



3000 Daffodils



Service & Community
P. 6

Oscar Ebert & Brenda Winning

The 3000 Daffodils Project is an initiative that aims to raise awareness and funds for research towards potential treatments for cancer throughout Tasmania.

Every year, as many as 3000 Tasmanians are diagnosed with cancer. It is grimly present throughout the whole world, and the Tasmanian Cancer Council's efforts to gain funds are vital to the eventual termination of this disease.

The initiative's presence in The Friend's School was proposed by Lexie Sheard (Year 12), an IB student whose interest sparked the project.

In the weeks leading up to the annual Daffodil Day fundraiser, some Year 11s, Year 12s, Year 6s and Prep students all worked together to produce homemade craft



Alia Haider (Year 11), with screen printed card and original painting.

for the Cancer Council to sell on Daffodil day, 28 August, so as to help raise funds for the project.

A focus of the project was the creation of cards using original screen-prints, digital daffodil images, photographs, collage and the Prep/Year 6 paintings photographed by a Year 11 student.

Other crafted objects

collaboratively created by the team included paintings, bucket hats, a dog snuffle mat as well as knitted squares combined to make a yellow blanket.

Lexie said, "The 3000 Daffodils Project was a fantastic experience. It was great to work collaboratively with everyone - Year 11's and 12's, IB and TCE students -



Some of the Daffodil Art & Craft. Photos: Brenda Winning.

to have fun, get creative, and help out the Cancer Council! I hope the School continues to get involved in the project in years to come."

Brenda Winning, IB CAS Co-ordinator, praised the combined effort of the team in producing a significant donation to the Cancer Council, which she described as a '...wonderful example

of a CAS project involving research, planning and collaboration.' She went on to say that, 'Other projects have already stemmed from this one including production of several hundred additional cards that have made their way to alumni and to staff at St Vincent's Hospital Melbourne to provide some cheer at this challenging time.'



Writer in Residence
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Lockdown in the HS Library

Favourite Genres

- 1. Young Adult
- 2. Fantasy
- 3. Senior Fiction
- 3. Thriller
- 5. Science Fiction

Libraries & Magazines

1. Reading magazines

2. Australian Flying

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Arts
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Morris' Hobart City Mission

Margaret Winspear

Over the week beginning 17 August, Morris students from Kindergarten to Year 6 collected non-perishable food to donate to the Hobart City Mission. To celebrate the amount of food we collected, students had a free dress day on Friday 21 August.

Debbie Taylor worked with the Morris Council to make the food drive and free dress event happen.

Because I was interested in the motivation for the food drive, I dug a little deeper and rang up the Hobart City Mission to ask them some questions. Here is what I

learned:

The Hobart City Mission gets around 200-300 donations from schools every year and 300-400 donations from people who come off the street and donate items.

"When someone is in need of food they come to us and they can get a food pack or a clothes pack. If they want they can even have one every day no questions asked," said Emily, fundraising and event organiser at the Hobart City Mission.

Another question I had was "How did the Hobart City Mission start?" It started in 1850 when a group of

children from a school of people that couldn't afford proper education rode around on their bikes and delivered food and clothes to the people that needed it.

I also interviewed some of the Morris Council leaders and found that we ended up collecting 700-800 non-perishable food items. That's around every student bringing in two items (or more) each!

L-R: Olive Everett, Mae Brkic, Elizabeth Cooke, Debbie Taylor, Isabella Windas and Adelaide Moreton sorting all of the food. Photo: Maggie Winspear.



Student Creativity
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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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Keys to Lockdown

Sophie Procter

There have been many challenges this year due to the COVID-19 pandemic. As students and teachers, our greatest challenge was adapting to Distance Learning almost overnight.

Although during Distance Learning we were required to be at home for a couple of months without being able to see our friends, I really enjoyed the way that the School set up our work days, finishing at 1:00pm instead of 3:40pm, only having four periods a day instead of six. I thought it was good to have the afternoon free for me to do my own thing and any work that I needed to finish. When I came back to

school, I was really excited to see all my friends again and after a few weeks I realised I really enjoyed the Distance Learning experience (and missed sleeping in a little longer and wearing whatever I wanted!).

I asked students and teachers in the High School about their experiences during and after Lockdown. For them, as for me, life during Distance Learning was both good and bad.

Year 10 student, Benni Taranaki said, "I was sad that I couldn't see my friends in person, but it was good to have a break from school and do things at my own pace."

Teacher, Esther Hoggart commented that Distance Learning provided a more

relaxed start to the mornings without having to commute to school before classes began. She really appreciated formal classes finishing at 1:00pm, as it gave students the opportunity to prioritise and organise their workload at their own pace.

Everyone said that they were happy to come back to school. Benni Taranaki and Year 9 student, Huxley Charleston, were happy to come back and see their friends again. Teachers, Kristi Ellingsen and Esther Hoggart, really liked coming back and teaching face-to-face once more.

I asked the question, "Is there anything that you found out about yourself?" Huxley said, "It's good to be alone

sometimes but then it's also good to be with my friends." Kristi said, "I realised how much I got feedback from people's faces."

I found that with Distance Learning you have to be really organised and self-motivated to do all your work.

There were many challenges that we all faced during this time but we all found out that we can do things by ourselves and if this was to ever happen again, then we would be okay.

This issue of Focus reports and reflects on our experiences since COVID-19, as well as continuing to celebrate our lives and achievements, grateful to be able to come to school and learn together.

Friends relieved to leave home learning

William Gardner & Marcel Zwart

Students at The Friends' School are thrilled to be back learning in the classroom. From the start of April to the end of May 2020, students across Tasmania had to learn from home due to COVID-19. Lockdown was hard for many students, who found it distressing and upsetting, but it was necessary due to a high number of Tasmanian COVID-19 cases. We interviewed many students about the experience of at-home learning.

What did you enjoy about at home learning?

"I could sleep in and it was more fun being at home with your parents." *Anonymous, Year 3*

The students of The Friends' School had to work off a timetable that the teachers posted on a Google Doc, and do all of their work at home. This sometimes posed an obstacle for many students whose parents had to work during the day. Many students disliked home learning as it was harder to get the work done.

So how did you feel about at home learning? Was it good or bad?

"I hated it because everything was a lot harder, everything was a lot more difficult. I didn't have

anyone to help me, because my parents were working and I was on my own." *Ethan, Year 2*

"It was helpful not having as much noise and it was so comfortable and because it was my home I knew where to find everything! The daily Google Meets with the class were really helpful, allowing us to catch up with each other

and ask teachers questions. I thought the tasks were really fun and interesting. I didn't find home learning stressful at all!" *Felix, Year 5*

Learning from home also affected the teachers as they had to set up all of the work and make all of the timetables for the students which was a lot of hard work, however, many teachers

saw it as an opportunity to learn new ways to teach. The good news is that The Friends' School students are now back at school, and everyone is breathing a sigh of relief. Ingrid Carthew-Wakefield (Year 2) summed it up nicely when she said, "It was great being back at school so I could see my friends."



Felix Forster, Year 5.

Photo by Zana Forster



Uncertain futures

Sarah Jameson

The COVID-19 pandemic has impacted nearly everyone on the planet, yet it has especially affected students graduating Year 12. Leaving school to study at university, getting jobs and the option of a Gap Year would normally present hard decisions that need to be made, but it is even harder for students who now have to face the pandemic as well.

Online learning has made preparation for exams far more demanding, though students believe they handled it well. Callum Jameson, one of the Clemes students, stated that "being at home was a different and challenging experience to working at school... although it was a different atmosphere, teachers provided above adequate

resources to continue my learning... it really helped with my preparation for exams."

Once high school has been completed, many consider taking a year off to travel and have a break from studying. This can be beneficial in many ways as it presents the opportunity for students to explore the world, inspiring them to consider where they may wish to live, work or attend university. However, the harsh travel restrictions have, and will, prevent young people from doing so—a large disappointment to many. Clemes student, Mia Wells, said, "I was thinking of going to America with my friend... obviously that can't happen now, so I think I'm just going to go straight to university, instead of taking time off."

COVID-19 has caused economic impacts at a

national level. The universities around Australia have changed the prices for many of their courses. Subjects in the Arts and Humanities have increased by 113%, while subjects in the Maths area have decreased by 62%. Whilst some students benefit from the fee changes, others do not. Approximately 40% of people planning on taking a university course will have their fees increased.

Hayden Prussner, a Clemes student planning on studying Arts and Humanities subjects, has stated, "This is another area I've been struck pretty hard by because my only interests are really Humanities and the Arts... I want to do a Bachelor of Arts in Acting and perhaps Ancient History... it's just not realistic to pursue both because the expense is going to be huge, unfortunately."

Current jobs held by Year 12 students have also been altered, along with the majority of eligible workers around the world. Some students have had a decrease in hours, while others have had to stop working altogether. Callum Jameson was one of these students. "I couldn't work because of Job Keepers. Only staff who had been on for twelve months, which I hadn't, were allowed to work so I couldn't during that time."

Exams, travel, university study and jobs have all been impacted, restricting and challenging students in many ways.

The pandemic has affected us all, but it is particularly hard on young people looking at starting the next chapter of their lives.



Mia Wells (Year12) and Callum Jameson (Year12) preparing for the end of Secondary School. Photo: Sarah Jameson.

How can we move forwards after the lockdown? Are you prepared for a second wave?

Benni Taranaki gets the "word on the street".



Tom Taranaki (Year 6): "How we can move forwards after lockdown is to continue to follow some of the rules we had during lockdown and also learn more, due to if a second lockdown would happen."



Sarah Jameson (Year 9) "Continue living the way we were before the pandemic, but remember what lockdown was like and be grateful to be living and that it has passed."

"I think that I would be prepared for a second wave because I've already experienced it and know what to expect from a lockdown."



Sophie Procter (Year 10) "To move forwards we need to be there for one another and support each other."

"I would be prepared because I've already experienced it and I sort of liked lockdown and I wouldn't mind going back."



Will Cracknell (Year 10) "Staying connected with all of our friends and family." "I am not prepared for a second wave. I am not prepared because I didn't like quarantine at all and I found it very boring as well. I found it very hard to stay inside because I wanted to go outside and socialise with my friends and family."



Isabel Adams (Year 7) "Support our local communities and those who are severely pressured by lockdown." "I think so. We got used to the way we had to live during the first lockdown so we've got strategies for the second one."



Milly Taranaki (Year 8) "A way everyone can move forward after the lockdown is people can start to have gatherings with more people and that will increase every time, also more places can have more people in a shop at a time."

"I believe that I am prepared for a second wave. I'm prepared because I know how online schooling works and also how I can do exercises and activities with just staying at home and not leaving."



Gryff Connah (Year 10) "We can learn to appreciate each other's company more, and take things – like social presence – less for granted." "No way. I couldn't even handle it."



Anna Fearn (Year 8) "By having a positive attitude and considering things slowly – not getting frustrated when things are tough." "Yes, because I would have learnt from experience."



Art Packs kit out artists

Lottie Horton

Over the time of quarantine and Distance Learning, teachers and students worked together to make the experience the best it could be.

For subjects like Art, Students from Years 7 to 12

it seemed like it would be a little harder to keep up with the work because of the need for resources but after speaking with Miriam Berkery, Coordinator of Art and Ceramics, it seems that the Art Department made the most of this experience.

were provided with resources such as tools, paper, paints and even clay which they could take home so that they could continue their work through Distance Learning.

For students who were not able to pick up their Art Resource Packs, they were able to get their

packs delivered right to their doorstep. Topics chosen for this period were things students could complete easily at home. Ceramics students completed a unit building sculptures of the friends they missed or the family who are so important in their lives.

It gave them a chance to reflect more positively on the situation.

Some of the struggles the teachers and students faced included trying to deal with technology and staying on top of the work without having the kind of one-on-one feedback from teachers

they would have received in a physical classroom.

Miriam Berkery also said that the Art Department received lots of positive feedback from parents and students about the distance learning experience.



Year 10 Ceramics 'Family and Friends' sculptures inspired by the work of NZ Artist Robin Ranga's 'An Offering'. Started at home and finished on return to School. Featured here: Work by Tilly Ellingsen & Bridie Cooling. Photo: Supplied by Miriam Berkery.



Year 8 Art 'Your Surrealist Bedroom'. Drawings inspired by Maurice Sendak's 'Where the Wild Things Are' and Surrealism. Featured here: Work by Anna Mulcahy. Photo: Supplied by Miriam Berkery



Year 7 Art 'Cubist Style Still Life'. Work by Dibansa Udawatta. Photo: Supplied by Miriam Berkery.

Zooming through Physical Education classes

Emily Mundy

Despite the current COVID-19 pandemic, Friends' High School students were still able to enjoy Physical Education. Via Zoom calls and Google Meets, classes challenged themselves by completing physical warm ups and learning new skills, such as yoga and strength exercises.

