Scholtz
- 03 Watercolour and  
pen landscape  
by Georgia Philippe

01



**“We need to make use of sounds, scents, tastes, and physical touch. Using all five senses makes writing more real, and more relevant.”**

Mrs Gemma Seedsman,  
Junior School Teacher



### *Learners take the lead*

In Term 4, The Regional Engagement Enterprise (TREE) and English teachers at KWS joined forces to create SUSTAIN Orange, an 8-week program designed to get students exploring English in their own local community and using creativity to display their learnings.

Director of TREE, Mrs Sue-Ann Gavin said that students were able to choose from four special interest groups all related to sustainability; these were 'Agricultural innovation', 'Orange 360: Marketing Management', 'Paddock to Plate' or 'Regional Wellbeing'.

"A local industry expert for each interest group hosted a seminar for students to learn from and ask questions. Students were then asked to use their newfound knowledge to lead their own learning and create a video essay, short documentary or a mini magazine," said Mrs Gavin.

Displayed are some of the mini magazine's created by our Year 9 "TREEnglish" students.



# honeysuckle

THE BENEFITS OF GROWING AND COOKING YOUR OWN FOOD

top  
vegetable

the best plan  
grow this se

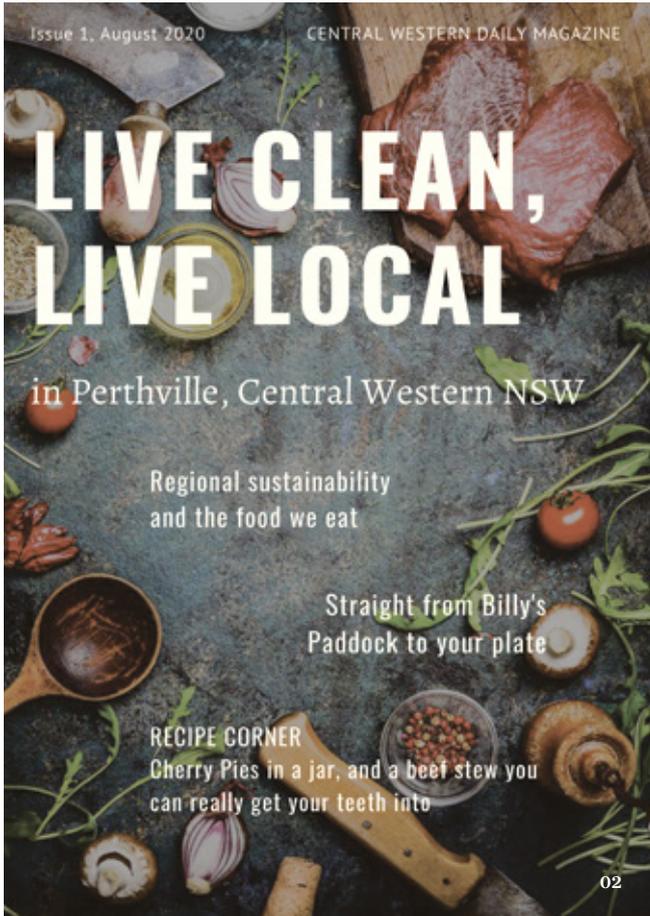
Mack  
Lan

the inspiring comm  
gardens sustaining Mos

## Louise FitzRoy

An interview with the  
ambitious creator of the  
initiative Paddock To Plate

AUGUST 2  
ISSUE NO



- 01 'Honeysuckle'  
by Phoebe Gordon
- 02 'Live Clean,  
Live Local'  
by Toby Gough
- 03 'Bunny'  
oil pastel and  
watercolour  
by Madeleine  
Russell



---

### *The future of farming*

Our country is at the forefront of creating some revolutionary technology that will ensure the future of our agricultural industry. KWS Year 6 students have been studying current farm practices in Australia and have looked at how farming may have to evolve in the future to remain sustainable.

Junior School Teacher, Mrs Lisa Savage said, "The Future of Farming' project has had students focussing on the changes that are happening in regard to technology and sustainability. A variety of projects were presented by students in the form of posters, Power Point presentations, timelines, models and dioramas." ●

# CAN YOU HEAR ME NOW?

*Junior School students learn the art of sign language.*

“

**Like any other language, Auslan has an important place in our culture, which we must respect and raise awareness of in our School community.”**

Mrs Katie Sinclair, Junior School Performing Arts Coordinator

**W**hen Katie Sinclair introduced the Junior School Choirs to Auslan (Australian Sign Language) while singing was restricted during the pandemic, she had no idea how quickly the students would learn new phrases and words or enjoy the experience.

Once a week during Term 3, Kinross Wolaroi School's Junior School Performing Arts Coordinator would organise for the choirs to take part in an online lesson with Megan Price, an audiologist who has studied Auslan and British Sign Language and is the mother of KWS students Finn (Year 6), Harry (Year 3) and Darcy (Pre-Kindergarten).

Learning how to sign English songs in Auslan was one thing, but the students came alive with excitement when they were given the opportunity to record a song in Auslan for School families to see.

Katie said the children were fascinated to learn the different signs and understand the importance of facial expression to communicate clearly with the hearing impaired.

“It was exciting and rewarding to see how much the students remembered week-by-week,” she said. “The performance of the Australian classic, *Waltzing Matilda*, by our Year 1-2 Choir towards the end of the term was a delight to watch as the students were clearly enjoying sharing their newfound skills.”

Year 1 student Zali, Year 2 student Leo and Year 4 student Harry said they were excited to learn something completely new and how to talk to people in a different language.

Here's what some of the other students had to say.

“I liked being able to learn sign language so I could communicate with people who are hard of hearing. I had never done anything like this before and it was very enjoyable,” Year 3 student Isabelle said.

“I think Auslan is important to learn because some people don't realise that it is a language used by a lot of people. I knew a few signs before I did Auslan with the choir, but I would like to do more of it so I can learn more words and phrases,” Year 4 student Natalie said.

Katie says she is always looking for ways to broaden the choir's repertoire by including songs in different languages and is now more aware of including songs in Auslan.

“Like any other language, Auslan has an important place in our culture, which we must respect and raise awareness of in our School community,” she said.

The Junior School Performing Arts program has three choirs (Year 1-2 Choir, Year 3-4 Choir and Year 5-6 Choir) that rehearse once a week. The students also learn to read music, improvisation and ensemble skills, while exploring a rich and diverse variety of musical repertoire from Australia and around the world.

It was important to Katie that the students continued to develop a sense of creativity and their skills even when the pandemic disrupted usual choir practice.

“I realised this could be an opportunity for our students to acquire new skills and experience something they may not normally have access to,” she said. “Our students used Auslan signs to sign English songs. This was done to foster a love of using sign language and make learning the songs a little easier. It was fascinating for students to see how some of the signs were formed and used in the context of sentence structure.”

Audiologist and sign language enthusiast Megan Price was able to provide invaluable guidance and assistance throughout the experience. The choir would dial in for lessons each week and if Megan was unavailable, she would video the tutorials to help the students consolidate the signing they had learnt the week before.

Interestingly, the Internet, telephone and SMS texting wouldn't exist without the Deaf community. Alexander Bell invented the telephone in the 1870s after studying acoustics to help his mother who had progressive deafness. Vinton Cerf was central to creating the Internet and his hearing impairment meant he needed to share documents with associates instead of talking on the phone. Then came SMS texting, invented by Matti Makkonen in 1992 for Deaf people to communicate ●



Chrysalide Frecklington  
and Zaro Jalal



## WE NEED FARMERS

*A project raising awareness on how our food gets from paddock to the plate.*

**A**ustralian agriculture is set to become a \$100 billion industry by 2030 and education will be critical to achieving that. Kinross Wolaroi School's Director of TREE (The Regional Engagement Enterprise), Mrs Sue-Ann Gavin is on a mission to inspire the next generation of farmers and educate students about where their food comes from.

In September, she was presented with an \$8000 grant from ABC Heywire to run the 'We Need Farmers' project at KWS and share resources with other primary schools in Orange.

Sue-Ann says the School is perfectly located in the Central West's food bowl to pilot the project.

"Agriculture can be linked to almost 80 per cent of careers across the world and we are lucky to live in one of the most agriculturally diverse locations," Sue-Ann said. "Some of KWS' families are driving the future of innovation, technology and creativity in Agriculture and we all play a small part in educating the future generations to be equally amazing!"

The project will engage industry experts including local farmers, abattoirs, sustainable market growers, wineries and orchardists to work with Stage 5 (Years 9 and 10) Agriculture students to create teaching and learning material for Stage 1 (Years 1 and 2) students at KWS. The senior students will also work with a graphic designer to create a video that explains why We Need Farmers, while all students will visit farms to see how their food makes the journey from paddock to plate.

Students learn the best from doing and teaching others, Sue-Ann says.

"Many of our Stage 5 Agriculture students are from the land and passionate about farming – who better to inspire the next generation of farmers?" she said. "This project will show our Stage 5 students that we value their skills and passion, and encourage them to learn more. In turn, this will empower them to make career and life choices aligned with agriculture."

The project will have benefits for the Junior School students that aren't directly linked to Agriculture too, Sue-Ann says.

“I believe the project will also develop more big brother/sister relationships across the campuses. Moving up the hill to the Senior School can be a daunting experience, however, having a familiar face is one way to alleviate some of the fear,” Sue-Ann said. “The more positive role models we can provide for our younger students, the better.”

The idea for We Need Farmers grew out of the ABC Heywire Regional Youth Summit. Each year, 50 young people are chosen to attend the summit to develop ideas to make life even better in regional Australia. In 2020, they came up with the We Need Farmers project to identify how we can educate and take the younger generations behind the scenes of farming.

The Foundation for Rural and Regional Renewal then partners with ABC Heywire to help communities such as KWS take action on the ideas generated by young Australians.

Sue-Ann says receiving the grant reinforces that KWS’ TREE program is relevant and innovative.

“For the Foundation for Rural and Regional Renewal to support and

acknowledge our application through ABC Heywire, we know that what we are offering our students is unique and valued within the wider community,” she said.

“We are delivering on our goal to provide contextual, cross-curricular, community-based learning experiences for students from Pre-Kinder to Year 12.”

The grant also covers the costs of distributing the We Need Farmers resources with other local schools.

“Our goal is to engage all students in the understanding of why we need farmers,” Sue-Ann explained.

She also hopes that the project will one day grow to encompass all stages of KWS’ Junior School.

“We’ve already had a couple of unplanned learning opportunities across the stages when our Year 1 students were undertaking a bee project at Windermere (the School farm) at the same time as our Year 10 Agriculture students were rounding up the lambs in preparation for marking,” Sue-Ann said. “Our junior students were captivated by the activities and asking some really great questions, which the Year 10s were happy to answer.” ●

“  
**Our goal is to engage  
all students in the  
understanding of why  
we need farmers.”**

Mrs Sue-Ann Gavin, Director of TREE



# LINKING LEARNING AT SCHOOL WITH LEARNING AT HOME

*KWS to implement a 'Bring your own laptop' program.*

“

**With the move to single portal access for students, staff and parents in 2021, students will be able to navigate more easily on a laptop rather than on iPads.”**

Mr Ben Wark, Director of ICT

In his role as Director of Information and Communications Technology (ICT), Ben Wark wants to ensure technology enhances learning, wellbeing and educational attainment at Kinross Wolaroi School. That's why from January 2021, the school is adopting a 'Bring Your Own Laptop' policy for Years 7 to 12.

“With the move to single portal access for students, staff and parents in 2021, students will be able to navigate more easily on a laptop rather than on iPads. With our complete move to Teams (from Microsoft) for our learning management system, the primary access through a laptop will have huge creative and ease of use benefits,” Ben explained.

In addition to day-to-day learning, the policy will bring the school up to speed with the Australian Curriculum, Assessment and Reporting Authority's (ACARA) decision to move the National Assessment Program – Literacy and Numeracy (NAPLAN) online by 2022 and the compulsory online Higher School Certificate (HSC) minimum standards Literacy and Numeracy tests from Year 10.

This year also highlighted the importance of every student needing to be able to work remotely. Online learning during the pandemic would not have been possible without computers to access the digital classrooms Ben and his team created with Microsoft Teams.

The laptops will be used in classrooms, as well as for independent learning and homework, and will replace the previous

iPad program for students in Years 7 and 8. While the policy will require parents to purchase a device for their child, the school is committed to making the transition as smooth as possible.

All students in Years 7 and 8 must have a laptop that meets the school's minimum specification requirements by January, however, other years will have until 2023 to phase-in.

Most students in Years 9 to 12 recently acquired a laptop to support their independent learning and can therefore continue to use their laptop for 24 months, even if it doesn't meet the school's minimum specification requirements.

