



Hope, leadership, and action: what it means to be an active citizen for Year 6



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Esther Hill discussing Quaker Leadership in Action with Year 6 students. Photo: Lindy Maddock

Rosie Lowther, James McSwan, Ava Leung & Sefton Wynne (Year 6)

This year, we have been exploring what it means to be active citizens and how they can contribute to their communities with a sense of purpose and hope. From our inspiring Year 6 Citizenship Conferences to visits to our State Parliament and Government House, we

have witnessed citizenship in action, deepened our understanding of governance and focused on active hope. These experiences set the stage for our upcoming trip to Canberra, where we will further explore the workings of our nation's government and the role we can play as active citizens in our community.

Active citizenship is essential for our world. It means being willing to help the prosperity of our future, it doesn't matter how small or big the change you make is,

it can still do a lot. It means engaging in the community, taking responsibility, and promoting positive change in our community, including environmental protection, through actions like volunteering and advocating for issues. One student said "Active citizenship is when you are not only being a citizen, but you are actively being a citizen. You contribute your time and help out in your community. It might be helping out with a service or donating things."

On Friday 21 February, the

whole of Year 6 participated in a conference teaching us about active citizenship. Esther Hill, Mark Febey and the Head Students, Sam and Juliet, inspired us to explore active citizenship and how to accomplish it. It is not about controlling people or telling them what to do, but rather how to include people and make them willingly want to follow your lead. Sam and Juliet showed us their personal journeys throughout their whole school experience. They inspired us to persist throughout the ups and

downs of our own journeys and to celebrate each milestone whether big or small.

On Tuesday 11 March, we had Day 2 of our Citizenship Conference: *leading with your heart*. Wendy Crow spoke about the true meaning of leadership, which is not being the boss or the one who tells everyone what to do, but to serve others and respect those who follow you. This is a form of leadership that is based on your emotions and hopes, more than your

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Getting to know Megan Eddington - Q&A with our Director of Teaching and Learning



Megan Eddington joined The Friends' School community as the Director of Teaching and Learning E-12 this year. Her teaching journey has taken her across Tasmania, Hong Kong, and China where she has worked in Government, Catholic, and International Schools. She has also taught in a diverse range of subject areas, mostly in Middle and Senior Schools. Drawn to The Friends' School's *Purpose and*

Concerns, Megan is passionate about fostering an education that prepares students for their unique futures. With a strong community-minded approach to her work, she values service learning and inquiry-based education and is eager to get to know all aspects of school life for students at Friends'.

What current trends in education do you think will have the biggest impact on

our teaching and learning practices in the next 5 years?

I believe some major trends to watch are rethinking our measure of success, integrating AI and celebrating human ingenuity.

Traditionally, student success has been measured through grades and standardised test scores. However, contemporary education is shifting the focus onto the importance

of complex competencies, such as critical thinking, agency in learning, creativity, and adaptability. This year, Friends' is research partners with University of Melbourne to examine ways complex competencies are demonstrated and assessed, which has us rethinking our approaches to teaching and learning. These are exciting opportunities!

Artificial Intelligence (AI)

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

The Friends' School community acknowledges Tasmanian Aboriginal Peoples as the traditional custodians and owners of this island lutruwita / trowunna. As a learning community, we recognise the value of continuing Aboriginal knowledge and cultural practice, which helps inform our understanding of history, culture and country. We pay our respects to the Elders past, present and emerging. We acknowledge the strength and resilience of all of Tasmania's First Peoples and we walk alongside them respectfully bearing witness.

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

This paper is produced by students and staff of The Friends' School. The Friends' School Community section is prepared by the Community Engagement Office.

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Our inner light shining bright to celebrate the Middle School community

Walter Lowry, Amartya Shenoy and Ariella Lambeth (Year 8)

In February, the Middle School campus hosted the Shine Your Light Festival, a celebration to introduce the new Year 7 students to The Friends' School and school community. Within the festival, many different items were acknowledged,

like the Quaker testimonies, which were displayed on lanterns and each one was decorated with intricate details, to display the essence of each testimony. Many participants chose to speak about a variety of different things, like extra curricular activities and clubs to ways we can make a difference not just in our school, but in our community. We started with a smoking ceremony on the Top Green where we paid respects to the original custodians of this

land, the Muwinina people whose present ancestors continue to care for the land and educate the upcoming leaders of our world. Trish Hodge, a respected member of NITA Education, prepared a warm welcome for us. She taught us a few dances which included an emu dance which helped us further appreciate the Muwanina people. We then introduced and welcomed the new Year 7s to the Middle School Campus. Year 7 students carried

lanterns containing one goal for themselves, one hope for the campus and one wish for the future that they and a Year 8 buddy had written, into The Farrall Centre. The lanterns then got strung up all around the auditorium, to symbolise everyone shining their light and contributing to the light in the room as a whole. The Year 8s then followed the Year 7s into the foyer, introducing them to the campus and welcoming them into the Middle School community.



Trish Hodge and Craig Everett from NITA Education welcoming us. Photo: Emma Gilligan



Students carrying lanterns with a goal for this year inside. Photo: Emma Gilligan

Emperor Penguins standing tall in the face of climate change

The Friends' School has become the recipient of six beautiful life-size Emperor Penguin sculptures. The Moreton Family, who have children at Friends', have loaned six bronze penguin sculptures. The penguins have been part of the largest bronze sculpture collection in the world, in Singapore's Garden Bay, since May 2023. The Moreton family have brought them to Tasmania and kindly offered for the School to be their next home. On behalf of the School, we thank them for their kindness and the opportunity to learn from and enjoy these amazing penguin sculptures. Adelaide Moreton (Year 5) has shared a beautiful reflection with us at the unveiling of the sculptures early this year.

Adelaide Moreton (Year 5)

Did you know that Emperor Penguins are the biggest of all penguin species, standing as tall as a prep kid and as heavy as a Year 6 kid? And it's a good thing that we don't eat like Emperor Penguins because if we did, the canteen would need to close down for four months between meals.

Like me, they are divers, but they dive to depths of over 500 metres and stay underwater for over 30 minutes.

And did you know that Emperor Penguins only live in Antarctica, raising their young on floating ice platforms in the depths of winter?

The problem, though, is that our population of Emperor Penguins is declining, with

only 286,000 breeding pairs left. This population decline is occurring due to climate change, which is melting the ice on which they live and heating the waters in which they feed.

I have been lucky enough to have travelled to some amazing places with my family. One of the things I have learnt is the importance of understanding how humans can negatively impact animals. When Gillie

and Marc announced they were partnering with the Worldwide Fund for Nature to bring the world's longest sculpture of endangered animals to Singapore, we knew we wanted to be part of this special event.

Hobart is considered the gateway to Antarctica, the home of the Emperor Penguins. Our penguins have travelled far and wide, spending 12 months in Singapore with 62 of their

closest friends, ranging from the African Painted Dog to the Giant Pacific Octopus, before venturing home to Tasmania, their final destination.

Named after Australian Antarctic stations, Mawson, Davis, Casey, Macquarie, Heard and Argus are six male Emperors, aged 5 to 11 years old.

We hope that by having these little guys join the Friends' community, generations of Friends' students will learn the importance of caring for their environment and the animals that live in it. We hope that over the years, the penguins will bring joy, curiosity, and fun to all who meet them.

In the words of David Attenborough, "We need to move from being apart from nature to being a part of nature once again".



Esther Hill with Adelaide and Stirling Moreton. Photo: Emma Gilligan



Hope, leadership, and action: what it means to be an active citizen for Year 6 (contd)



Esther Hill with Year 6 students during the Citizenship Conference. Photo: Lindy Maddock

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thoughts. Seeing things from others point of view and understanding their feelings are the things that are crucial to leading with your heart. Afterwards, Year 6 created felt hearts to remember to lead with their heart.