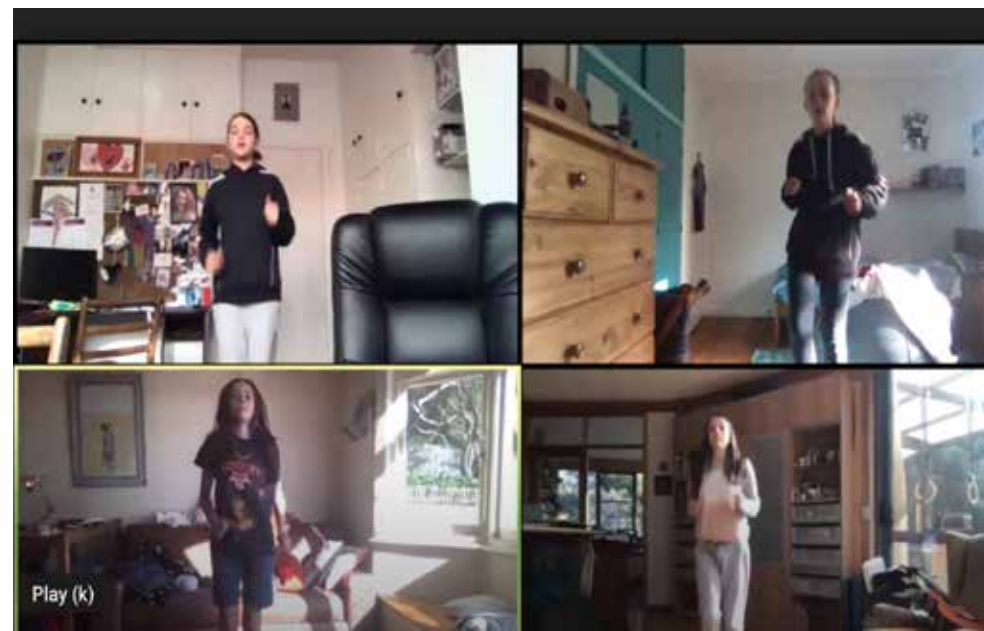
As well as remaining active, students continued their study of Health with

the use of Google websites. Returning to school, many teachers still use websites adapted from Distance Learning to set up and plan out their lessons.

"PE in lockdown was an enjoyable experience," says Year 9 student Matthew Taylor. Year 8 student Henry Webster said that he "...liked the diverse range of exercises." Although she prefers on-campus Physical Education, Year 9 student Gipsy Rugen believes that "...the faculty did an amazing job organising

everything for us." If she were to return to Distance Learning, Physical Education and Health teacher Trish Menadue states she would "definitely maintain a fitness element [...] because of the sedentary nature of working at home."

Right: Warming Up to Zoom. Year 7 students Isla Younger, Sarah Lovell, Sarah Wood and Ella Wood teaching each other physical warm-ups via Zoom. Screenshot: Trish Menadue.



Dancing through the pandemic

Rossa Mitchell

Lauren Grieve sat down with me to talk about what students did in Dance over Distance Learning. The class had group warmups over Meet with their cameras on and if they didn't feel comfortable showing their face, they were allowed to have the camera only on their legs to show they were still moving.

The dance students also did group work, they choreographed routines together and made movement

sequences over smaller Google Meets as if it was actually in the classroom and then they performed over Google Meet.

Another task some students had was to create their own routine and then teach it to someone at home such as a family member. Another was to teach a family member a warm-up suitable for dance that they created. Lauren said it was fun and challenging to teach on Google Meet.

One thing that was difficult was that there were lower levels of energy during the lesson than what you

would normally feel when teaching in the classroom. When the students performed over the Meet other students muted their microphone and then turned them back on again to clap so the students felt the same applause and support as they would in the classroom.

A quote from Lauren to summarise: "All of the students maintained a really strong work ethic and produced some great work over distance learning. Both Casey and I were incredibly pleased with their effort in Dance during this time."



Students dance over Google Meet.

Screenshot: Laruen Grieve



Drama from a distance

Sarah Jameson

Distance Learning was a challenge for both teachers and students in all subjects, although those participating in practical subjects, such as Drama, Art and Woodwork, had the extra challenge. Each lesson needed to be largely adjusted to allow students to gather the skills they would ordinarily pick up in the classroom.

When considering the difficulties of teaching Drama online, Tammy Giblin, Head of Drama said, 'One of the key aspects of Drama is interpersonal relationships, so the idea that we are together

in a space, and that's how theatre thrives... finding a way to recreate the ensemble was a little bit tricky but we got better and better at it.'

Tammy also reflected upon her own personal experience during Distance Learning: "I really missed that ability to 'read the room'... so we lost that level of interaction, which was a change to my level of experience, but we adapted really quickly and the feedback we got was that students enjoyed coming to Drama."

Whilst certain aspects of teaching practical subjects were difficult, teachers made the most of their situation to



Alex Rackham (Year 9) demonstrating his Greek mask. Photo: Alex Rackham.



Year 12 Theatre Performance class rehearsing their TCE exam production of Moises Kaufman's The Laramie Project. Top row: Tasman Inglis, Tammy Giblin, Wills Martin, Sarah Sergeant 2nd row: Zoe Shannon, Ireland Rugen, Sophie Campbell, Elliot Doedens 3rd row: Henry Rheinberger, Ellie Griffiths, Sophia Pauchet, Charlotte Rogers Bottom row: Hayden Prussner, Griffin Hooper, Jack Smith

Photo: Tammy Giblin.

heighten the students' skills while at home, which created many positive learning experiences.

Stretching through the stress

Rossa Mitchell & Julia Gibson

Julia Gibson had a telephone interview with me to tell me about everything that happened in Community Yoga through Distance Learning, the struggles and things she enjoyed.

Community Yoga sessions were pre-recorded during Distance Learning so people could access them in their own time.

Julia said that teaching her students through Google Meet was challenging as she is a very social and physical person. Setting her yoga mat

up in her home didn't give the right feel so she decided to go into the School by herself to have her classes over Google Meet.

Julia loved seeing her students' pets and their surroundings such as the water or bush behind them during Google Meet sessions.

Whilst Julia acknowledged there were challenges, she also said that she worked really hard to deliver lessons that she thought were

useful to students under the circumstances and gave them practices of gratitude and generosity to focus on to increase joy and counter-

balance their introspection around the difficult circumstances they were in.

Julia is glad to be back on campus and taught all 600 High School students in the last few weeks of Term 2. She has reconnected face-to-face with Clemes Yoga students and is again offering Community Yoga sessions on Wednesday mornings 7:45am - 8:15am in The Farrall Centre. These are open to everyone in The Friends' School community.



Back on campus after Lockdown, Clemes Yoga students meditate. Photo: Julia Gibson



Clemes Yoga students in one-legged forward bend. Photo: Julia Gibson.

Musical blues of online learning

Akuor Nikimaya

Online learning was a particularly difficult time for many students, especially for the more practical lessons like Dance, Art and Drama that took place over Google Meet and Zoom. Music was a particularly challenging subject during this time, with different activities and typical class lessons changed due to the various circumstances that the lockdown had students in.

Classes usually started with a meeting outlining what the class was doing and students leaving to do those tasks, then coming back to the class near the end of the lesson. "We

used technology a lot," stated Paul Kershna, High School Music teacher.

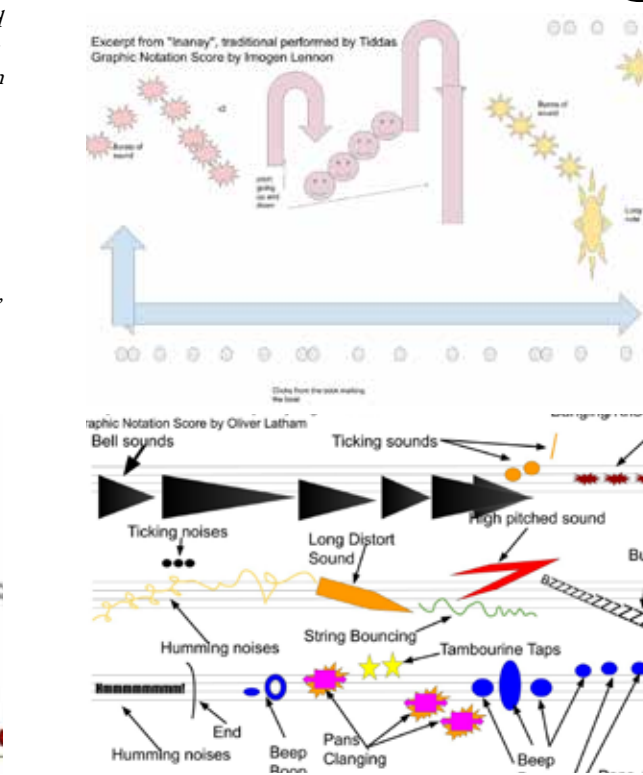
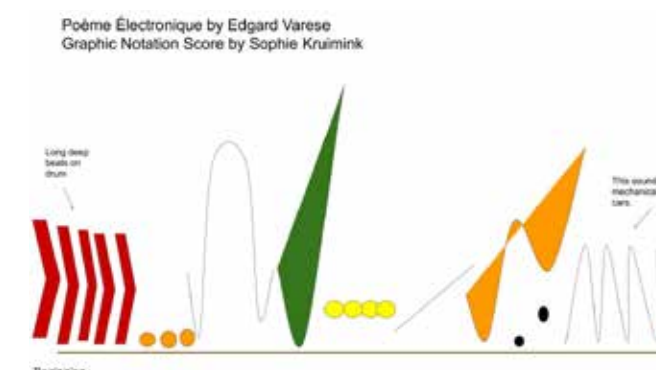
Many teachers, like Paul, found that they could use more of the technology aspect in their teaching to make classes run efficiently and with the help of technology, "...we tried to maintain what we would do at School."

Students were still able to improve on their skills during this time and many found it easier than being in an actual classroom setting, although "The interaction between students was difficult to facilitate," said Paul.

There weren't many challenges particularly stunting students' growth

other than the usual Internet connection issues and not having the musical instruments available. Regardless of these challenges, students were able to continue their musical education and return to on-campus learning.

Graphic Notation Scores created by Year 7 Music students as part of their World of Sound Unit, in which each student graphically represented the elements of music (e.g., pitch, rhythm, timbre, expression), using shapes, colours and symbols, in a chosen musical composition. Pictured: 1. Varese GN Score 1 by Sophie Kruimink. 2. 'Inanay' GN Score by Imogen Lennon. 3. Varese GN Score 3 by Oliver Latham.





Daffodil art

Matilda Giles & Penelope Nester

On Thursday 13 August a group of Year 12 students came up with the idea of making little packs of cards with daffodils on them to raise money and awareness for the Cancer Council. A small group of prep students then painted pictures of daffodils which then were outlined by the Year 6's and turned into cards! These cards not

only supported the Cancer Council, they were also sent to Old Scholars to check in and see how they were coping during these tough times.

Some of the Year 6s and Preps had the opportunity to see their amazing work on display in The Farrall Centre, and some joined the Clemes Cooper (also from Year 6) added that it was a great opportunity to raise money for Cancer Council and they really enjoyed spending their

Nikoletta Exarhakos from Year 6 said that her favourite

part about this experience was walking in with the Preps and seeing their faces when they saw their paintings on so many cards. The Preps were amazed that their paintings got to be featured on display and sent to Old Scholars. Nahi Sassafrass and Amelia Cooper (also from Year 6) added that it was a great opportunity to raise money for Cancer Council and they really enjoyed spending their

own time to do something good for others.

The reason why these cards are so important is because the cards got sent in small packs of 10 to the Cancer Council, which then was sold in the shops and raised money for people in need.

Below: Matilda Giles, Isabel Daniels and Nikoletta Exarhakos with the card they created. Photo: Debbie Taylor



CrazySocks4Docs Day a booming success!

Tilly Kruger

Many students in Morris showed up to school on Thursday 11 June with crazy socks on. This was to celebrate CrazySocks4Docs day, raising awareness for doctors' mental health.

The idea for our school to participate in CrazySocks4Docs day came from Year 6 student Isabel Jolley, whose parents work in the medical industry. She explained that the initiative was started by a doctor named Geoff Toogood. As

a young doctor, Geoff had recently recovered from depression, but one day he wore odd socks to work (courtesy of his new puppy's need to chew). Instead of asking how he was, his colleagues talked about him behind his back, implying that his depression had resurfaced. In response, Geoff created CrazySocks4Docs in an attempt to "address the stigma and make it ok for doctors to not be ok."

"We celebrate CrazySocks4Docs day to support doctors and to show

that we know and appreciate how hard they work," says Isabel. "Both my parents are doctors so I know that they have work troubles, like for example my mum was called up last night at 2 or 3 am. I'm thankful that I have two parents who work so hard and love me."