The school has provided a limited number of three-year-old laptops to support families who are not in a financial position to invest in a laptop.

The minimum requirements mean laptops must have one of the latest operating systems, ample storage, wireless capability and a minimum of eight hours of battery life.

Ben said the minimum device specifications ensure that students get the best experience out of their technology.

“Older devices are prone to issues and are problematic within the classrooms and boarding houses. New devices with a two to three-year manufacturer warranty provide a solid platform for students,” he said.

ACARA lists ICT Technology as one of the seven key capabilities students need to be successful learners and the policy allows students to choose between their preferred device – Windows or MacBook.

## *New access and filtering management software for 2021*

In response to the concern from many parents about students' screen time and the use of devices for homework, revision and daily schooling, KWS will launch a service called Family Zone.

“This service will require an application to be installed on all of the students' laptops to enable them to access the school's Wi-Fi network. The solution will enable access management and controls at a school, year, class and individual level when on the KWS campus,” Ben said.

“The software is also licensed for use at home. Parents will have the choice to enable controls that manage internet access, website filtering and device location. In addition, Family Zone will be working with KWS to provide regular seminars and ongoing support.”

KWS also recognises that handwriting and reading are essential skills and there will still be a focus on handwriting instead of keyboarding in classes and the use of hard copies of textbooks. The role of technology is to assist and enhance but not drive the learning at KWS ●





01

## STEP BACK IN TIME

*The School's journey from humble beginnings over 130 years ago is a story that must be passed on to our students for them to understand the hardships and triumphs faced along the way and be grateful for the educational opportunities right in front of them.*

01 Left to right: Julian Capanas, Finlay Simpson, Stuart Bell, Archer Schaapveld

02 Dylan Cutter

03 The four along the front closest to the camera left to right: Alexander Coleman, Janagan Kandapan, Archer Schaapveld, Kimberley Williams

04 Left to right: Phoebe Clinton, Claire Gordon, Kimberley Williams

05 Left to right: Lily Curran, Liam McCormack, Finlay Simpson



02

“  
**Many students said they  
 wished it was Step Back  
 in Time Day every day!**”

Mrs Kate Bracks, Year 1 Teacher

**A**s part of Year 1’s History unit, students delved into the history of KWS and examined what the school was like in the past. This unit culminated in a ‘Step Back in Time’ Day held in September.

“On this day, students watched old video clips, looked at items from the archives, had a tour of Wolaroi Mansion, asked questions of their parents’ own school experiences and heard lots of stories about what school has been like in years gone by,” said Year 1 Teacher, Mrs Kate Bracks.

Students were asked to come to school dressed in old-fashioned clothes which set the theme for the day’s activities.

“After listening to God Save the Queen we began our learning which included literacy and numeracy work on our chalk boards, reading from the same reader (no differentiated readers, coloured images or interesting stories here!) and we tried to memorise a poem by chanting it,” Mrs Bracks said. “We also had a try of some old-style cursive handwriting, drank a cup of milk as a break and chatted about its place in historical schooling.”

“Later in the day, all the Year 1 students came together and with Mrs Sinclair’s help, performed some old-fashioned bush dances on the lawns in front of Wolaroi Mansion,” said Mrs Bracks. “In the afternoon we played some games including the egg and spoon race, sack race, hoola hoop rolling and balancing beanbags on our heads. Many students said they wished it was Step Back in Time Day every day!” ●



03



04



05







# CHAPLAIN INDUCTION CEREMONY

*In October, the School and the Uniting Church community had the great pleasure of undertaking the formal induction of Rev Dr Rosalie Clarke to the role of Chaplain of Kinross Wolaroi School.*



**E**ven though the ceremony had to be limited in size due to COVID-19 restrictions, the occasion was a delightful celebration and warm welcome to our special and unique community.

Dr Denise Wood,  
Chairperson of the  
Macquarie Darling

Presbytery led the Service with the support of Reverends Peter Harvey, Andrew Cunningham and Alan Robinson. Readings from the Gospel were also delivered by our Head Prefects James Thompson and Jessica Mosely. A most delightful version of 'There is a Higher Throne', (words and music by Keith and Kristyn Getty) was performed by Head of Performing Arts, Mrs Jacqueline Shields and Performing Arts Teacher, Mr Sebastian Key. Our School Prefects, Year 6, some staff and members of the Uniting Church community all gathered in our sunlit Chapel to support Dr Clarke in this very important day for her and our community ●





# FAREWELL TO THE CLASS OF 2020

*It's been a year like no other and for our Year 12s, it was a time for celebration after all the hard work and dedication they'd put in for 13 years.*



Images from the last day of school for the class of 2020, from left to right:

- 01 Chelsea White, Farrah Staniforth and Eloise Oliver
- 02 Lochlan Birchall and Lachlan Smith
- 03 Ethan Jones and Molly Nelson
- 04 Harrison Commins, Dominic Wu, Ethan Mulholland, Tyrese Carr-White



02

01



03



04





**W**e're so proud of our Class of 2020 who each faced the adversity of the pandemic with positivity, creativity, resilience, and with a 'can do' spirit. In September, we farewelled our incredibly resilient Year 12s on their last day of school, congratulated them on making it through and wished them well in all their future endeavours ●



03

- 01 Alanah Seedsman
- 02 Harry Kermode
- 03 Eliza Biddulph and Ally Bermingham
- 04 Sam Houghton and Mr Pete Whiting
- 05 Hugh McIntyre and Hunter Rose



05



04







- 01 Student Amy Hall
- 02 Student Molly Nelson
- 03 Student Edwena Reilly
- 04 Hunter Rose and family
- 05 Student Ethan Teber-Rossi



## YEAR 12 GRADUATION CEREMONIES

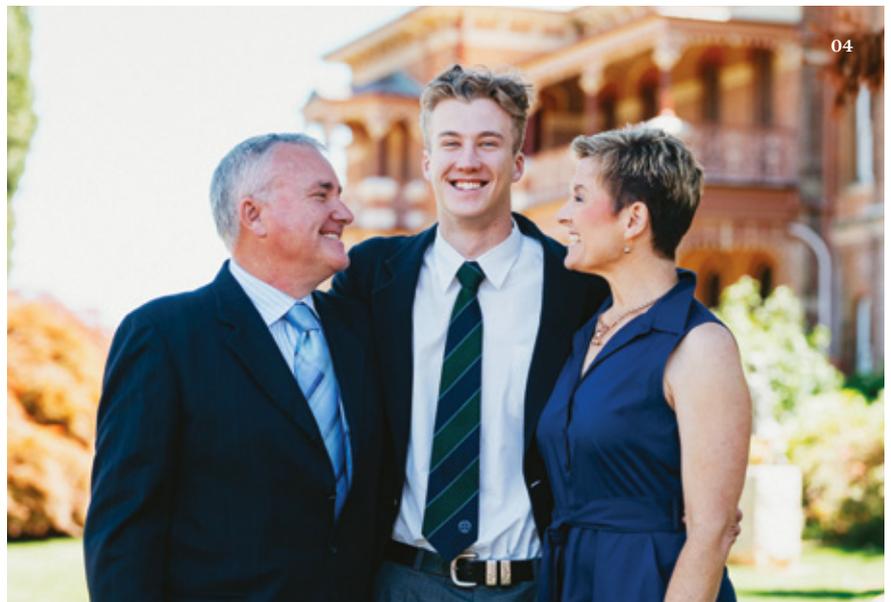
*In November, we had the great pleasure of acknowledging the achievements and contributions of our Year 12 students with two Graduation Ceremonies. Due to the restrictions placed upon us, we held two separate events so that families could be part of this very special occasion.*



**D**uring each ceremony, the Dux of Kinross Wolaroi School for 2020, Edward Taylor gave a most impressive and gracious address that expressed his year groups sincere thanks for all that the School had done for them and offered thoughtful perspectives on the treasured qualities of his year group.

We were also privileged to hear two outstanding addresses from our Head Prefects, Chelsea White and Lochlan Birchall, both of whom demonstrated that leadership is about service, contributing to the greater good of others and striving to make our School a finer place. They have been outstanding leaders in the most difficult of circumstances and have earned the respect and admiration of staff and students.

Our ceremonies were significantly enriched with magnificent performances by a number of our very talented musicians. Jonty King sang *Wrong Man* by Matt Corby, accompanied by Sebastian Key on the Piano; and the Recession item *The Lord Bless You and Keep You* by John Rutter was performed by William Rawson who was accompanied by the String Ensemble directed by Lorraine Moxey and Annalie McRae on the Piano ●



# YEAR 12 DUX GRADUATION SPEECH: EDWARD TAYLOR



“

**When parents say that “no one really remembers the classroom, but the experiences outside of it,” they are completely right. It is for this reason that I will be, and I’m sure all of my year will be, forever thankful to the teachers for going above and beyond in and outside of the classroom.**

Edward Taylor

**J**ust before I begin my speech, I made a promise a few years ago to a bloke in my year who said, “Ed, if you ever have to give a speech at graduation you have to give me a shout out.” And so, Nick Jeffrey, here’s to you.

Good morning Dr Parry, members of the school council, parents, teachers and Year 12. What a year it’s been, and its finally coming to an end. It hasn’t been easy by any stretch of the imagination, but at the same time I feel privileged to have spent my final year at school with such a wonderful group of people. Through the ups and downs of my six years at KWS and finally through Coronavirus, the constants have been the friendship, compassion and the positive attitude of this year group.

In my six years at KWS and having been through Coronavirus, home learning and FROG it is still safe to say that my most traumatic experience was all the way back in year 7 on my first cadet camp. It was dark and in our hutchie of 10 or so people we were shining flashlights on the tarp and trying to think of what some of the camo spots looked like.

Inevitably, it always ended up back at one object, which I won’t mention now but I’m sure you can guess what it is. The pinnacle of Year 7 comedy. And then suddenly the hutchie started filling with the smell of a smoke bomb thrown by one of the Rank. We quickly made our own smoke bomb and foolishly enough I was the one that threw it into the Rank’s tent. I remember thinking, “so this is what cadets is all about.” Mr Choi, who was at that time possibly the scariest man I had met in my entire life, quickly changed my mind when he found out that I had thrown it. With the fresh

new words ‘platoon identity’ burnt into my brain, not only me but every single kid in my hutchie was dragged out in the middle of the night for an emu parade that I’ll never forget. Mr Choi is no longer the scariest man I’ve ever met and is in fact really nice, but the memory still remains.

And although this is one of my most harrowing experiences at KWS, it is also one of my fondest. When parents say that, “no one really remembers the classroom, but the experiences outside of it,” they are completely right. It is for this reason that I will be, and I’m sure all of my year will be, forever thankful to the teachers for going above and beyond in and outside of the classroom. I guess it takes a while to realise a few things about school and when I was thinking the other day, I realised that while my cohort and I feel that we are unique, in the eyes of the teachers we are just another graduating class. Just like the one last year and just like the one next year. Groundhog day. And so for them to show such interest in us as individuals and such concern for our wellbeing is a testament to their commitment to their profession. Thank you.

I would also like to thank Dr Parry, Mr Boyd and the School Council. This year has been an incredibly challenging experience for all of us in year 12, and so I can only begin to imagine the pressure you must have felt throughout the year when faced with the many difficult decisions that Coronavirus has brought forth. It has been a very difficult year for all of us, but your steady leadership has certainly made it easier. Thank you.

I know for all of the parents and particularly the boarder parents, life in rural Australia has been tough over the past six years and it might not have been easy to keep us here at such a quality school. I wanted to say on behalf of all of my cohort how much we appreciate

the sacrifices that have been made by many of the parents. We really appreciate you.

And finally, to the graduating class of 2020. We’ve made it! I’m so grateful to have been part of such an amazing group of people throughout high school and whilst I’m sure that many of us will be sad that we are leaving our school and handball days behind I know that every single one of us is excited for what the future holds after 13 years of education.

I will share one final memory of my time at KWS with you. It was in a boarders vs day bugs rugby game on Sharpe Oval when a scrawny, red headed kid went running pigeon toed down the sideline to score in the corner against the boarders. He was by no means a footballer, and yet he still persevered and was able to contribute to the team. In the same way, I believe that each and every one of us in the graduating class of 2020 has something special to offer to our friends, our family and to our community so long as we persevere. After 13 years of schooling, we will finally enter into the wider world and go our separate ways. They say that smooth seas do not make skilful sailors. This year has been anything but smooth sailing and I know that wherever we end up, we will all be well equipped to face and overcome the challenges that life throws at us.

I hope that you find happiness wherever you may go in life and I wish you all the best for the future.