On Friday 21 March, the Primary, Middle and Senior School came together for a Whole School Gathering on the theme of Active Hope. Some Year 4's read us a book called 'What To Do with an Idea'. The book is about a kid with an idea that continues to grow even when he tries to ignore it. It showed us to be risk takers and to always hope for good and never give up on an idea

that supports the wellbeing of our future. To help with that idea they planted idea egg boxes around the School for everyone to put ideas in to help our world. One student said, "It means offering a helping hand and instead of just wishing something is going to happen, active hope is about actually making that happen."

All Year 6 classes completed an online session to learn about our State Parliament. We also went to Parliament House to explore how the government works. We started off the excursion walking from School; one group went to the gravestones at the bottom of St Davids Park and the other group went to

Parliament House. We went into the Long Room where we did a short historical skit. After that we went into the chamber and reenacted a real parliamentary debate, before finishing with a short tour of the Legislative Council's chamber and a walk back to school.

What did active citizenship look like in parliament? Phoebe Pettet thought it was about, "Staying fair and not being biased, doing what is best for the community not just for yourself, and taking the time to really listen and understand all perspectives."

On Tuesday 25 March, Year 6 went to Government House and spent time with Her Excellency the Honourable

Barbara Baker, Governor of Tasmania. When we arrived at Government House we heard a short speech from Her Excellency about how she is part of our democracy followed by morning tea with Her Excellency in the Ballroom. After morning tea we got a tour from the Governor's A.D.C (Aide de Camp). After that we walked back to school stopping in Legacy Park for a play.

We look forward to our Canberra trip to help our understanding of democracy and active citizenship in Australia, as well as exploring our national identity.



Leading with your heart. Photo: Lindy Maddock

Getting to know Megan Eddington - Q&A with our Director of Teaching and Learning (contd)

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is revolutionising education, offering new opportunities to personalise learning and enhance efficiency. However, the increasing presence of AI in our everyday life challenges the concept of knowledge and the role this plays in learning. At Friends', we are carefully exploring how AI can support learning while staying true to our values

and celebrating students' individual ingenuity.

How can parents actively support their child's learning journey, and what are the most effective ways for the Friends' and families to work together to reinforce important concepts at home?

One simple yet powerful

way for parents to engage with their child's education is to ask meaningful questions everyday. Instead of the common "What did you do today?" parents can ask, "What question did you ask today?" or "What are you proud of today?" Shifting the focus to specific moments encourages students to carefully reflect on their learning experiences.

Encouraging curiosity with open-ended questions and supporting independent exploration at home can also deepen their understanding of key concepts. Parents who actively engage in discussions about what their child is learning foster a love for inquiry and critical thinking.

If you could invite any historical figure to give a

guest lecture at Friends', who would it be, and what would you want them to talk about?

I think I would invite Elizabeth Fry, a famous Quaker and social reformer. Elizabeth Fry dedicated her life to improving prison conditions and advocating for education, particularly for women and children.

Her lecture could focus on the importance of social justice, compassion, and the role of education in creating meaningful change. She exemplifies how one person's commitment to ethical principles can transform society, making her an ideal speaker for our students to learn from and be inspired by.



Strengthening belonging: our evolving Early Learning Program connects with the Primary School

Fiona Zinn
(Deputy Head
of School, Early
Learning - Year 1)

Over the past five years, our Early Learning Program has undergone a profound and enriching transformation, one that attunes our practice to the core idea of what it truly means to belong to something greater than oneself. This evolution has not only deepened the connections our young learners have with each other but has also strengthened their relationship with the wider school community as a whole. Our two- and three-year-old children in the Waratah and Starlight groups are now integral participants in the broader School experience. They attend weekly specialist classes, Physical Education, Music, Library and Quaker Gathering, alongside their older peers and regularly embark on excursions throughout the School grounds. For children in our Waratah program, these early connections are just the beginning of what will be a very special relationship with our specialist teachers in the Primary School. For our Starlight group, we continue and expand on this experience with the addition of our dedicated Creative Arts specialist teacher, Joey Soh, working in the Starlight Room every day to foster a myriad of creative research projects with children as they explore their creativity through 'a hundred languages of expression', enabling the first year of our **PYP program** to really take flight with our three year old children in the Starlight Room.

These experiences are designed to introduce them to the wide variety of outdoor learning spaces, each with its own unique opportunities for exploration, play, and discovery. They also honour our ongoing commitment to the Reggio Emilia Approach,

as we recognise, value and support the children to build a wide variety of experiences in their educational journey as they learn and engage through the many different opportunities for creativity and expression, alongside the recognition of their important role as citizens and cultural participants of the broader school community.

This intentional integration with the wider school environment is more than just a logistical change—it's a reflection of our deep commitment to fostering a strong connection to our Quaker values, ensuring a sense of belonging and inclusion for all our learners. We want our children to feel that they are valued members of our school community from day one, with access to all the rich resources, diverse opportunities, and collaborative learning experiences that exist within our school. By immersing them in these spaces, we are creating a foundation where they can grow not only cognitively, but emotionally and socially, as they learn to see themselves as part of something larger, something they contribute to and benefit from.



Starlight Children in Frank Wells Hall doing PE.
Photo: Trish Mannix

At PE class recently, the early learning children loved exploring a whole range of perceptual motor games and activities. The excitement in the air was palpable as Allyce Winton, PE teacher, explained all the different things the children could do with their bodies as they experienced the different PE stations. They listened intently to the instructions and then enjoyed exploring each experience and all the different ways they could move their bodies as they learned.

"I loved going to PE, we have lots of fun games to play. The trampoline was really bouncy fun!" **Audrey**

"PE is so much fun because we get to go to the big school with Allyce, she makes lots of things we can do, I love Allyce!" **Olivia**

Moreover, these changes have fostered a growing culture of connection, where the lines between early learning and the primary school experience blur, reinforcing the idea that learning is a continuous journey. Children feel a sense of pride and ownership in their

school, and staff work closely to ensure that this inclusive environment nurtures their sense of security, self-worth, and connection. In Music recently, the children have enjoyed a wide range of songs and experiences with Christine Akerman, our Music teacher. One of their most favourite experiences recently was listening to some 'surfing music' (Wipe Out) and sitting in a circle making waves to the music.



Jess Dundas with James Harris from the Starlight Room during Gathering. Photo: Trish Mannix



Starlight Children in music. Photo: Trish Mannix



Starlight Children with Christine Akerman for music. Photo: Trish Mannix

"The surfing song was so funny, we made waves that were really really big!" **Ruby**

In this way, we are laying the groundwork for lifelong learners who understand that belonging is an essential part of their identity, and that the school community is a place where they are respected, supported, and celebrated for who they are. Through these efforts, we are cultivating not only stronger bonds within our early learning classrooms but across the entire school, promoting a shared sense of purpose and unity that extends beyond age or year level.

"It's fun when we get to go into the school and be like the big kids, we can wave to our cousins and our friends." **Clementine**

In our weekly Quaker Gathering with Jess Dundas, the children explore a range of stories that take a look at different aspects of our shared humanity through the lens of Quaker values. We also practise small moments of silence with the children. Kindergarten Teacher for Starlight Group, Trish Mannix, writes: "Silence is something we enter into freely and joyfully. We participate

as a group, strengthening our relationships and cohesion as a collective. As we engage in silence together, we build trust and confidence in ourselves and each other. We all work together and support one another in making and maintaining silence. We enter into silence in a Quaker circle. We often participate in silence with a visual prompt. This can include timers, glitter jars and sound bowls. On reflection after silence, children often remark on hearing noises they didn't notice before, and comment on how their body felt during the experience."



