



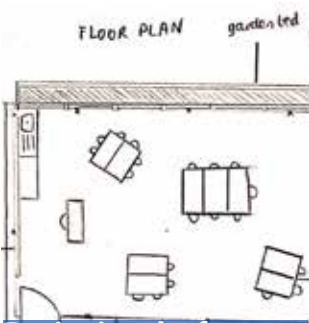
Celebrating culture



Legendary libraries
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Designing the future
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May Moe and Brooke Parker

On the morning of Tuesday 2 July, Morris held the Obon Festival to celebrate and learn more about the richness of Japanese culture. Family and friends of students flocked to the event to take part in the celebrations and entertainment that the day provided.

Obon is an annual festival and public holiday held in Japan during the summer, near mid-August. It is celebrated by family reunions and honouring the spirits of ancestors. During the three days of the Festival, the streets are alive with bright lanterns and skilled dancers.

The opening ceremony of this year's Friends' Obon Festival, conducted in The Farrall Centre, featured several wonderful performances by students.

The Chamber Group played traditional Japanese songs on string instruments and wore beautiful kimonos.

The Year 3s wore origami frog hats and dressed in green as they danced and sang in Japanese around a 'lake'. The Genki Japanese Dance Troupe performed to the Yokai Watch song wearing happis (traditional festival coats) and the Morris Maestros sang 'We're going home' by Vance Joy in English and Japanese.

Year 2 sent an important environmental message in the form of 'mottainai' (meaning 'what a waste'), voicing their eco-concerns by dancing and singing along with the mottainai song. The bento boxes provided at the event were fully compostable (following the wisdom of mottainai) and Year 2 organised the recycling of these, which taught them responsibility and gave them insight into the process.

The opening ceremony ended with year groups displaying their very own beautiful lanterns containing words and pictures expressing what each student was grateful for.



Morris Music Leaders (Amy Ma, Haruka Painter and Jarrah Waddingham), accompanied by Kerry Bennett, play taiko drums to call all festival-goers to the Tanko Bushi Dance. Photo: Zoe Geard

Following the opening ceremony came the Tanko Bushi dance, a traditional coal miners' dance usually performed during Obon, the music for which features a ceremonial jingle and strong beats of drums reminiscent of marching. Year groups performed the accompanying dance in circles, each rising at different times to perform their series of actions and

dance moves.

Lunch was Japanese-style: a pre-ordered sushi box or taiyaki (a waffle in the shape of a fish filled with red bean paste and ice cream; a popular treat in Japan) or a homemade Japanese-style bento. Lunch was followed by students in groups of buddies making traditional festival lanterns. To close the wonderful day, students displayed the results of their

hard work to everyone in The Farrall Centre.

The Obon Festival was a great chance for students and parents to learn more about and immerse themselves in Japanese culture. Teachers and parents did an amazing job organising the event and guiding students. There was a huge amount of support from family and friends and a strong sense of joy throughout the day.

Friends' take flight

Jonah Thiessen

Each Tuesday, a group of twelve steadfast students assemble in the computer room at the top of the art-block stairs where they are given the opportunity to learn about the multifaceted art of aviation. They study maps, flight plans and compasses. They learn about pre-flight checks, longitude and latitude, aerodynamics – everything one needs to both appreciate and then undertake the 'miracle of

flight'.

The feeling of flying solo for the first time is unlike any moment encountered in the life of the average person. To be in complete control of such a complex machine is a privilege that so few get to experience. It is for this reason that Marie Burridge of the Technology Faculty chose to begin the Co-curricular Aviation program in 2015.

An avid aviation enthusiast for most of her life, Marie is fundamental to the School's Aviation program. Marie

became interested in planes at the age of four when she first saw one take off: "I thought it was magic." This fascination continued and in her early twenties she received her pilot's license.

So far in her life as a recreational pilot, Marie has flown over many parts of both Australia and the South Island of New Zealand. She has flown around the Flinders Ranges, landed at the base of Mount Cook and has even flown to the very top of

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Noah Everett (Year 8) in a Cessna 172, preparing for his first flight. Photo: Marie Burridge



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Thank you to the many contributors who have made this issue of Focus possible.

The views in this newspaper do not necessarily represent those of the Members of the Board of Governors or their nominees.

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World of patterns

Philippa Herron

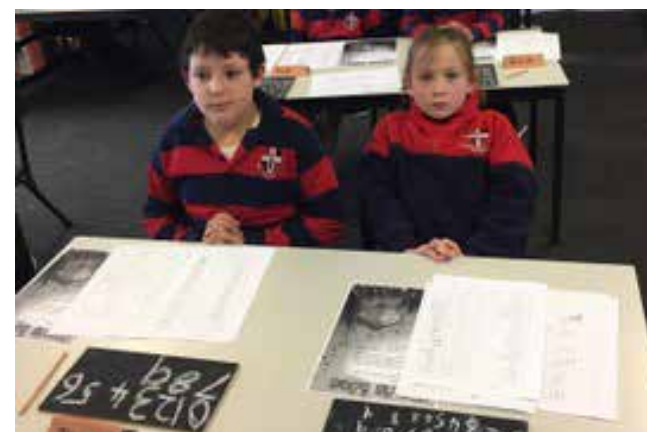
Twelve twos are twenty-four! Six fours are twenty-four!

Throughout Term 3, students in Year 2 have been introduced to multiplication and division. By drawing on their prior knowledge of repeated addition, skip counting and number patterns, students have made connections to these two new mathematical operations.

Students have been encouraged to use a range of mathematical vocabulary that describes the processes of multiplication and division. They continually use concrete materials, illustrations and diagrams to represent their thinking. Making connections to real life scenarios emphasises how useful these operations are for solving problems encountered every day.

During a recent reconfiguration of the Year 2 classroom to create the style of the early 1900s, students had first-hand experience of how multiplication can be understood by skip counting and investigating how an array is formed by rows and columns.

Students have also had fun exploring the Morris environment and classroom to find examples of rows and columns in windows, art work, grates and in packaging that represent arrays. This has highlighted the commutative property of multiplication and allowed them to use their new knowledge to calculate and problem solve, which became useful when working out whether there were enough mugs for hot chocolate!



Sombre and unsmiling students role-playing as Victorian school children! L-R - front to back. Dimitrios Exarhakos, Olympia Polles, Charlotte Schramm, Ben Cooper. Photo: Philippa Herron



Making and seeing patterns helps us to understand the world... and ensure there are enough mugs for everyone to have hot chocolate! Photo: Philippa Herron

Co-curricular clubbing

Debbie Taylor

At Morris there are numerous Co-curricular Clubs available for students from Prep to Year 6 to participate in, before school, at first break and after school. This year we have many new activities at first break run by different teachers and for different age groups, enabling vertical grouping to occur. Some of these are: Claymation Club, Minecraft Club, Art Club, Sewing Club, Makerspace, Netball Club, World Languages Club and Instant Drama.

When asked about this new format, Sophia Nikitaras, Netball leader and Year 6 student, said, 'We get to interact with the younger kids and teach them skills about netball. It happens on Fridays with the support from Kate Foster at first break and it's good to see the children enjoying netball.'

Year 6 student, Jack Leis' co-curricular activity is 'Basketball... on at first break

on Tuesday where Debbie teaches us how to play, with strategies and skills. After school, at the High School, we verse other schools from 3.45-4.30pm. I like it because I get to play with my friends and learn new skills.'

All clubs are advertised in classrooms and on the daily bulletin. Each term a new timetable is created to support both student and teacher choice.



A Morris student enjoying Makerspace 2019. Photo: Catherine Duffett

Poet's corner

I see the light reflecting on the water.
I hear the sand and rocks rustling on the beach.
I feel the waves on my feet.
I like fishing in the boat at sunset.
The luminous light shines onto me, it is warm.

-- Loki Fox, Year 1

Dolphin

The wind howls, the clouds cry, the ocean is a storm,
Only one animal's happiness survives,
The dolphin all in all.
She plays and jumps with the current,
She is in no hurry,
The water dances around her like snow in a flurry.
Her happiness cannot be described
And yet no one knows why.
It's almost as if she can fly.

-- Vega Stoddart, Year 3

Snowflake

The final snowflake,
Fluttering down to the ground,
Life's wandering by,
Tossing away the ancient
Awakening the new light.

-- Stella Pritchard, Year 6



Languages are key to connection

Anna Barratt

The diversity of languages spoken by students in the classroom enhances learning, acceptance and a sense of community.

In an educational context, when bi- or multilingual students are free to select from their repertoire of language this is called 'translanguaging'.

'In Morris, we connect the languages we use. I can use Chinese and English in

my learning at school. The first year I came I felt bit nervous about my language. Now I understand most of the things and if I don't I can ask my friends. Using English and Chinese together is something special for me' (Amy Ma, Year 6).

Walking around Morris you can see and hear children confidently interacting with each other in multiple languages. This also happens across year levels, as students from Clemes to Kindergarten

are introduced to each other and share their 'home' languages together.

'I have a Chinese friend at school, we speak Chinese together when we see each other. It is important to me because it helps my English and my Chinese when speak both. Ansel helps me say words and ideas in English when I am not sure. He speaks with me in Chinese and English. Then I remember the words he says and I can share them myself' (Vivian Shao, Year 1; translated by Ansel Luk, Year 11).

We have students who research their ideas in Home Language and then share this information with their teachers and peers in English. There are many ways that we can encourage our students to celebrate multilingualism.

One of the ways parents and other community members bring their Home Languages into classrooms is through sharing picture books with the whole class. This encourages



Ansel Luk (Year 11) and Vivian Shao (Year 1) sharing languages, cultures and ideas. Photo: Denise Wadley

rich conversation about the differences and similarities between languages, cultures and stories. It also encourages students to 'read' her thoughts. At Friends' she is encouraged to share her thoughts in Chinese and English. She speaks freely in both languages. I have seen this build her confidence and

and connecting. Vivian has wonderful ideas and experiences. At the start of the year she lacked the necessary English vocabulary to convey her thoughts.