Thank you ●



“

**They say that smooth seas do not make skilful sailors. This year has been anything but smooth sailing and I know that wherever we end up, we will all be well equipped to face and overcome the challenges that life throws at us.**

Edward Taylor

# SENIOR SCHOOL LEADERSHIP INDUCTION

*A changing of the guard.*

**W**ith the conclusion of our Year 12s schooling comes the passing of the baton to our Year 11s who assume the role of leaders and senior students within the Kinross

Wolaroi community. Appropriately, our changing of the guard takes place in Spring, a season of renewal and rebirth, a magical time of colour, life and anticipation.

Our School Prefects for 2020-2021 have been selected by their peers and the School's staff following a detailed application and interview process. All our senior students have the opportunity to lead, to set an example in their conduct, relationships, sport, academic work and desire to make our School a better place. Leadership is not about position or wearing a badge, it is about service and making a contribution to the lives of others ●



“  
**Appropriately, our changing of the guard  
 takes place in Spring, a season of renewal  
 and rebirth, a magical time of colour, life  
 and anticipation.**”

Dr Andrew Parry



**SENIOR  
 LEADERS**

*Head Prefects*  
**Jessica Mosely  
 James Thompson**

*Deputy Head  
 Prefects*  
**Eleanor Andrews  
 William Rawson**

*Senior Boarder  
 Prefects*  
**Jin Luechai  
 Jemma Luelf**

*Prefects*  
**Bethany Bell  
 Ziggy Jackson Le-  
 Couteur  
 Emily L'Estrange  
 Zac Lewis  
 Phoebe Litchfield  
 Josephine Mitchell  
 Isabella Scammell  
 Charles Southwell**

**WELLBEING  
 HOUSE CAPTAINS**

*Blackman*  
**Taylah Caro  
 Fletcher Doyle**

*Brown*  
**Oscar Harding  
 Elizabeth Kwa**

*Dean*  
**William Ridley  
 Brooke Barrett**

*Douglas*  
**Sophia Bird  
 Archie Lamont**

*Gordon*  
**Bethany Bell  
 Angus Blyde**

*McLachlan*  
**Lucy Dedman  
 Callum Wald**

*Richards*  
**Hannah Leisk  
 Darcy Shaw**

*Williams*  
**Alexander Brown  
 Annabella Triggs**

**BOARDING HOUSE  
 CAPTAINS**

*Stuart Douglas*  
**Lara O'Brien and  
 Katelyn Tink**

*Loader*  
**Lucy Dedman**

*Miller*  
**Millie Mitchell**

*New*  
**Isabella Scammell**

*Trathen*  
**Patrick Hickman**

*Tower*  
**Samuel Durkin**

*Weymouth*  
**Fletcher Doyle**

*Wolaroi*  
**James Kildey**

# THE END OF AN ERA

*Year 6 Farewell Dinner.*

*It's quite the milestone – moving up and onwards from the Junior School into Year 7 and taking that leap into the first year of senior schooling. In November, our Year 5 students marked the occasion by hosting a farewell dinner for the Year 6 Class of 2020 in the Derek Pigot Auditorium.*

Left to right: Audrey Blyth  
and Angelina McRae





Left to right: Poppy O'Hehir-Corones, Lexi Wilkin, Olivia Watts

**A**ngelina McRae, Georgia Philippe and Tom Nelson (Year 5) emceed the evening and Year 6 student Alice Scholte gave a speech to her peers, reminiscing on her time at KWS. Mr McLean gave a fond farewell to the students before a very entertaining hip hop song that had been recorded by Year 6 teachers, Mrs Savage "Sav Doog" and Miss Holland "Hollan Daaze" was played for the students.

Dr Parry and Mrs Parry were invited along as special guests and were joined by many Junior School teachers eager to celebrate the milestone.

All Year 6 students were gifted a framed picture of their year group and a graduation certificate. We wish our Year 6 students all the best as they commence Year 7 in 2021 ●



Left to right: Sam Martin and Keeley O'Toole

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## CELEBRATION ASSEMBLY

*It was a bitter-sweet Celebration Assembly this year. Whilst it was wonderful to celebrate the achievements of Junior School students throughout a challenging 2020, the event was also the last that Mr Rob McLean would attend as Head of Junior School at KWS.*





“  
**I leave you with five words to finish –  
 Thank you and bye for now.”**

Mr Rob McLean, Head of Junior School

Students and staff attended the assembly held on Wednesday 2 December 2020 in the Derek Pigot Auditorium.

Unfortunately, parents were not able to accompany their children however the event was live-streamed so that families could tune in from home.

All in attendance were welcomed by Junior School Prefect for 2020, Samuel Martin who said that the event held special significance for his cohort, being the last school event they would attend as junior students. He reminisced on the many memories created in the classroom, on stage, on the sporting field and in the playground.

The assembly also gave opportunity for Dr Parry to announce the Junior School Prefects for 2021. Congratulations to all students taking on a leadership role in 2021 including incoming Junior School Head Boy Prefect, Oscar Chandler- Sullivan and Junior School Head Girl Prefect, Georgia Phillipe.

The talented Junior School Strings and the Four Fiddles, both directed by Mrs Lorraine Moxey gave outstanding performances, as did the Prep Band who were directed by Mrs Annie McRae.

For the final time, Mr Mac gave a heartfelt address, saying that over the years he has found many people to thank, recognising the students first and foremost.

“Finally, I say my goodbye and thank you for my time here at KWS. A school is about people and I have been so fortunate to meet so many students, parents, grandparents and staff from across the school in all departments over so many years. I have learnt so much from so many people from my very first day here in January 1981... yes boys and girls, 1981!” he exclaimed. “The friendships made are precious and I leave with so many wonderful memories.”

In true Mr Mac style, he farewelled his students and the school with five words to finish: “Thank you” and “Bye for now,” to which he received a well-deserved standing ovation ●

# SPEECH DAY 2020

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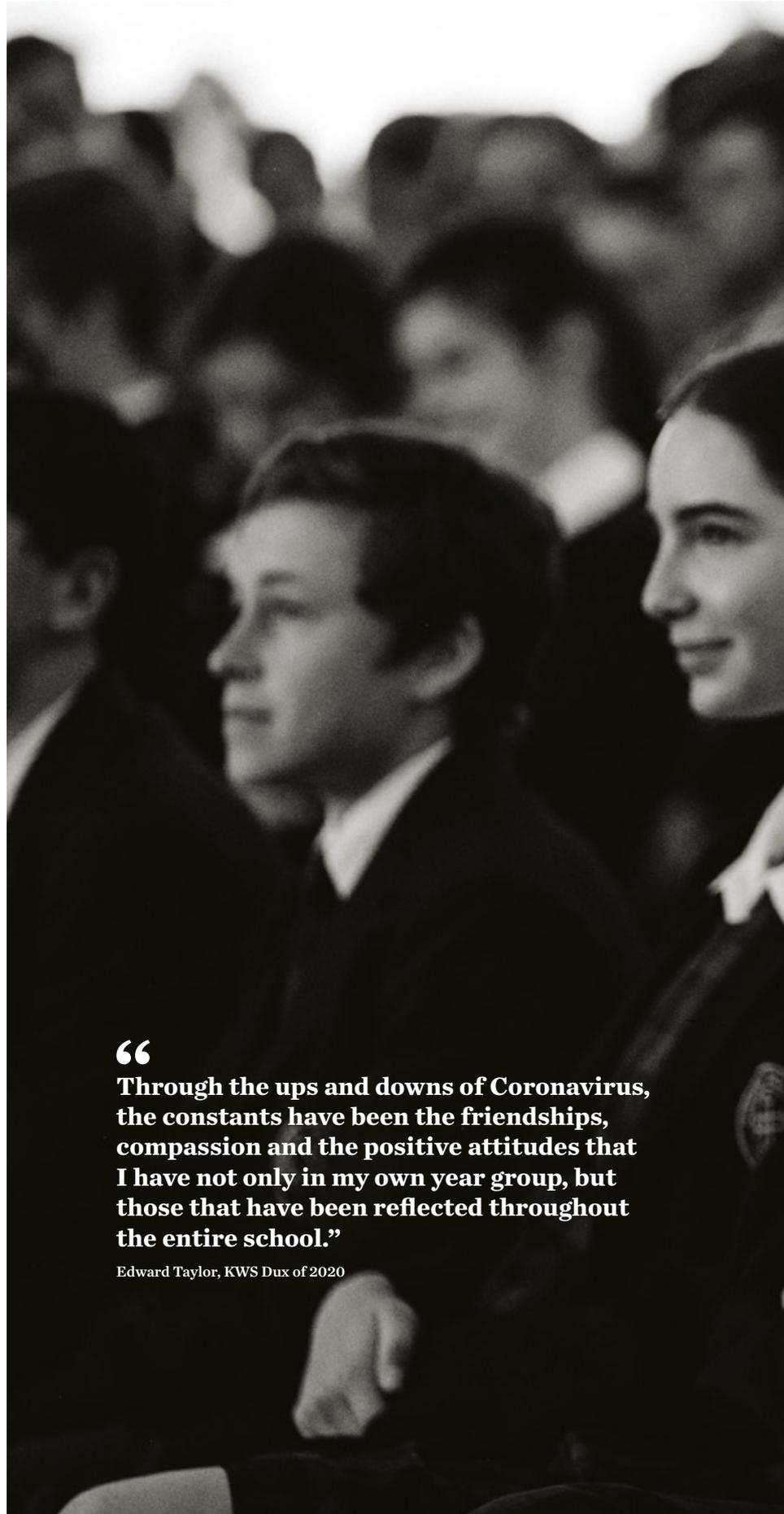
*Each year our Speech Day event provides the opportunity for the School to recognise the many achievements of our students throughout the year.*

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**A**lthough 2020 provided several challenges for our school, the efforts of all our students and staff should be commended. For 200 guests were restricted in their attendance, however the event was livestreamed allowing our community to join in remotely. Awards and prizes were presented to students who demonstrated excellence in a range of fields and those that embodied our school values.

Our students, staff and community heard from Mr Edward Taylor (Class of 2020 Dux) who was our guest speaker for the occasion. Edward reiterated the thoughts of many, highlighting that COVID-19 has provided us with many challenges.

Edward went on to provide a heartfelt message to his younger peers, encouraging them to take advantage of every opportunity placed in front of them, whether that be in the classroom, on the sporting field or in the workplace ●



**“  
Through the ups and downs of Coronavirus, the constants have been the friendships, compassion and the positive attitudes that I have not only in my own year group, but those that have been reflected throughout the entire school.”**

Edward Taylor, KWS Dux of 2020



# STUDENT SUCCESS AT THE HIGHEST LEVEL





# Jess Mosely & Mackenzie Jones

*Year 11 – RDA Central West’s TEN4TEN Leadership Program*

In May 2020, Regional Development Australia (RDA) Central West announced the launch of the inaugural TEN4TEN Leadership Dialogue, a mentoring program targeted at Year 11 students in the Central West. Under the program, students from across Orange, Blayney and Cabonne would have the opportunity to be mentored by leaders from various sectors of the community and take part in leadership and networking events.

Upon learning about this opportunity, Year 11 students Mackenzie Jones and Jess Mosely swiftly applied and were each overjoyed to learn that they had been selected from other Year 11 students from across the region to participate in the program.

Upon learning about the program, Jess said she was immediately intrigued. “The program sparked my interest as I knew it would get me out of my comfort zone and it sounded like an amazing opportunity to make lifelong connections with other students all while being mentored by some of the highest achieving people in our region,” she said. “When I got the call, I was really shocked and instantly excited to be part of the program and I felt really privileged to be selected.”

As part of the program launch, all students and mentors had the chance to get to know each other at a Meet and Greet event. Students were also assigned a particular mentor to provide them with support and guidance through the course of the program.

“The Meet and Greet in July was the first event we had as the TEN4TEN 2020 group and it was the first time we met everyone,” said Mackenzie.

“I wasn’t sure what to expect but absolutely loved it. At the event we went around and had ten minutes to get to know each of the mentors, had dinner and also listened to guest speaker Fiona Nash who has a very inspiring story.”

Mackenzie was assigned Genya Miller, MSM Milling’s Brand and Marketing Manager as her mentor and Jess was assigned Christine Weston who is Chair of the RDA Central West.

“**When I got the call, I was really shocked and instantly excited to be part of the program and I felt really privileged to be selected.**”

Jess Mosely

“The mentors were amazing to meet, particularly my assigned mentor, Christine Weston,” said Jess. “On the night, Christine was really great to ask questions and explained many of her life stories and lessons. Her work on many charities and initiatives also inspired me to think about ways I could help the wider community.”