I asked Prep students Phoebe Ainslie and Patrick Williamson what they were wearing for CrazySocks4Docs day. "I was wearing stripy rainbow socks," Phoebe told me. "And I was wearing one normal sock and one sock

with clowns on it!" Patrick said. I also spoke to Aurelia Livingstone, who was wearing long neon cat socks, and Ariella Lambeth, who wore Disney's Frozen socks.

If you want to learn more about Geoff Toogood's story, you can visit: www.crazysocks4docs.com.au



Lindy Maddock's Year 6 class looking fashionable in their Crazy Socks.

Photo courtesy of: Lindy Maddock. Taken by: Sarah Mundy, Year 6.

High hopes from the High School Council

William Cracknell

On Friday 7 August during Long Tutor, a free BBQ selling sausages and veggie burgers was organised by the High School Council.

"The BBQ was a great way for the High School community to reconnect after COVID-19 shut down our school, and for the tutor groups to spend an hour together," Sophia MacDonald, one of the two Unwin House Captains said of the successful event.

The BBQ is not the High School Council's only success of late. While the COVID-19 pandemic continues to affect the lives of many globally, initially resulting in the nationwide shutdown of all schools, the HSC endeavoured to keep communication open during this stressful time by setting up the High School Community website.

The website, created by Brigitte Fountain, Marisa

Santalucia and Gryff Connah, provided the High School community with fun events to do during isolation, like a virtual bake-off and cross country.

On the cards is an extraordinary Year 7 Social. "We are looking forward to organising a fun night for the Year 7s who have had a rocky start to their high school journey due to the interruption of online learning," Bridie Cooling, one of the HSC Community Representatives said.

The Council are also throwing around ideas for structural changes around the campus. Benjamin Strong of the Hodgkin House Captains said they are "working on redesigning the bottom tennis courts to include futsal and handball spaces."

With a Council focus this year of community and relationships, we should be expecting more engaging events around the campus with all our peers. Are you keen?



Manning the grill: (From left) Xander Kwa (Year 10, one of the two Unwin House Captains) and Benjamin Strong (Year 10, one of the two Hodgkin House Captains). Photo: Kim Rowlands.



Ready to serve: (From left) Louise Giudici (one of our Heads of High School), Freya Downie (Year 10), James Skinner (Year 10), Gryff Connah (Year 10), Anna Rawson (Year 10), Calum Johnson (Year 10). Photo: Paul Goodluck



Peace its own prize

Ayah Anwer

The Peter Jones Peace Prize is held annually at Friends' High School and is now in its fourth year. It's a writing competition in which students submit short stories, poems, reflections, essays or speeches that reflect on what peace means to them.

Each year, there is a different topic to inspire student writing. This year's topic is a quotation from Martin Luther King: "If I cannot do great things, I can do small things in a great way."

This writing competition is in honour of Peter Jones, a long-serving English and Humanities teacher at Friends' and, as Karina Churchill, current Head of English, says, "He is a Quaker who actively 'lets his life speak' and naming the prize for him, honours his legacy as a role model in these areas."

Sarah Walker and Sarah Cupit, then co-heads of the English faculty, arranged

this writing prize as a way for Peter Jones' contribution to the School community to be remembered for years to come.

The phrase 'lets his life speak' gives a sense of all the contributions Peter Jones has made -- and continues to make -- such as protesting against war and violence. Every single action he takes shows to the people around him that peace is very important to him and to everyone.

This writing prize supports the culture of student writers outside of allocated class time, encouraging them to develop their voice in writing. It also enables students to more deeply reflect on what peace means to them, to reconnect with their inner self and to think about how they can contribute to making peace and to making a difference. It follows the School values of peace, integrity, community and to live simply.

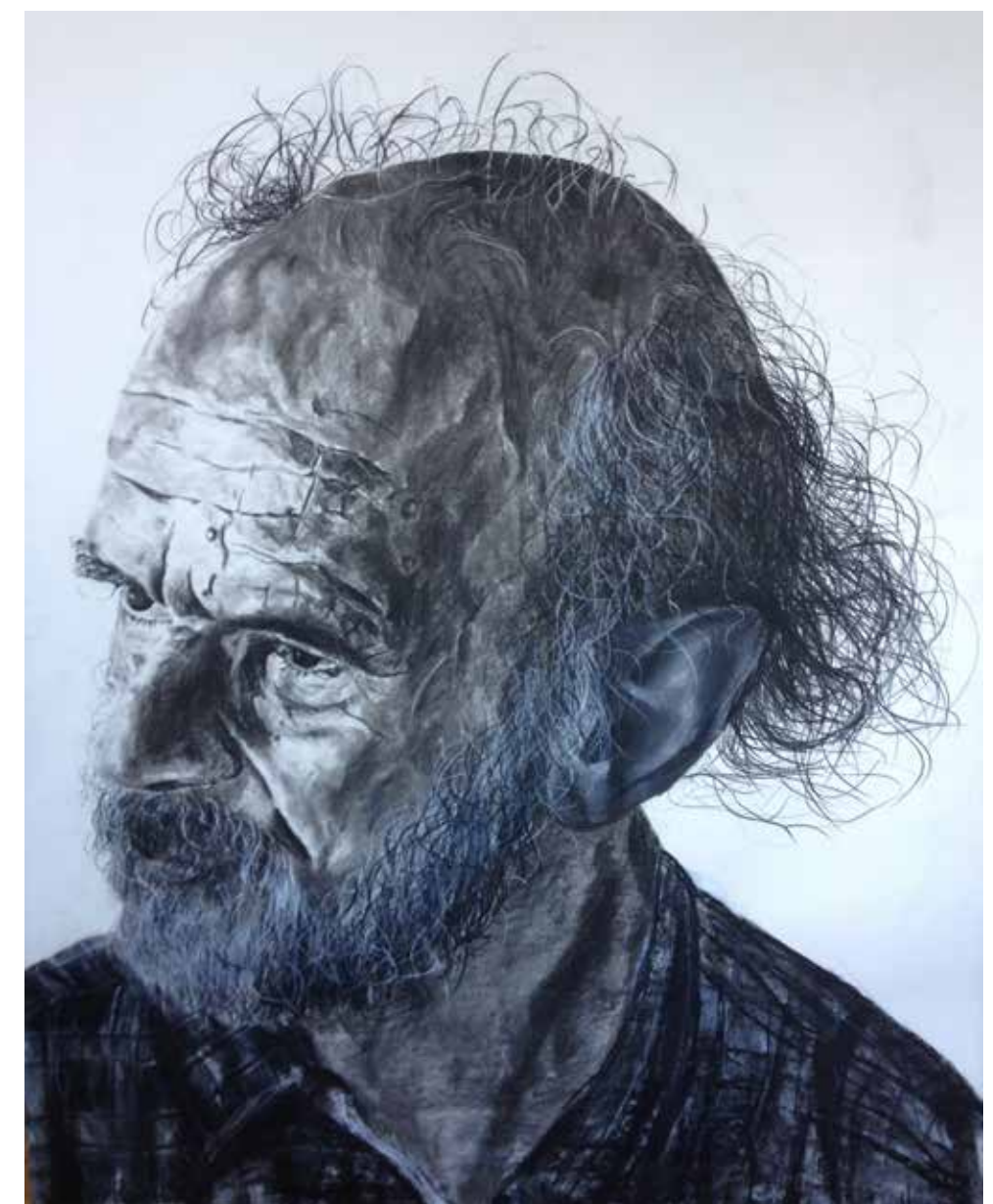
Winners usually get awarded vouchers for the

Hobart Book Shop but they also get a formal awarding of the prize in front of an audience and that really gives a sense of accomplishment to all the thinking that has gone into that one piece of writing.

The winner from last year was Olivia De Santis (then in Year 10) and it is an exciting wait to see who will win this year and congratulate them in the same way.

The Peter Jones Peace Prize is welcomed by teachers as well as students because it's aimed at honouring the culture of student writers and it celebrates, as well as encourages, writing at high school and that is what's really lovely about writing prizes like this: the sheer sense of community and inner peace.

Editors note: Since this article was written, the Peter Jones Peace Prize 2020 has been awarded to Annabel Woolward (Year 10) with Tom Petty (Year 8) awarded runner up.



Portrait of Peter Jones. Conte and charcoal drawing, Shannon Terry, Year 11 Art Production Student, 2013. Photo: Alice Bowman-Shaw

Getting ready for Gathering

Lucia Poljansek

During the COVID-19 lockdown, Gatherings were impacted greatly. I spoke to Lou Giudici about future plans for Gatherings and

the challenges involved in the post-pandemic school environment.

Lou Giudici is one of three Quaker Gathering Advisors, along with Maddy Walker at Clemes and Jess Lund at Morris. The Quaker

Advisor's role is to support the various campus leaders to think about what structure the Gathering should take and how Gatherings can reflect what is going on in the school community and our Quaker values in practice.

In Gathering, Lou wants students to focus on the Quaker testimonies (Simplicity, Peace, Integrity, Community, Earthcare and Equality) and other important attributes that are helpful for students, such as resilience,

trust, honesty and self-care. Organising Gatherings has been especially hard during this time when we are required to social distance. During Distance Learning, students were given an hour a week for Gathering. "[Students] weren't expected to sit in silence for the whole session and that's why [they] were given a topic to think about, a video to watch, or [they] could use the time to go for a walk... time for stillness," Lou said.

Although the year groups were separated from each other, they were all looking at the same topics and Gathering gave students a chance to think in peace without any distractions. Lou also said that, "...some of the reflections from students were amazing and much more detailed because students were given more time to reflect on the questions asked and probably didn't have as many distractions."

Students reflected about what it was like to not be at school, the challenges during Lockdown, and things they had taken

for granted in the past. Once students came back from distance learning, Gatherings had to be staggered so there would be less people in the Meeting House at once.

I interviewed some students about what they thought about the smaller groups in Gathering and they said that they preferred it because "...there were less distractions which helped us to focus and think for ourselves."

During Distance Learning an online classroom was made for each year group which contained any videos, questions or topics students would be looking at during Gathering. The use of this has continued after distance learning which means students are able to revisit topics explored in gathering and possibly reflect on a concept further or share it with a family member.

In future Gatherings, Lou would like students to be more involved in the planning process with their own topics, themes, or ideas for their peers to consider.



The Friends' Meeting House which has seen progressively larger groups gathering since a return from lockdown. Photo: Rosie Hastie



Press Club trains young journos

Catherine Duffett

On Friday 21 August, a small group of Years 5 and 6 students attended a day-long workshop, aptly called 'The Press Club' that was conducted by our Writer in Residence, Sam George-Allen. Sam is a writer, editor and copywriter and is currently studying a PhD in creative writing at the University of Tasmania. The

students learnt about what a journalist does and how to craft, draft and edit news stories. They created articles for *Focus* by selecting a topic for their article, interviewing relevant people, sourcing photos and learning to work within a deadline.

It was a fabulous workshop and a valuable experience for the children to experience being a reporter for a day.

Year 5

Liam Galloway
Charlotte Garnham
Eli Swan
Maggie Winspear
Ella Clark
Annabelle Fenton

Year 6

Aggie Harrison-Narraway
Penny Nester
Matilda Giles
William Gardner
Marcel Zwart
Tilly Kruger (Mathilda)

All photos by Catherine Duffett



Eli Swan (Year 5), Charlotte Garnham (Year 5), and Liam Galloway (Year 5)



Penny Nester (Year 6) and Matilda Giles (Year 6)



Eli Swan (Year 5), Charlotte Garnham (Year 5), and Liam Galloway (Year 5)



Penny Nester (Year 6) and Matilda Giles (Year 6)



Ella Clarke (Year 5), Annabelle Fenton (Year 5) and Maggie Winspear (Year 5)



Sam George-Allen with Penny Nester (Year 6) and Matilda Giles (Year 6)



William Gardner and Marcel Zwart (Year 6)



Deliberate generosity, curiosity and light: Sam George-Allen

Amelia Neylon

From a 20-minute speech to Clemes and an hour's worth of conversation, what strikes me about Sam George-Allen is a sense of deliberation. The word occurs to me because of the phrase George-Allen says that seems to explain my conception of her: "There's something to be said for being deliberate about things."

This illuminating sentence (to me at least) comes up as I ask her about one of her main points in her speech to Clemes, that the stories we tell and repeat about ourselves become true. At the time, it reminded me of a kind of incantation, which creates the reality it defines, as George-Allen describes her process of becoming a writer: calling herself a writer first and people then asking and paying her to write things.