Our extensive Japanese programme and growing number of community members speaking multiple languages allow us to increasingly connect our learning to a global perspective.

her communication skills" (Ansel Luk, Year 11).

Our extensive Japanese programme and growing number of community members speaking multiple languages allow us to increasingly connect our learning to a global perspective.



Children connect with books read in different languages. Seungno Jeong reads to Eugene and his Year 1 class mates. Photo: Denise Wadley

Maths Relay trainees have all the answers

Denise Armstrong

Ready, set, think, run!

You might think we were at an athletics carnival, but these students are actually in training to compete in a challenge called the Maths Relay run by the Mathematics Association of Tasmania. Hundreds of children all over the state compete annually in this event: an exciting and brain stretching exercise for

all involved.

Students work as a team to solve increasingly more difficult Mathematics problems against the clock. Although there is a team of four, one child at a time acts as a 'runner' in order to take the completed solution to an adult marker. Once a solution has been accepted by the marker (and the team can have multiple tries) that runner joins the problem-

solving group to solve the next question. The team is therefore constantly changing and cannot rely on one student alone.

As the Maths Relay 'trainees' have realised, to be a great team member you need to work well under pressure, have stamina, perseverance and the ability to solve tricky mathematical problems in a flexible way. In these training sessions, they combine their

skills of estimation, logic, careful calculation and the ability to analyse and predict patterns.

Looking at a problem from more than one perspective is essential to solve some of the harder problems. Cooperative skills such as listening to other people's ideas, being sensitive to others' feelings, being positive and encouraging are important in forming an effective relay team.

If you are told that your answer is incorrect by the marker, resilience is a key factor. The team must be able to re-focus, look at the problem again and have another go.

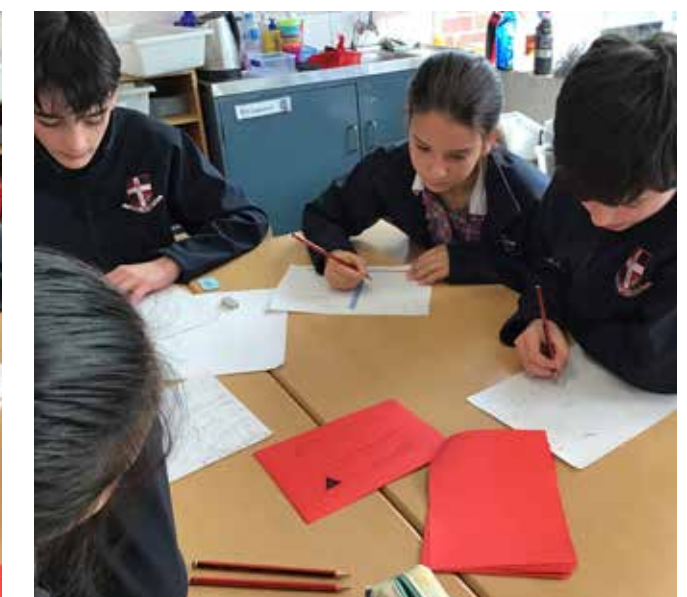
From this year's squad of 18 skilled Year 6 mathematicians, two teams of four students were chosen to represent the School at the southern finals on Sunday 15 September at Rosny College.

In 2018, one of the Year 6 Friends' teams confidently won their southern heat, only to be beaten by mere seconds by another team who then became state champions. As the relays are run in Hobart, Launceston and on the NW coast, often the final result is not known until a few days later.

We wish our talented relay teams all the best for this year's competition.



Year 6 Morris Mathletes working out! Photo 1: (from L-R) Amy Ma, Coey Hung and Oliver Latham. Photo 2: (from L-R) Oliver Latham, Ava Gelman and Charlie Gregg. Photo 3: (from L-R) Cherri Frawley, Tian Peng, Ciaran Fox and Lachie Clues. Photos: Denise Armstrong





2040: The film that's got everyone talking

A review by Lucie Vaughn

Damon Gameau directs and stars in the refreshing documentary *2040*, which details all that human beings

are capable of, if we aim for a healthy earth.

Gameau offers solutions for issues related to agriculture, renewable energy, marine permaculture and the global empowerment of girls,

imagining an Earth in 2040, when his daughter, Velvet, would be 25 years old.

A number of experts from these fields speak with Gameau and children from across the globe offer

their own, at times highly unrealistic yet imaginative, solutions to climate change.

Bright graphics add excitement to Gameau's glass-half-full approach, in which he challenges himself to make

use of technologies already in existence when planning our future.

Released in early 2019 and created as a reaction to the widespread pessimistic climate change coverage in the media,

2040 highlights humanity's strengths, offering a much-needed, optimistic approach to the climate and ecological crisis that faces us in the 21st Century.

How could the School's buildings and grounds be more sustainable? Practical? Beautiful?

Lewis Morphett investigates and reports 'the word on the street'



Thomas Febey (Year 6): I think that we need some solar panels.



Jameson Eastoe (Year 6): I wish there were a lot more trees and bushes in the play area, so people could play in them and appreciate them more.



Noah Bendall (Year 6): I think we need a sustainable heating system.



Emma Gardner (Year 7): I think the School could be more beautiful by planting more trees and making students more aware.



Logan Boxall (Year 7): The School definitely needs more bushes, gardens and plant life.



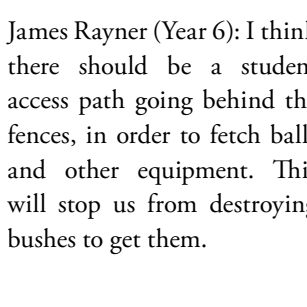
Felix Churchill (Year 8): Ensure that people don't litter, and have a better system to deal with the litter that already exists.



Chris Evans (Year 8): We could use solar panels and more natural lighting in classrooms.



Brianna Gillespie (Year 8): Trees! More trees!



James Rayner (Year 6): I think there should be a student access path going behind the fences, in order to fetch balls and other equipment. This will stop us from destroying bushes to get them.



Sam Jones (Year 9): Perhaps the school grounds could be improved by adding some more bins for general waste.

Friends' take flight

Continued from page 1

Mount Aspiring.

The flight training program with Par-Avion, organised through the School, gives students the opportunity to experience what it's like to fly a small aircraft. With most students able to partake in their first Trial Instructional Flight (TIF) just three months after joining the program, prospective pilots need not be concerned that their eager feet will remain planted on the ground for much longer than necessary.

After their TIF, further lessons in flight control

manipulation and basic manoeuvres, navigation, reading the weather and filling out a flight plan culminate in navigation flights: three students with an instructor in each aircraft.

Students don't go on to get their pilot's licence through the School – "I wish they could!" Marie says – but based on their involvement in Co-curricular Aviation at Friends', some students have gone on to start their training with Par-Avion. This occurs outside of school time or once they leave the School.

One such student has recently gone solo, putting into practise all that he has learnt via the program. Another has won a prestigious aviation scholarship and two more have also started their training in earnest. Others are waiting until they finish Year 12 and are considering the career options the aviation industry offers them.

By exploring their interests in flying, students are given a clear focus and added structure to their approach to study, which helps them to reach their goals, aviation-

related or not.

It is clear that through the guidance of Marie's Co-curricular Aviation program and plenty of dedication, students interested in flying can attain lifelong skills that truly enable them to see the world from a different perspective.

Right: Friends' Fliers at Cambridge Aerodrome. From left to right: Steven Shen (Year 11), William Baird (Year 10), Blair Shaddock (Year 10), Ireland Rugen (Year 11), Alexander Mateevici (Year 10), Jacques Gurney (Year 10) and Lachlan Hutchinson (Year 12). Photo: Marie Burridge



Fair or unfair?

Melanie Neville

At Friends' Early Years the children have been learning about 'becoming aware of fairness', which is an important part of developing an understanding of how children connect with and contribute to their world. For children to 'become aware of fairness' is a key component of learning under Outcome 2 of Being, Belonging, Becoming: The Early Years Learning Framework for early childhood.

At Friends' Early Years educators teach young children about fair and unfair behaviour through taking advantage of the everyday teachable moments. For example, helping the

children identify fair and unfair behaviour in each other during play and group experiences.

To facilitate early learning about fair and unfair behaviour educators promote each child's understanding of prosocial values and behaviours, such as empathy, inclusion, sharing, cooperation and helping others. This helps embed children's developing ability to recognise unfairness and bias and the capacity to act with compassion and kindness.

Educators provide a range of learning experiences that help the children recognise their own feelings and the feelings of others which supports learning about fair and unfair behaviour. Educators also ensure that

the learning environment is rich in expressive language, providing the stimulus for children to put their thoughts into words and sentences as they explore fair and unfair behaviour.

Through play, children develop an understanding of their social worlds. They learn to trust others, share, negotiate, take turn and resolve conflict. Children develop new skills and knowledge by being active and engaged participants in their learning and therefore start to develop an understanding of how treating people fairly helps them to connect with and contribute to their world.



Full STEAM ahead!

Lucy Cox

The Friends' School offers many wonderful experiences to students. One of these amazing events is the Year 7 Connections Program.

The Year 7 cohort consists of six different classes: Oats, Mott, Walker, Penn, Backhouse and Fry. These six classes are paired into Oats and Mott, Backhouse and Fry, Penn and Walker: they are sister classes to each other.

The Connections Day runs for one day every week, every week of the year: Backhouse and Fry on Tuesdays, Oats and Mott on Wednesdays and Penn and Walker on Fridays. The students get permission to wear their sports uniform for the entirety of the day with different activities planned for each Connections Day.

Students get to experience varying activities in the Connections Programme, including a mindfulness unit at the beginning of the year, shadow puppets, a day of

dance and the opportunity to go up Mt Wellington and play in the snow.