Graduates of 2024 celebrate academic excellence and personal growth



Year 12 Leavers of 2024 gathered outside The Farrall Centre. Photo: Emma Gilligan

**Kate Baldry
(Deputy Head of
Senior School -
Learning)**

Year 12 2024, has been an exceptional year group and we are delighted with their achievements. A number of students were recognised externally for their academic excellence, including ten who were placed in the top 100 for the TCE, and four recognised by the IBO for exceptional achievement and four VET students recognised as top achievers. The average ATARs for IB Diploma and TCE students were significantly above the

national and state averages, with over 50% of our graduating students achieving an ATAR of 90 or above. Congratulations to Charlie Bradford and Stella Petheram who were awarded Palmam Qui and Palmam Quae. We are equally proud of those students who worked hard to do their best, regardless of the final result. Principal Esther Hill acknowledged the academic achievements of all pathways, emphasising that Friends’ students are defined by more than their ATARs. “Our graduates embody the School motto, *Nemo Sibi Nascitur* – No One Is Born For Self Alone, and leave Friends’ with a passion to make a difference

in the world,” she said. “The 2024 year group excelled across all areas of school life, reflecting Friends’ values of kindness, service and a global perspective. They have excelled as a cohort over the years and we are very proud of their achievements, academic excellence, creative pursuits and community involvement. Whether in the classroom, on the sports field, or through their contributions to service and leadership initiatives, they have embodied the Quaker values of kindness and care for others”. Beyond academic achievements, these students demonstrated the School’s *Purpose and Concerns*, showing kindness and support

for one another throughout their time here. Testament to this is the large number who were awarded the Friends’ Certificate in recognition of their contribution to Creativity, Activity and Service. As they step into the next chapter, we celebrate not only their successes but also the compassionate, capable individuals they have become. We wish them all the very best for the future as they embark on the next step in their learning journey; we are confident that they will continue to let their life speak. Friends’ always welcomes former students and we hope that many of the class of 2024 reconnect with us to share their life experiences and

accomplishments. We thank the teaching, administrative and support staff who worked so hard to support these students throughout their education at Friends’. Their commitment

to nurturing, challenging, and inspiring each student has been invaluable, and we are deeply grateful for their contributions.

“After graduating last year, I’m taking a gap year to be able to volunteer at a quaker school in Wilmington, America. I felt this would be a perfect way for me to continue my service and connection with Quakerism, all while meeting new people and experiencing a different culture! My advice to the 2025 Leavers would firstly be to take care of your physical health. A little bit of exercise and good sleep goes a long way in keeping you happy and improving the quality of your study. Secondly, don’t be afraid to try. Embrace the challenge, even if it means potentially failing short. Not trying is the only real way to fail. Wishing all the 2025 Leavers the best of luck this year.”

Charlie Bradford, Class of 2024



Kusala, Nadithi and Sandamali Narangoda. Photo: Alice Skinner



Henry Dakin, Caitlyn Dakin, Lisa Di Venuto and Jon Dakin. Photo: Alice Skinner



Otto Newstead, Hamish Clyne, Henry Webster and Charlie Bradford. Photo: Alice Skinner



Year 12 Leavers' Dinner and Service

Please enjoy a selection of photos from last year's Leavers' Dinner and Leavers' Service.



Tarçin Marriot, Immy Nock, Grace Winspear, Isabel Ascui.
Photo: Al Bett



Year 12 IB Students. Photo: Al Bett



Year 12 Leavers. Photo: Al Bett



Rupert Bullard performing *Wichita Lineman* written by Jimmy Webb. Photo: Alice Skinner



Sheng Zhan Wong performing *A Spray of Plum Blossoms* written by Peter Chen Photo: Alice Skinner



Felicity, Alannah and Anthony Edwards. Photo: Al Bett



Jack Hughes, Kobi Mauderer, Anatoliy Angelovskyi, Shreeyansh Sinha. Photo: Al Bett



Esther Falloon, Hamish Clyne. Photo: Al Bett



Amanda, Lachlan and Andrew Halley. Photo: Al Bett



Paquita Vincent, Ava Vincent, Anne Greentree, Amelie Jacobi, Georgina Neal, Sophie Neal. Photo: Al Bett



Madeline Windsor, Eliza Tarte, Jess Clydesdale and Bella O'Rourke. Photo: Alice Skinner



Year 9 Program: the journey of resilience, self discovery and reflection

Aaron Davey
(Deputy Head of
Senior School -
Pastoral Care
Years 9 & 10)

As part of the culminating experience in the new Year 9 Program, students were involved in 7-day, 6-night journeys around Tasmania. All students completed their Abyss mid-camp, spending 20 hours in solitude, reflecting on who they are and who they want to be.

In groups of 12-16 the students had a choice of four experiences;

- Colossal Cliffs, which included walking the 3 Capes, before sea kayaking
- Mountain to Sea, in which students rode from Derby to St Helens, finishing with a surf session and Gorge swim
- Wild Tarkine West Coast, including a Pieman River Cruise followed by art and photography work
- Mersey and Mountains, walking the Walls of Jerusalem and rafting the Mersey River

In the typical Tasmanian way, students were exposed to all weather conditions and were faced with a number of challenges, but specifically being self-sufficient, required to manage all their equipment and plan/prepare/cook their own meals.

"I really enjoyed the physical challenge of the camp. For the rest of my life, I will remember this camp not just because of what we did but who we were with. I made so many happy memories at the camp. There was a spiritual, emotional and social growth on the camp."

Violet Owens, Year 9



Ambieka Agustina and Ella Nicholas preparing dinner with their friends at the Walls of Jerusalem. Photo: supplied



A change in weather for Harriet Sproule, Edie Tracey, Audrey White and Lucie Johnston at Walls of Jerusalem. Photo: supplied



Alice Li, Violet Bennett, Claudia Windsor, Violet Owen, Ella Clark, Natasha Breen, Eva Breen. Photo: supplied

"When I first started the Abyss, I pondered: do I embrace it or ignore it? After choosing to embrace the opportunity given to me, I found that the experience was like no other. Wading in the river, looking at the stars, sitting on a log and eating dinner and breakfast with the birds chirping, were all the little things I did during the 18 hours but all those little things made me reflect a lot on myself and how I should continue with my life. When the car horn sounded to signal the end, I didn't just leave my campsite (Burgess Town), I left something greater than that. I left a part of myself that I have never seen before and I take this knowledge and this experience to carry me on through life's many ups and downs."

Sam Burgess, Year 9



Ella Nicholas, Lucie Johnston, Edie Tracey, Audrey White and Harriet Sproule enjoying spectacular views on the Walls of Jerusalem track. Photo: supplied



Mountain to Sea Camp taking a break at Swimcart Beach. Photo: supplied



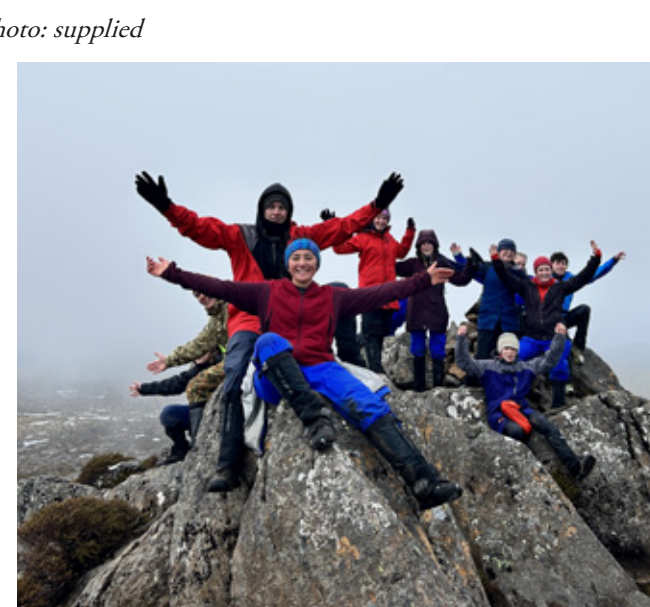
Margot McLeod and Mira Exarhakos rafting the Mersey River. Photo: supplied

"Amazing experience!! All the adventures, challenges and obstacles overcome was so fun. The connections formed with my peers and teachers were ones that will benefit me for the years to come. Every change in weather, every thought-provoking conversation and hardship shared with newfound friends was incredible. The Year 9 Abyss was by far the best camp I've ever been on. They are met through all the unique experiences which took place on camp. The encouraging nature of everyone that is part of the Friends' School community, and the genuine care that not only the teachers, but students undertook to meet these purpose and concerns. Throughout camp, I felt we were guided to be independent and responsible individuals who hold a global perspective and show genuine concern for one another when people were struggling. It was together that we built the experience we all enjoyed so much."