The point stuck with me and I question her about the stories told about us by other people and how to deal with

them. With an essayist's unease for abstracted concepts, George-Allen begins discussing the stories told about young women ("one of culture's favourite topics") needing to compete with each other. Without hesitation and interrupting herself with a soft laugh she calls it "nonsense... just rubbish" and then considers again the value of intention in combating such stories: "No, I'm not going to just capitulate to cultural pressures to be mean to other women for no reason. I'm going to intentionally develop the communities that are important to me, and I'm going to intentionally choose to lift up and support the people who I want to lift up and support."

George-Allen, as Friends' Writer-in-Residence, worked with students and staff across all three sections of the School for a week during August. George-Allen is a writer, editor and copywriter.

She holds a Bachelor of Arts in Writing and Japanese, a Creative Industries Honours Degree in Creative Writing and was recently awarded the 2019 Tasmanian Young Writer's Fellowship by the Premier of Tasmania. Sam is currently a Creative Writing PhD candidate at UTAS, supervised by Old Scholar and award-winning author, Danielle Wood. When I asked her how she got a gig like that, she surmised that, "I'm just lucky", though I think it can also be attributed to her effort, interest and her approach to writing "as a low stakes exercise."

In person, George-Allen is quick to laugh, considers before she answers questions, and prefaces often with "you know", gracefully including me at a table no teenager usually feels invited to. That openness seems to me another point of intention as she speaks about Michael Pollan's book *Second Nature*: "The reason he's so good is because

he's so unapologetically curious about stuff. It's just like, 'Wow, this is so interesting!' and you just get swept along with him".

Her own curiosity seems realised in both her willingness to speak with me so equally and her enthusiasm in suggesting a range of writers and their works. After our discussion, George-Allen took the time to meet with me again to give me a reading list as "you can't write if you don't read. You can't write, well, anyway." That openness and generosity is something she recommends everyone extends to their creativity – another point she raised in both her talk to Clemes and during our conversation: "A lot of us feel very protective of the stuff we write, you know, protective of our creative output. And we want to treasure it and treat it gently and nurture it and you don't need to. It is an endlessly renewable resource. Just throw it away."



Writer-in-Residence, Sam George-Allen.

Photo: Zoe Geard

Meet the writer: Sam George-Allen

Huxley Charleston

In Semester 2, Sam George-Allen was The Friends' School Writer-in-Residence. During her time at our school, she held a 'Meet the Writer' Open Session in the non-fiction end of the library during Wednesday lunch.

It was an unstructured conversation which allowed attendees to ask questions about being a writer, ways to start writing and how to make your stories better and more engaging.

One of the first questions that Sam was asked was "How do you get ideas that are in your head onto paper?" Sam suggested that if you already know what is going to happen in your story, start from the middle where there is some action to get yourself hooked into the writing.

The second important point Sam made was to practise. "The more you write the easier it is to write," she

said. It helps you to better understand how to put your ideas down on paper (or in a Word document) when you get ideas.

We then talked about how to get the flesh of the story into the middle when you know how a story starts and

ends. Sam told the group that you should figure out what the main character wants, and then chuck as many obstacles in the way of them reaching their end goal. You then need to think about how they can overcome those challenges.

We then moved onto

talking about how to write well and with purpose. Tips that Sam gave the group were to understand grammar well, as it helps you make stronger word choices and to know about active and passive voices and how to apply them. An example of this is,

"The girl drank the coffee", as opposed to 'The coffee was drunk'. The first example is using an active voice while the second is using a passive voice and, as you can probably tell by reading these examples, the reader's brain likes writing that is written in an

active voice.

Sam also suggested that using lots of verbs and adjectives can make the story really stand out.

Another suggestion was to choose descriptive words carefully. An example is, 'It was a small house', compared to 'It was a compact cottage'. The second provides us with more information, allowing us to paint a mental picture, making the story more interesting and fulfilling.

Overall, the session was a surprisingly interesting and an amazing experience. I gained a better understanding of the processes and techniques involved in good writing, which will help me to write better and more interesting stories.



Sam George-Allen with students Zoe Poole (Year 8), Bailey Cyngler (Year 8), Harry Howard (Year 9), Raphael Bartlett (Year 8), May Moe (Year 10), Sarah Jameson (Year 9) and Huxley Charleston (Year 9). Photo by Nicole Parums

Meeting the Writer. L-R: Sam George-Allen (Writer-in-Residence), Zoe Poole (Year 8), Bailey Cyngler (Year 8), Harry Howard (Year 9), Raphael Bartlett (Year 8), May Moe (Year 10), Sarah Jameson (Year 9), Huxley Charleston (Year 9).



Lab Rats

Benni Taranaki & Charla Sweeney

Kristi Ellingsen and Charla Sweeney are running the co-curricular Science group, Lab Rats! Kristi and Charla are very excited about the Lab Rats and love every single experiment they do in the club and so do all the

students! If you join Lab Rats you can turn up for the experiments you are most interested in as the club is for your benefit and for what you are most intrigued about doing.

There are so many different, fun experiments you can choose from. Past experiments include: making

elephant toothpaste, finding Water Bears (Tardigrades) under microscopes, making mini-Rube Goldberg Machines (Kristi filmed one that worked the first go!), and constructing solar cars.

Having guest speaker Marc Iseli, one of the coordinators of the Tasmanian Model Solar Challenge (TMSC), come in for the solar car challenge was especially exciting! And there will be so many more.

Some of the students have entered science competitions

and the Lab Rats also organised the Science Week Tutor Challenge.

Interested? After school on a Tuesday, turn up to N205 and join the Lab Rats where you can have fun doing experiments, meeting guest speakers and exploring your interests!

Below: Training the Lab Rats: Lily Neyland (Year 10), Miriam Reid (Year 9), Marc Iseli (Guest Speaker), James Martindill (Year 7), Josh Faux (Year 7). Photo: Kristi Ellingsen.



Year 9s up for a challenge!

Sophie Procter & Esther Hoggart

The Year 9s have some big days coming up later in the year. Esther Hoggart and the Year 9 Connections Team have organised Challenge Days that are going to be so much fun.

Challenge Day 1 will see students participate in an obstacle course around the greater Hobart area. In the past it has run for just three periods of the day with students covering a smaller course. This year, the loop will be around 10 or 11 km and it is a full-day event.

It's not a race, but rather a series of challenges to tick off around the course.

Challenge Day 2 is The Mud Run. Students are going back to Redbanks, where the Year 9 cohort has gone in the past, but the wonderful part about this year is that they are doing The Mud Run in

December, not May. There will hopefully be sunshine and nicer conditions to be able to get muddy and wet in. May was a bit chilly.

Esther said, "The primary motivation for the Challenge Days was engagement and fun, whilst providing the opportunity for students to put some of the strategies offered by The Resilience Project to the test. We meet challenges and overcome obstacles is an essential part of who we are and who we want to become. I hope these experiences provide opportunities for the Year 9 students to embrace new challenges, build strong peer relationships and connect with their outdoor and community environments."



Tackling obstacles. 2018 Year 9 students take the Mud Run challenge at Redbanks. Photo: John Hoggart.

Maths Comp online

Lottie Horton

On 30 July, The Australian Maths Competition was held. This competition is an international event held every year and many schools in countries around the world participate to test their thinking skills. This is a great

way for students to display their learning and test their mathematical skills. There are even cash prizes for students who do exceptionally well.

The competition involved 51 Friends' students from Years 7-12 and this year, because of COVID-19, the event was done online and was smaller than usual but it

was still a great turn out and ran smoothly.

Joe Cairns said that the competition couldn't have been done without the help of Maths teachers Nicola Collins and Richard Lawler.

The competition itself consisted of questions gradually getting harder and harder and students had only

75 minutes to complete as many questions as they could.

Joe also said that the online version was more "flexible" and allowed students to feel more on top of what they had to complete.

Overall, the competition was a success and was an event enjoyed by many.

Chinese class cooks up a storm

Nia Noble-Wedd

On Monday 10 August, Monique's Year 10 Chinese Language class undertook a practical immersion in Chinese culture by learning how to make Chinese dumplings. This took place in Period 1, from 8:40 am-9:40 am, in the High School Foods room.

Students also made a batch of vegetarian dumplings for vegetarian students.

The recipe ingredients included: 1 portion of wombok, 2 carrots (grated), 2 eggs, 0.25 bunch spring onion, 1 small piece of ginger, soy sauce, salt, oil, 5-spice powder, 1 packet dumpling wrappers, and 1 packet rice paper.

Year 10 Chinese Language student Zac Dilger participated in this event. When asked what his favourite part of making

dumplings was, Zac said, "... just doing it with some mates and it was a bit of a laugh." He admitted that the process of making the dumplings "wasn't that easy," but one of his group members (Xander Kwa) "makes them pretty regularly so he could help out a bit. I enjoyed making them," Zac said, "but my least favourite part was that one of our group members did not chop fine enough, so there were massive chunks of cabbage."

Zac said he would recommend the dumplings and rates them a 5/5.

The Chinese Cooking event was a chance for students and teachers to work cross-faculty and allow students the opportunity to have hands-on experience.



Cooking up a storm. From left: Alexander Kwa, Zac Dilger, Leo Dawkins, Monique Gall (Chinese Language teacher), Jane Smith (Foods teacher).

Photo: Supplied by Monique Gall.



Jane Smith (right foreground) explains the finer points of dumpling making to Year 10 Chinese Language students. Photo: Monique Gall



The Impact of Giving Report

In the final edition of Focus each year, we have previously acknowledged and thanked all our donors. The acknowledgement of our kind and generous donors is now in the new and annual Impact of Giving Report. This can be viewed online at www.friends.tas.edu.au/impactofgiving. Future reports will be printed and if you would like a printed copy, please contact Lucy Loney on +613 6210 2203 or at lloney@friends.tas.edu.au



We Give Thanks for the Lives of...

- Rodney James ARCHBOLD (1971)
 George Westbrook BURTON (1946)
 Christine CREESE (nee BRIDGES) (1951)
 Rosemary CRISP (1950)
 Michael Gordon FENTON (1970)
 Grace Elizabeth (Betty) FINLAY (Past parent)
 Elizabeth (Libby) FITZPATRICK (nee CHANDLER) (1948)
 William (Bill) GIBSON
 Simon Noel GODFREY (1992)
 John HYNDES (1953)
 Kay (Patricia) MCCANN (nee Marshall) (1950)
 Jock MCCRONE (Past parent)
 Howard John PEARCE (1962)
 Jack PRENTICE (2013)
 Frans SAKUL (past parent)
 Peter David WILLIAMS (1953)

We are saddened to hear of the recent deaths of these Friends' community members since the last edition of Focus. We hold them and their loved ones in the Light.

In the last edition of Focus, Dianne Lee Robertson (Omant) was listed in error in the 'We Give Thanks for the Lives of' list. We sincerely apologise for this error and any distress that this may have caused Dianne and to her family and friends.

Alex Given (2009), Regional Alumni Representative

We are thrilled to announce that Alex Given has kindly agreed to be a Regional Alumni Representative for our alumni community in the UK.

Alex graduated from Patrick School of the Arts in Melbourne and has become a star of musical theatre performing in musicals around Australia including: *West Side Story*; *Nice Work if you Can Get It*; *Anything Goes*; *Guys and Dolls*; *Oklahoma* and *Boy from Oz* and many more. He has been in TV

shows such as *Offspring* and *The Wrong Girl* and he was also in *My Fair Lady* at the Sydney Opera House, which was directed by Dame Julie Andrews.

In December 2018 he moved to London to appear in the *Book of Mormon* on the West End. He performed for twelve months and in February this year was about to commence rehearsals for an international tour of another big musical but sadly because of COVID-19, it has been delayed until June 2021.

Many of you will have fond memories of Alex's grandmother, Dr Sheila Given AM. Sheila was Head of Junior School from 1975 to 1986 and was a much-loved presence at Friends' steering many young students towards a bright and happy future.

Sheila was a champion for life long learning and after she retired she gained a PhD. She was also elected President of the Council of the Ageing, started a newspaper column, which at

times was controversial but always hugely popular, and in 2007 became a member of the Order of Australia for her contribution to Aging policy and education in Tasmania. We are very happy to know that Sheila is well and will turn 92 in December this year.

"Sheila has played a huge part in my life and has always supported me in everything I have done", Alex Given.

Alex has a sister Maggie (2005) who is currently living in Byron Bay and has just

given birth to a beautiful baby boy!

His Aunt, Lucy Given, was also a student (1982). Lucy is well known in Hobart as the owner and creative director of Hobart's LUC store. She won the Telstra Tasmanian Business Women's Small Business Award and a Design Tasmania Award.

The Given family are certainly very talented and we are very pleased to welcome Alex as our newest Regional Alumni Rep.

Editors Note: The Friends' Alumni Community has replaced the Old Scholars' Association and has been broadened to encompass alumni and their families, former staff and volunteers, and friends of the School - wherever they are in the world. The Friends' Alumni Community works in partnership with the School to inspire our alumni community to create lifelong connections, to cherish links with the past and to support the School as it builds its future.