In September, all TEN4TEN Leadership Dialogue students were invited to attend an afternoon tea at Orange City Council where they would have the opportunity to learn about the different aspects of local government and career opportunities within. “The afternoon tea was a good opportunity to hear from some of the key decision makers in our region,” said Jess. “All of the students got to sit in the council chambers and learn about the careers of key councillors. I enjoyed the opportunity to catch up with the other students again, see what the workings of the council looked like and learn about some of the things planned for the future of the community.”

Mackenzie said she was grateful for the many opportunities that this program has presented to her through the course of the year. “We had the opportunity to have a zoom meeting with the Hon. Bronnie Taylor, the Minister for Mental Health, Regional Youth and Women. Bronnie discussed many initiatives being taken for and by young people and how young people can actually make a positive difference. We also had a lunch with Andrew Gee and will be having a barbecue hosted by Phil Donato,” she said.

Neither of the girls is certain what career they would like to pursue once they have finished school but the TEN4TEN program has got them thinking about their options.

“I am unsure what I would like to do, but the TEN4TEN program has sparked an interest in a degree in economics, agriculture or business leadership,” said Jess. “My parents have also taught me some big life lessons – work hard for what you want but remember to stay kind and don’t take things too seriously.”

Mackenzie has a very similar attitude and stance, saying, “Honestly, I am not sure what I will end up doing once I finish school but perhaps something in business or law. One thing I have learnt is to take life one step at a time and that most people will have multiple career changes and that is ok.”





“

**It is so fun seeing the other musicians perform and grow each year and I just love being able to bring joy to others whilst doing what I love!”**

Anabelle van Wyk

at the Regional Finals in Peak Hill. In November 2019, she headed to Cooma with her family to sing and play sax atop of an old farm truck – a dream come true for the musician. Unfortunately, in 2020, the championships had to be cancelled due to COVID-19 restrictions but Anabelle hopes to continue busking in the competition once restrictions ease.

“It is so fun seeing the other musicians perform and grow each year and I just love being able to bring joy to others whilst doing what I love!” Anabelle said.

During lockdown this year, Anabelle was made aware of an online competition for singers and musicians, something a little left of field for her but an opportunity to perform nonetheless.

“I learnt about Take the Mic Australia through some fellow musicians. I had to send in a video of me performing which the judges critiqued and then in Round 2 the judges decided who would go through to the State Final based on another performance video. I then made it through to the National Final by popular vote,” said Anabelle. “I really enjoyed this as it wasn’t anything I had ever done before – I had only ever done live competitions and performances!”

With one online competition under her belt, Anabelle was eager to continue finding new ways to share her talents and set her sights on the Sydney Eisteddfod international online competition for singers, musicians, dancers and actors.

“This was a great opportunity brought on by COVID-19,” Anabelle said. “I took a chance entering as I knew it was an international competition with only an open division – almost 600 acts were entered! I created a mix of three songs on the sax and surprisingly was selected by the judges as a Quarter Finalist – top 33 – I couldn’t believe it!”

Offstage, Anabelle says she enjoys tennis and at school prefers maths and languages. “I remember having always loved Maths as I love solving problems. I am also bilingual but would really like to be trilingual! I’m currently learning how to speak a native African language called Xhosa in my spare time.”



## Anabelle Van Wyk

*Year 7 – National finalist in Take the Mic Australia*

**M**ore than any other art form, music truly has the power to make us feel good. Whilst the tribulations of 2020 created many challenges for musicians and artists, we have welcomed and encouraged the different ways in which performers have been able to share their talents and spread that good feeling that music induces.

Hailing from Alectown, north of Parkes in the Central West, Year 7 student Anabelle van Wyk is an emerging performer, singer, saxophonist, violinist and pianist who has not let the COVID-19 restrictions stop her from performing and doing what she does best.

“My parents say that I’ve been singing forever! I first remember singing in a choir in Kindy, performing solo in Year 3 as part of my primary school musical

theatre productions and I started learning saxophone when I was in Year 4. From then on, I’ve been performing as much as possible,” said Anabelle.

If you’ve ever wandered the bustling streets of Parkes during their Elvis Festival or you’ve been to the Regional Busking Championships in Peak Hill, you may have already heard Anabelle’s soulful vocals or sax melodies in the streets.

“I first started busking in Year 4 at the National Busking Championships,” said Anabelle. “Before COVID-19 I was regularly busking at cafes and around town. I enjoy experimenting with different genres of music to see what I like, and the pocket money is nice too!”

Last year, Anabelle qualified for the Australian National Busking Championships Grand Final to be held in Cooma after her exceptional performance



# Fergus Baldwin

*Year 11 – Critical Thinking course*

Critical thinking skills are invaluable across all disciplines and are said to benefit students in academic contexts and in life well beyond university. The Philosophy 137 Critical Thinking Course offered by Macquarie University aims to teach students the fundamentals of critical thinking and reasoning so that they can learn how to construct, analyse and critically evaluate arguments; how to detect common fallacies in reasoning; and how to think logically and creatively.

This year, ten students across three schools in Orange made up the NSW regional cohort attempting the critical thinking course, with remarkable results.

“The cohort achieved an impressive average result of 76 (Distinction grade) with 50% of the cohort achieving an individual High Distinction result of 85 or higher,” said Mr Yooie Choi, KWS Coordinator of Learning Enhancement.

Of those students, our very own Fergus Baldwin and William Rawson (both Year 11), each achieved a High Distinction, with Fergus also claiming top honours with an exceptional result of 95.

“Fergus achieved 1st place out of 68 school students involved in the program and also 1st out of the whole cohort of 1,239 university students enrolled in the course,” said Mr Choi. “This is a phenomenal achievement considering the large intake of university students and having to spend a third of the course undertaking remote learning.”

“I got involved in the course after some encouragement from my older brother who had already completed the course himself, and thought it worthwhile,” said Fergus.

“The actual course work, although challenging, was not too difficult – it mostly just required a decent amount of logical thinking and an open mind to approach each new situation or task. The assessments, although challenging, were fairly straight forward,” he said.

“The online learning aspect was well constructed and enjoying it probably made it easier,” Fergus said. “We received weekly doses of coursework and information, followed up by an online quiz and a podcast with an associated Q&A to help consolidate our

learning. There was a great amount of online contact from our tutors and our peers – it was a very supportive online environment.”

Upon learning of his top honours, Fergus said he was surprised and amazed but most of all proud of his achievement.

“I initially understood that I had come first of out of the group of students from Orange completing the course and was pretty happy with that. But to learn that I had also placed 1st amongst the entire cohort of university students is unbelievable and I’m thrilled,” Fergus said.

So where to next for Fergus?

“I have not yet decided if I will head straight to university after school or if I will take a gap year – I don’t yet know what career path or course of study I will undertake,” he said. “I am trying to keep my options open for the everevolving world, studying a high level of mathematics along with physics, chemistry and software design and development.”



“

**I am trying to keep my options open for the ever-evolving world, studying a high level of mathematics along with physics, chemistry and software design and development.”**

Fergus Baldwin





## Alice Scholte, Maxwell Horne & Matthew Lowther

*Year 5 & 6 – Newcastle  
Permanent Mathematics  
Competition*



“

**To achieve a High Distinction in the competition is a great achievement and is a sign of the high standard of maths within the school and the quality of our students' attitude to persist with problems.”**

Mr Luke Bracks

This year marked the 40th anniversary of the Newcastle Permanent Primary School Mathematics Competition, designed to test the numeracy and problem-solving skills of Year 5 and 6 students across regional NSW.

In August, a staggering 17,450 students from 294 schools across the state took the 35-question exam with no help from calculators, rulers or any other mathematical instruments. Kinross Wolaroi was well represented again with 50 of our own Year 5 and 6 students taking the test.

“This is a great opportunity for students to be challenged, using and applying their maths skills in problem solving activities and questions. Many of the questions are multi-stage questions requiring accurate working at all times,” said Mr Luke Bracks, Junior School Learning Support Coordinator at KWS.

This year, three of our students ranked amongst the top in the state. Year 6 student Alice Scholte as well as Maxwell

Horne and Matthew Lowther from Year 5 received a High Distinction in the competition with Alice also taking out the Orange District Award.

“Initially I was only told that I had won a District Award and I didn't really know what that meant,” said Alice.

“Then I received an email and was told that I came equal 16th out of 8,000 Year 6 students and received a High Distinction – I couldn't believe it! This year was the second year that I had attempted the competition. I actually enjoyed it last year and received a Distinction, so this year I wanted to do even better.”

“When I found out I got a high distinction I was shocked as the questions were hard but after a while I felt pleased with the achievement,” said Matthew.

“I found the questions quite challenging and each one took lots of time to figure out,” Maxwell said. “I was really happy when I found out that I'd achieved a high distinction but also quite surprised. I haven't received my award yet, but I did receive a fist pump from

Mr Mac at the assembly when he announced the award winners!”

Mr Bracks was delighted with all the students' efforts and achievements, saying, “To achieve a High Distinction in the competition is a great achievement and is a sign of the high standard of maths within the school and the quality of our students' attitude to persist with problems,” said Mr Bracks.

In lieu of an awards ceremony, Alice was invited to visit the local Newcastle Permanent Branch where the Manager Sean McNiven presented her with a certificate and \$50 in a savings account as her prize.

“I'd really like to thank Newcastle Permanent for organising such a fun competition,” said Alice. “There was a chance that it would be to be cancelled this year, but the organisers must have worked even harder to ensure that it went ahead. Given everything else was cancelled this year, I really appreciate the extra effort they went to.”



## Phoebe Hunter & Lucy Reidy

*Year 6 – Cricket*

**A**s cricket for girls continues to grow exponentially year on year, young cricketers don't need to look all that far to find inspirational female sporting role models.

Year 6 students, Phoebe Hunter and Lucy Reidy have each been playing cricket since they were in Year 2 and hope to one day make it as professional sportswomen, just like their idols. This year, the girls have landed themselves a place in the Western NSW Zone Junior Girls Cricket representative team, edging themselves one step closer to their goals.

"I started playing Milo Cricket as well as soccer in Year 2. I love to run but team sports are definitely my favourite," said Lucy. "In cricket, I'm a 'left hander' and I love to bowl. I really just enjoy playing cricket with my friends and I'm really happy to be able to play cricket with a whole lot of other girls in the Western Zone Girls team."

Phoebe is just as much of a sports fanatic and was thrilled to learn that she had been selected for the team.

"I love being able to run around outdoors and enjoy playing cricket and hockey. When I found out that I had been selected for the Western Zone Girls representative team, I was really happy, excited and a little bit nervous!" said Phoebe.

In the 2020/2021 cricket season, Lucy and Phoebe played in the Under 12 Lachlan Junior Cricket Competition against boys' teams from Dubbo, Wellington, Gilgandra, Parkes, West Wyalong, Cowra, Condobolin and Forbes. In January there is also a girls U15 cricket carnival to be held in Orange. Western will put an U15 team in that and they will play against other U15 girls' teams from Sydney. Selections for that team will be finalised in December.

In the meantime, the girls are making the most of their time at KWS, practicing hard and hitting up school mate and cricket champ Phoebe Litchfield for some tips.

"Ellyse Perry is my favourite cricket player, but Phoebe Litchfield is a very close second," young Phoebe said. "Phoebe Litchfield has come to some of our training sessions and she even gave me one of her cricket shirts which was awesome. It is amazing to see her play on TV now."

Other role models can be found even closer to home. Phoebe is thankful that her family shares her passion for sport, saying, "My whole family are involved in cricket. My Mum, Dad and two brothers are all really supportive of me."

Similarly, Lucy says she couldn't have done it without her number one – her Mum.

"My mum encourages me the most," explains Lucy. "She has looked after me for my whole life, drives me everywhere and feeds me! I am so grateful for my Mum – she has helped me so much." ●



“

**It has been great getting to know the staff and students and I look forward to being more integrated into the community next year.”**

Reverend Dr Rosalie Clarke, Chaplain



# STAFF PROFILES

## Rev Dr Rosalie Clarke

*Chaplain*

**K**inross Wolaroi School is a long way from Reverend Dr Rosalie Clarke's home – the hilltop town of Eshowe, which stands 500 metres above Zululand's coastal plains in South Africa. "I lived in Zululand during my school years and attended the same school from Preschool to Year 12. Then I moved to Pietermaritzburg for university. Zulu people had a big influence on my life and ministry," KWS' new Chaplain said.

Rosalie's feet first landed on Australian soil in 1992 – she had married an Australian, a lecturer at her university whose family had a dairy farm in Denman. "We came and went throughout the '90s and moved permanently to Sydney in '99 where we had two children," Rosalie said.