A new Connections Day activity was introduced this year called STEAM.

STEAM stands for Science, Technology, Engineering, Arts and Maths.

A few weeks into Term 3 as part of their STEAM project, the different Year 7 classes used recycled materials such as plastic bottles, straws, paper and cardboard to make musical instruments such as drums, guitars and flutes.

STEAM is a great introduction to the fun side of science and maths and an opportunity for students to develop teamwork skills as they create their instruments.

Charlotte Cox from 7 Fry said, "STEAM was a fun day. We got to make different things and interesting things. It was very enjoyable and I'm glad that we got to experience it."



Caitlyn Dakin with her amazing guitar. Photo: Jen Fearn



A milk bottle guitar. Photo: Jen Fearn



Recycled instrument. Photo: Nicola Collins

Brain-y stuff!

Nadine Frick

For one week in June, Year 8 students explored all things brain. The Year 8 Connections Week - more commonly referred to as Brain Week - was led by brain expert, John Joseph, and commenced with The Dissection.

Students piled into The Farrall Centre, sat in groups at numbered tables and were guided by John as they each dissected a lamb's brain,

getting to know its anatomy and drawing and labelling their own 'map of the brain' in their workshop booklets.

Those who, for various reasons, could not be part of the dissection experience didn't miss out, working with Lou Giudici to analyse the brain via a pull-apart model.

When I asked Lou why The Dissection, she said, "...this is a 'hands on' experience to connect the students with the physical reality of the

incredible organ that is the brain. The hope is that they will then connect this to a deeper understanding of their own brain."

The brain continued to be dissected in many ways during the week with a range of workshops and seminars looking at brain and mind-related things, such as the importance of sleep and nutrition for a healthy, developing brain; how memory and perception

work; how the brain influences emotion and how mindfulness practice can influence the brain. Brain Week is all about students keeping the brain in mind and 'minding their brains', becoming more aware of, as Lou says, '...the incredible complexity and power of how our brains work, how much we know and why, and how there are still things we don't know.'



Dissection reaction! From L-R: Jemima Webster-Jones, Christopher Evans, Eric Chen, Ella Newman. Photos: Stuart Packwood



Year 9 Camp & Connections - Moments

Pink dot memories

The pink dot on my sports shoes was probably my strongest link to one of the most fun experiences for the term. Yes, it was only half a centimetre of magenta spray-paint that I had accidentally dripped onto the side of my black runners as I painted the Quaker Values onto the slippery, blue wall near the Foods room, but it was a connection none-the-less and it reminded me of the day I got to try something special. If only I had managed to get it on both of my shoes; they are rather dull on their own.

Reflections on Connections: Mural Painting by Eliza Castley (Yr 9)

Leap of faith

I'm standing above the water. Rough, sharp rocks jut out of the cliff face. Adrenaline is pumping through me; my nerves rocketing through the roof. "Jump! Jump! Jump!" comes the chorus from my friends, urging me to take the leap of faith. I know that I'll regret it if I don't. So, I jump. For the first few seconds, I'm free-falling through the air. It feels like I'm travelling in slow motion, everything blurring before my eyes. When I reach the water, it's with a large splash. It's cold but invigorating, and I feel like I've conquered the world.

Reflections on Connections: Coasteering by Lily Neyland (Yr 9)

Year 10 ABC Days - Moments

Eden

It was a cool Thursday morning and the gardens were full of lush plants, fruits vegetables and herbs. I was given the task of plucking fruit off of the trees: native species of berries and apples. The sweet scent of fruit filled the air around me and, when no one else was watching, I would slip a couple of berries out of the basket and into my mouth. They were sweet, sour and juicy. Beautifully grown crops for the simplicity of their taste and nothing more.

Reflections on Botanical Gardens Service by Elsa Double (Yr 10).

Pitch black

The pitch black surrounding her was exhilarating. Her head was hot and her hands were sweaty. Her body felt heavy as she made her way through the twists and turns of the space.

She used her feet to push off the walls and used her outstretched arms to pull herself through tight gaps.

She looped back over herself like a gymnast. She slid on her back, not knowing what her next turn would be. She pulled herself out of the tunnel, ready for her next challenge.

Reflections on Rock Climbing Tunnel by Miranda Vaughn (Yr 10).

Lesson

My mind was racing with thoughts, one after the other, dreading the different ways that this situation could get worse. I had to teach the amazing ways of recycling to a bunch of kids who were only eager to play and dance. I glanced at the clock, counting the minutes that this hour would come to an end. I had no clue about recycling. I had no clue about how to make learning fun. My heart started to pound faster and faster. My palms were getting clammy. I glanced around the room; at the little monstrous eyes gazing at me. As I glanced, I saw one pair of eyes looking at me in a welcoming manner. I put my petty nervousness aside and started to talk about recycling.

Reflections on teaching at Friends' Early Years for Service by Amasha Wijayasinghe (Yr 10).

Books alive! Story time

Book Nook Recommended Reads

All the Light We Cannot See by Anthony Doerr

Reading this beautiful novel is an enlightening experience. We follow the journey of two children from different worlds as they face their own, sometimes startling challenges, during World War II. Forces beyond their control see them travel from their homes and cross paths briefly. The empathy you feel for the main characters is heightened by their innocence as children. All The Light We Cannot See is told in such delicate but evocative prose. It is a journey you should take so you can also experience the resilience and compassion shown by Marie-Laure and Werner.

-- Stacey Pryer, Clems Teacher Librarian

Hidden Depths by Ann Cleeves

After getting over my tendency to call the author Anne of Cleves, I was launched into a mystery involving several murders where the victim was left in water, covered with flowers. The detective in this case was DI Vera Stanhope, and you may be familiar with the name as there is a television series based on this (and other) books. This story was gripping and quite dark as one grappled with the various psychological reasons for what happened and what would happen next.

-- Katie Stanley, High School teacher librarian

Story Thieves by James Riley

What would you do if you discovered you were imaginary; that your life's heartbreaks and triumphs were all made up by someone called an "author", and you exist purely to entertain other people? When a book character escapes to the real world in *Story Thieves* and discovers just that, his horror turns to anger. It is a fast-paced story that will make you question what you believe is real and what is not! Recommended for Year 4 and up!

-- Sharon Ryan, Morris teacher-librarian

Sharon Ryan

'Reading is my secret power' was the theme of this year's Book Week, but at the annual Morris assembly, there was nothing secret about the power of literature to unite, educate and entertain.

Year 6 hosted the event, which began with Morris teachers promening their secret super powers on stage! Each year group then performed an item based around an Australian author, illustrator or story.

In a thought-provoking celebration that was at times raucous, and others silent, the audience was treated to the insect noises and movements of the Kinders, the collective

nouns for the performing animals in Prep and Year 3, the different thinking hats and beautiful artwork displayed by Year 1, Year 2s' indigenous Dreaming story about how the birds got their colours, Year 4s' marine environment tale about the need for balance and action, the entertaining book recommendations of the Year 5s, and the Indigenous totem animals and their meanings revealed by Year 6.

The assembly was, once again, testament to the rich imaginations and creative talents of Morris students and staff.

Left: Oliver Weatherill (Prep). What is the collective noun for sharks? Photo: Sharon Ryan

Story time



Leo Oakley (Year 7) with his maracas. Photo: Nicole Parums

National Simultaneous Storytime (NSS) was held on Wednesday, 22 May in schools across Australia and New Zealand.

On NSS Day, as Friends' has done for the last three years, students from K-12 across the school, along with students from all other participating schools across the nation and over the Tasman Sea, read the same book, on the same day, at the same time.

The story this year was Matt Cosgrove's 2018 picture book, *Alpacas with Maracas*, about a pair of best friend alpacas who choose to enter a talent contest in which they decide to play... maracas!

At Clems, Nicola Collins worked with her Year 11A Drama class to produce a dynamic reading of the book. At the High School, teacher librarian Katie Stanley, worked with Paul Goodluck's Year 7 English class to help them produce their own poems based upon the book. Katie also worked with the Languages Faculty to help translate the story into German, Chinese, Japanese and French so that the book could be read in all language classes, at various year levels.



Morris students reading the book in their mixed-aged groups. Photo: Sharon Ryan



Stories: Bite-sized

Sophie Rackham

On 24 July, Tracie Acreman's Year 8 English class found themselves patrons of the Sci Fi Café set up in the High School library. The mood was set with the *Star Wars* 'Cantina' music playing in the background and a banner displayed on the whiteboard, welcoming them to the café.

Split into table groups, students could order books from a unique menu and sample their chosen delicacy for 10 minutes. With different subgenres available it was a chance to try some books that would have otherwise gone unnoticed.

After reading, they discussed their sci fi samples, led by prompting questions on the reverse side of the menu. Finishing this, they moved around to another table to try a different set of books.

After hearing about how successful it was, Kim Carrods decided she would do something similar with her class, except instead of going to a café her students found themselves partaking in a round of speed dating.

In a similar fashion, only with books of the dystopian genre instead of sci fi, the students would read for 10 minutes before discussing with their partner. After the discussion they would



From left to right: Josie Gunner, Reichan Bransden, Thomas Double, Isabelle Gan-Pain enjoying their appetisers. Photo: Katie Stanley

move onto the next partner, working their way around the table. Katie Stanley, the high

school teacher librarian, on reflection of the event stated, "It's something I would like to keep doing."

Magazines: Exclusive

Christina Bock

Split There is a section of the Clems Library dedicated to student-made magazines. These magazines are created by Year 11 and 12 students undertaking the Media Print Production course. Clems teacher librarian, Stacy Pryer commented that "They're very interesting... [and] ...Beautifully done."