Audrey White, Year 9



Year 9s sea kayaking at Fortescue Bay. Photo: supplied



Year 9 students celebrating the climb at Walls of Jerusalem. Photo: supplied



Homecoming - Year 9

Harriet Sproule
(Year 10)

On Monday 9 December 2024, the final week of Year 9, we invited our families in to celebrate a great first year of Senior School and highlight some of the events and activities we undertook. This was a chance to share and celebrate the milestones we achieved throughout the year as time as a whole grade together for the final time. Before the night, we were asked to construct a presentation of some sorts to display how we have grown throughout the year and collate some pictures and memories. Specifically, we were asked to share how we think we have displayed the 7 C's - Commitment, Collaboration, Consideration, Connection, Courage and Compassion as well as considering what 7 values we want to have in the future. This allowed us to show our transition from childhood to our adult life in the coming years of High School. It was really good to be able to fit a special moment into everyone's busy lives and celebrate the growth of each of us individually throughout the year and also share our highlights of the Year 9 program.

Feedback from families:

"A lovely, thought-out experience with amazing food! I loved the chance to dive deeper into the experience with Lily. A rare opportunity to connect with other parents, students and teachers in a casual way."

"I was really pleased that Ollie wanted me to come to this event. She showed me her presentation as well. She's really matured over the years, has a lovely group of friends and I think is proud of the year she's had. The food was appreciated and overall such a fabulous presentation and initiative. Thank you."

Q&A with Year 10 students to share their thoughts and feelings about the recent campus change

Lucy Shearing
(Year 10)

2024 marked the first year to introduce the Senior School campus change. This year, we can see that it has been significantly beneficial for the students at this school, creating an environment better suited to not only achieve academic growth, but also overall mental health and wellbeing. The campus changes have created a more mature learning space for the senior school, setting up the students for future success when the time comes to take exams, or enter into the working world. The year 10 cohort were able to experience being on campus with students in Years 7-10, as well as Years 9-12. Peggy Flynn, Spencer Owens, Banjo Seeger, Ollie McDonald, and Lily Carter shared their thoughts on the transition. They were able to provide real, and honest student perspectives on the topic. They were asked how they personally feel about the change, and what aspects they believe were most beneficial toward them, and their peers. Here's what they said.



Banjo Seeger

At first, I didn't think too much about the campus change. I did find it hard sometimes because I was expecting to be one of the older students on the campus, but I later adapted to the circumstances and grew to enjoy the Senior School. Some of the benefits include that there are some great new teachers. The environment feels better overall as the maturity levels are higher. Next year's Year 9s should know that it is a big jump academically into the Senior School, and they should look forward to the Year 9 program, and the memorable camps, as well as new opportunities.



Spencer Owens

I wasn't particularly worried about the campus change because I was able to stay on the same campus as before. I liked being with students in Years 9-12 because I feel it was a better environment in general, with older students around. I like the new curriculum, and I think the transition between Year 8 and 9 is important for learning development. I think that the next Year 9s should know to be prepared for senior school, and to study hard for a better outcome.



Peggy Flynn

When I first heard about the campus change I was a bit unsure as to why they were doing it. At first it didn't feel that different, but I liked being with older students because it made the school feel more mature. I think some benefits are that without younger students the environment felt more serious and more students got their work done. Now that I have been here for two years, I think it is overall a very nice space to be working in. Some advice I have for moving to the Senior School is a mature mindset, and being open to change and new work.



Ollie McDonald

When I first found out about the campus switch I was very eager to meet new people and interact with the Year 11 and 12 students. I was excited by the new faces I saw on campus and wondered about the new experiences the campus could offer. People are more engaged, and you get to learn about older grades, while also having a lot of support from teachers. I think my learning has improved by being able to have more help from teachers and adult conversations. I think the Year 9s should consider the switch in maturity level and expectations you should uphold. I think they should look forward to the Year 9 program, especially the opportunity to gain new life experiences.



Lily Carter

At first I thought it was a little weird but when I had my first day on the new Senior School campus, I realised that it could benefit my education. It's good to be able to hear from the older students, and I like that they now offer many opportunities for work experience. The new campus has many benefits, such as new friendship opportunities and relationships with new teachers. It has helped my learning by being able to talk to older students about exams and classroom assignments, to better my work. Some advice I have for the Year 9s should be to always be kind, and focus on good first impressions with teachers...as well as having fun. I think they should look forward to the opportunities of the Year 9 program and not take for granted their days out with friends doing service, or other activities.



The Calling

**Anica Ianculovici,
Aquaria Nicholas,
Rohan Singh &
Lottie Frost
(Year 9)**

On Thursday, 27th February, 150 Year 9 students stayed at school and participated in workshops before rising at 5am for a sunrise on kunanyi and trekking back to School. During this event, we engaged in meaningful activities centered around the themes of transitioning from childhood to adulthood and self-reflection

One of which being, "Minute to Win It". It was a team building exercise where in groups we would compete in light hearted competitions,

purely for the enjoyment of being together, and being a team. While engaged in games with ping pong balls and choc chip cookies, we may have been oblivious to how we were bonding through our laughter but the connections we made in that moment and through the whole event will be remembered.

Another key activity was HHH (Hero, Hardship, Highlight), where we wrote about a hero, a hardship, and a highlight in our lives. Displaying these reflections on paper around the classroom fostered empathy and understanding among classmates, revealing the struggles and triumphs we each experience that are often not shared aloud. We also participated in the "Let It Go" rite of passage, where we

wrote something we wanted to leave behind in childhood on flax leaves and twisted them into designs. This ritual symbolised our intention to release these burdens that we hoped to leave in our childhood as we embraced the transition into adulthood. These activities brought us together, helping us connect and learn more about each other's stories. They made us reflect on how much we've grown and what the next steps are in our journeys. We then stayed overnight at school after the workshops and dinner... As you can imagine, this caused a lot of chaos and some very tired students on Friday morning! When we woke up (at 4:30am) we all took a bus up to the top of kunanyi. We watched a beautiful sunrise

and spent a bit of time with our friends up in the wind before returning to The Springs via bus and having breakfast there. Finally, we walked back to school, which was approximately 15 km and took us around 4 hours. It was an amazing experience, and we truly bonded as a cohort. On the mountain, being at the peak of kunanyi as the sun was rising faster than we were, is a cherished moment of ours. There was peace in this moment; the part of the event called "letting go". Teachers shared words that brought us back through a reflection of our childhood and centred us with an understanding of how we are now moving forward from that. There was silence and respect through this period of time and we would like to think that

rather than being because of our sleep deprivation, it was because the scenery of painted skies and reflective words was truly more engaging than a conversation with our mates. Over the evening and morning, we were lucky enough to be provided with dinner, dessert and breakfast the following morning. These were prepared by the Food Tech staff, who managed to heat 150 burritos for all the Year 9s! We also had choc tops for dessert. After a late night and an early start the following morning, every student was ravenous by the time a bus took us back to the Springs for breakfast. Thankfully, a range of cereals was available, and afterwards, we could each select an apple and a muesli bar to take with us on the walk back. We

were extremely lucky to have this opportunity, and it was a memorable night that we won't forget. It would not have been possible without the work of all the staff, including the Food Tech staff, our op-block teachers, and the extra staff who offered up their evenings to spend a night with no sleep and 150 Year 9s!

We are extremely grateful to all of the staff for organising, supporting and putting all the work into making such an incredible night.



Year 9 students gathered in the observation shelter on kunanyi. Photo: supplied



Year 9 students enjoying an early morning at the summit of kunanyi. Photo: supplied



Year 9 students on the descent from kunanyi. Photo: supplied



Singing, writing & Shizukaaaaani shalaaaaami: a playful dive into Japanese!