Our newest Alumni Rep, Alex Given (2009)



Lucy Given (1982) at her award winning design shop LUC



Sheila Given celebrating her 90th birthday



We Wish You Were Here!

2020 has certainly been a difficult year with many unforeseen circumstances and, unfortunately, we have had to postpone many of our reunions for 2020 as a result.

This year we were fortunate to be able to hold the 50+ Alumni luncheon and we are

still planning on holding the One Year Out reunion (Class of 2019) and Five Year out

Reunion (Class of 2015) in December. Unfortunately, we have had to postpone reunions for the classes of 2010, 2000, 1990, 1980 and 1970. We are hoping to be able to hold these reunions in 2021, however, in the meantime, here is a look back at those classes that would have been meeting up this year:



2010 Clemes Council



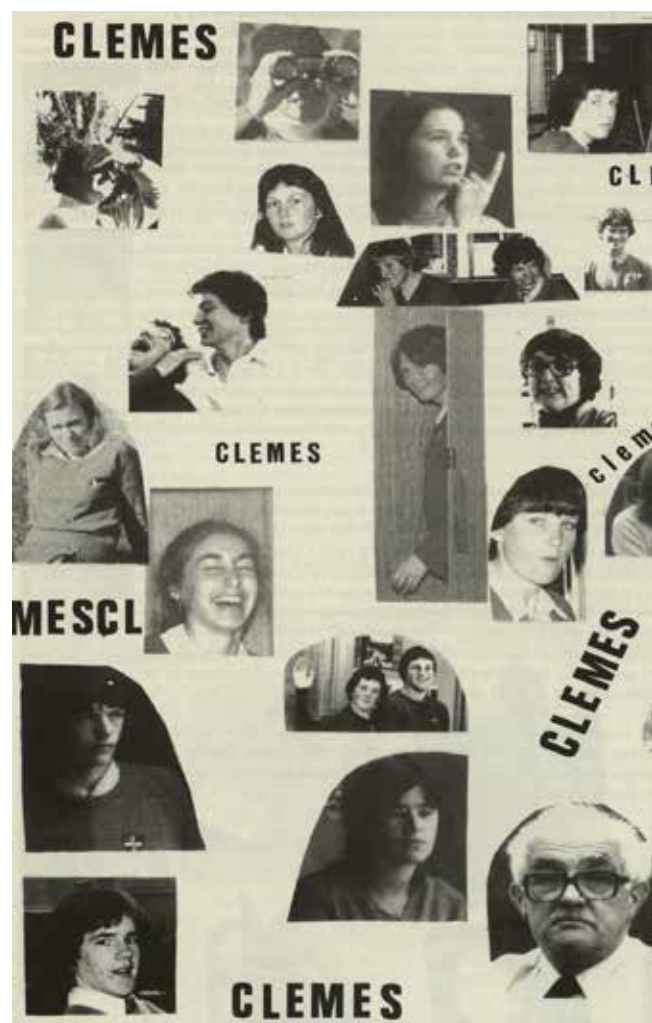
Year 12 Leaver's Year 2000



Year 12 Leaver's Year 1990



Prefects of 1980



Clemes cover page from Echoes, 1970.

Events & Reunions

During 2020 a number of reunions had to be postponed due to COVID-19. We are delighted to now be able to share with you dates for all upcoming alumni events and reunions, including those that had to be postponed this year. For more information about all alumni reunions and events please visit The Friends' School website (friends.tas.edu.au) and The Friends' Community Facebook page (facebook.com/FriendsAlumniCommunity).

Your 'Class of' year represents the year you attended Year 12 (or would have if you left the School prior to Year 12).

- Class of 2019 - 1 Year Reunion, Friday 4 December 2020
- Class of 2015 - 5 Year Reunion, Saturday 5 December 2020

SAVE THE DATE

- 2020 Reunions - including Reunions postponed earlier this year:
- Class of 2010 - 10 Year Reunion, Friday 12 March 2021
- Class of 2000 - 20 year Reunion, Friday 12 March 2021
- Class of 1990 - 30 Year Reunion, Saturday 13 March 2021
- Class of 1980 - 40 Year Reunion, Saturday 13 March 2021
- Class of 1970 - 50 Year Reunion, Saturday 27 March 2021

50+ Luncheon - Class of 1970 +, Sunday 28 February 2021

2021 Reunions

Information about your 2021 Reunions will be coming soon. If you have any queries at all about any of these reunion events please contact us at +61 3 6210 2200 or email stayconnected@friends.tas.edu.au.

We look forward to reconnecting with all our alumni community members soon.

Quick Updates

Glenn ARMSTRONG (1959) I joined Friends' in Class 1 in 1948 and finished at the end of 1959. On reflection, a wonderful period of my life. After a period in the Public Service Tasmania I went to Canberra for a stint as a Director of The Department of Social Security. For the next 30 years I have been self-employed and residing on a small country property next to the town of Gawler, 40km from Adelaide and adjacent to the Barossa Valley.

Ruby BLAKEWAY (2012) I have just finished my Master of Applied Psychology at Murdoch University and am about to start my internship year so that I can be registered as a fully qualified psychologist. I'm hoping to become a school psychologist with the Department of Education in Western Australia.

Christina BUCKEMULLER (2002) I was an exchange student in 2001 and I'm very happy that I still receive the Focus newspaper. I'm still in love with Australia and since my time in Tassie I've been to Australia twice; in 2003 just for a holiday and in 2008 for an exchange semester at Griffith on the Gold Coast.

Georgina BUTORAC (2011) I travelled for a year after school, and found myself at Monash soon after. I completed a degree in Veterinary Bioscience, and

moved home to Tasmania. I then studied a Masters Of Marine and Antarctic Science and worked as a Host Ranger with the Tasmanian Parks & Wildlife Service. Craving more of a home-life (I really wanted a dog), I migrated into the Discovery Ranger role. I'm now working as the Communications Officer at NRM South (South Hobart) - my dog comes to work with me.

Greer CARLAND (1995) completed her oenology degree at Adelaide University in 2000, and after a few years working in Chile, France and the USA, and a short stint in WA, she returned to Tasmania in 2004. She worked at Winemaking Tasmania for 12 years, leaving in 2016 to focus on making the family wines at Laurel Bank and to start her own label, Quiet Mutiny.

Michael FARMER (1976) Retired from his career as a Medical Lab Technologist after working in Hobart, Geelong, Saudia Arabia and Brisbane. As at 2020 living on the Gold Coast with his wife Janette with whom he has 6 sons, 2 daughters and 3 grandchildren.

Frederick FULLERTON (1959) I left for England when I was twenty. I am a practising artist, and have been a finalist in the Archibald, Glover, Wynne and won a place in the Moran Prize. I also won the Purity and National Trust

Art Prize although I am not so sure about the judgement of a great deal of the art prizes. I have taught at the Polytechnic, was a tutor at UTAS and a lecturer in the Sozoshia College of Design in Osaka Japan. I have a portrait in the UTAS Fine Art Collection. I have painted in Japan and have even painted where Hokusai painted Mt Fuji. At the moment I am doing how to paint videos.



Colette Harmsen (1993)

Colette HARMSEN (1993) trained as a veterinarian (BVSc. Hons.) at the University of Queensland after her years at Friends'. Following five years in private veterinary practice, she joined the Save the Tasmanian Devil Program, where she worked for many years, focusing on the health of captive and wild devils. Other conservation experience includes five months on Macquarie Island studying the reproductive physiology of elephant seals, and five months at sea

aboard the Sea Shepherd ships MV Sam Simon and MV Bob Barker. Colette is a keen environmentalist and promotes habitat preservation as a key wildlife protection strategy. Her long held commitment to conservation of the natural environment informs her current concern about proposed logging of oldgrowth and native forest in the Tarkine, North West Tasmania.



Ruth Oettle (2000)

Ruth OETTLE (2000) After leaving Friends' Ruth Oettle went to school in France for twelve months, as a Rotary exchange student. She lived in Champagnole, in the Jura. After Ruth returned to Tasmania she completed a Bachelor of Arts and a Bachelor of Economics at UTAS. After working five jobs for one year, she moved to Sweden, to attend Lund University, as the only Australian in a two-year MSc programme in Environmental Studies and Sustainability Science. Living in Europe again enabled

frequent local travel and lifelong friendships. During a recent trip to Sweden, Ruth and classmate Ella Meumann attended the wedding of Stina Ekblad, a Friends' 1999 exchange student. In 2009 Ruth returned to Australia, to Canberra. Here she worked with Questacon, taking science to regional Australia, and then accepted a graduate position at Treasury, working on the budget and subsequently social policy (primarily the Aged Pension). After four years, she moved to Department of Communications and the Arts, to work on broadband policy and management of the electromagnetic spectrum. Now she has a position in the Office of Australia's Chief Scientist, where her love of science, communication and creativity are all utilised.

Elaine WATSON (1944) Since March 2020 Elaine has left independent living

in a unit at Lauderdale to be a resident in a nursing home (Ningana) at Sorrell - a new way of life where all needs are catered for in a kindly, caring manner. We have chair exercises, hair dressing, podiatry, beauty therapy, massage, spa bath, church service weekly, shopping, singing, family visits, craft and craft classes, cooking, animal care and visits. Also a piano I can play any time, a library, TV, a computer, an exercise bike, armchair travel and medical supervision. A mix of folk live here of various physical, mental and emotional abilities.

Henry YE (2002) After I finished School, I pursued my actuarial career and became a fellow of the Institute of Actuaries (FIAA). I have been dedicated to pricing in the Insurance industry and I am currently leading a team of data scientists in the AI/Big data area.



Fred Fullerton Painting, "Nelson View"

Gifts Recieved With Thanks (late 2019/2020)

Stuart Gillies - Old Scholars Association blazer belonging to Wendy Feutrill (Gillies)

Peter Griffiths - Friends' School uniform

Julia Jago - Friends' School cap

Kim Roland - Friends' School uniform

Pamela Willis Burden - Friends' School ephemera

Rosemary Butler (Gould) - genealogical research, note from EE Unwin to Jack & Marjorie Gould

Ellen Johnson & family - books, sketch book and portrait belonging to Amy Propsting (Johnson)

David Nettlefold - photographs and Friends' School badges

Anderson family - Friends' School uniform

Jenny Wood (Hawkins) - photograph of Hobartville portico

Anja Boot - Friends' School ephemera

Karen Wilson - photograph of Peter Jones

Jan Marshall (Levis) - The Friends' School Centenary Celebration dinner invitation

David Long - group photograph

Eizabeth Field (Murphy) - Report book and scarf

Margaret Wilmot (Smith) - Friends' School badge

Stuart Lester - Friends' School rowing photographs (1949)

Roger Tomlin - Friends' School Boarding House Prefect pin

Geraldine Triffitt (Lorimer) - Friends' School blazer

Dr John Hughes - photographs of Clemes College

Shaun McDonald - collection of School Echoes and text book belonging to Kathleen Moore (Penny)

Sue Hamm & family - watercolour paintings and Friends School badges from the Estate of Margaret 'Peg' Wood (Chandler)

Clive Taylor - copies of Morris football photographs

Anne Caccavo - music books belonging to Tom James

Ralph Lane - order of service, and recording of Tony Cane

Rocco Caccavo - books belonging to Tom James

Alison Foster & family - items from belonging to Cecily McKinley

Brian McGlinchy - history of New Zealand Friends School



In Memoriam

Elizabeth Fitzpatrick (Chandler) (1931-2020)

We give thanks for the life of Elizabeth Fitzpatrick (nee Chandler), Tasmanian artist and mothercraft nurse, who recently died at age 88. Elizabeth (Libby) was born to stock-broker and patron of numerous sporting clubs (North Hobart Football & Bowling Clubs, as well as the Tasmanian Tennis Association) Robert Chandler and Daisy Gertrude (nee Cummins).

Libby attended Friends' between 1936 and 1947. Libby enjoyed school life and particularly sporting and social activities. She was a member of the senior tennis team representing Friends', and also participated in athletics and basketball. Under the guidance of Headmaster Ernest Unwin, a passionate watercolourist, Libby's interest in the arts and painting began. After gaining her leaving certificate, Libby proceeded to business school before ultimately choosing to become a mothercraft nurse, undertaking two years of training at Calvary Hospital. She gained her certificate in

1950, then worked as both a private nurse and at the Lipscombe Avenue Creche until she married Michael in 1952. The couple lived in Bronte Park for the first years of her marriage where Michael worked as a site engineer for the Hydro Electric Commission (HEC). The couple returned to Hobart in 1954. Following starting a family and having three children, Libby returned to the workforce in the 1970's, again working in childcare at the Lipscombe Childcare Centre.