The earliest examples are from four years ago as the

task to create a magazine was first introduced to the course in 2015. All the magazines are different and interesting, making it difficult to say one is better than the other, and they cover a wide range of topics and styles from lifestyle to travel and sport, art to youth culture, and gardening to real estate. 2018 additions to the collection include a youth lifestyle magazine titled, *Just Kids*, by Maree

Nikimaya and, Eco-centric, a 'green' lifestyle magazine by Hannah Maree.

Students can access these magazines through the school catalogue and also through the Clems Library, where they can be borrowed and read. Some will soon be moved to the archives because their numbers have been steadily growing, however, they are all great magazines and many would enjoy reading them!



A collection of the magazines in the Clems Library, ready for the reading. Photo: Nadine Frick



A generation of humour

Emily Heathcote

On Thursday the atmosphere at the Bill and Majorie Oates Centre was one of barely contained excitement. There was a large audience of friends, family and other students, all excited to see the TCE 11A Drama class's original devised theatre performance *Talkin' 'Bout the Generations*.

The TCE 11A Drama class aimed to explore the titles of different generations, from 'Baby Boomers' to 'Gen Z', and devised a variety of self-made scenes to convey the differences between the mindsets, values and stereotypical characteristics that each of the different generations are typically associated with.

The play incorporated texts from figures such as Prince Ea's powerful YouTube video, *Dear Future Generations: Sorry*, and from another Friends' student, Amelia Neylon's, poem, 'Rainbows'. This led to the work having an environmentally aware and charged message, in line with recent School Strikes for Climate that have been carried out by Gen Z, the generation of the cast. This was incredibly timely, as it was performed during Sustainability Week at Clemes, a week dedicated



'Headlines': (L-R) Vasco Pogade, Ireland Rugen, Jack Smith, Jade Gluskie, Emily Jones, Ellie Griffin
Photo: Nicola Collins

to the celebration of the environment and changing perceptions towards its treatment.

The production also explored the changing form of the family, from the nuclear setup (common to Baby Boomers) to the 'latchkey kid' (also encompassing Gen X), as well as the changing form of the workplace and how this is affecting Millennials and, very soon, Gen Z. This was an important sociological note on the ever-changing state of society and differing norms that, I believe, would have made the cast understand more about their parents' point-of-view than they would care to admit.

The show was well received by the audience. Liam Young, an audience member, said the show was 'very informative' and 'bold'. This echoed statements of other audience members who thought the show eloquently explained generational gaps by employing many comedic techniques.

The play's final message was the reading of Jonathan Reed's poem, 'The Lost Generation'. It is a palindrome poem: understood if read forwards or backwards. The actors first read the poem forwards, revealing a dejected view of the future of humanity and the earth. However, it was then read backwards,

which revealed a message of hope and action, offering an alternative to the sad projected course of history. The contrast of cynicism and optimism allowed the audience to understand how much their perception could actually change the course of history and this final note left everyone in the audience shocked about how deep and moving the underlying messages of this play were.

This self-devised performance was an amazing effort by the Year 11A Drama students, their director Nicola Collins and the crew members, Maisy Butchart and Manoli Papastamatis. I wish you all could have seen it!

An actor prepares

Gryff Connah

With the School's array of plays and productions constantly served up for our entertainment, food for thought is plentiful and presented in a fine-dining manner. These performances raise questions such as: What does it mean to be human? What is love? Why are we here? But to understand these, they have to be artfully communicated to the audience, begging the query: How is it done? How does a performer prepare for such things?

Clemes Drama student, Jack Smith, talked to me about his journey in the Land of Performing Arts.

"You have to know who

the character is," says Jack, in answer to the question 'how do you prepare for a role as an actor?' He makes it clear that one must adjust to the main elements of that role, deciphering from script and subtext whether they are a funny, serious, angry, or just an especially complex character.

Jack mentions the importance of finding the context within the script and the scenario reflecting on how this helps boost the performance.

When I asked about the significance of a good vocal-warmup, Jack said they are vital to effective portrayal of a character. These include physical and vocal techniques that also promote good

posture and body awareness: this is what drama students know as 'Getting into Neutral'.

Jack speaks for the Drama community at Friends' when he recommends it as a future subject at Clemes (in the TCE and IB). These courses offer many opportunities for budding performers, from group-devised plays (such as the recent *Talkin' 'Bout the Generations*) to those which are published, and Jack says that getting into Drama will help you reach those goals, getting you to the height of performing at Clemes. Grade Ten Drama paves the way and if you want to continue with theatre as a career then you should be getting into these classes.



As it is a social and practical subject, Jack mentions the benefits of Drama in building important life skills. Interacting with others and crafting tolerance is crucial in the theatre and in life. Drama showcases these skills in, and through, its students.

Persisting with Drama is the advice garnered from my interview with Jack. And who knows... maybe if you work hard and plan ahead, you too could serve audiences from a menu of masks and magic!

Image of Jack Smith (Year 11).
Photo: Steven Shen

Rainbows

by Amelia Neylon

Let's talk rainbows
fanned out like a deck of cards
clouded by the cigarette smog, choking up the gambling
room as they
sit around the green table
playing a game with high stakes,
with my life
and it seems like it's all in
judging by the amounts of chips on my shoulder
and the grey suits keep dealing aces –
Meanwhile we're all losing.

Let's talk rainbows
loud enough to reach ears shuttered by red fists
willing to hand over a world of greys, pass on this vibrant
shame
to their children

Listen to this rainbow:
Aren't we loud enough for you?
How brilliant must we become to be taken seriously?

Stop draining the world
it isn't your world and it's not your futures you're wasting.
Stop murdering me
and your grandchildren never to be.
Because what can I do when there are no blue skies ahead
and a slimming chance there will ever be again –

So let's talk rainbows
like rainstorms
that wash away our preconceptions
and the holes we've dug ourselves
on our little blue planet.

Let us talk

Amelia Neylon is a Year 11 IB English Literature student. Amelia wrote this poem for the first School Strike 4 Climate in 2018 and has also performed *Rainbows* at Silver Words, a monthly spoken word open mic event in Hobart. Amelia was approached by Ellie Griffin (one of the actors) for possible material for the play and an abridged version of the poem was included in *Talkin' 'Bout the Generations*. Above is the abridged version as heard in the production.



Ireland Rugen and Ensemble performing Amelia's poem in Talkin' 'Bout the Generations.
Photo by: Nicola Collins



Thank you to our Wonderful Donors!

The Friends' School Community has been a vital partner in the growth of Friends' since it was established in 1887 with generous gifts of funds and resources by English Friends'. During 2019, more than 150 community members have donated to our giving programs and we gratefully acknowledge these gifts. Philanthropy from its community is a distinguishing hallmark of all leading schools around the world and is a significant foundation of our Quaker heritage and values. We thank you for your friendship and support.

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Mark Nicholson's Trip to the U.S. Visiting Old Scholars Caryn and Kenneth Davies

During the northern spring my wife Robin and I had the pleasure of an extended visit to the U.S.A. to visit family and friends. Among our visits we were delighted to be welcomed by Friends' old scholars Caryn and Kenneth Davies (1999 Leavers).

Since their time at Friends' both Caryn and Kenneth have completed their university studies with great distinction and have pursued quite extraordinary careers.

Caryn now works as a busy attorney at law and is also a popular motivational speaker following her extensive career in both Olympic and World Championship rowing representation for her country. Caryn is presently at the Princeton University rowing complex attending a selection trial for the Tokyo Olympics in 2020. If successful, this will be Caryn's fourth Olympics and will place her in very select company indeed. Caryn hosted our visit to Boston and we enjoyed two wonderful days catching up with her exciting life and sharing memories of her days at Friends' and at many rowing regattas.

Kenneth Davies now lives near Traverse City in Michigan with his wife Emily and

their twin boys Gareth and Graeden. Kenneth followed up a glittering academic career at Cornell University with senior management roles at both Google and Microsoft but is now striking out on his own to establish a start-up company providing large scale data storage to the hi tech industries of the U.S. Happily, Kenneth is able to manage much of this work from home on the idyllic shores of Lake Michigan and is thereby able to enjoy more of the early years of the twins' development. Robin and I were delighted to be able to spend two great days with Kenneth and the family in their little slice of paradise.

Both Caryn and Kenneth have very warm memories of their time at Friends' and it was here in Tasmania that Caryn first learned to row with such capable coaches as Glenn Hay and Roger Drummond. Kenneth and Caryn have visited Tasmania in recent years and we very much hope that Caryn can fulfil her Olympic dream in Tokyo and come to visit us again soon. I feel sure that this U.S connection will continue to be nurtured through the coming years.

Thank you, Mark Nicholson, for sharing this story with us.



Mark Nicholson with Caryn Davies.



Mark Nicholson with Kenneth Davies.

Dates for your Diary

2019 / 2020

Volunteers Thank You Event
Tuesday 26 November

End of Year Gathering
Wednesday 4 December

1 Year Out Reunion (2018)
Thursday 5 December

5 Year Out Reunion (2014)
Friday 6 December

10 Year Out Reunion (2009)
Saturday 21 December

50+ Friends' Alumni Luncheon
Sunday 1 March 2020

Melbourne Alumni & Community Reunion
Thursday 21 May 2020

Canberra Alumni & Community Reunion
Friday 22 May 2020



1969 (50 Year Out Reunion)

Much planning was put into the 1969 reunion and it all paid off with a fabulous night of music, food, speeches and some much-needed catching up!

Brian Correy (1969) said the following of the evening: "The event has been voted as the BEST EVER school reunion - and we are already looking forward to the next one!"

Bill's varied and informative tour was a great way to start the night - luckily we stayed close by otherwise could well have lost a few along the way.. It was terrific to hear first hand about all the plans for new facilities and connections - exciting times ahead for the School.

Hodgkin Hall was the perfect setting for a memorable night. The

table settings, the menu and refreshments, the service from your team - all outstanding!