Stephen Clowry
(Primary School
Japanese Teacher)

In Japanese we have been learning some new songs (including lyrics like *shizukani* ・しずかに for 'quietly') and dipping our toes into learning to read and write Japanese, linking goofy mnemonics with individual kana (letters), while working on posters celebrating the 2025 Lunar Year of the Snake, hebidoshi へびどし・巳年. Ahead of the Easter holidays

we will be using our new reading skills in the Japanese streetscape in some virtual walking tours in the expectation that multiple students can put these skills into practice in person as so many families visit Japan in 2025.

In Kinder we have been learning new songs, how to say our name in Japanese and some stories like The White Crane, by Junko Morimoto in English, the DarumaSan Ga series and the Very Hungry Caterpillar in Japanese (thanks to a kind donation to the School

from the Wright family (3B). Much to everyone's delight, Kinder Bandicoot, Henry, invented his own clever moniker to bring the salami being eaten by the caterpillar to life as the 'Shizukaaaaani shalaaaaami' - causing lots of giggles amongst the children and adults alike. It was a wonderful play on words - established by research to help strengthen metalinguistic awareness and early literacy skills development. We hope to further develop Henry's Shizukaaaaani shalaaaaami character in drawings and stories as the year progresses.



Deepening the penpal exchange, SPICEEs on display with Year 6's online meeting with students of Suhara Primary School. Photo: Stephen Clowry



Year 1s writing しお shio salt. Photo: Stephen Clowry

From Tasmania to Baltimore: an exchange of friendship and culture

Maggie Winspear
(Year 9)

The Friends' US exchange is an exchange between the Year 9s at Friends Quaker schools in America and Tasmania. Last year it was between our school and Abington Friends School and Friends School Baltimore.

I was lucky enough to be selected for the program and I was one of the two of us who went to Baltimore, and another six students went to Pennsylvania. I was partnered with Cameron who came to

our school in June for about 4 weeks, and I went to Friends Baltimore in October for the same amount of time. It was an incredible opportunity and I was able to meet some wonderful people and see amazing things while I was there. My biggest highlight was definitely meeting and becoming friends with my exchange student Cam. I had so much fun becoming friends with him and taking him all around Tasmania, and even more being able to see him in his environment and being able to be a part of that. I was lucky enough to go travelling a bit while I

was there to Washington DC, New York, North Carolina and South Carolina which was truly incredible.

I was very immersed within American culture and got to see the subtle differences between each state, while also going to so many new places. My friends were definitely one of the best parts as well. I was able to watch sports games, be a part of 'friendsgiving' and have halloween with friends which I really enjoyed along with just experiencing American high school with a great group of people.



Maggie (third from left) and her friends in Baltimore



Experiencing American sporting culture at a local Soccer match. Photo: Maggie Winspear



Year 6 Places of Worship Walking Tour

Wendy Crow
(Deputy Head of
Primary School,
Year 2 - Year 6 and
PYP Coordinator)

Throughout Term 4 2024, our Year 6 students embarked on an enriching inquiry into the diverse nature of spirituality and religion, and how these elements shape personal and collective identity. They spent time learning about the beliefs and values of different religions in their local community, exploring both the differences and the common ground between spirituality and religion.

Through the ideas of *perspective and form*, the students looked at how religious diversity impacts the well-being of their community. They visited local places of worship and had the chance to hear from religious leaders, learning about different practices, beliefs, and stories. The students' thoughtful questions showed just how interested and eager they were to learn more.

They asked some really interesting questions, like:
How do kids from 7 years old and up memorize the whole Qur'an? How many copies of the Bible are out there? and Why do you wash your face before praying?

This inquiry helped the students not only learn about different religions but also develop a deeper respect for the diversity of beliefs in their community, building a better understanding of each other.



St Mary's Cathedral with Year 5. Photo: Nic Hempel



Year 5 students gathering outside St Mary's Cathedral in Hobart. Photo: Nic Hempel

Community Building Inquiry in Year 5

Ella Smail
(Year 5 Teacher)

At the start of 2025, 25 new Year 5 students were welcomed into The Friends' School community. With such a large intake, this transition provided a valuable opportunity to explore the interconnectedness of our school.

Early in the Term, Year 5 students participated in an 'Eat and Greet', engaging in a series of team-building activities. They worked in different groups to encourage collaboration, self-discovery, and communication. The morning concluded with a shared lunch between students, teachers, and staff members, fostering a deeper

sense of connection and belonging. Additionally, as part of our inquiry into resilience, students took part in a 'Resilience Day' at Bell Street, where they faced challenges designed to push them outside their comfort zones. Activities included setting up tents, tackling tongue twisters, practicing mindfulness yoga, and writing gratitude letters to loved ones. Students reflected on their emotional responses, identified strategies to manage challenges, and explored how empathy, growth mindset, gratitude, and mindfulness helped them navigate difficulties. Reflecting on the day, Cecile shared, "I found building the tents the most challenging – the wind was blowing the tents everywhere,

and it felt impossible!" Through these experiences, Year 5 students have begun to build a strong, supportive learning community. They continue to challenge themselves, support one

another, and develop the skills necessary to navigate challenges with confidence and care.



Team work to build a tent



Working together to share ideas



Sacha Allen
(Year 11)

Balancing fitness and academics

As a boarding student I like that Friends Health and Fitness (FHF) is close by and convenient, it makes it easier to use, as often as I can. I balance gym and pool time with my academic workload by using it in the morning as well as some afternoons - dedicating other time for study. The FHF contributes to my fitness the way all sport and physical exercise does; it is relaxing, fulfilling and a good use of spare time. The FHF has helped me connect with other students in the Boarding House as we plan to get up at the same time in the morning and head to the gym, this fuels our motivation and deepens our friendship.



Ocean inspired ceramics journey



Sophie Smith (Year 12)

In Year 11, I did Visual Art Ceramics level 3 and made a body of work based on the ocean, specifically rock pools. I explored a range of coral shapes and marine life using a variety of underglaze colours to contrast with the natural, gritty qualities of the BRT clay.

I was inspired to create these forms after reflecting on the treasured time I spent at Binalong Bay during the summer holidays of my

Primary School years.

I love ceramics because it is a space where I have complete autonomy to be creative, make mistakes, use my hands and create art that represents who I am. Miriam is such a wonderful, supportive and knowledgeable person, and she's always there to help fuel my creative endeavours. Her support, along with that of technicians Paul and Armie, is one of the reasons I am so passionate about making art.

Photos supplied by Sophie Smith.



Senior School End of Year Dance Showcase lights up Theatre Royal with dynamic performances

Lucy Shearing (Year 10)

The Friends' Senior School End of Year Dance Showcase took place at the Theatre

Royal in late November 2024. The showcase featured students from Years 9-12 who collaboratively choreographed dynamic routines with their peers. Additionally, two Primary School students,

Evelyn and Calliope, who both performed captivating solos.

The students created routines that were well rounded, fun and energetic, by channelling what they

learnt while working on the units that they studied throughout the Semester. The annual Dance Showcase has come to be many people's favourite time of year.

A few standout moments

included the amazing backstage environment in the Theatre Royal dressing rooms, which had Hollywood mirrors, and areas to practise dances with friends.

Highlight performances

included *Soulja Boy*, danced and choreographed by Will Enklar, Callum Wigston, and Benjamin Avery; *Fabulous* from *Sister Act*, performed by the Year 9s; and *Bounce*, danced by the Year 10s.