Libby was a successful artist in both floral art and painting. She loved to create floral bouquets for brides across Hobart including all the flowers for family weddings. As an artist – Libby loved to paint with oils and watercolours, mainly landscapes – a shared interest with her sister Peg, who was also a recognised artist in Hobart. Libby would also have described herself as a miniaturist. Libby was very involved and committed to supporting the arts

community, including being a member of the Art Society of Tasmania and President of Colour Circle for more than 13 years (1994 – 2007), and was instrumental in finding their current location at the top of Mt Nelson. She successfully exhibited as part of both Art Society and Colour Circle exhibitions. Libby was also a passionate member of the Australian Society of Miniature Art Tasmania and exhibited as part of the second meeting of the World Federation of Miniaturists in 2000. Libby was part of the organising committee, which also supported the publishing of a limited-edition book to celebrate, record and promote miniature painting in Australia.

Libby actively and widely participated in the Hobart community throughout her life including: volunteering with meals on wheels, a ladies committee member of the Royal Hobart Golf club including as Lady President 1987 - 1989, broad involvement in the

arts community, supporting Michael in his membership of Lions Club and raising funds for the community, being a committed supporter of the Tasmanian Symphony Orchestra, committee member for Sandy Bay Probud and the Hobart Bridge Club.

The values developed while attending Friends' guided how Libby lived her life and she often expressed this influence, and she enjoyed a continuing connection to the school through Alumni events.



Elizabeth CHANDLER (right) and friend



Friends' students taking flowers to children in hospital - Margaret Wood 3rd row centre

Margaret (Peggy) Wood (nee Chandler) (1923 – 2020)

We give thanks for the life of Margaret (Peggy) Wood (nee Chandler), talented artist, dedicated educator, loving family member and supporter of others. Peggy recently died at the age of 96. Peggy attended Friends' between 1930 and 1940. Her sister Elizabeth (Libby) Fitzpatrick (nee Chandler) also attended Friends'.

Peggy was a bright student focusing in her final two years upon the humanities and achieving prizes in literature, art and geography. She represented Friends' in tennis and hockey and participated in athletics and basketball and was a member of the Literary Society. Her enduring interest in art, and watercolour landscape painting in particular, found root at Friends' through the inspiration of then Headmaster Ernest Unwin.

After leaving Friends',

Peggy chose to pursue her interest in art. Art ran in the blood of the Chandler family with Libby also having a gift for that medium.

She attended the Hobart Technical College between 1941 and 1945, graduating with a Diploma of Art and a Diploma of Commercial Art.

Peggy returned to the College after graduation as a teacher of commercial art and fine art design and drawing and as a tutor to children under the auspices of the College. In addition, she practiced commercial art via employment at Cadbury Fry Pascal, producing a number of commercial designs that were put into production.

Whilst at, or associated with, the College, Peggy came under the influence of noted Tasmanian artists such as Jack Carrington-Smith, Lucien Dechaineux, Max Angus, and Dorothy Stoner to name

but a few. These influences shaped her future as an artist. She pursued watercolour landscape painting, figure drawing and architectural painting and exhibited as part of the Tasmanian Group of Painters, the Art Society of Tasmania and the Arts Council of Australia, gaining prizes along the way. Her art also transferred to set and costume design in productions put on by the Hobart Repertory Theatre Society.

Marriage and motherhood intervened in the early and mid 1950's and it was not until the early 1960's that Peggy could return to her art, albeit in concert with full time work as an art teacher at numerous High Schools including Claremont, New Town and Tarroona. Upon retirement in 1984 Peggy became more heavily involved in various artistic endeavours, once

again with the Tasmanian Group of Painters and the Art Society of Tasmania and also with Studio I and the U 3A Drawing and Painting Group and later with the Colour Circle. She exhibited jointly and singly over the years and combined her interest in art and history to contribute to works on the history of miniature art in Australia and a work on Tasmanian artists of the twentieth century. Peggy also gave to others via her extensive work with Lifeline between 1987 and 1993.

Some of Peggy's work has been donated to the School. It is hoped that, in some small way, those works may inspire today's students to pursue art in all of its various forms. That is what Peggy, as an artist foremost, but also as an educator, would wish.



Margaret Peg Chandler awarded first prize for sketching 1940

Michael Fenton (1953-2020)

We are saddened to note the death of Michael Fenton (1970), who died as the result of an accident during a bush walk. As a Friends' student he was described as a 'very solid citizen, a boy of excellent character' who set 'a splendid example of gentlemanly behaviour'.

Michael came to Friends' for his secondary years, from 1965 to 1970; he played school hockey, was a class captain and President of the Astronomy Club.

Following completion of his education at Friends' Michael won a Commonwealth Scholarship

and studied Economics at the University of Tasmania. Michael's first job was as a trainee accountant at Myer. He later went on to become Accountant for ACI Glassworks, a position he held for 14 years, before working at Australian Newsprint Mills (ANM).

Following this Michael was Manager of Financial Accounting at Aurora, where he was employed for over 20 years.

His other life-long passion was Scouts. Many of Michael's peers knew him as a committed Scout leader and many Friends' students

benefited from his enthusiasm and support over nearly 50 years in the Sandy Bay Scout Group, frequently referred to as 10th Hobart. Michael's Scouting enthusiasms were wide ranging, from Public Relations in the 1972 Gang Show to leadership of Venturers groups. He

was made a Life Member of Scouts Tasmania and in 2015 received a 45-year service award.

We give thanks for the life of a committed and caring friend.



Quarantined books

Nia Noble-Wedd

Due to the COVID-19 Lockdown, many things during the isolation period changed the way in which the High School Library operated. During the time students spent at home – a little over two months – the library made some alterations to adapt to the new conditions.

The library stayed open

during isolation and students who couldn't do online distance learning at home were supervised in the library. "Books could still be borrowed if people wanted to come in. [The library] stayed open to support students," Isobel Williams, High School Teacher-Librarian, said.

"As soon as students heard we were going into lockdown they came to the library and borrowed large quantities of books. Students were allowed

to borrow as many books as they wanted," said Isobel. As would be expected, when school opened back up, books would be flying off the shelves – which they did. People who regularly borrowed came back to borrow again. 4,159 items have been lent so far this year. Young Adult being the top genre borrowed during the Lockdown.

When books flew off the shelves after Lockdown, the large quantities that were

taken out over Lockdown, flew back! These books were put in quarantine and placed on 'quarantine shelves', for a week, before being sanitised.

To follow social distancing guidelines, the library staff reduced the number of seats in the library by about half. There were signs on tables restricting numbers of people so it was easy to follow.

The library has hand sanitizer and books sanitised on a daily basis to ensure staff

and students stay safe and well during this unfamiliar time

Lockdown in the HS Library. Statistics showing favourite genres, magazines and authors borrowed during Lockdown. Infographic: Friends' High School Library

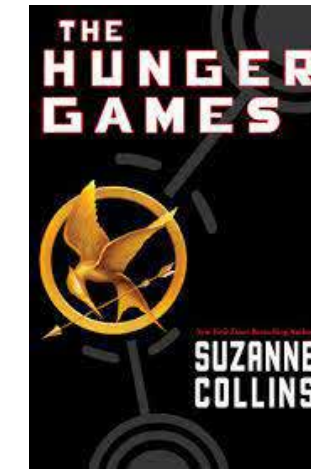


Book Review: *The Hunger Games*

Audrey Hope

The Hunger Games is a post-apocalyptic novel, written by Suzanne Collins and published in 2008.

This best-selling novel has appealed to many around the world and become a "modern classic" selling over 26 million copies. Set in a post-apocalyptic version of America the story follows Katniss Everdeen who has volunteered to take place in *The Hunger Games*: an annual event where one boy or girl from each of 12 districts are forced to compete against one



each other to stay alive.

This book has inspired a series of movies, sequels and spin-offs and has become a worldwide phenomenon.

Book Review: *Gone*

Audrey Hope

The Gone series is a best-selling novel series written by Michael Grant. Published in 2008, the first book in the series, *Gone*, became a worldwide bestseller.

This book, set in a small beachside town in modern-day America, appealed to many readers around the world who liked a mix of thriller, fantasy horror genre novels for young adults.

The concept? One day a massive dome comes down surrounding the entire town and everyone inside. Everybody over the age of 15



vanishes, leaving behind only children and other monsters. Inside the dome, kids start developing powers and so begins the struggle between good and bad.

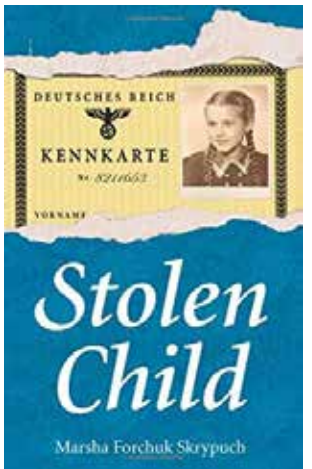
Book Review: *Stolen Child*

Gipsy Rugen

Marsha Forchuk Skrypuch, the author of 2010 novel *Stolen Child*, takes the readers on a journey through post-WW2 Canada in 1950, from the perspective of the main character, Nadia Kravchuk, after she and her family emigrate from Europe.

Throughout the book, Nadia is haunted by flashbacks and memories that make her question her past and force her to discover the shocking truth of who she really is.

Skrypuch explores



confronting issues about the Nazi regime in a graceful and historically correct way that lets the readers easily connect with and understand Nadia's experience.

Book Review: *The Book Thief*

Zoe O'Brien

The Book Thief (2005) is an exceptionally well-written historical fiction book by Australian author Markus Zusak. He writes of a young girl named Liesel, living in Nazi Germany.

The book itself is narrated by Death, an interesting concept that adds a grim humour to the read, but the story is about Liesel, who first steals a book by the name of the "Grave Diggers Handbook" at her brother's funeral. As the reader becomes immersed in the book, they



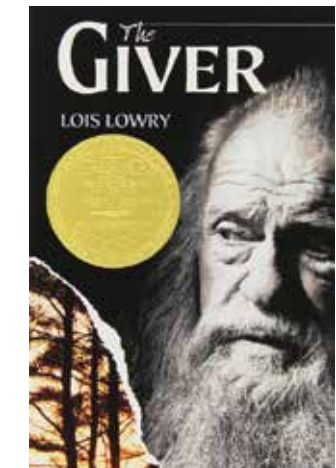
become immersed in the danger of Nazi Germany but also in Liesel's growing love for literature in a time where it is all she has.

Book Review: *The Giver*

Zoe O'Brien

The Giver (1993) is a story set in what first seems to be a utopian society, but actually turns out to be dystopian.

Jonas is a 12-year-old boy who lives in a world that is supposedly free of sadness and crime, with everyone being assigned their futures at age 12 in order for a well-functioning society. The plot follows the Giver, the Receiver, and everything that occurs when one person has to live with the memory of all existence. This book showcases impeccable



character development and a complex storyline while teaching the reader about the plights of responsibility and growing up.

Book Review: *The Bad Beginning*

Zoe O'Brien

The Bad Beginning (1999) is a tragic book, first in the series of *14 A Series of Unfortunate Events* novels by Lemony Snicket (pen name of Daniel Handler).

Siblings Violet, Klaus and Sunny are doomed to a very bad start when the book opens with the three, on a beach, finding out that their parents have just died in a fire that burned down their whole mansion. Good thing: They have been left with a massive fortune. Bad thing: There are some people who would go



very far to stop them from getting it.

This witty book narrated by a cautious narrator contains dark humour and keeps readers on the edge of their seats.



Friends' School co-curriculars bring joy

Ella Clark & Charlotte Garnham

Everyday of the school week The Friends' School Morris students attend musical co-curricular in the mornings and break times to improve their voices, instrumental talent and just to have fun.

Students in the School have the opportunity to participate in many regular co-curricular activities such as band, choir, and marimba but there are also clubs that you do not have to join in advance. These take place during break times, on specific days, and with these clubs, you can just go to the designated area, and join in!

There are a variety of clubs to choose from. Many students enjoy the dancing group, like Eva Foley, Year 6, who said, "It's fun because we get to be in a big group and socialise." Many of the students enjoy dancing because they get to



Anabelle Fenton playing their euphonium.