Growing up during Apartheid meant Rosalie's eyes were wide open to life's challenges from a young age. Perhaps it was this experience that grew her caring heart and ability to bring people together. "I seem to have a gift for relating to people and my presence seems to have a calming effect, which helps to build community across divides," Rosalie said. "I believe my South African experience and my grapple with institutionalised inequality as a young adult gave me more awareness in this regard."

It was also perhaps what gave Rosalie her rebellious streak. While Rosalie has always connected to God, she has at times questioned her faith. "My faith and my relationship with the church are the two most important things in my life.

However, they have not always been easy," Rosalie said. "I am a questioner and have thought hard about things.

However, I have learnt that I will always have some questions and how to live with them. I also love the answers I have found – some of which have come easily and some of which I have spent a lot of energy searching for."

Rosalie loves people and thrives on engagement with children. She also enjoys seeing people grow and look at things through different perspectives. "As Chaplain, I hope to encourage people to go on their own explorations of faith, to know God personally, and to be able to critique the Christian tradition in helpful and encouraging ways," she said. "I also hope to share many fun and memorable times with everyone."

On an average day, Rosalie will share teachings from the Bible, nurture faith and offer care to KWS' students, staff, families and broader community. "My weekly responsibilities will include conducting High School and Junior School chapels and teaching Religious Education to the Junior School and early Senior School years," she said. "Currently, I lead a devotion at staff briefings and provide a pastoral presence in the school community. I'll also be involved in planning retreats, hosting Christian events, contributing to our social justice and community engagement programs and facilitating Christian groups on campus."

Rosalie was previously a Chaplain at St Charles College in South Africa where she also taught Senior History. She also holds a Doctorate of Philosophy and a Bachelor of Social Science (Honours) from the University of Kwa-Zulu Natal; a Master of Education from Macquarie University and a Bachelor of Theology from Charles Sturt University.

The Uniting Church selected Rosalie for the role at KWS based on her profile and after her interview, Rosalie was invited to lead a School Chapel Service in February. "I have always wanted to be a school Chaplain. I love children and young people and have the utmost respect for teachers. I also know how challenging school communities can be given the number of stakeholders involved and recognise how families' lives are impacted by school requirements. So, I was happy the church matched my experience to KWS. I am very happy with country life and being in regional New South Wales," Rosalie said.

Settling into the role has been relatively easy thanks to the "warm and welcoming people" at KWS, but also challenging in a year stifled by COVID-19 restrictions, Rosalie said. "The restrictions have been frustrating, but they have also given me a wonderful opportunity not to be too busy too soon. It has been great getting to know the staff and students and I look forward to being more integrated into the community next year."



# Mr Chris Huxley

*Earth and Environmental Science Teacher*

“

**We are so lucky to have Chris at Kinross Wolaroi School. He is so wise and experienced, and a genuine leader in Science education. He has been an amazing addition to our Science team and his students love him.”**

Mrs Catherine Litchfield, Head of Science

Chris Huxley joined Kinross Wolaroi School's Science Department earlier this year and already the students and teachers love him. The world may seem bleak amid a climate crisis, but the Earth and Environmental Science Teacher's resolve is anything but. His passion for the subject has given students a newfound sense of wonder and is turning our view of the universe upside down.

For as long as Chris can remember, he's been fascinated by the natural world, drawn to people, animals, plants and their environments. He has also always enjoyed sharing ideas and information, and it was Chris' high school Chemistry Teacher who suggested he should teach.

It's this drive that inspired Chris to co-author two sets of textbooks on his subject. The Earth Science textbooks were published by Cambridge University Press in 2002 for HSC students and Earth and Environmental Science in Focus was published in July for Year 11 and 12 students.

"I like writing and there is a need for these high school textbooks in New South Wales. Earth and Environmental Science is a small subject compared to Biology or Chemistry, and many students can benefit from the structure a textbook provides," Chris said. "I hope students find it readable and interesting, and that it provides students with something that sustains their interest in Earth, how it works and how we interact with it."

Earth and Environmental Science has lessons for everyone and lessons that last well beyond the classroom, Chris believes.

"My main responsibility in the HSC text was the section on Climate Science and as I was writing it, I was watching the news and thinking about how important it

is for the whole community to have a basic understanding of all types of Science," Chris said. "I hope students who use the texts learn to be critical of what they hear and have a solid understanding of the basic science on which to build their understanding of the issues."

As well as co-authoring the two textbooks, during the early 2000s Chris also helped to write the Year 7-10 Science syllabus and Stage 6 Physics syllabus while he was a member of the Science Teachers Association of NSW Council and engaged in a doctoral program at the University of Technology Sydney.

Chris explains what inspired him to co-write the syllabus and what he learned from the experience.

"I'd spent some time looking at how best to learn Science and had been involved in teacher professional development.

I had also looked at how Science was taught in a range of other countries and was keen to see NSW have a curriculum that was based on research which took into account the needs of students, young teachers and other stakeholders," he said.

"I learnt a lot working with some really talented, capable and committed people. I also learnt more about how developing the curriculum is partly a political process. The experts can know a lot about science, how to teach it and the way children learn, but they have to take into account what teachers, parents and academics value too. A curriculum is always a result of compromises."

Chris is considered a true leader in Science Education and the School feels lucky to welcome him into the classroom.

Prior to joining KWS, Chris had worked as Head of Science and Head of eLearning at Blue Mountains Grammar School.

He has a Bachelor of Science, a Diploma in Education and a Master of Education from the University of NSW (Entomology and Plant Pathology); a Bachelor of Science from Macquarie University (Geology and Geophysics) and a Master of Information and Communication Technology from Charles Sturt University.

Chris is driven to help his students gain useful learning skills, confidence and discover a sense of wonder in what they learn. He also hopes to establish the Earth and Environmental Science course as a valued offering of KWS.

"As an interdisciplinary course, you can learn so many skills and touch on so many topics. One day you might learn about the tectonics of Venus and on another day you might learn about a practical way to prevent soil erosion or deal with introduced species," Chris said.

It's hard to imagine how Chris found time to become a level two black belt in Aikido amid a busy career. As well as bushwalking, studying History, Philosophy of Science and the Ecology of inland waterways, Aikido was one of Chris' varied hobbies, which he learnt with his daughters for eight years.

"It's a great way to stay fit and somewhat nimble. It's not a competitive martial art and I like the curriculum, including empty hand techniques and weapons such as the bokken and jo. Most importantly, you learn a way of thinking and moving through sustained practice – it is not a skill set you can learn from a book," Chris said.

Chris is certainly a man who has the world at his fingertips and is willing to pass that onto KWS students.





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**It is my role to support the individual needs of each student, whether that be someone to hold their hand as they take these first nerve-wracking steps or someone who is that guiding and supportive advisor.”**

Ms Alexandra Dunkley, Year 7 Coordinator

# Ms Alexandra Dunkley

*Year 7 Coordinator*

Beginning high school is an exciting, but daunting time for many. Alex Dunkley hopes she can be the person to make taking those first steps into Year 7 a little easier.

Kinross Wolaroi School's English and Drama Teacher and Wellbeing Mentor was ready for a challenge this year and applied to be the Year 7 Coordinator. For Alex, this opportunity would allow her to further broaden her professional skill set as well as allow her to use her experience and abilities to support the students at KWS in more personal ways.

"I've been teaching for eight years and love it, but I welcomed a new challenge which allows me to work with a specific group of students and help them transition smoothly through high school," Alex said. "Year 7 is a significant step in a student's educational journey. For some it is a time full of nerves and anxiety and for others it is the beginning of an exciting new chapter in their life. As the Year 7 Coordinator, it is my role to support the individual needs of each student, whether that be someone to hold their hand as they take these first nerve-wracking steps or someone who is that guiding and supportive advisor. I think it's important that Year 7 students have someone who is approachable, warm, enthusiastic and supportive to make their first year less daunting"

"I am also looking forward to the challenge of the role. It will be exciting to get to know up to 150 students and

work with the Year 7 mentors. I am also looking forward to seeing the students in diverse situations, not just in the classroom and encouraging them to be involved in all that KWS has to offer both academically and through cocurricular activities. I enjoy helping students with social and academic situations, talking with their parents and being involved in events and activities together, thereby developing caring relationships, which enables two-way supportive communication," she said.

Alex is held in high regard by KWS staff and students and is well-equipped to take care of Year 7 cohort. She has worked at KWS since 2017 and knows what lies ahead for the Year 7 students and the complexities of secondary schooling. With previous K-12 experience, Alex is currently a Year 10, 11 and 12 Drama Teacher and a Year 7 and 9 English Teacher.

Alex studied her first degree in Theatre Media at Charles Sturt University, which helped to clarify her career direction towards teaching. "One of my Theatre Media degree subjects was called Theatre for Young People. The major work for this subject was to develop a show, an educational drama which we then toured around to different schools in the Central West. I loved the process of creating and touring a production and that we could educate through performance," Alex said. "That's what triggered me to do it long-term and to choose this career and why I decided to complete a postgraduate teaching degree."

Alex has achieved outstanding results with her Year 12 Drama students, including Band 6 results (90-100 marks) and a number of OnStage Nominations each year. OnStage is a presentation and exhibition of outstanding group and individual performances and projects by HSC Drama students. A nomination means that students often received top marks for their HSC major work (individual and/or group) and may get the opportunity to display or perform at the Seymour Centre in Sydney, in the following year. Alex is a passionate and dedicated teacher which is evident through the exceptional achievements of her Drama students.

When Alex isn't in the classroom or taking care of her Dachshunds Poppy and Daisy and her rabbit, Dandelion, she enjoys playing soccer on weekends, performing in the local musical productions or escaping to the Blue Mountains where she grew up. What some people may be surprised to know, is that Alex is also an avid cook and painter when she gets the chance.

Alex's main goals as the Year 7 Coordinator is to ensure that Year 7 students have confidence in their abilities, participate in all that is offered and most importantly that they have a smooth and happy transition from primary school and into their secondary schooling at KWS .



# Mrs Annie McRae

*Junior School Instrumental Music Coordinator*

Annalíe ‘Annie’ McRae’s passion for her subject is infectious and in teaching music from Kindergarten to Year 12 at Kinross Wolaroi School she has inspired many students. Pre-Kindergarten and Kindergarten music are some of her favourite lessons. “The excitement and enthusiasm of the young students is infectious, and I love teaching them fun games with puppets, movement activities, singing, playing percussion instruments, and singing stories. I often feel like a Play School presenter and love performing for them!”

Growing up, Annie’s parents were extremely supportive of her musical pursuits and she was exposed to orchestral concerts, musicals and operas. “We were fortunate to have subscriptions to the Australian Chamber Orchestra and Sydney Symphony Orchestra, and every second year we would visit my Dad’s family in Germany and see concerts in Europe,” Annie said. “Those experiences really inspired me to love and enjoy music.”

Annie is an accomplished pianist and cello player. She learnt to play the piano aged seven and started the cello in Year 7 in order to be involved in string ensembles and orchestras. During High School, Annie realised she wanted to be a Music teacher and had her heart set on achieving that dream. Annie completed her Bachelor of Music and Bachelor of Education degree at the University of New South Wales in Sydney and spent six months on exchange in her third year at the University of Illinois in America.

After graduation, Annie taught briefly at the Hills Grammar School in Sydney. However, she had always wanted to

experience country life and happily left the city to accept a position with KWS’ Music Department in 2003. In 2004, she was invited by the Head of Piano Performance from the University of Illinois to attend the Bösendorfer International Piano Academy in Vienna. This was a 4-week experience where Annie was one of 10 pianists invited.

During the month at the Academy, Annie attended lectures, master classes, tutorials and private tuition and practised piano 6 hours a day. She also visited Prague, Salzburg and Budapest, culminating in a performance at the Bösendorfer Academy of Music in Vienna.

Annie’s first few years at KWS were very eventful and full of fantastic opportunities such as teaching music to Year 12, being a boarding assistant in Stuart Douglas House and Musical Directing ‘Fiddler on the Roof’ and ‘The Boyfriend’. “At the end of 2004, I had taught for two years at KWS and was thinking about moving back to Sydney.

However, I decided to stay on for one more year because I hadn’t had a true experience of country living. Fortuitously at that same time Paul McRae commenced teaching as a Personal Development, Health and Physical Education Teacher and happened to live on a farm,” Annie said.

Annie quickly settled into farm life to Paul’s surprise. In fact, she won Paul over while bagging oats from a silo full of mice! They married the following year, in October 2006. James was born in August 2008, and Angelina was born in November 2009 and both attend KWS. “We feel extremely fortunate to have the lifestyle we have and to all be in one place. KWS feels like a second home and we love seeing our kids getting involved in all that KWS has to offer” Annie said.