Students on stage at the Theatre Royal. Photos: Casey-Rae Mullen



Beyond the ‘Male Gaze’

Hazel Jennings
(Year 12)

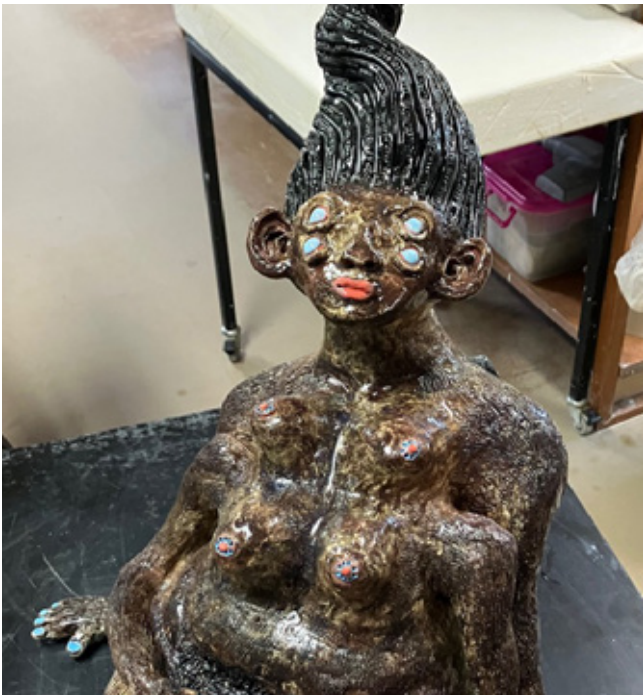
The ‘Male Gaze,’ coined by feminist film scholar Laura Mulvey, describes how women are objectified in the media, our identities explored solely as passive objects of desire for the male viewer’s pleasure (Mulvey, 1975, pp. 6–18). My work explores the female form and the

goddess—the embodiment of female power. Last year’s work was about growing up and the insecurities the male gaze perpetuates. Through the female gaze, I turned these insecurities on their heads, embracing ‘imperfections’ and celebrating active rather than passive women, researching different cultural and historical interpretations of womanhood and making them my own.



Nudity can be both exploitative and subversive, serving as a symbol of liberation or oppression, particularly when it comes

to women. Whatever you do, people will complain—clutching their pearls—but that’s good; it means they’re looking.



Photos supplied by Hazel Jennings

Prep Art Exhibition 2024: how art empowers young minds

Denise Wadsley
and Emily Wilson
(Prep Teachers)

Art affects people in many different ways. For young children it is a powerful vehicle for their communication. Our young Prep children enjoyed exploring different Art mediums as a means of expressing and communicating their thinking. Through our inquiry into ‘How we express ourselves’, the children played and experimented with different materials, exploring the lines, textures and perspectives they could create. Different perspectives can be made visible by exploring different processes and engaging in different techniques.

This culminated in our Prep Art Exhibition in November of last year and gave the Prep children a chance to celebrate with family, friends and our community.

The children’s reflections:

“The Art exhibition was fun mostly because we got to build and make stuff and then show everyone. People worked hard and people made great mistakes and beautiful OOpses and everything still looked great” Wolfe

“I liked making the bioluminescent stuff because we also learnt a lot about nature while we were making the Art, that was really exciting” Aphra

“It was fun and I felt really creative doing it” Hugo

“I felt happy to show my Artwork to my parents, because it was really fun to create” Greta

“I felt like the exhibition was so amazing because it was like we were doing something really big and I like that feeling, and my family thought it was so cool” Calliope

Our visitors were amazed with the showcase:

“I am so blown away by this creative, expressive collection of Art – and most especially the professional presentation! Seeing the artworks curated in this way makes the importance of highlighting art and effort so evident”

“The deliberate use of colour and natural materials builds a narrative and connection”

“I loved how each saw something different within their study objects”

“Amazing amount of work with great insights to self and others”

We invite you to enjoy the Prep childrens’ animation of their self-portraits by scanning the QR code.



Families viewing the display of school crest artwork from the Prep Children



The fabulous Prep Art Exhibition at The Farrall Centre

Film Review: *Parasite*

Stella Wesseldine
(Year 11)

Since its release in 2019, Bong Joon Ho’s class commentary thriller has shocked the world. It is the only non-english film to win Best Picture at the Oscars while also claiming three other awards that night. Parasite is an artfully constructed film, defined

by incredible performances, a compelling story and the right passing to fill an audience with tension from start to finish.

Parasite follows the Kim Family as they strive - in a truly Horatio Alger fashion - to improve their lives and move up in the world. From the relative poverty of their semi-basement to the upper echelons of society. They have a hopeful start in achieving

this however things take a sudden and violent turn for the worse.

The film cautions of the dangers of unchecked greed, the detachment wealth gives and how in the strive for material gain one can forget oneself. These messages speak importantly to the Quaker value of living simply. Additionally, the class disparity this film addresses, that is prevalent all over the

world today, reminds viewers of the value of equality.

Parasite is a beautiful film. In message and performance but notably in composition with Joon Ho using colour and levels to communicate so much to his audience. It is an incredible experience that invites you to unpack every aspect of it and whose message linger with you long after you have watched.



Image: Original movie poster, 2019



Middle School Student Voice Council: helping hands, helping hearts

Esther Hoggart
(House Leader) &
Georgia Woolnough, Dottie Charlton,
Sydney McInnes and Lola Mennitz
(Year 7)

The Middle School Student Voice Council is very excited to be launching a number of initiatives in Term 2.

Firstly, in our final assembly of Term 1, the Student Voice Council will be launching a donation drive to support the **Hobart Womens' Shelter**. The Student Council would like to help build the students' awareness of those in the community who really need our support, and will be asking the Middle School community to donate items on their most needed list. We will also be learning about the life saving work that the Shelter does every day, and why it is so important to support those impacted by domestic violence and homelessness.



Georgia Woolnough - Year 7

As a Student Voice Council, we decided that we wanted to donate things that would be most useful to those in need, and to give a voice to a group of women who might not feel like they have a voice at the moment. There are a lot of women out there that, for different reasons, find themselves to be not as fortunate as we are, and we wanted to show our support so they don't feel alone.



Lola Mennitz - Year 7

We want to help support the Hobart Womens' Shelter so that women and their children have a safe place to go.

The other issue that is really important to the Student Voice Council is celebrating **Pride Month** in June. We will run a range of exciting initiatives throughout the month to help inform students of LGBTQIA+ issues and celebrate the community within our Middle School community. Some of the initiatives will be a delicious Pride-themed bake sale and rainbow free clothes day, to raise money for Working It Out, a local charity who supports the LGBTQ community. The Middle School community will also be able to view the amazing artworks in our second annual Pride Art Show, make some gorgeous Pride bracelets in the library and for our budding filmmakers, we will be running a short film competition, celebrating diversity in our community. These activities will be held throughout June, culminating in our Middle School Pride Week in Week 9 of Term 2.



Sydney McInnes - Year 7

I think it's an important thing to do to make people in the LGBTQIA+ community feel like they belong at the Middle School and feel integrated into our community. We need to celebrate their diversity, and let them know that what they bring to the community is just as great as what everyone else brings.



Dottie Charlton - Year 7

It's important to celebrate Pride Month so that if someone is part of that community at school, they feel welcome here.

'Friendlies' shine at Relay for Life, raising over \$23,000

Else O'Leary
(Year 11)

Relay for Life is a fun filled community event, aiming to raise money for the Cancer Council Australia. Over the last 20 years, more than 61,000 Australian lives have been saved through support such as Relay for Life.

This year's relay took place on 29-30 March.

Through The Friends' School, over 230 students signed up for the school team: the 'Friendlies', for Relay for Life, raising more than \$23,000 in fundraising.

The relay starts at 1pm; a flurry of activities ranging from soccer and basketball, music, food vans and naturally, walking or running

laps around the track with friends.

I signed up to do the relay because I believe the event is truly unique; encapsulating heartfelt speeches from students that are close to the cause, and lighting candles in recognition. Afterwards, everyone walked a quiet lap around the track with the lights turned off, ambience framed by the yellowed lanterns.

Every year I cherish this moment, and the quiet gratitude and thoughtfulness is apparent when looking around, watching people link arms or smile when friendships or relationships are mentioned.

However, what the relay truly embodies is hope, which is shown through the loud music and dancing, the

shared food and laughter. The army band played some well-known songs, and everyone joined in singing what they knew, sitting on friend's shoulders and dancing along. It's a powerful reminder to cherish the people and life we have.

My friends and I were staying overnight, so we pitched our tents facing each other, walking laps and sharing memories as the night progressed, evading sleep with overtired jokes and thoughts.

These moments are my favourite: how an event so profound can bring people together, whether from different schools, familiar faces from work, or people you didn't get to talk to before.