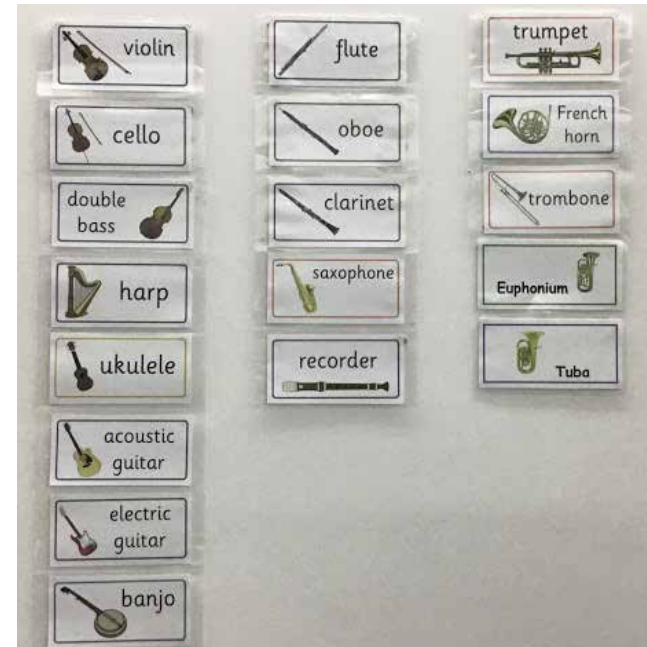
Photographer: Ella Clark

express themselves in their own form of art and they don't feel pressured to do the right moves. Kerry Bennet the Head music teacher for Morris said "I love it because everybody gets a chance to do what they love and be able to do it, and have fun."

There are other groups, such as choir. Many people enjoy choir because there are nice people and lovely songs to learn. There are two choir groups, Morris Majors (Years 3-4) and Morris Maestros (Year 5-6), so you can do choir as soon as you get to

Year 3, and continue after that! "It's really fun, and we get to try new things," said Lily Bartel, Year 6.

Another activity that is popular within Morris is the marimba groups. We have a marimba group for each year level from Year 3 and



Instruments.

Photographer: Charlotte Garnham

up. They get the chance to learn, improve their skills and perform the songs. "The songs that we learn and play in Marimba always get stuck in my head all day," said Nikoleta Exarharkos, Year 6.

There are a few other co-curricular activities that

you have the option to do including band, strings, chess club and more. There are also sports that you can do after, before or during school. By joining these clubs the students have the chance to expand their knowledge in a variety of different ways.

Zooming director provides perspective

Tara Powell & Miriam Reid

On 18 August, Emma Nathan's Year 9 English class had the incredible opportunity to interview, over Zoom, the director of *Sherpa*, the film they were studying as part of the Asian Perspectives Unit. In this unit, students study different texts which illustrate the importance of understanding multiple perspectives.

Sherpa is a 2015 documentary about the Sherpa mountain guides working on Mount Everest for foreign climbers and was directed by Australian filmmaker, Jennifer Peedom, who is married to Friends' Old Scholar, Mark Rogers.

What makes this documentary all the more captivating, aside from its primary subject matter, is that initially the documentary was intended to document the tensions between the Sherpa mountain guides and the foreign climbers, but instead

ended up documenting the tragedy that was the 2014 avalanche on Everest.

The avalanche killed 16 Sherpas who were climbing up one of the most dangerous sections of Everest in order to get supplies for the foreign climbers' expedition to a higher base camp while the climbers themselves were safe, acclimatising on a nearby peak.

The documentary then follows the impact on the Sherpas and the discussions and events that led up to the cancellation of the 2014 Everest climbing season.

Sherpas earn between \$3,000 and \$5,000 per climbing season, while the foreign climbers who attempt to summit Everest pay anywhere between \$30,000 and \$11,000 to join an expedition.

Despite the low wage, it is still one of the highest paid jobs in Nepal, which is one of the poorest countries in the world.

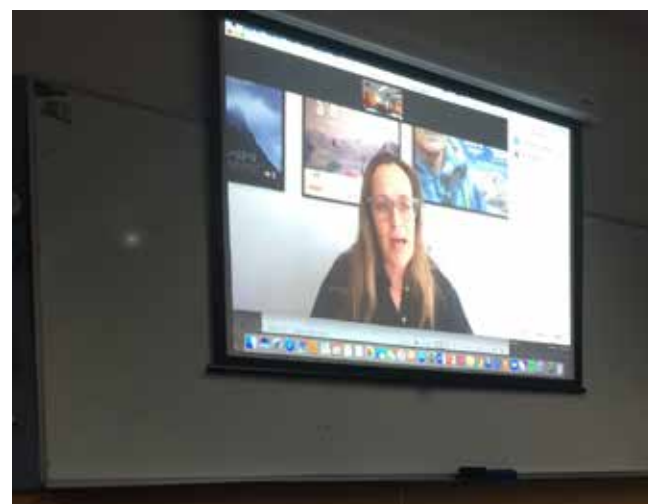
In the interview, Peedom

gave insight into her personal relationships with the people featured in the documentary and her different film-making techniques.

This was valuable to many of the students in the class, with one of them writing in a thank you note to Peedom, "I would like to thank you for the very enlightening opportunity you gave our class. It has really made an impact on me and I hope others too. Your insight into Sherpa culture and film

creation was fascinating and I hope you continue to share these insights."

The opportunity to ask questions to the creator of the film about her experiences while directing, and the creative choices she made both during filming and in post-production, was very helpful to the students in finalising their assessment task for the unit, which was to analyse a scene from the film.



Peedom talks to Emma Nathan's Year 9 English class about their documentary film 'Sherpa', via Zoom. Photo: Tara Powell.

The Murder of the Missing Maid: An all-student production

Gipsy Rugen

The Murder of the Missing Maid, a play written, directed, acted and produced entirely by Year 8 and 9 Friends' students, has recently started rehearsals. The writer and director of the all-student production is Luka Sandler, a Year 9 student who aspires to become a director in her future and wants to improve her scriptwriting skills.

This murder-mystery production revolves around the murder of a housemaid during a party at the home of a family that recently gained

back their wealth and are looking to impress the rest of society.

In total, eighteen students are involved in the play, this includes fourteen actors, two techies, one director and one assistant director. Supervising the rehearsal process is English Faculty member, Agnes Knogler.

The play, starring Leo Oakley and Lucia Poljansek in lead roles, is set to be performed by the end of this year for friends and family, with rehearsals up until then happening every Wednesday in the Bill and Marjory Oats Theatre.



Ruby Kurzel (Year 8), Stella Kurzel (Year 8) and Rebekah Ismail-Arnold (Year 8) in rehearsal for the all-student production of 'The Murder of The Missing Maid'. Photo: Emily Mundy.



Practising closeness, from a distance

Mitchell Galloway

During the Distance Learning period in Term 2, the music teachers from the Morris campus, instead of postponing the Morris choir, decided to hold one digitally. Students were asked to participate in a non-mandatory performance of the song 'Count on Me' by Bruno Mars.

The students were encouraged to ask siblings, parents and other family members to join in and break down their social distancing stresses in song. Kerry Bennett, the main organiser of the event, said that "It was just a way of a way of keeping everyone connected at home, and a way to keep them singing."

The performance took the form of a video, shared between the families and teachers who performed and

helped in the making of the piece. The piece was later shared (with permissions from participants) onto various online platforms for other members of the School and public to view.

In performing the song, the students were sent a copy of the lyrics as well as a video of Kerry singing to the tune. Students then had time to read over and listen to how, and what notes, to sing. When done, the participants later sent in a video of themselves performing the song. This was then collated together.

The final performance was done this way because, if performed in real time via Zoom or some other platform, lag or connectivity problems might have become a large issue. The Music Department purchased new computer software create the video, which helped to sync up the audio of all the participants.

It was said that the song of choice was no accident either, as it resembles something of the School's beliefs and linked everyone together again throughout the tough and difficult times that we all faced. Even though the song of choice was highly

appropriate, Kerry later said that "I might have chosen a different song because some difficult words made it hard to sync." Kerry persevered with the new technology and brought together the people collectively to sing this one song. Kerry should be

commended for overcoming the difficulties of learning new software, syncing tricky lyrics and editing it while at home.

Upon listening to the final product, these problems seem to be smoothed out, as the performance was extremely

professional. The touching lyrics from the students and the integrated visuals gave the audience a fabulous entertainment at home. The participants also enjoyed the experience with them later saying that they would do it again if given the chance.



The Morris Choir performing 'Count on Me' in-synch and online.

Screenshot: Kerry Bennett.

The show must go on! Marimba world record

Luka Sandler & Paul Radford

Due to the COVID-19 pandemic, this year's Friends' School Battle of the Talent looked like it would have to be cancelled but the amazing Music staff were insistent that the show must go on! So the Talent moved online, with the plan to pre-record performances and then upload the event to the web at a later date.

Despite going online, students were not deterred from the opportunity to perform for others. Some were

encouraged by this change, the pressure of performing in front of a live audience was taken off and they felt more comfortable to express themselves. Others were not so happy with the change.

Rupert Bullard (Year 8), a member of the winning act from last year's event, funky-edged rock-soul band Youthoria, chose not perform this year. "It is great that the School has found ways around this problem but online just isn't the same. The feeling that you get when in front of a crowd will never be beaten."

Paul Radford, Head of Music said, "The one thing that stood out to me from this year's event was the variety in the styles of music performed. We started the day with a five-piece rock band from Year 10 and finished with the 3rd movement from Chopin's Piano Concerto No. 1 in E minor, which was performed by Sheng Hui Wong and his teacher Jennifer Marten-Smith. It was wonderful to see a broader range of acts this year."

Agatha Harrison-Narraway, Penelope Nester & Catherine Duffett

Last November, Marimba Mania was held. This is a two-day event held every year involving students from 20 schools around southern Tasmania who come together to workshop and perform 10 pieces of marimba music. Last year, they all decided to have a go at breaking the world record for the world's largest Marimba Ensemble.

"We had to wear wrist bands to count how many people there were. There were 413 people from Tasmanian

southern schools, but 5 people got disqualified," explained Isabella Calvert, a Year 6 student who attended the ensemble.

To break the record, each student had to do 5 minutes of marimba at the same time.

A few didn't manage that, and they were disqualified. But most students managed to complete the 5 minutes of playing, and they broke the old record of 108 by 300! They needed to submit photos, videos and statements by official witnesses. "We had 2 official witnesses and about 20 stewards, who had to watch other schools to make sure they played the whole 5

minutes," explained Kerry Bennett, a Music teacher.

"We had around 40 students from Years 5 and 6 from The Friends' School participate in the record attempt."

It was a memorable experience for the students involved. Lulu Peart, one of the participants commented that her favourite part of the experience was 'playing the same music with so many people and having fun.' Isabella Calvert summed up the experience when she said, 'At the end, I knew that we had broken the record and it made me feel I had achieved something.'



Aaron Molnar, Year 11 (violin L), Felix Churchill, Year 9 (violin R). Photo: Steven Shen.



Aerial Shot of the record breakers. Photo courtesy of Princess Wharf staff.



Blood

I have blood on my hands
 From the clothes I buy from underpaid starving mothers
 To the cream I put on my skin, that killed a boy and his brothers
 I am so far ahead in this race
 Yet how do I get this persistent guilt of my case
 How can I understand the struggle and pain
 That crawls inside of others brains
 While I live blissfully unaware
 Without a single worry or a care
 'This inhuman system was built to benefit me'
 I think as I sip my tea
 Made far across the ragged sea
 Where a man got paid 5 cents a week to feed his hollow bellied kids
 Yet all we want is the cheapest bid
 So tempting to turn away, take the easy route
 Yet this choice is murder
 It is impossible to live without blame and blood
 As my life sweeps up death like a flash flood
 But this is not an excuse
 For the news shows one white guy dying of cancer
 While hundreds of Pakistani children die without medical answers
 This system needs to change
 I am going insane
 A kid gets a new iPhone and complains
 Whilst a Chinese teenager is put in chains
 For expressing their voice
 In terms of political freedom and choice
 This world is breaking
 Where the aim is solely money making
 Change needs to come from the people in power
 Who at the sight of revolution cower
 It is time we paid for the blood
 No longer afraid
 We need change

Maeve Bylsma (Year 9)



Elizabeth Cairns Y10 Ceramics



Rebekah Ismail-Arnold Year 8 Art



Jessie Willing Year 9 Art

When somebody tells me I'm beautiful, I don't believe them.
 How could I be beautiful when I look like this?
 I'm too broad,
 too tall,
 too heavy

"It's what's on the inside that counts"
 But it's not
 Because no matter how nice I am
 No matter how hard I try
 I will always be the ugly girl who's bad at sports

"You should be more confident"
 But how can I?
 How can I when I need to have perfect eyes?
 How can I when I need to have thin thighs?
 It's only when I stop the lies will you realise
 That I don't want to change

But I have to
 So I lose the weight
 I grow my hair
 I shave my legs
 Do you even care

That this isn't me?
 Of course not
 You have bigger things to worry about
 Things like football or politics
 But I wouldn't get it, right?