Outside of school, Annie has enjoyed opportunities to perform in the Orange community. She has been a member of the Orange Symphony Orchestra, The Colour City Chamber Orchestra and has been involved in the Orange Theatre Company. In 2003, Annie took the role of ‘Florinda’ in the musical, Into the Woods; in 2007 she performed in Jekyll and Hyde and in 2013 she played the cello in The Phantom of the Opera. In 2017, Annie was the Musical Director of The Pirates of Penzance.

Annie has implemented instrumental programs including the Year 3 Band Program, Year 7 Try-Band Program and Year 1 Cello Program in order to increase the number of students learning an instrument. She has also enjoyed inspiring young musicians through the Performing Arts co-curricular program directing choirs in the Junior and Secondary school, directing Prep Band and Concert Band and playing cello in the School Orchestra.

Annie feels very fortunate to work at KWS and teach students across both the Junior and Secondary Schools. She has been encouraged to challenge herself as a teacher and has been fortunate to have various roles over the 17 years including Year 7 Advisor, Co-ordinator of Prep Music and Co-ordinator of Instrumental Music. “The students we teach are wonderful. Teaching is such a rewarding job and I love that at KWS our students are so keen to be involved in all that is offered and are eager to learn. Our music students have so much talent and drive and it’s a privilege to be a part of such a dynamic, motivated and enthusiastic Performing Arts Department. You can’t get a better job than one that lets you share your passion and see your passion come through in others,” Annie said ●

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**You can't get a better job than one that lets you share your passion and see your passion come through in others.”**

Mrs Annie McRae, Junior School Instrumental Music Coordinator



# FAREWELL TO SOME OF THE GREATS



**Mr Robert McLean**  
*40 years of service*

After 40 years of distinguished service, Mr Rob McLean has called time on his career at Kinross Wolaroi School retiring at the end of 2020. Rob has had a profound impact on the lives of many students and their families throughout his time at the school.

Rob joined Kinross Wolaroi in 1981 teaching in the Junior School, as well as taking on the role of Sports Master and as an Assistant Boarding Master in Weymouth House before being appointed Head of Trathen House which, at that time, was a prep boys' boarding house. Following a short stint away from the School, along with his wife Kim, he was appointed Head of Stuart Douglas House in 1993.

Rob was a classroom teacher, primarily teaching Year 5 and 6, and a Sports Master for 16 years before being appointed Deputy Head of the Prep (Junior) School and Primary Coordinator in 2005.

Fondly known as 'Mr Mac', Rob has been Head of the Junior School since 2007 and has also fulfilled the role of Acting Principal. He has been a strong contributor to the Junior School's Heads of Independent Co-educational Schools Committee and served as the organisation's Chair in 2016 and 2017.

During his long and distinguished career at Kinross Wolaroi School, Rob has seen and implemented considerable change that has seen a diversity and enrichment of the educational offering.

Whilst we are sad to be losing such a distinguished and dedicated colleague we are delighted for Rob, Kim and their family as they embark on the next exciting phase of their journey.



**Mrs Tricia Finch**  
*40 years of service*

After 40 years of faithful and committed service, Mrs Tricia Finch decided to retire from Kinross Wolaroi School at the end of 2020. Tricia joined Kinross Wolaroi in 1981 to teach Mathematics and taught the first accelerated Maths student in the late 80's. She was the Acting Head of Mathematics for 18 months in the 1990's and has also taught Studies of Religion. Tricia was an Assistant Boarding Mistress in Wolaroi House (Tower) when girl boarders were on the Wolaroi site. Shortly after this the PLC site was brought back into operation, and Tricia moved to Miller House.

She also met her husband, Ron when he was a Head of House in Trathen House. Both of their children attended KWS as day students from Kindergarten through to Year 12.

Tricia has been a strong contributor to the School's co-curricular program, with a long list of involvements including aerobics, women's football, MIC volleyball, MIC squash, netball coach, tennis coach, abseiling for Cadets, and sewing costumes for school musicals.

Pastoral care has also been a great part of Tricia's contribution to the School. She was the Director of Pastoral Care from 2000 to 2010. She has been a member of the first Anti-Bullying committee, a member of the Counselling Team, a Peer Support trainer, Head Tutor of Douglas House for over 10 years, as well as a Senior Tutor. Tricia was instrumental in coordinating a sister school link with a school in Rwanda, which eventuated in a student from Rwanda attending KWS for Year 11 and 12. That student then went on to study Engineering at Macquarie University.

Tricia will be greatly missed by both students and staff and we wish her well in her retirement.



**Mr Romko Hordynsky**  
*37 years of service*

Romko has been an outstanding educator, well loved by students, parents and staff for 37 years. His innovative ideas in assisting with children's learning have engaged so many students from all academic levels.

His passions have been drama and outdoor education. Romko has been writing, directing and producing musicals for 31 years – productions which have won many awards through the CAT (Canberra Area Theatre) groups. The time spent ensuring each child had an opportunity to perform was always at the forefront of his writing. He spent numerous hours of his own time preparing sets and props.

Romko has supervised the Outdoor Education program for many years but it was his camps previous to the current external provider options which provided so many character building experiences for the students.

Romko has made an incredible contribution to the Junior School and the lives of many and he will be greatly missed by all. We wish him all the very best for a well-deserved retirement.

*This year, Kinross Wolaroi School is farewelling a number of long-standing staff members. Here we acknowledge their longevity of service and the significant contribution that they have made to the school over the years.*



**Mrs Michelle Hill –  
Head of Mathematics**  
*35 years of service*

After 35 years of dedicated service to the School, Mrs Michelle Hill decided that she would leave Kinross Wolaroi School at the end of 2020.

Michelle has made a wonderful contribution to the life of the School, starting as a Mathematics teacher in 1985, taking a special interest in the accelerated Maths program and Extension 2 Maths. She has been outstanding in her role as the Head of Mathematics for the last nine years, a period where her subject has flourished at the School.

Michelle has been a strong advocate for student wellbeing and has contributed to the pastoral life of the School in a number of capacities. She served as the Head of Miller House from 2002 -2006; was the Head of Richards House for 11 years; initiated an Anti-Bullying committee and has been a Peer Support trainer.

Michelle has been involved in many co-curricular activities over the years and has fulfilled the roles of MIC for Softball and Hockey. She has also accompanied student Hockey tours to Argentina and the UK.

We wish Michelle many years of good health and happiness as she enjoys a well-deserved retirement. Our School is far richer for her contribution.



**Ms Dahle Innes – Brass Teacher  
and Ensemble Director**  
*33 years of service*

Following 33 years of dedicated service as a member of the Kinross Wolaroi School Music Department, Ms Dahle Innes has decided to retire. Dahle's contribution to the School's Music Department has been quite outstanding.

Dahle's primary role during her time at KWS has been as a Brass Teacher and Ensemble Director, however, she has also undertaken many additional responsibilities and conducted the School Orchestra for many years. Her calm leadership of this group enabled the students to perform with a real sense of occasion for our major School events such as the Year 12 Graduation Ceremony and Speech Day.

Another string to Dahle's bow is her ability as a highly accomplished pianist. She has accompanied countless HSC students in their final performance exams, accompanied many Choirs including the Junior choirs and the Chamber Choir, as well as being the repetiteur for numerous Senior School Musicals. Dahle also held the baton as the Musical Director for the Senior School productions of Jesus Christ Superstar and West Side Story.

In addition to this, Dahle has been a Brass examiner for the Australian Music Examinations Board for many years.

Dahle is a much beloved colleague. Her presence will be sorely missed by her students and by all of those who have had the pleasure of working with her over the years.

We thank Dahle for her marvelous contribution to the School and wish her well in her future endeavours.



**Mr Matthew Healey –  
Head of Science**  
*30 years of service*

Mr Matthew Healey will be retiring from teaching at the end of 2020 and is keen to spend time pursuing his interests and spending more time with his family. Matthew finished with Kinross Wolaroi School at the end of 2020 after more than 30 years of dedicated service.

Matthew has made an outstanding contribution to KWS, starting as a Physics teacher in 1990 and then taking on the role of Head of the Science Department for some 18 years.

He has been involved in many co-curricular activities including Basketball, Hockey, Softball, Athletics and Cadets and was the Inaugural MIC of Soccer in 1999 when it was first introduced into the Senior School. Matthew was the Head Tutor of Brown House for 3 years from 2000.

We wish Matthew many years of good health and happiness as he enjoys a well-deserved retirement ●

# EX-STUDENT PROFILES

“

**I actually remember deciding in about year 9 that I wanted to be a winemaker. I stubbornly followed that dream and did my chemistry and biology at KWS to help me on that path.”**

Nadja Wallington, former KWS student



*A solid education in the fundamentals of science at Kinross Wolaroi allowed former student Nadja Wallington to follow her dream to become one of the leading young winemakers in Australia.*

## Nadja Wallington

*Class of 2006*

Winemaker at Philip Shaw wines in Orange and former Kinross Wolaroi School student Nadja Wallington knew she wanted to be a winemaker from the age of 15.

“I actually remember deciding in about year 9 that I wanted to be a winemaker. I stubbornly followed that dream and did my chemistry and biology at KWS to help me on that path. I always liked helping out during harvest. It was a really exciting time on the property and going to the winery and doing the punch downs before going to bed and waking up again in the morning and doing them before school,” she said.

“I never wanted to get stuck behind a desk. Winemaking is pretty hands on and I liked the work. It has a strong foundation in science and is rooted in agriculture which was important to me having grown up on the land.”

Thus, while at Kinross Wolaroi School to ensure a solid understanding of the fundamentals of science she really applied herself to chemistry and biology. This in time she says made her pathway into Oenology easier. “If you learn those things really well early on then you don’t have to think about them so much, it’s subconscious. My education in chemistry and biology that I got at KWS gave me the foundation to build from.

Now when I am making decisions with winemaking those connections are not a conscious thought, I just understand and have more ability to experiment because of that foundation.”

Nadja came to Kinross Wolaroi half way through year 9 after starting her secondary schooling in an all girls boarding school in Sydney. When her younger sister decided a boarding school life in the city wasn’t for her and convinced her father to allow her to start at Kinross Wolaroi, Nadja followed suit. She began her KWS journey in 2003 in the second semester of year 9 as a day student catching the bus each day from their home in Canowindra.

Her father was a doctor and her mother ran the family property and looked after the vineyard and winemaking. Shortly after beginning their time at KWS, Nadja’s father sadly passed away. It was the community and the unequivocal support that came from the staff and students during this time that the Wallington girls came to cherish most at Kinross Wolaroi. “Kinross was an important school to me and my sisters,” she said. “I guess the main thing KWS gave me was a really lovely community. I was really well supported by all of my teachers and guidance counsellors during that time. I don’t think we would have been easy to deal with all of the time back then but they were always supportive of us. It was a hard time to change schools but I wouldn’t have wanted to be anywhere else.”

Since leaving the school Nadja has worked in wineries all over Australia (Hunter Valley, Wagga Wagga, Yarra Valley) and the world (California, South Africa and France). In 2019 Nadja was selected to take part in the Wine Australia Future Leaders Program with 15 other aspiring wine professionals. She’s received the Sydney Royal Show Wine Assessment Scholarship to attend the Australian Wine Assessment Course (AWAC) run by the Australian Wine Research Institute (AWRI) in Adelaide and she is the NSW Director for the Australian Society for Viticulture and Oenology (ASVO). Nadja has been involved in the KWS TREE program inviting students to come to Philip Shaw Wines to learn about the process of winemaking.

Nadja and her husband have recently purchased their own vineyard in Orange, formerly Sassy Wines, where they plan to launch their own label ChaLou Wines sometime in 2021. Also Nadja and her best friend from Kinross Wolaroi Louella Matthews are soon to release “The Somm and the Winemaker” a collaborative wine label established at Nadja’s family winery, Wallington Wines in Canowindra.



# Caroline Kite

*Class of 2003*

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About ten years ago, Caroline Kite had a light bulb moment while designing homes for a Sydney-based architecture firm. The former Kinross Wolaroi School day student had walked into great jobs since completing a Master's Degree in Architecture at the University of New South Wales (UNSW) and becoming a registered architect. However, she felt a calling to use her career and skills to help those less fortunate.

Architecture isn't the first industry that comes to mind when you think of humanitarian causes. However, from 2011 until 2012 Caroline was living in India and volunteering her expertise to design preschools for disadvantaged communities.

"Building a school for a community was life-changing," Caroline said. "It was incredibly rewarding to see children using the building we created and how a well-designed space positively impacted their ability to concentrate and learn.