We felt privileged to have Nelson along - not just to say a few words of welcome, but to join us for dinner and actively engage with our group.

The conversation bubbled along throughout the night - so much to catch up on. The photo montage and display boards help to fill in the inevitable memory gaps.

The music accompaniment came together perfectly for a rousing rendition of the School song - all three verses of Alma Mater sung word and tone perfect!"

Thank you Brian and cohort for the lovely words and for sharing your evening with us.



Tejo Vandersman, Sally Brown & Donald Taylor



Jim Oakley, Neil Wade & Ian Sansom



Pamela Windsor (Cox), Chris Briggs (Walters) & Liz Oakley (Winter)



Isobel Broadhurst (Stewart) & Liz Swain (Johnson)



John Nichols & Alison Hutchinson (Boathroyd)



Peter Daszley, Tony Friend, Libby Cavenagh (Corney)



Andrew Tompson and Brian Correy giving the evening speech

1979 (40 Year Out Reunion)

Our 40 Year Out Reunion was held on Saturday 14 September. The evening started with a tour of the school and was followed by drinks and a light supper

in Hodgkin Hall. We had a fantastic turn-out of nearly 40 Old Scholars who enjoyed catching up with old friends and reminiscing over some old photographs.



The 1979 group photo



1979 cohort members: Bronwen Jones, Michael Allwright, Debra Hill & Kathryn Cross (Lemer)

1989 (30 Year Out Reunion)

Our 30 Year Out Reunion was held on Saturday 7 September. The evening started with a tour of the school for the group of just

over 20 1989 Old Scholars. The group then moved down to Boodle Beasley for drinks and snacks.



The 1989 group photo



1989 cohort members: Katherine Smith (McGrath), Flick Boucher, Luella Meaburn (Goggin), Robyn May (Morgan)

1999 (20 Year Out Reunion)

Our 20 Year Out Reunion was held on Saturday 7 September. The evening started with a tour of the school for the excited group

of nearly 40 1999 Old Scholars. They then moved down to Room for a Pony for drinks and pizzas.



Alice Ayliffe, Lauren Davis, Jane Perriman & Ellen Canvin (Sokvitne)



Aaron Wilkinson, Andy Crawford and Dave Nichols



1999 Cohort socialising at Room for a Pony



Quick Updates

Amy Bowring (2006) has announced her retirement from Ballet after an amazing career on the stage. She will be returning to Australia after a long tenure with the Estonian Ballet, Teater Vanemuine.

Hockey has been important since its introduction at Friends' by Edgar Smith in 1904. Smith introduced a much needed "warming" winter sport for girls. He was assisted by boy boarders in making sticks for girls in the woodwork room. While hockey was solely for girls in the early years, it was during WN Oats Headmastership that boys' hockey really took hold on the sports field. Whole families have been Friends' hockey players including Soundy, Dick, Davis, Pearce, Ginn, Reed, Kirkland and Ockendon. Apart from school hockey, many students played club hockey. Recently OHA Hockey Club celebrated its 100 years as a club. Friends' families with great OHA players include, McLeod, Sargent, Sault, Brooke and Woolford. Let Archives know your school hockey story.

A happy occasion with many Friends' School connections was the recent launch of The Walking Dream of Art - Patricia Giles, painter. Alison Alexander wrote the book which was launched by Hobart's Lord Mayor in the Town Hall. The launch was attended by a huge crowd

including members of the Alexander family, Alison's husband **James Alexander (1964)** daughter **Judy Alexander (1994)** and sister-in-law Kit Hiller (Alexander) 1965. Patricia Giles', together with other water colorists including **Max Angus and Elspeth Vaughan (1943)** have made a huge gift to local art lovers. Patricia was carried into the Town Hall launch on a palatine and acclaimed by the many guests including **Peter Angus (1959)** son of Max Angus, and his family.

John Ramsay - former School Board Member, parent and well-remembered supporter of school rowing, was honoured with an AM in the Queens' Birthday Honours List. This prestigious award recognized John's significant service to public administration in Tasmania. More recently John was chair of the Tasmanian Health Service (2015-2018), but previously held a number of senior positions positions during an outstanding career in the State Public Service.

Sam Ibbott (1990) current parent and Board Member has enjoyed a career in marine ecology. He was part of a team which developed plans for Brook Street Pier and is currently part of the team proposing a floating hotel off the Hobart Regatta Grounds on the Derwent River.

Grant Costello (1996) along with other directors in Hobart's Co-Op Toyota, were rewarded for their hard work and planning by being named

Toyota's Best Australian Dealership. The award was made after consideration of all aspects of business from sales and service to parts, accessories and finance. We add our congratulations.

Ashleigh Probert-Hill (2017) continues to make great strides in her netball career. A fine netballer in her school years, she is now an important member of the Tasmanian Magpies recently taking part in national finals in Hobart.

The extended Oakley family including **Rob Oakley (2001)** and his father **Jim Oakley (1968)** have been confronting medical challenges with daughter and granddaughter Eleanor, aged three, diagnosed with neuroblastoma, a rare form of childhood cancer. A GoFundMe page is assisting in raising funds to cover some of the medical expenses in Melbourne and Michigan USA. Meanwhile wonderful news is the safe arrival of Rob and his wife, Jacqui's second child George, soon after Rob and Eleanor's return from the USA.

Samuel Watson (2018) and current student Campbell Remess have been recognized in the Tasmanian Young Achievers of the Year. Samuel was awarded the First National Real Estate Leadership Award while Campbell was awarded the Chong Community Service and Volunteering Award.



Amy Bowring (2006 Leaver) Dancing in the Theatre Vanemuine Production of Don Juan in 2016. Choreographer: Giorgio Madia Dancers: Lawrence Massie, Amy Bowring Photographer: Yuri Seredenko



Sam Watson (2018 Leaver) receiving his Young Achiever of the Year award presented by John McGregor, Director, First National Real Estate.

Gifts Received With Thanks

Margaret Rootes, Heritage Officer at St Mary's College – 150 Faces of St Mary's College

Adrian Dean & Jenny Price (Dean) – plaster mouldings from Boa Vista House

Rocco Caccavo – Echoes, June 1930, December 1931

Liam Speden and Deb Speden – two paintings by Liam Speden

Lyndall Dunbabin – newspaper cutting, John Rothwell Morris obituary, Sydney Morning Herald 2017

Lindsay Hand (Cane) – photographs, Friends' High School football team (1925), Friends' Cricket XI (1926)

Nancy Newbon - Echoes and Friends' books

Theresa Martin – Echoes and Friends' books belonging to old scholar Allister Martin

Peter Forrest – photographs, c1948 girls hockey team

Gina Calhoun – Friends' books

Sue Peacock (McGee) – Friends' ephemera, reports, fee schedules

Lycee J Callot (Sister School) – ceramic dish from Nancy, France

Peta Dargue – photograph, c1936 class belonging to Joan Dargue (Rigby)

David Needham – Friends' salt shaker belonging to Nellie Taylor

Patricia McColl (Jillett) – Friends' School uniform

Carol Parker (Pool) – Friends' School uniform and pennant

David Hallam – Rowing flag c1958 (pictured)

Geoff Pedley – Friends' book and photographs, Boarders (1949), male students (1948), rowing (undated)





Students work toward sustainability

Samantha Porter

Clemes students have the chance to learn about and demonstrate their own architectural interests in the Housing and Design 315 course, taught by Zach Sonstegaard, who has a great passion for architectural design.

A major topic of the subject is passive solar design: the utilisation of the sun's energy to regulate a building's temperature without using electricity

or other non-renewable sources.

Earlier in the year, Zach took his students to his own home, where he allowed them to have a real-life experience of a space which employs passive solar design, promoting the development of their understanding of the concept.

As architecture and design develop in response to the needs of an ever-changing world, sustainability has become increasingly crucial in creating spaces for the

future.

With climate change rampant and humans having become all too reliant on non-renewable energy to power our modern lifestyles, passive solar design may be a beacon of hope for the future of environmental conservation through architecture.

Students have learnt the six key principles of passive solar design: climate and orientation, glazing/shading, thermal mass, ventilation, insulation and landscaping.

Creating minimal strain on money and resources, the integration of passive solar design into mainstream architectural practice is far more achievable than some may think.

Zach recently appeared on an episode of *Gardening Australia*, which featured the creation of his backyard garden through a communal scheme whereby his friends and neighbours all took part in helping Zach, and his partner Kat, create the space – a process which Zach

believes has allowed him to embrace and appreciate the Quaker Testimony of Community.

Zach's ideas for a new, passive solar learning centre for the School, as seen below, reflect his passion for sustainable design and aim to enhance the sense of community within the School.

Each of the five designs presented here aim to employ the Principles of Universal Design by improving accessibility to the School

for those of all backgrounds and abilities. In doing so, these designs can promote the Quaker Testimony of Equality, allowing all people fair access to the same resources.

Imagining how our School can be designed for greater sustainability reflects the biocentrism of the Australian Quaker Testimony of Earthcare which asks us to walk more mindfully on, and in harmony with, our planet (quakersaustralia.info).

Zach's design for a new High School Learning Centre



Site Map Image Source: LISMap <<https://maps.thelist.tas.gov.au/lismap/app/lis/map>>

Floor Plan

1. raised beds
2. drums for water and heat storage
3. workbenches for teaching/learning
4. wide door and level entry for universal access
5. back and side doors insulated with straw bale and render
6. rammed earth floor
7. sink



This proposed development repurposes one of the lower tennis courts on the High School campus. The bottom tennis court is currently underutilised as an outdoor space, has excellent potential for universal access, and would be great for a Friends' School Sustainability Learning Centre.

Zach's designs show how the bottom tennis court could be transformed into an indoor and outdoor space that could be used to teach all age groups, in a wide range of subject areas, about science, sustainability, design, healthy eating, building, and more.