Friends' students preparing for the overnight laps. Photo: Simone Summers



Friends' students at the Relay for Life with bear mascots. Photo: Bill Avery



Journey of a raindrop



Sharing our responsibilities for a healthy waterway.
Photo: Katie O'Rourke

**Katie O'Rourke
and Theresa Martin
(Year 2 Teachers)**

As part of the inquiry into why 'water is essential for life', Year 2 students followed a raindrop from the summit of kunanyi, via the source of the North West Bay River, and out to the sea. They discovered what happens to a drop of water once it

hits the ground and moves through the waterways. They also looked at the changes in waterways as it progresses from young to old rivers, and the importance of healthy waterways, the equitable use of water and our responsibility in its care. Year 2 students developed their research skills by observing with their senses as well as posing and responding to questions about their experiences.

"We are lucky to live in Tasmania because some people don't have water systems and have to travel a long way to find water."

Olivia Mahoney

"Don't waste water. Only use it when you need it."

Isla Degroot

"Healthy waterways are important because water is our life."

Grey Kelleher

"We need to share water equally, so everyone can stay alive and can be happy."

Alex Francis



Exploring the wonders of water. Photo: Katie O'Rourke



Year 8 students explore the outdoors with river rafting and coastal exploration

**Thomas Van Sant
(Outdoor
Education
Coordinator)**

Our Year 8 students have kicked off their Outdoor Education journey with two exciting days exploring Tasmania's diverse landscapes. The River Explorers Day on the River Derwent above New Norfolk saw students building teamwork and problem-solving skills as they rafted down the river, while the Coastal Exploration Day on the Tasman Peninsula allowed them to try coasteering, jump into rock pools, and appreciate the coastal environment.

Looking ahead, students will participate in the next rotation of these activities, with their Coastal Camp at either Freycinet or Bay of Fires coming up in Term 2. These experiences are helping students build confidence, strengthen peer relationships, and connect with Tasmania's stunning natural beauty.



Exploring the beauty of the Tessellated Pavements at Eaglehawk Neck.
Photo: Thomas Van Sant



Rafting the River Derwent near New Norfolk. Photo: Thomas Van Sant



Year 7 embrace the outdoors with action-packed experiences

Thomas Van Sant
(Outdoor
Education
Coordinator)

The Year 7s kicked off their Outdoor Education journey this Term with an unforgettable 3-day, 2-night camp at River's Edge Campsite. From rafting down the river rapids to hiking the stunning Hartz Mountain, students embraced the adventure while soaking in breathtaking views and forming lasting memories. The camp wrapped up with a relaxing beach day, offering a perfect mix of excitement and chill.

After such an amazing start, the outdoor fun continued with the Bike and Walk Day at Meehan Range and the Beach Coasteering Day from Boronia Beach to Blackmans Bay. Whether biking or coasteering along the coastline, students are gaining new skills and deepening their appreciation for the natural world.

We're so impressed by the progress they've made and the positive energy they've brought to every activity. Looking ahead, we're excited for more outdoor experiences that will further develop their skills and resilience – with a Winter Skills Day in Term 3 and the Maria Island Camp in Term 4. It's been an amazing start to their Outdoor Education journey, and we can't wait to see what the future holds for these determined and inspiring students!

"My favourite part of camp was the rafting because it was really fun and I felt a strong sense of achievement in the bus on the way back at seeing how far we'd gone!"

Grace

"Trying new things. I was a bit nervous for rafting but turns out it was one of my favourite parts!"

Ingrid

"I now feel more confident about sleeping in a tent."

Urmika

"I enjoy sleeping in a tent because it's nice to sleep in nature."

Cate

"I found the rafting really fun and I loved the freedom where we had to figure it out and work together."

Sophie

"I loved when we got to cook our own pasta, it was so much fun learning how to ensemble the trangua"

Macey



Phoebe Wells & Isla Clark enjoying dinner cooked on the trangua. Photo: Thomas Van Sant



Students enjoying the beautiful scenery on the Huon River. Photo: Thomas Van Sant



Exploring the coastline at Blackmans Bay Beach. Photo: Thomas Van Sant



What a place to stop and admire the view at the Meehan Ranges on Hobart's Eastern Shore. Photo: Thomas Van Sant



Students exploring Hartz Mountain in low cloud. Photo: Thomas Van Sant



Rafting the Huon River. Photo: Thomas Van Sant



Surf, bike, and explore: students experience Tasmania’s outdoor education weekends

Thomas Van Sant
(Outdoor Education Coordinator)

The Year 11 and 12 students have been making the most of their outdoor education weekends, starting with a stunning Surfing Weekend on Tasmania’s east coast. Students spent the weekend catching waves at the great surf spots up the east coast, honing their skills and enjoying the stunning coastal scenery. Next up was the MTB Weekend in Derby, where they explored world-class mountain biking trails, building confidence and refining their riding techniques.

Looking ahead, we’re excited for the upcoming Sea Kayak Weekend and Climbing Weekend, offering more enjoyable outdoor experiences and opportunities to develop new skills. These programs not only help students build important relationships and explore different parts of Tasmania, but also provide valuable experiences that promote personal growth and team bonding.



William Holland catching a wave to shore at Redbill Beach, Bicheno. Photo: Thomas Van Sant



Students gathered on the beach during a surf lesson at Redbill Beach, Bicheno. Photo: Thomas Van Sant



Students catching waves at Redbill Beach, Bicheno. Photo: Thomas Van Sant



Sarah Lovell on the Derby Mountain Bike trails. Photo: Thomas Van Sant



Nelly Brett descending on the trails at Derby. Photo: Thomas Van Sant



All smiles at Derby Mountain Bike Park for Nellie Cheek. Photo: Thomas Van Sant



Year 12 Theory of Knowledge Exhibition



Charlie Melrose engaging with fellow students.
Photo: Ben Felstead



Students deep in thought-provoking conversation. Photo: Ben Felstead



Alex Syka with Year 6 students increasing knowledge in different contexts. Photo: Ben Felstead

Stephen Barratt
(IB Diploma
Coordinator) &
Charlie Melrose,
Beatrix Huxtable,
Juliet MacIntyre,
Caitlin Gregg
(Year 12)

The Year 12 IB Diploma students showcased their understanding of Theory of Knowledge (TOK) through a thought-provoking exhibition that invited younger students to engage with complex ideas about the nature of knowledge. The event provided an interactive platform for students to present their insights to an audience of Year 6 and Year 11 IB students, sparking meaningful discussions about the ways in which knowledge is formed and understood.

The exhibition required Year 12 students to select one of 35 high-level knowledge questions as the foundation for their presentation. These questions explored concepts such as the influence of context on knowledge, the ethical obligations of knowing, and the relationship between knowledge and culture. Each student then carefully selected three objects that linked to their chosen question, allowing them to illustrate their ideas through examples.

Some of the object sets included:

- An electric guitar, a Robert Frost poem, and an oyster cage to explore how knowledge is formed through experience.
- Duchamp's *Fountain*, a sculpture, and a museum label from a Matisse painting to examine how the context in which knowledge is presented impacts its interpretation.
- *Friendly Journey* by Charles Robinson, a journal of a white coloniser, a ladies' room sign from MONA, and *The Satanic Verses* to discuss how language constructs meaning and knowledge.
- The Mungo Man remains, a fake Indigenous boomerang, and Tasmanian shell necklaces to question whether some knowledge belongs to specific communities of knowers, particularly within Indigenous societies.

The younger students were encouraged to interact with the physical objects, prompting them to think critically and ask questions about knowledge in different contexts. The engagement between students of different year levels fostered a deeper appreciation for the ways in which knowledge is constructed and challenged.

The TOK Exhibition offered a unique opportunity for students to develop their critical thinking skills and communicate complex ideas. It was an inspiring and enriching experience for all involved, demonstrating the power of inquiry-based learning in action.