Ultimately, the school improved their lives and gave them time each day to have a break from their hard lives."

"The experience also taught me the importance of community engagement – it doesn't matter how beautiful you make a building, if you haven't involved the community then they have no connection to or ownership of the building. The long-term sustainability of these projects depends on the people caring for and maintaining them."

Today, Caroline works pro bono for the Anganwadi Project ('anganwadi' meaning 'courtyard shelter' in India) as a board member, which gives her the opportunity to develop strategies to expand the organisation's reach across India and mentor new volunteers. She's also an advocate for the architectural profession as a member of the Australian Institute of Architects' emerging architects and graduates committee. All this while working full-time with a top residential builder, Bellevarde Constructions.



Essentially, if Caroline isn't working, she's still thinking about architecture and talking about architecture with her husband – who is an architect too!

Early on, Caroline knew she wanted to pursue a creative career. Art had been her favourite subject at school and while selecting her HSC subjects, Caroline's mum encouraged her to research the professions that could give her a creative outlet.

"So we met with one of the school's career advisors who suggested architecture as it was a vocation that combined a creative practice with a practical application to the world," Caroline said. "I actually didn't know much about the degree or profession

until I began studying at UNSW and it was only when I started working professionally that I began to feel very passionate about architecture and advocating for good design."

Caroline's parents had always wanted her and her sister, Jessica to attend KWS. Their mum, in particular, was an advocate for having access to a good education.

"Sending us to KWS was her dream because she knew the doors it would open in our life beyond school. We know that our parents made sacrifices for our education – they worked hard to pour most of their income into sending us to school and help support us in our early years at university – which we are eternally grateful for," Caroline said.

“  
**Sending us to KWS was (my Mum’s)  
 dream because she knew the doors it  
 would open in our life beyond school.”**

Caroline Kite, KWS Class of 2003



Outside of work, Caroline has always used running to process the day and clear her mind. When possible, she and her husband enjoy escaping the city to spend time in the Snowy Mountains of NSW or hiking trips to mountainous regions such as New Zealand, Nepal and the Alps in Europe. Caroline says architecture is a highly challenging profession and isn't for the faint-hearted, but is a career to consider if you like being constantly challenged and developing innovative solutions to problems.

Next, Caroline hopes to open her own architecture practice to continue to pursue the work she is passionate about.



“

**In my early 20s, I became more and more aware of the dire situation we are in with respect to climate change, so I decided I needed to upskill and enter an industry where I thought I could have a real impact.”**

Jacob Dalton, KWS Class of 2009



# Jacob Dalton

*Class of 2009*

The Swedish government has an ambitious target of stopping the sales of all fossil-fuelled cars by 2030 to cut transport emissions by 70 per cent. Former Kinross Wolaroi School day student, Jacob Dalton is on a mission to help power Sweden's electricity grid when the country shifts gears to electric vehicles.

Jacob comes from a line of thinkers and travellers. His great, great grandfather James Dalton, originally from Ireland, became the Mayor of Orange in 1869 and established Duntryleague Golf Club, Cook Park and what is now Orange City Centre (originally the Dalton Brothers' building). Jacob and his sister also started their lives with their mother and father in the Philippines before moving to Orange.

Full of wanderlust, Jacob moved to Spain after completing his school years at KWS in 2009 and his Degree in Civil Engineering and Commerce with first-class honours at the University of New South Wales in 2015. Having completed the first year of his Master's Degree in Renewable Energy Engineering at the Polytechnic University of Catalonia in Barcelona, Jacob had the chance to spend his second year at the KTH Royal Institute of Technology in Stockholm, Sweden.

Not only was KTH the number one university in sustainable energy innovations, but also Jacob was impressed by Sweden's proactive stance on climate change.

"In my early 20s, I became more and more aware of the dire situation we are in with respect to climate change, so I decided I needed to upskill and enter an industry where I thought I could have a real impact," Jacob said. "Then I was fortunate to get a scholarship to study a master's degree in Europe."

As part of the master's degree, Jacob wrote a ground-breaking thesis proposing how the household charging of electric vehicles could stabilise the electricity grid.

"One of the fundamental challenges of a 100 per cent renewable energy future is maintaining the electricity grid when the sun doesn't shine or the wind doesn't blow. Then the inevitable shift to electric vehicles globally will place immense stress on the grid if not controlled properly," Jacob explained. "Imagine hundreds of thousands of electric vehicle drivers coming home after work and charging at the same time."

However, what Jacob also realised was that if electric vehicle charging could be controlled, it could balance the grid.

"In simple words: my thesis looked at increasing the charging of thousands of vehicles when the wind is blowing and decreasing the charge when it isn't," Jacob said. "Therefore, it's a win-win: more renewable energy can be added to the grid and electric vehicle owners can charge at a lower cost because the price of electricity is cheaper when the wind is blowing."

Jacob had written the thesis for Swedish energy tech startup Tibber. The bosses liked the idea so much that they offered Jacob a full-time role to turn his idea into a reality!

"I have to pinch myself every day," Jacob said.

Jacob and Tibber featured in Forbes business magazine in August and have secured \$55 million Euros (about \$89m AUD) from multiple investors including the Founders Fund, which also invests in Spotify, Facebook, SpaceX and Airbnb.

Jacob said studying advanced Maths and Physics at KWS prepared him for his engineering degree and hopes current KWS students will consider entering the renewable energy industry.

"It can provide a secure, rewarding and vastly meaningful career, playing a role in what is arguably humanity's greatest challenge today: the fight against climate change," he said.





## Matthew Pritchard

*Class of 2008*

Matthew Pritchard had no idea 15 years ago while serving popcorn at the cinema in Orange that one day he would make it onto the big screen. Yet in 2018, the former Kinross Wolaroi School day student (and son of KWS Junior School Teacher and Stage Coordinator, Mark Pritchard) was cast to play a large supporting role in the new movie, *The Legend of the Five*.

The family fantasy story follows five teenagers who are transported to a magical forest where humanity is under threat. Matthew played the Gatekeeper and had fun spending the day in make-up and costume.

“My character needed a lot of prosthetic make-up, so I was in the hair and make-up chair for around an hour-and-a-half, followed by touch-ups later on! This included a full facial prosthetic, bald cap, fingernails and stuff on my teeth.

On-set, I spent most of the day sitting around looking terrifying because too much movement would affect the makeup, so I was basically a statue for a while before my scenes began,” Matthew said.

“Doing my scenes was so much fun. The Gatekeeper was a very big, Monty Python-esque character, so I got to be extremely dramatic and over the top. Characters like that are so much fun because there’s not really such a thing as going too big.”

This was Matthew’s first role in a feature film and a proud moment for the 30-year-old after bravely changing career paths in 2015.

For a long time, Matthew’s goal was to become a screenwriter and so after school and several years of working at the cinema, a book shop and packing plant, he moved to Wollongong to study a Degree in Communication and Media Studies, majoring in Screen Writing.

Matthew was a natural talent and his science-fiction comedy series *Pegasus* was shortlisted in 2013 in the Australians in Film’s Gateway LA screenwriting competition. However, during a short break after university, Matthew realised he would rather be acting than screenwriting.

“

**I enrolled in a few short acting classes to test it out and fell in love.”**

Matthew Pritchard, KWS Class of 2008

“I enrolled in a few short acting classes to test it out and fell in love. From there, I took a range of classes to try and upskill as quickly as possible, to develop the abilities I needed to be cast in projects,” Matthew said.

However, it was going to be a hard act to follow and Matthew was worried it was too late to pursue a career that others younger than him already had more experience in.

“I didn’t study Drama in High School and I wasn’t in any school plays after Primary School (except for a small role in *The Sound of Music* in Year 11). So I kept telling myself that it wasn’t realistic to pursue acting,” Matthew said.

That was until a friend reminded Matthew that it’s rarely too late to start most things in life.

I know it can feel like actors have been doing it since they were born, however, it really is never too late,” Matthew said. “A good friend of mine always reminds me that there’s no clear metric for success in the creative arts and showbusiness. You’re the one who gets to decide when you start and when you finish.”

“One of the other really important things I learned was to develop a support network and do your homework, ie. learn your part. You could be the best actor in the world but if you’re a pain to work with, it can have a negative impact,” Matthew said. “Basically, work at being the best you can be and be good to your co-workers. It’s not that different from any other job involving teamwork.”

Between roles, Matthew admirably works a day job in the editorial department at a website to pay the bills and cover acting classes.

“Anyone who works in the creative arts will tell you it’s a bit of a grind – paid gigs can be few and far between, and there’s a lot of uncertainty,” Matthew said. “An opportunity will seemingly present itself and disappear just as quickly.

But you just keep moving ahead looking for the next one.”

Matthew has a few projects lined up and is living every day with his fingers and toes crossed for his next big part ●

# ALUMNI ACHIEVEMENT

## Codey Swadling

*Class of 2015*

It is with great pleasure that we announce that one of our KWS Scholars has been selected to attend the prestigious University of Oxford in the United Kingdom.

In October, Codey Swadling took up a place in the Balliol College at the University of Oxford and embarked on a Master's Degree in Classics. A wonderfully enriching and life changing adventure for him.

Codey graduated from KWS in 2015 and in that year was named DUX of his cohort with an ATAR of 99.75. Since leaving KWS, he has studied Arts Law at the University of Sydney and been a member of St Paul's College. His gift and passion for the Classics saw him win the highly prestigious University Medal for Latin – an outstanding achievement.

We wish Codey every success as he immerses himself in the rich history and stimulating environment of Oxford ●



# ANNOUNCEMENTS

## Births

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**BOBBY HENDRIX GEORGE GROGAN**

Marnie Grogan (KWS Academic Staff)  
and partner Josh Lawler  
A baby boy, Bobby Grogan  
Born 13 July 2020

**ASHER TAYLOR CORINTH**

Luke Corinth (Alumnus of the Class  
of 2006) and wife, Kat  
A baby girl, Asher Corinth  
Born 11 September 2020

**REMY GEORGE GEORGIU**

Jade Georgiou (KWS Academic Staff)  
and husband, Matthew  
A baby boy, Remy Georgiou  
Born 1 October 2020

**EMILIA JAY COOTE**

Richelle Coote (KWS Academic Staff)  
and husband, Sam  
A baby girl, Emilia Coote  
Born 2 October 2020

**ISLA JEAN UDY LAWSON**

Jessie Lawson (KWS Academic Staff)  
and husband, Shane  
A baby girl, Isla Lawson  
Born 23 November 2020

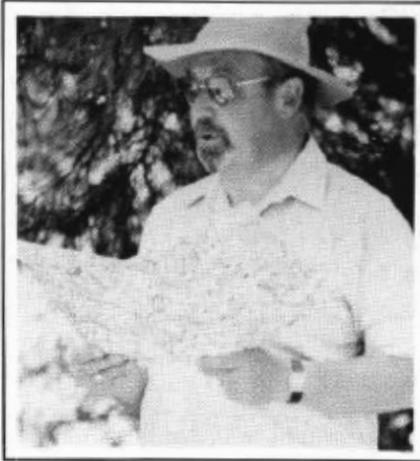
**ANNABEL LAUREL GRIVAS**

Sophie Grivas (KWS Academic Staff  
and Alumnus of the Class of 2006)  
and husband Mark  
A baby girl, Annabel Grivas  
Born 26 November 2020



Bobby Grogan

## In Memoriam



**PETER VEENSTRA OAM**  
*Kinross Wolaroi Ex-Staff*  
27 September 2020

The Kinross Wolaroi School Community joins with other members of the Orange community to mourn the death of Mr Peter Veenstra OAM, who died on Sunday 27 September after a long illness.

Deepest condolences are extended from the entire Kinross Wolaroi community to Peter's family and friends.

Mr Veenstra began his employment at Kinross Wolaroi in 1984 and retired at the end of Semester One 1999, after 15 years' service as a teacher and leader. He was Senior Tutor for 12 years, developing the Tutor system to become a prominent part of School life. During his time at the School he taught Mathematics, Computing Studies, Design & Technology, Agriculture and Religious Education. Peter was heavily involved in the full life of the school and he held a long-term role as Head of the Resource Department, which included the 'Gifted and Talented' program and academic support. For his final two years he took on the role of Personal Assistant to the Principal, Mr Alan Anderson.

From his first year at the School, Mr Veenstra was involved in coaching and supporting the School's rugby program.

He was appointed MIC Rugby in 1991 and in 1992 was a member of the NSW Rugby Union Coaching and Development Committee. For many years he coached the 2nd XV and was Team Manager of the 1st XV. In 1995 he coached the 13B to an undefeated WAS premiership, with another premiership the following year as the 14B.