The main feature of the drawing is the passive solar greenhouse. This building would be made using sustainable materials and practices. Materials that could be used include salvaged or plantation timber, straw bale insulation and rammed earth floors.

Some of the sustainable design features of the greenhouse include rain water collection, solar panels, highly insulated wall and roof cavities and good orientation. The result of these features allows this building to maintain a perfect growing environment for plants throughout the year, with no need for any heating or cooling.

The outdoor spaces include a range of features: garden beds, fruit and nut trees, a chook pen, frog pond and more. These features provide opportunities for a wide range of subject areas to

get involved and experience some hands-on learning. Some of the activities students could engage with include:

Plant biology: What nutrients do plants need? How do certain deficiencies present in plants? How can we treat this?

Compost: How does it work? What makes a rich and healthy compost? What does compost do to help our vegetation stay healthy?

Permaculture: How do you create the right ecosystem for a healthy and productive garden? How can we 're-wild' parts of the urban landscape?

Chickens: How do they make eggs? What do they eat? What if they get sick? What are the stages of their life cycle?

Worms: What role do worms play in our environment? How do they help improve soil health?

Frogs: How do frogs fit in to our environment? What do they eat? How do they help maintain a diverse natural environment?

Engineering: How can a building with a roof-top garden support the weight? What's the best angle for solar panel installation?

Hydraulic systems: How does the building operate at a comfortable temperature with no need for heating or cooling?

Nutrition: How can we grow food to help support a balanced diet? How can working in the garden help to keep us fit and full of vitamin D?



Clemes Undercroft

Samantha Porter (Year 12)

When considering a part of the School that I felt could be improved, I thought about how the Undercroft area is always colder than the rest of the School, and decided to employ passive solar principles to make it sustainably warmer and more comfortable.

I removed a number of the floor-to-ceiling windows, replacing them with smaller 1800x900mm windows that still allow natural light and ventilation without allowing as much heat loss.

To ensure the temperature is regulated, I included eaves over the windows on either side of the space to protect them from the harsh summer sun and prevent overheating.

Both the eaves and the window and door framings were changed to timber, as this high thermal mass material will assist with insulation of the space.

I also replaced the existing floor with polished concrete, as this is a material with high thermal mass and will absorb and store more heat from the sun, making the space warmer.



In order to make the undercroft and the School more universally accessible, and to reflect the Quaker Testimony of Equality, I included a ramp next to

the staircase (currently, and appropriately, the Diversity Mural wall), which will allow easier access to the School for people of all abilities.



High School Student Centre

Kara Neil-Shaw (Year 11)

I chose to renovate the Student Centre at the High School campus due to the fact that it is a wonderful building, however, it has gotten old and needs a revamp in order to make a more productive and social space for the students of the High School. The design includes a large social area

with bean bags and cushions in order for students to relax and socialise, and can be used to allow students to destress.

The space also features a couple of rooms to allow for student support, tutoring or mentoring sessions. These spaces are sound proof due to the double glazing and

the sound proofing material. The design features spaces for the staff of the Student Centre as well. In order for people to access the building with ease the building will remain one-story, and the small steps at the door will be replaced with a small ramp in order to allow for ease of access for all.

Clemes Room 216

Kyra Ginn (Year 12)

In Room C216 on the Clemes campus, the windows on the east side of the room are to be replaced with a row of double-glazed windows.

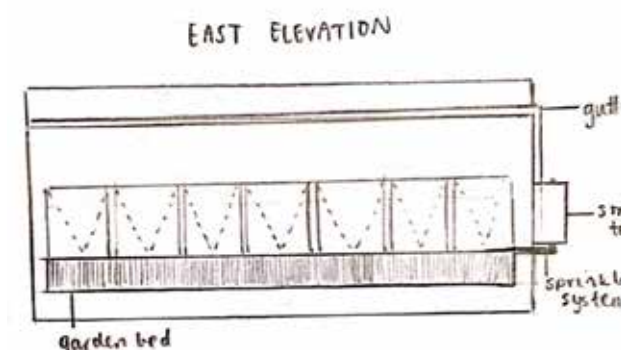
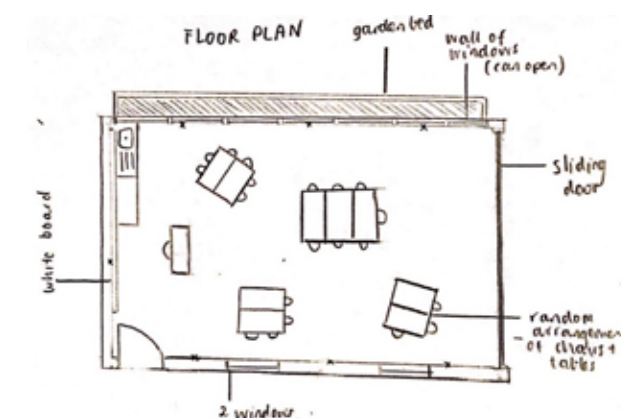
These will contribute to passive solar design. During the day sun rays will be able to pass through and keep the room at a steady and

comfortable temperature. They will also provide more protection from the cold than a single glazed window with poor insulation.

On the exterior of the building, below the windows, will be a mounted wall garden bed, which will have its water supplied via a drainage system off the roof. This will not only make the space more appealing, but deciduous plants will help with insulation, keeping the space warm in winter and cool in summer.

The south wall, which is currently an interior wall made up of a series of thin panels separating Room C216 from Room C215, will be replaced by sliding doors that are more dense and will block out more noise from the neighbouring classroom.

The 'x' symbols on the floor plan indicate extra power sockets to allow for accessible charging of laptops.



High School Bike Shelter

Leo Fountain (Year 12)



With the winter months producing some particularly harsh weather, there is a lack of suitable places to house bikes for those riding to and from School. This design allows for modifications in the future as well. As per the above design, the Carr Street side wall would be lined with hanging plants, suitable for use in cooking classes, however, that entire portion of the design can be remodeled into a storage area for Outdoor Education, as it is easily accessible by buses via the gate.

I imagine the design could be part of Zach's Learning Centre, located on the bottom tennis court of the High School campus, which remains largely unused and is orientated to shelters bikes and riders from prevailing winds, whilst retaining an open layout. Alternatively, the Bike Shelter and the Learning Centre could be located over both the bottom and top tennis courts.

Hopefully, the addition of the Bike Shelter will

encourage more students to choose an eco-friendly mode of transport to and from School. This design allows for modifications in the future as well. As per the above design, the Carr Street side wall would be lined with hanging plants, suitable for use in cooking classes, however, that entire portion of the design can be remodeled into a storage area for Outdoor Education, as it is easily accessible by buses via the gate.



Playing away

Sienna Stewart

Texas. Year 9 student and euphonist/pianist Lewis Morphett said that his favourite part of the Texas trip was "... being able to mingle with other people who shared an equal appreciation for music while having diverse taste..."



Cool Shirts: (Back to front, left to right): Jaydon Luk (Year 11), Zoe Gangell (Year 9), Ella Jensen (Year 10), Connor Johnson (Year 9), Jamie Willson (Year 12), and Alex Boxall (Year 10) wearing the Band Camp T-shirts. Photo: Marg Reid

Band members spent their first few days in Dallas being immersed in authentic American culture, experiencing things like a baseball match and fireworks on the Fourth of July, a tour around the Dallas Art District, a visit to the Perot Museum of Nature and Science and a meal at a Tex-Mex pizza bar.

When asked what his least favourite part of the trip was, Year 10 student and saxophonist Blair Shaddock said, "Trick question! There was no such thing as 'my least favourite!' No, but actually, the worst thing was getting stuck in the LA Airport for ages when we were trying to fly back to Australia."

After spending a few days getting used to the new country and culture, the band then took a coach from Dallas to Canyon, ready to spend the next



End-of-week whole band concert. Photo: Marg Reid

two weeks working hard, spending many hours every day rehearsing with one of nine available concert bands as well as rehearsing with elective groups chosen by individuals, such as the jazz band. Lewis advised, "If possible, be involved with jazz bands or additional ensembles because they are epic."

Each week of the two weeks of camp culminated in a concert, every ensemble playing the pieces that they'd spent a week working so hard to perfect. Fellow Year 9 band member and flautist Zoe Gangell said that after the final concert, "Everyone was extremely sad to go, and

all the flutes in my section were very emotional about me leaving."

Marg Reid recounted how, "...the plane we had to get from Dallas was delayed, so we got to LA late and we were in danger of missing the connector flight back to Sydney." After the mini-drama of a mad dash past 152 terminals to catch the plane, they made it but, Marg laments, "The luggage, however, didn't!" and had to catch up with them later.

Both Lewis and Blair felt very strongly about the American cheese, but Zoe thought that the weirdest thing about Texas was, "They drink so much soda!

When we were at the camp there were so many options for sodas and stuff, and they were just everywhere. There were like four different soda machines and only one juice machine... and even the juice was still so full of sugar."

When asked if she would go on the trip again if she had the chance, Zoe said, "I would love to go again. The atmosphere is amazing. I have never been surrounded by people who love band as much as I do. It was kind of overwhelming at first but it was really fun and a great experience. I hope I can go again in my final year of Clemes."

Cultural immersion

Lewis Morphett

Surrounding yourself in a foreign language has been proven to be the best way to learn it, so over the Term 1 holidays, from 10-26 April, this is exactly what ten students from Years 10 and 11 did.

Accompanied by long-serving Chinese teacher, Monique Gall, and head of the HPE faculty, John White, students smoothly navigated the international flight process to arrive in Shanghai. Here, they spent a week in our Shanghai sister school and had lots of fun mingling with the Chinese

students and experiencing a form of education that is much less forgiving than what we're all used to.