Because I'm a girl, all I'm interested in is makeup and shopping
 But here's the thing:
 You can't tell me to be beautiful but constantly degrade me for trying to be
 Yet you do
 And I comply

Because I "shouldn't let words hurt me"
 You say that, but I am tethered
 Tethered to your expectations
 Unaware that the foundations of those declarations
 Are lies

Meanwhile, I'm still chasing a body I'll never outrun
 Knowing, deep down
 I will never be enough

-- Emily Mundy (Year 9)



Thomas Sheard Year 9



Tonghui (Lucy) Wu Year 7



Fenella Patterson Year 10 Ceramics



Chinese Competition champions

Audrey Hope & Monique Gall

This year, due to the effects of COVID-19, the Hanyuqiao Chinese Speaking & Performance Competition, organised in Tasmania by the Chinese Language Teachers Association of Tasmania (CLTAT) took place online with contestants filmed and their presentations uploaded to be judged.

This annual competition is for Year 1 to 12 students whose Chinese conversation skills are put to the test. There is also a section for high level Year 10 and 11 Chinese Language students which is made up of two parts. The first is 'Speaking' which requires students to deliver a 2-3 minute speech in Chinese on a given theme. The other is 'Cultural Performance' which requires a 2-3 minute cultural performance.

Three Year 10 Friends'

students took part in this competition: Zoe Adams, Lily O' Brian and May Moe. Zoe and Lily said that they liked being a part of the competitions and have enjoyed studying the Chinese language. For their cultural performance, May and Zoe chose to sing and Lily played the flute.

Together with one other Elizabeth College student, our three Year 10 students made it to the final of the 2020 CLTAV (Victoria) & CLTAT Hanyuqiao Chinese Speaking & Performance Competition.

The competition was tough as most entrants were Year 11 students but Zoe, Lily and May gained a highly commendable award.

Monique Gall, the Chinese Language teacher who arranged for students to enter the competition and teaches the girls, said that out of the

many pathways to take for language, Chinese has many opportunities for success and is quickly becoming one of the most spoken languages in the world.
 May, Lily and Zoe wish to thank Monique for providing them with this opportunity and also David Szoka who provided all the technical support in the filming of their entries.



Dressed for the competition. From left: May Moe, Lily O'Brian and Zoe Adams.

Photo: David Szoka.

Budding adventurers

Annabelle Fenton

Every Thursday at 9am the kindergarteners go on a nature walk at the New Town Rivulet to learn about the environment and how to look after it, as a part of the school's effort to encourage people to spend time in and care for the natural world.

Kylie Cooper (Learning Support) told *Focus*, "We explore different and rugged habitats. We now have our wet weather gear so that we can go in all rainy weather and also explore water habitats."

Focus interviewed three students about what they enjoyed on the walk.

Romez Sultan said, "We

climb the bank and shake trees to see if there are any animals, we saw a lizard."

Sarah said, "We play in the river and find fossils but we always put them back." When Sarah saw steam coming off the grass she also asked whether the grass was breathing.

Lilli Saward said, "Sometimes we get in the water, throw rocks and try to find living animals in the water. We go to a different place each week and one week a person that looks after the place found a dead animal."

It is very important that people are introduced to nature at an early age so that they can continue to love and care for the world around us.

Photo: Kate Newton



Walking and biking in the Meehan

Akuor Nikimaya

On the 24 June, Year 10 Outdoor Education students spent the afternoon at the Meehan Range, Cambridge to further their survival skills in activities like working as a team and bushwalking to the top of one of the hills at the range.

The day was sunny and students eager to learn outside of a classroom space.

The trip was led by Outdoor Education teachers, Michael Francis and Tim Whelan who made sure that the day was enjoyable and for everyone and ensured that

safety and health regulations were followed with the current global pandemic going on.

The class was split into two groups, with one group doing mountain biking, the other group doing off-track navigation for half of the day

and then switching over. The class was already very skilled at these activities, with some students already in scouting and mountain biking clubs outside of school.

"[The students] managed to find their way up the hill without any help from us and

the bike riders made some new tracks," said Michael.

The day was a successful one and left many students enthusiastic to engage in more Outdoor Education activities.



Students enjoy a sunny day at Meehan Range. Back (L-R): Daniel Mc Kercher, Ben Strong, Annabel Woolward, Zach Bartlett, Imi Nation, Tim Whelan, Oscar O'Donoghue, Lucas Keady. Front (L-R): Sophia MacDonald, Bridie Cooling, Freya Pennington, Anna Rawson. Photo: Michael Francis.

Year 6 go to Government House

Agatha Harrison-Narraway

On the 14 August 2020, Year 6 Friends' students went on an excursion to Government House. They were given a tour of the grounds by a man from the army. They were shown the Rose Garden, the two grass tennis courts, the vineyard (which they use to make

wine), the chickens (which they use to get eggs), the veggie garden (which they harvest to use in the kitchen), and the pavilion in the gardens.

In Government House, they were taken to meet Her Excellency, Governor Kate Warner and asked her questions.

"I asked her about the architecture and when it was

made," Lily Bartel, a Year 6 student, said. Then they were given a tour of Government House, and were even taken to the top of the clock tower. "Going to the clock tower was my favourite part of the tour," Lenny Everett, a Year 6 student, explained.

Window showing a part of the garden. Photo: Sharon Ryan



Friends' School 1 takes the win!

Emily Mundy

On Wednesday 26 August, The Friends' School 1 Debating Team, made up of Year 9 students, competed against New Town High School on the New Town High School campus.

The team debated against the topic "We should abolish standardised testing" and despite the other team's skill, came out on top. Now fourth on the Class Nine Ladder, the team is likely to get the chance to compete in the semi-finals and may possibly be pit against the School's second team, Friends' School 2.

For some team members,

the debate was their first one following the reintroduction of face-to-face learning. This was the case for second speaker Isabelle Gan-Pain, who describes the debate as "an exciting experience" that she "thoroughly enjoyed".

The team's first speaker, Tilla Haddow, also enjoyed the debate and felt as though it "was a great way to get back into it." She also admired the team's ability to prepare for the debate and "always gets amazed every time [they] finish [their] speeches."

Noah Everett, the team's third speaker, states it was his second debate of the year and that he felt as though "Losing was not an option."



Team takes a break from rehearsal. (Left to right): Tilla Haddow, Noah Everett and Isabelle Gan-Pain the day after winning their debate. Photo: Emily Mundy.



Henry Dakin of Year 5: taking a shot. Photo by Liam Galloway

Years Five and Six Basketball

Liam Galloway & Elijah Swan

Every Tuesday, boys from Year 5 and 6 have basketball training, and on Thursdays it is the same for the girls. Debbie Taylor runs the fun and enjoyable basketball training for anyone who wants to join. Over the full term there will be ten

sessions. "It's really fun and enjoyable for anyone in the school," said Henry Dakin.

"It's not competitive, it's just a time to hang out with your friends and enjoy playing basketball," said Maggie Rogers from Year 6. Everyone wants to play just to have fun. It's not about being competitive and trying to get the highest score against

different school teams, it's just about everyone having fun but playing basketball at the same time.

The basketball coach, Debbie Taylor said, "I love coaching the basketball training so much, I'd give it a 10/10, although more players would be great because everyone should play sports."

After school there's a game

against a different rival once a week, which for most people gives them something challenging and constructive after a day of learning.

While some say it's good that the basketball training is split into different genders because otherwise the court would be way too packed, Maggie had a different idea. She said it would be good

to mix genders because then they could pick up new skills like learning how to win well and lose well, because no one wants to lose and have the opposition team bragging and screaming.

Playing a sport like basketball can help get you fitter if you keep a commitment and playing any type of sport can raise

endorphins to make you feel good about yourself.

As well as basketball, there are a lot of other co-curricular activities to choose from at school. Examples are chess club, Minecraft club and drawing club. Although there was a delay with all of the co-curricular activities, everything is finally coming back on.

Splashing into water safety

Zoe O'Brien

Years 7-9 students were enjoying some water fitness in Term 3, with the Physical Education Aquatics Program underway.

Throughout the term, PE classes were spending one lesson per week for six weeks in our very own pool at Friends' Health & Fitness, participating in some water-based fitness and safety

activities.

The aim of this program is to encourage students to improve their swimming skills and enhance fitness. As we live on an island and these skills could be critical at any point in life.

Trish Menadue has been teaching water safety for 12 years and she says "confidence and competence are an important thing to have in the water," and the Aquatics Program prepares students

for any situation, including ones that involve themselves or another person being in danger.

Curriculum for Physical Education includes students feeling confident and comfortable in different environments, and one of those is a water environment. The Aquatics Program is a great way to deliver this curriculum in a fun and educational way.

The curriculum for this

water safety program changes through the grades, from Year 7 with its focus on building confidence with some support from an instructor from Friends' Health and Fitness, to Year 8 which aims to build on previous skills as well as teaching rescue skills.

In Year 9, the program reinforces these skills and more rescue activities that will go on to give a head start for the Bronze medallion in Year 10.



Jumping for joy after an Aqua Aerobics class! Year 8 girls participated in an Aqua Aerobics session for a bit of fun for their last lesson of the Aquatics program in HPE at the Friends' Health & Fitness pool: Ruby Kurzel, Stella Mitchelmore, Anna Mulcahy, Holly Walker, Phoebe Thiessen, Emily Rawson, Sophie Strong, Amelie Jacobi, Rebekah Ismail-Arnold, Sophie Neal, Ella Chan, Alannah Edwards, Madeline Windsor, Esther Falloon, Jenna Churchill, Bella O'Rourke, Ruby Flynn, Billie Vickers. Photo: Cecile Abbott.

B-Ball scores with the girls Better luck next time, boys!

William Cracknell

It's been an exciting season so far for girls basketball in High School. It has provided lots of fun and friendly competition for all



Year 7 & 8 Girls Basketball Team at training, after versing each other in a practice game. Back row: Keely Saunder (Year 7), Daisy Bennett (Year 7), Matilda Wilson (Year 7), Alannah Edwards (Year 8). Front row: Rachael Miller (Year 7), Caelyn Muller (Year 8), Esther Fallon (Year 8), Yong Cheng Vajra (Year 8). Photo: Kim Carrodus.

Years 7-10 girls involved, as well as strong consolidation in sportsmanship and cooperation.

"We have the Year 7 and 8 girls combine for training Wednesdays in the gym. We are really fortunate to

have three Year 10 girls volunteer their time to train the students," said Jillian Hoogenhaut, coordinator of the Year 8 Girls team. The support from Annabel Woolward, Zoe Gangell and Ella Edwards has been quite productive in bettering the girls' skills, such as dribbling, zone defence and passing.

While both teams haven't won a game yet, they are continuing to grow in confidence and getting to know each other better. Daisy Bennett, of the Year 7 team says, "I love the sport and love it even more playing with my friends."

Kim Carrodus, coordinator of the Year 7 Girls Team said, "I have a good feeling about this season and think the girls will do well."

Lucia Poljansek

School hockey is back on after Distance Learning and the Year 7/8 Boys Hockey team started with a bang.

The Year 7/8 Boys Hockey team has nine players in total, five Year 8s and four Year 7s.

Two of the players on the team have never played hockey before but after being coached by two very enthusiastic Clemes students, they quickly developed their hockey skills and became key members of the team.

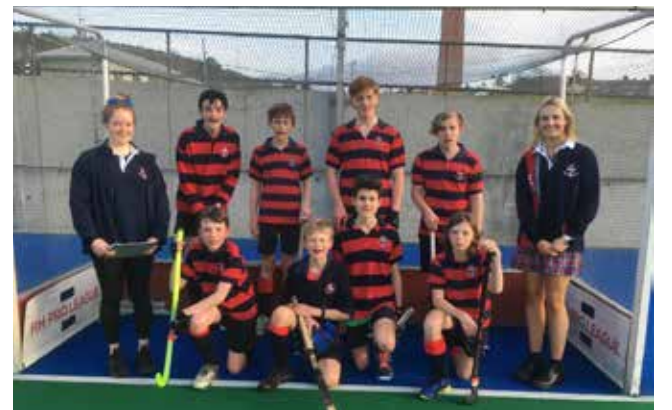
Because of COVID-19, the hockey season was much shorter and the team only played five games. They ended up competing against two Hutchins teams, St Virgils,

and New Town.

The team started the season quite well, winning a game against New Town, two goals to zero but due to a shortage of players and other unlucky events, the team sadly missed

out on being in the top four.

Although they did not win like the year before, the boys always tried their hardest and we wish them good luck for next year.



Half-time photo shoot! Back (L-R): Jade Gluskie (Year 12 Clemes - Coach), Oliver Latham (Yr 7), Oliver Johnston (Yr 8), Hamish Jones (Yr 8), Charlie Melrose (Yr 7), Sarah Sargent (Year 12 Clemes - Coach). Front (L-R): Luca Kus (Yr 7), Tom Petty (Yr 8), Fergus De Paoli (Yr 8), Harry Gregory (Yr 8). Absent for the photo Charlie Hamilton (Yr 8). Photo: Karina Potter