Peter coached and umpired the 15A and 2nd XI cricket teams as well as athletics over the years. He was also a Lieutenant in the Cadets, running an automotive course where cadets learned to service the School troopies and fourwheel bikes.

Peter's love of rugby persisted throughout his life, seeing him serve as CEO of the Central West Rugby Union for 31 years and decades of service on the Board of the NSW Country Rugby Association, later serving as its Patron.

In 2017 he was awarded a Medal of the Order of Australia for service to rugby union, and to the community of Orange. The award acknowledged his work with community organisations including Royal Far West, Australian National Field Days, Orange Police Citizens Youth Club, Lyndon Community Drug and Alcohol Service and as a Councillor for the Cabonne Shire Council.

On a light-hearted note, stories of his time at the school include his 'special' gear changes whilst driving the bus to Guthega for the annual ski trip, as well as inadvertently dropping Mr Holmes and Mr Hibbard in a location that forced them to carry a boat down a ravine for an ill-fated cadet camp reconnoitre.

Peter was a loved and respected member of the Kinross Wolaroi School community.



## In Memoriam

### ANTHONY PAUL BIRRELL

29 October 2020

It is with a great deal of sadness that we advise of the passing of Dr Paul Birrell, dearly loved husband of Mrs Terrie Birrell, Weymouth House Mother at KWS.

Terrie has penned an In Memoriam piece for Paul and has shared with us some very special memories of her dear husband:

*Regrettably, Paul Birrell passed away peacefully at home in the early hours of 29 October 2020.*

*Paul's wife, Terrie, has been the House Mother of Weymouth House since 2013.*

*Paul leaves behind Jemma, Sarah, John (Class of 2006), Harry (Class of 2008) and Jackson (Class of 2010) and loved brother of Ian.*

*Almost three years after a debilitating biopsy for a brain tumour, Paul was farewelled looking over the majestic greens at Duntryleague, one of his favourite places along with the KWS rugby fields and his beloved farm.*

*Growing up in Sydney, Paul went on to study medicine at the University of NSW, specialising in anaesthetics. In 1981, he moved to the Southern Highlands with his then wife, Carol and their two young daughters, Jemma and Sarah. Unfortunately, their marriage ended and Paul eventually met and married Terrie.*

*Paul and Terrie relocated to Orange in 1988 where Paul joined the fledgling Orange Anaesthetic Group.*

*Recognising its potential, Paul purchased 230 acres of untamed farm land nestled secretly under Mount Canobolas, where he proceeded to perfect his beloved farm and build his dream home and gardens, all whilst producing and raising three wonderfully boisterous young sons, brothers for his beautiful daughters.*

*Kinross Wolaroi played a huge part in Paul's life with his three sons attending from Kindergarten through to Year 12; Paul always said the best money he ever spent was sending his boys to the Kinross Wolaroi Preparatory School.*

*Along with his passion for golf, French and Bridge, Paul had a black belt in karate, made many humanitarian trips to struggling overseas countries, spent nine years as the MAC Chair of Dudley Private Hospital. He managed to strike a healthy balance between hard working and frequenting the great local restaurants and cafes of Orange with colleagues and multitudes of friends.*



*In his latter years, Dubbo Private Hospital became a second home and family to Paul. He recalled these as some of his favourite years in anaesthetic practice.*

*Paul had a magical life but sadly it came to an end too soon – but as he often said, “If I dropped off the perch tomorrow, I’ve had a great life.”*

*We just don’t ever think that we will actually ‘drop off the perch’, but Paul was*

*an example of making every day count and he even came to faith in his last years.*

*Paul Birrell was a bright, generous and kind man – adored and respected by his family and many friends, he is greatly missed.*

**NAN DEAN**

*Kinross Wolaroi Matriarch  
19 November 2020*

It is with great sadness that announce the passing of Mrs Nan Dean. Nan was the dearly beloved wife of the late Bill Dean and together they had a long association with Kinross Wolaroi School. Bill was the first Chair of the Kinross Wolaroi School Council 1975-1976 and one of the School's wellbeing day houses has been named in his honour. Nan was the adored mother of Elizabeth and mother-in-law to Elizabeth's late husband, Glyn Carpenter, much loved Granny of Catherine and Andrew Litchfield, Ian and Sidonie Carpenter, Janet and Stephen Martin, Great Granny of Charles, Alice, Phoebe and Jock Litchfield, Lucy and Stuart McKenzie, William and Olina Carpenter, Brooke, Sophie, Olivia, Angus and Philippa Martin, Great, Great Granny of Archer and Olive McKenzie and Leo Carpenter. Nan was a true devotee of the School and was always in attendance at official school events including Celebration Assembly and Speech Day and never missed the opportunity to attend Grandparents Day in the Junior School. For those who had the pleasure of knowing Nan, it would have been evident that she was very passionate about the KWS community.

Nan's grandchildren, Catherine, Ian and Janet, shared their reflections at her funeral in November. Below is an excerpt from Catherine Litchfield.

*"Granny was born on Saint Valentine's Day 1922, fittingly, the day celebrating love. It was one of the most traumatic entries to the world, her arrival coming the day after her father, Bruce Jehan died from complications of the Spanish flu, aged 26. Nearly 100 years later Granny has passed away while the world is again suffering from a pandemic. Her mother Catherine, with support from 5 aunts and grandparents, raised Granny as a single mother in Lindfield.*

*When Granny left school, she completed a secretarial course and began work at the Perpetual Trustee Company. Here, she met the love of her life William (Bill) Dean in 1940 and, as a result of a quick-let's-get-hitched-before-you-go-away-to-war decision, the pair were engaged in 1941.*

*We all know how much Granny loved her given name. We always loved the story of her first ever date with Gramps and how he arrived in his old convertible Morris with a very large "Agatha" painted across the side of the car. You could imagine Granny's expression!*

*Whilst Gramps was at war, Granny was a Voluntary Aid attached to the Royal North Shore Hospital. Unfortunately, Gramps was the first person injured at the Battle of El Alamein. The family received word that Gramps had been injured and wasn't expected to live. Two weeks later they received word that he was in a British hospital and not all hope was lost. Gramps returned after a further six months and they were married in June 1943.*

*Elizabeth arrived in July 1944. Her arrival gave him a purpose to live. He was in and out of hospital for 7 years, so she essentially relived her mother's experience raising a child single-handedly. She also looked after her aunts and was devoted to caring for them all.*

*The Dean family moved to Orange in 1962. The transfer with Perpetual Trustee was made to improve Gramps' health. And the tree change certainly worked.*

*On arrival to Orange both Granny and Gramps immediately became involved with the community joining Legacy, Torchbearers and Cancer Patients Assistants Society (now CanAssist). Gramps joined the Council of KWS in 1963. Both Gramps and Granny gave enormously to those community associations and the school over the years. Both supported their grandchildren at athletics carnivals, musicals, cadet dinners and speech days. We have no doubt Granny would hold the record for the greatest attendance at KWS functions – a 60-year association of which we are enormously proud. The principal of KWS said the other day on learning of Granny's passing, "Oh how sad, she is Kinross Royalty!" ●*



# FROM THE ARCHIVES

## The coming of the end?

*From The Gleam, 1970*

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It was a cold September day in the year 1973, the year, during which so many fortune-tellers had predicted the coming of the end! As yet the world still stood in one piece, although things were quite out of the ordinary.

Pollution had taken a firm grip on the whole world and it had taken such a short time to do so. The prophecies that gas masks would have to be worn in the cities had come true. The situation was becoming worse.

Gradually this year, the city dwellers were becoming fewer and fewer in number. Pollution was like some mysterious plague which bred in dark corners and attacked its victims from these retreats. People were dying and yet nothing was being done to solve the pollution problem. It seemed now, that the world was doomed and people no longer scoffed at the prophecy that the world was coming to an end.

It was exactly one year later. Science once again had proved predictions to be wrong. The problem of air pollution had been solved and people no longer had to wear gas masks. Just goes to show how wrong prophecy can be! However, if it hadn't been for modern science perhaps we wouldn't be here today.

It's 10 years since that trouble and today we enjoy the comfort and convenience of many inventions of scientists. The world is advancing in every way.

Wonder where we'd be without science, though?

— *Susan Drummond-Forbes*

## A drought

*From The Gleam, 1970*

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The sun starts to set across the desolate country; the dead trees stand like statues on a red and yellow carpet. The sky has colours of purple, pink and yellow. The cows are dreary and the sheep are sweltering. The farmer and family are at home in the huge house which needs painting but they cannot afford to paint it yet. The mosquitoes buzz around the gauze on the windows, the flies crawl around the windows carrying germs with them. The household is all asleep. Night passes without a sign of rain, and everyone gives up hope, they don't think rain will ever come.

Morning comes, the household wakes early with the steaming heat. They have breakfast, then the boss has to go and have a look at the withering cattle and sheep. Bones lay scattered everywhere, old stumps, sticking up out of the scorching ground.

The dams are dry and all the fish that were in them have died. The troughs still have water in them for the cattle to drink, the hayshed is nearly empty. There are only 100 head of cattle left and 20 sheep. Some were sold and some died on the desolate land. The day ended and night fell.

The wind rose a bit and some clouds began to scatter over the sky which had been blue for months and months.

Suddenly lightning flashed, thunder roared and down fell the rain.

— *Jeanette Swift*

## H.M.S. Pinafore

*From the Wyvern, 1970*

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This year, for the first time in the history of the school, it was decided to attempt a musical production, with Gilbert and Sullivan's opera, "H.M.S. Pinafore" being the production chosen.

From the beginning of the year Mr. Greenhill and Mr. Parker were looking out for possible principals; two or three of these were chosen early with no excuses for non-participation being taken. After the principal roles had been cast, rehearsals got off to a shaky start.

Then, before we knew it, half of the year had gone and we were only 13 days from our first public performance and some principals still didn't know their lines. Tempers were becoming frayed and it seemed at times, that it would be impossible to have everything pre-*pre*-pared for the first performance — however, we pressed on!

Back stage on Monday night was a scene of mixed emotion, with some of the younger boys finding it difficult to control a somewhat nervous "bubble", while some of the principals were trying desperately to remember their parts. However, once the curtain went up there was no turning back and everyone did his best with the result that our Pensioner audience received it quite well. True, there were some parts that were a bit rough, which was to be expected, but we hoped these could be "ironed out" before the next performance.

The next performance was the School's Matinee; this we commenced with a little more confidence than had been felt previously and, happily, it was favourably received by the often too critical audience of youngsters.

The Thursday night performance, for the general public, was faced with even greater confidence than the day before. Because of this, and because of an audience that was exceedingly receptive, a splendid performance was given. Needless to say, everyone felt great satisfaction.



By the time Saturday night came round, a combination of nerves and 'flu had taken its toll on the chorus and there were several very disappointed boys who were unable to take the stage for the final performance. Whilst perhaps not as good as the Thursday night performance, this was a commendable show, with the entire cast acquitting themselves well.

It has been rumoured that Keith Fletcher, in the role of Sir Joseph Porter, had much to do with holding the cast together because of his confidence in himself (though he did make mistakes) which gave the rest of the cast more confidence.

Peter Armstrong, in the role of Josephine, made a great contribution to the success of the show while constantly fighting a voice that was wanting to break and his lot was made no easier by the commencement of a bout of 'flu at the time of the performance.

In addition to these, David Wardrop as Captain; Christopher Masters as Ralph Rackstraw; Peter Strempel as Bo'sun; Ian Black as Dick Deadeye and Andrew Brougham as Little Buttercup all deserve special mention for the way in which they set themselves to the task.

Then there is the chorus made up of sisters, cousins and aunts and the sailors. These are the people who really made the whole show such a success. They did a tremendous job and thoroughly deserved the warm congratulations they received.

Now we come to the people who made the whole venture possible: Mr. J. Greenhill did a splendid job as Producer and though there must have been times, during rehearsals, when he felt like giving the whole project away, we were all glad that he did not and our heartiest thanks go with him as he leaves us. Mr. R. Parker, as organist and orchestra conductor, did a marvellous piece of work in providing musical backing and the cast thank him, and his orchestra, most enthusiastically.

The thanks of the cast also go to Mrs. Wardrop and her helpers, Miss Miller. Mr. Hyslop and Mr. Lawson for the tremendous amount of work they put into the making of costumes and the provision of 'props'.

This activity, which has been in the nature of an experiment, has been most rewarding to all those connected with it. I feel that I have gained valuable experience from it and extend my personal thanks to the people who made it possible. It would be very disappointing if, now that the foundations have been laid, no attempt is made in the future to stage another musical.

— K. Fletcher, Form VI ●



KINROSS WOLAROI  
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