After a sad goodbye, they boarded the overnight train that took them to China's capital, Beijing, where they were guided through an experience of traditional local Chinese life and food and later went to the beautiful and historic Tiananmen Square. Without any slowing down in experiences, the next day they were treated to China's most famous landmark, the Great Wall. After briefly walking the wall, they went up a watchtower to view its vast expanse.



Just hangin'! Giant Panda at one of the many Giant Panda reserves in Chengdu. Photo: Jane Wong

The next three days were spent in the small Chinese village of Xian, which was very traditional compared to the two monstrous metropolises where they had been previously. Their activities consisted of spending a little bit of time in a Xian school, visiting hospitals and farms and, most significantly, the famous Terracotta Warriors, a collection of over 7000 life-size, clay soldiers and horses crafted and buried centuries ago.

As the trip was drawing to a close they visited the big but still traditional city of Chengdu, and spent

some time in the Chinese wilderness, climbing a sacred mountain and visiting what multiple students have described as the highlight of the trip: a Giant Panda reserve where they were able to closely observe the severely endangered animal.

Monique said that it was "an incredibly rewarding trip for the students, as they love being able to get a good cultural experience, while also gaining great friendships with each other and with Chinese students." Younger students studying Chinese are encouraged to take up this opportunity.



Facing the sun on The Great Wall. From L-R, standing: Monique Gall (teacher), John White (teacher), Cameron Cooper (Year 11), Alex Jan (Year 10), Jane Wong (Year 10), Riley Curtain (Year 10), Thomas Proctor (Year 10), Ruby Dowling (Year 10), Henry Southcott (Year 11). From L-R, kneeling: Aya Gibson (Year 10), Elizabeth Scott (Year 10), Emma Saddler (Year 10). Photo: Tour Guide using Monique's camera.

Our American sister

Lucy Cox

On 14 August, I had a chat with one of our American exchange students, Caroline Vanderloo from Wilmington Friends School, Delaware. She stayed with Year 8 student, Eloise Underwood for 5 weeks.

What was the highlight of your trip?

Walking Shipstern Bluff at Port Arthur.

Do you have a favourite Aussie food?

Tim-tams! I'm buying packets of them to take back home.

Is there a place you enjoyed visiting?

Eloise's shack in Coles Bay. It was cold but ultimately, a lot of fun.

Did you enjoy it here?

I have had a great time here and I will miss everything. Tasmania is definitely a lot different from the US but I love it all the same.

What will you miss?

I'm going to miss the friends I have made.

Would you consider coming back?

Yes, I really hope that I do get to come back - sooner rather than later

Has the exchange changed your global perspective?

Visiting Tassie has definitely broadened my view of the world. It was a great experience being on the other side of the world.



Eloise and Caroline at the airport. Photo: Louis Underwood

Resident Rose

Ellie Griffin

She bustles into the library, a smile on her face as she greets the librarians she calls, 'mistresses' of knowledge'. She finds a window seat that faces her home city of Hobart and settles in.

Dressed in artful layers against the cold of July, Tasmanian author Heather Rose is Writer-in-Residence for The Friends' School for two weeks and will guide English students from both the High School and Clemes on their own creative writing and portfolio pieces. This is not her first time as a writer-in-residence, for she was the inaugural Writer-in-Residence at MONA whilst writing her award-winning novel The Museum of Love.

Rose is open, kind and cheery, ready to share her journey from aspiring

6-year-old writer to the internationally-acclaimed author she is now.

Heather Rose achieved early writing success, winning the Junior Division of the Tasmanian Short Story competition at 16, and having her own column in The Mercury at 17. These accomplishments made her believe her dream career was possible.

Over the years, Rose gained a loyal following as she quietly went about her writing, earning critical acclaim for her works but it wasn't until the life-changing novel The Museum of Love was published in 2016 that Rose's writing gained an international spotlight, earning her the Stella Prize, the Christina Stead Prize and Tasmanian Premier's Literary Margaret Scott Prize for best Tasmanian author in 2017, among

numerous other listings.

Rose attributes this success to both her "burning need to write" and the support of the Tasmanian community. "Down here, you know, we're at the end of the world and I just quietly went about trying to write something better every time and my Tasmanian readers were so supportive and it encouraged me."

She admits that the dedication to write creatively around daily life is often enough to deter people. But the passion and dedication that define Rose meant she always made the time to write. "It was a matter of getting it done. I had a burning need to write novels so I fitted it in."

Rose spoke to students in Clemes assembly about both her own personal experiences and her passion for the imagination and its power.

Her speech powerfully communicated the importance of maintaining an open, curious mind and compassionate heart in an age of technology and networking.

Heather's own perfect day consists of writing, painting, gardening, swimming, sunshine, walking, rain and reading, "And always dancing, laughing, love and friendship", and she implored students to find their own passions outside of technology.

Rose described the imagination as "the distance between silence and inspiration" and explained, "As a novelist, I have a long and intimate relationship with imagination. I am fascinated by its role in history and its connection to innovation, science, education, health and wellbeing... Imagination



Heather Rose in Clemes Library. Photo: Ellie Griffin

has rarely been explored as a skill in its own right, yet is capable of delivering extraordinary results."

A warm thank you to Heather Rose for her time as Writer-in-Residence.

Fool's gold

Searching for the perfect frock for your Formal? Does fab always have to be pricey? Lottie is one of a growing number of Friends' students who believes that it does not and, what's more, it's better for our planet. Focus asked her to share her dream dress journey with us.

Lottie Giudici

Towards the end of last year, I went to the South Hobart Tip Shop with a couple of my friends. We were having a look around and a gold, satin dress in the dress section caught my eye.

I loved the simplicity of the dress; so elegant, it would give me the creative freedom to do with it whatever I wanted! It would be perfect for next year's Leavers' Dinner, I thought.

I was about to try my

dream dress on when my friends said they were going and they were my ride home so I had to leave it. Then, early this year, I visited the Tip Shop again with my friend Lucie and I promised myself that if the gold dress was still there, I'd buy it and wear it to the Formal.

I checked in the spot where I'd left it months before and it was still there! I tried it on and it fit perfectly. And it was less than \$10!

For me, the Leavers' Dinner is about enjoying a lovely night together with your peers to celebrate your journey through secondary school coming to an end. It's an opportunity to reflect and make a sophisticated entrance into adulthood.

I don't think the process of purchasing an outfit for your Formal has to be expensive and stressful and, for me? I see my 'budget glam' option, and what it symbolises, as the real treasure... not fool's gold at all.



Golden Treasure: Lottie Giudici (Year 12) with her Leavers' Dinner 'budget glam' dream dress. Photo: Rob Giudici

Chaos inspires composer

Poppy Lennon

On 17 August, Ansel Luk from Year 11 attended the recording and then premier performance of his original ensemble composition, 'The Hedberg Trio,' at the Federation Concert Hall.

Ansel entered the 2019 TSO Composers' Project which was open to Tasmanian composition students in Years 11-12.

As a part of this six-month project, students had the opportunity to work closely with Dr. Maria Grenfell, Coordinator of Composition at the Conservatorium of Music and one of Tasmania's leading composers.

Ansel was one of the four finalists whose work was recorded and performed by TSO musicians at the end of the project. Friends' music teacher, Catherine Morris, indicated that Ansel's achievement was a "huge honour".

The theme of the compositions this year was the Hedberg building, which will be the new home of the UTAS Conservatorium of Music, currently under construction next to Theatre Royal in Hobart's

Wapping district. The inspiration and title for Ansel's composition, 'The Hedberg Trio,' came from the chaos of the construction site, which brings energy to the composition. Ansel visited this site as part of the project.

Ansel says that the workshop was a wonderful opportunity and that it has helped him learn about the nature of certain instruments and develop his skills as a musician.

Ansel went on to say: "I wouldn't hesitate to involve myself in an opportunity like this again in the future and I would love to continue my composition work."



Ansel in the recording booth as he monitored and adjusted the recording while in contact with the performers on stage. Photo: Catherine Morris



Record breaker Runners shine

This year's Athletics Carnival saw Chase Clark break John Blythe's, 1958 Open Boys 400m record of 52.1 secs, setting a new record of 51.91 seconds. *Focus* asked the Year 12 record breaker how it felt when he was told he'd broken a 61 year-old record.

Chase Clark

I was really surprised. I knew about the record (although I didn't know how old it was) and thought I might be able to break it, as when I was in Year 10 I ran in the Boys U16 400m in the SSATIS Athletics Comp with a time of 51.7 seconds – fast enough to beat the record. So, I went into the race knowing I could break it but hadn't run a 400m since last Athletics Carnival and wasn't all that confident.



Chase Clark in his winning run in the Open Boys 400m in the SSATIS Athletics Carnival at The Domain Athletics Centre on 10 September with a time of 51.35 seconds! Chase will go on to represent the South in the SATIS Carnival on 21 September. Photo: Lynette Welch

When I found out I had broken it though, I was very pleased and even more so when I found out it was 61 years old. I couldn't believe I had broken a record that was that old!

I thought it was such a good way to end the year and a really good way to finish up my last ever Athletics Carnival with the School. It's such an amazing feeling

knowing that I have left my mark on the Carnival by holding one of the records. Hopefully, it can last longer than 61 years – but I don't see that happening!

Sophie Rackham

Starting at 9:00am on 19 May, students were up bright and early, bracing against the cold, for the beginning of the City to Casino Fun Run and Walk.

A total of 15 students participated across all the different categories of the event, supervised by Anthony Petty and Pamela Stelzer.

All Friends' participants put in their best efforts and that showed in the results, with some stand out runners across all age groups. Oliver Johnston, Tom Petty, Will Petty and Jordan Christopher gained 2nd, 3rd, 4th and 5th placings respectively in the 12 & Under Boys 11km run. Isabelle Gan-Pain was awarded 2nd place in the 13-14 Girls 11km run. Jemima Morgan achieved 5th place

in the 15-19 Girls 11km run and Alexander Kwa placed 2nd in the 12-14 Boys 7km run.

Anthony Petty and Pamela Stelzer are sincerely thanked for their efforts in organising Friends' participation in the event.

With the Cranke Fun Run coming up in September, runners have continued opportunities to represent the School and shine.



Students shivering in the cold winter air, from left to right in the back: Tom Neal, Anthony Petty and Jordan Christopher; and in the front, James Downie, Tom Petty, Will Petty and Oliver Johnston. Photo: Adam Christopher

Sailors far from blue

Christina Bock

The sailing co-curricular teams had a lot of fun being on the water in recent regattas and competitions, including the Interdominions Schools Team Sailing Championships and the Australian Schools Match Racing Championship, both held in July, where all Friends' teams competed strongly and fairly.

The Interdominions is a competition between the

top three school sailing teams in Australia and the top three in New Zealand. Friends' Blue team won the State Championship, went on to the Nationals – where they placed third, which qualified them to be one of the three Australian teams that went on to compete in the Interdominions... where they won! This is the first time that a school from Tasmania has won the Interdominions and we have to thank our amazing sailing

team for that. It is a great achievement for the School and the Team and a fantastic way to establish themselves in the sailing world.

Harry Gregory, one of the youngest members of Friends' Blue team, commented that getting to know people was one of the things he liked about sailing and the sailing competitions. When asked to sum up the sailing experience, Harry said, "It's a competitive sport where it can be fun."

Will Sargent, who has been sailing for Friends' since Year 7, recommends students get involved, whether they are 'old hands' or newcomers: "It's a great sport that allows you to go out and compete with your mates with the potential to go on and represent the School at state, national and international regattas." Sailing has provided Will with many opportunities, including his most memorable achievement so

far: winning a bronze medal representing Australia in the 2019 Pacific Games. When asked what his favourite School sailing memory was over the last six years, Will didn't hesitate to reply: "... definitely winning the State Championship three years in a row."

From State champs to Interdominions winners, our congratulations go to the Friends' Blue team: William Sargent (State & Nationals Captain, Year

12), Rupert Hamilton (Interdoms Captain, Year 11), Ethan Galbraith (Year 10), Lawrie Jeffs (Year 8), Eddie Reid (Year 8), James Gough (Year 7), and Harry Gregory (Year 7); and, to Finn Buchanan (Year 10), Daniel Maree (Year 9) and Oscar O'Donoghue (Year 9) who joined the team for the Interdominions as Will, Eddie and James were competing in overseas games and regattas.



Interdominions Champions, Friends' Blue, showing off their trophy. From left to right and back to front: Matt Himson (Coach), Ethan Galbraith, Oscar O'Donoghue, Rupert Hamilton (Captain), Finn Buchanan, Daniel Maree, Lawrie Jeffs and Harry Gregory. Photo: Emma Hamilton



The Blues who won the State Championship and placed 3rd at the Nationals! From left to right and back to front: Matt Himson (Coach), Will Sargent (Captain), Rupert Hamilton, Ethan Galbraith, Finlay Crisp (Coach), James Gough, Lawrie Jeffs and Eddie Reid. Photo: Amanda Sargent



Derwent Action! Mid-race at the National Championships in Hobart where Friends' Blue came 3rd. In the foreground: Will Sargent (Helm) and James Gough. In the background: Rupert Hamilton (Helm) and Lawrie Jeffs. Photo: Amanda Sargent



Soccer's sweet season Winners again!

Sophie Rackham

Term 1 saw the beginning of an exciting time for Year 9/10 Girls' Soccer. With a roster of only 6 weeks before finals it was a short, but sweet, season.

As there were too many teams in the roster not all teams played each other, so both Friends' Scarlet and Sacred Heart went into the finals undefeated. With Friends' on top of the ladder they were in with a good chance to claim the trophy once more and after losing their title last year Sacred Heart was out for revenge, ready to take back their win. Playing at Bell Street,

the Friends' sports ground, both teams got off to a competitive start but after a long, hard battle the match ended in a 0-0 draw and so, extra time began. With both teams having many opportunities but none of them landing, it came down to the last minute where Sacred Heart got a penalty that they scored. Before Friends' could retaliate the whistle blew and the match was over.

Coached by German gap student, Louis Romeu, the team grew throughout the season with new players becoming skilled contributors to the team's efforts.

As training was held on Fridays after school, attendance was often lacking due to the rowing clash. Despite this, on game days, everyone was there with a smile, ready to put their best foot forward and shoot some goals.

Friends' White was also in the roster, putting up a hard fight but unable to make it all the way to the finals.

Thanks go to Louis Romeu and Hannah Warwarek for all their efforts and assistance throughout the season.

Below: The Friends' Scarlet team after the tough game. Photo: Hannah Warwarek



Left to right: Nyah Inglis (Yr 10) stands in awe as Jane Wong (Yr 10) strikes a shuttlecock. Photo: Sophie Rackham



From left to right: Toby Atwell (Yr 10) and Thomas Procter (Yr 10) in their fighting stance. Photo: Sophie Rackham

Spirited run Bosses of the pool

Poppy Lennon

On Friday the 17 May, the School held its Cross Country Carnival at the Bell St. sports ground.

Year 11 and 12 volunteers organised events at the start of the Carnival to increase participation and help earn points for each House. These events included relays and challenges that were very competitive. The running kicked off with the Open



boys and girls races.

Top performers from each age division were selected to represent the School at the SSATIS Cross Country at Pontville in May. Winners from this event ran in the SATIS Country Carnival held at Simmons Plains the following month.

We were very fortunate to have (cold but) beautiful winter weather on the day of the School's event, which helped everyone get involved with running or volunteering.

There was a bake sale and House-coloured bandanas were sold to raise money for the charity, CanTeen, which helps support teenagers living with cancer.

The day was once again a great success, a good way to get active and the start to a spirited season.

Left: Petra Exarhakos (Year 10) representing Friends' in the Girls U16 event at the SSATIS Cross Country Carnival in Pontville. Photo: Lyn Welch

Zoe Gangell

The Friends' Water Polo teams have had a great year. Two teams made it to the final: Cleme Boys and 7/8 Girls Red.

The finals were held at the Hobart Aquatic Centre on Friday, 2 August where the Cleme Year 11/12 boys played in the College Boys division and had an exciting game against GYC only just losing, 3-5, in the final minutes of the game.



Sajiv Rao (Year 12) shooting a five-metre penalty in the finals against GYC. Photo: Louise McMullen. Photo: per kind favour Water Polo Tas and WPTAS Director, Louise McMullen

Cleme Boys team played well all season and gave the final game their best, nonetheless it was not enough on the night. Special mention to the goal keeper, Alex Clarke (Year 12), who pulled off some remarkable saves.

Special mention also to Sajiv Rao, who won the 2019 Most Valued Player (MVP) trophy in the College Boys division for showing sportsmanship, fairness and teamwork throughout the

whole 12-week season.

The year 7/8 Girls had an easy win over Taroona, ending with a score of 8-2. Special mention goes to Mabel Sutherland (Year 8) who had an incredible season.

Congratulations also to Abbie Genders (Year 8), who played an amazing game and won Best and Fairest



The winning Year 7/8 Girls Red Team: Back Row (L-R): Bella Shackcloth (Coach), Hannah Bryant (Coach) Mia Lewis (Year 8), Sophie Aldred (Year 7), Stella Petheram (Year 7), Rachel Sadiq (Year 7), Ella Newman (Year 8), Lucy Reid (Year 8), Millie Coleman (Coach). Front Row (L-R): Mabel Sutherland (Year 8), Abbie Genders (Year 8), Lottie Horton (Year 8), Millie Wells (Year 8). Photo: per kind favour Water Polo Tas and WPTAS Director, Louise McMullen

for the Girls 7/8 division. 'I was really excited and proud of myself,' Abbie said, when asked about her win. Inspired by her dad, this is Abbie's fourth year playing water polo.

And congratulations to all Friends' Water Polo teams for an outstanding 2019 season.



The Friends' School

SPORT



Invincible Unwin wins once again!

Sienna Stewart

On Thursday 29 August, all the students from the High School, and some from Clemes, piled down

to the Queens Domain for a day of running, jumping and throwing at the 2019 Friends' School Athletics Carnival.

The weather was fine, the atmosphere was exciting

and the Domain Athletics Centre was awash with a sea of red, green, blue and yellow. House pride and friendly competition inspired everybody to try their best.

Many records were broken this day, including the U16 High Jump, Long Jump and Triple Jump by Josh Hwaba (Ransom), the U13 Shotput, Javelin and Discus by Charlie Bradford (Ransom),

and a record that has been standing for 61 years, the Boys Open 400m, finally broken by Chase Clark (Unwin).

Unfortunately for Ransom, Hodgkin and

Mather, Unwin won (once again!), their athletic invincibility admirable (yet also irritating!), outstripping the other houses with a stunning 1932 points.



Year 8 Boys ready to race. L-R: Oliver Atwell, Monty Edwards, Lachie Mackinnon, Josh Walker, Reichan Bransden, Julian van den Eynde- Horner, Mitch Walker. Photo: Tammy Giblin



Gabe Williams (Year 8 Mather) at the Long Jump. Photo: Tammy Giblin



Joshua Hwaba (Year 10, Ransom) breaking the record for U16 Boys High Jump. Photo: Tammy Giblin



Anais Fitzpatrick (Year 7, Unwin) in her record-breaking win in the Girls U13 200m. Photo: Tammy Giblin



Sophie Strong (Year 7, Hodgkin), preparing to throw in the U13 Shot Put event. Photo: Tammy Giblin



Lining up for the Girls U14 200m event Anna Fearn (Year 7, Mather) in blue, Maeve Bylsma (Year 7, Ransom) in red and Emma Weimann (Year 8, Unwin) in Green. Maeve won this race by a mile! Photo: Tammy Giblin