Olivia Lang exploring the influence context has on knowledge. Photo: Ben Felstead



Exploring the Hobart Rivulet: Year 7 students investigate water pollution from historical to modern times

Benji Lai
(Year 7)

This Term, Year 7 students ventured into the Hobart Rivulet to learn about and study the pollution levels in the Rivulet from historical to modern times. This was done by catching water bugs that inhabit the Rivulet and analysing these species and how they are affected and survive. Before the Year 7 classes went on their

excursions, they practised the lab skills needed and were able to learn about the different and unique invertebrate organisms that they expected to see. Students were then able to analyse trends in the varied range of species the Rivulet has to offer, to discover and understand the overall health of the environment at each site that was visited. The students managed the tools needed to capture and identify the environment and the organisms that lived inside it,

such as a sieve to capture the insects, a cup to collect them, and they were also given an identity chart to figure out which bugs they were looking at. Some lucky students from Mott and Penn were fortunate enough to witness the elusive platypus that inhabits the Cascade Gardens site. Overall, the day was long, tiring and challenging but, nonetheless, educational. At the moment, the Year 7 students are busy writing their first Scientific field report and are learning about



Exploring Hobart Rivulet

the impacts of urbanisation and human effects on the environment, along with the bio-indicators that can show how serious these impacts are. This research and data analysis is helping students to understand the scientific method, and also teaches students about the environmental issues that locals in Hobart are faced with, and how can make a difference.



Phoebe Wells observing the water flow. Photos: Isobel King

Year 8 Perspective Quest

**Ella Clauson and
Henry Studd**
(Year 8)

Year 8 students have focused on Australia's diverse physical and cultural landscape as part of their Aboriginal Perspectives Quest this Term. We have developed a deep appreciation of the strong connection between Country and First Nations cultures, and they understand that the mosaic of 250 distinct First Nations cultural groups across Australia are both very distinct from one another, and that the cultural practices of each First Nations group reflects the country on which they live.

Throughout Term 1, each Year 8 class has researched an Australian First Nations group and created a Classroom Display that conveyed the unique Country (plants, animals, landscapes, seasons) and culture (art, music, food, dance, stories, body adornment, tools, sacred places, language) of that group. In addition to this, issues, news stories, and historical facts of importance

to each group were explained and exhibited. By Week 6, the following cultural groups were represented throughout Year 8 classrooms in a respectful, creative, and meaningful way; Tiwi, Yolngu, Bunuba, Anangu, Arrernte, Djab Wurrung, Adnyamathanha, and First Nations Cultures of Lurruwita.

All Year 8 students brought a lot of enthusiasm and energy to this project as we collaborated with their new classmates in a positive and constructive manner, forging new connections and friendships as they worked. The Year 8 learning space, upstairs in the Middle School, has been a hive of activity this Term as students worked out how best to curate their Classroom Displays.

8 Stowe used their desks to create a museum style display that circled around the classroom with a different aspect of Djab Wurrung culture on each desk, and a birthing tree overlooking the room. If you glanced up as you entered 8 Ruston's classroom, you would see the underbelly of a saltwater crocodile on the ceiling, and

hear music that features the yidaki, synonymous with the prolific music makers of North East Arnhem Land, the Yolngu people. 8 Knight turned their classroom into the Martuwarra River basin, home to the Bunuba people, with a 3D riverbank featuring the endangered largemouth sawfish (also in 3D), and walls covered in informative posters and images. 8 Bracey's classroom welcomed visitors with the Tiwi flag, and the island's pride, AFL, was prominently featured in this display. Adnyamathanha culture was featured on the floor and walls of 8 Preston's classroom, and when in 8 Tuke's classroom, visitors were surrounded by the desert colours of Central Australia as they displayed the Anangu and Arrernte cultures. The Middle School Library highlighted the cultures of Lurruwita with everything from a kelp forest at the door to mutton birds circling from the ceiling at the far end of the Library. Students created songlines on the floor of the upstairs foyer guiding travellers from one classroom to the next.

The detail and complexities



Henrietta Watt, Alexadra Gee, Henry Studd. Photo: Kylie McKinnon

of these Classroom Displays are difficult to convey in this article, but the Year 8 Key Teachers were immensely proud of the effort and engagement of the Year 8 students, as well as the creativity, innovative thinking, and teamwork that has been demonstrated in every class throughout the Term.

School guests from the TCE First Nations Class were invited to view the Classroom Displays on Friday 7th March, and we were able to view the classrooms of our

peers for the first time.

Year 8 students are now working on an Individual Research task that compares and contrasts an aspect of culture between two of the First Nations groups studied across the year group (using the Classroom Displays for inspiration). Students will present their findings to their peers on the last day of Term 1. The development and growth of research and referencing skills has been emphasised throughout this Quest, which includes familiarising all students with The Friends'

School library website and all of the resources that it has to offer.

Connections activities that have supported the Perspectives Quest include; viewing the documentary *Like My Brother* (introduced by Veronica Cleary, former Assistant Principal of The Friends' School and former resident of the Tiwi Islands) and guest speaker, Pakana writer, Adam Thompson (author of *Born Into This*).



UTAS science experience

**Audrey White,
Marz Kwa,
Miro Eleftheriadis
(Year 10) &
Clementine Chatto
(Year 11)**

The Science Experience is an annual event held all across Australia for Year 9 and 10 students. In Tasmania, students across the state can go to UTAS for two days, doing practical experiments, problem-solving tasks, and thinking about career pathways.

On Thursday 21 November 2024, four Year 9 students from The Friends' School went to the UTAS Sandy Bay campus for the first day of The Science Experience. We got to meet other like-minded, science-focused students

from across Tasmania (from Kingston to Triabunna), and collaborate with them on various tasks.

To start the day, we all had to find where we were meeting, which was more of a challenge than anticipated. Once we were all gathered in a room, we were given name tags, and undertook an icebreaker bingo game. We then split into two groups to do science activities, and our group started with engineering.

The engineering task was run by two young people, one a 3rd year mechanical engineering student, and the other a recent graduate. We were tasked with designing and creating a machine that would sort marbles successfully. Our group was the only one who had a 100% success rate, and our design was aesthetically pleasing (so extra points were

scored). This task was a fun, fast, hands-on activity that demonstrated some crucial aspects of engineering as well as its fun side.

Our next task (after a short recess where we were able to get food and drink from the UTAS caf  s) was an ICT problem-solving challenge. It was run by a teacher of ICT, and one of her students. We were given a bunch of riddles and introduced to the concept of 'uncanny valley', which relates to the design of robotic toys and designs. We engaged in an escape-room style situation where we had to solve binary coded clues in order to be freed. This was a very collaborative task, as we all needed to work together in order to get out.

The third activity was a chemistry task which both halves of the original group participated in. We were given a variety of scientific

utensils and chemicals, and we were tasked with creating a synthetic indigo dye. This task led to lots of wash up, some blue-stained hands, and a little tie-dye indigo square. It was a fun end to the practical side of the day, and getting to see what designs everyone made was quite cool.

To finish up our first day, we had a chat with Dougal Bain about programs UTAS offers, and different pathways to university. We also were able to talk with a representative from Rotary about other science based programs. Finally, we were given some Science Experience bags, pens, business cards, UTAS beanies, insulated cups, drink bottles, and tote bags.

On our second and final day, we got to visit the CSIRO and the UTAS biomedical facilities, learning about the processes students undergo, and different ways

to get involved in these fields. We got the opportunity to live stream to the investigator (CSIRO research vessel), and talk to a crew member, Amelia Jensen about life on board.

Furthering on the field of marine science, we were able to tour the marine engineering sheds on the wharf, and look at the many varying engineering aspects of marine science, exploring the logistics of giant buoys used to monitor ocean acidification. After a lunch break, we toured the UTAS medical precinct and we were able to talk with a PhD student about her thesis work. Going behind the scenes of research labs was very interesting, and gave us all an insight into the research field. We later entered the practical medical labs, and worked with other students to finesse our pipetting skills dealing

with bacteria DNA and conducting experiments to gain a deeper understanding of the topic through experimentation.

Overall, the entire science experience was highly engaging, fun and rewarding, leading to us having a better understanding of what a career in science could mean for us, and how there are endless possibilities to get involved in so many different areas of science. We recommend this program to anyone uninterested in science or considering a career in science, and it is a really great way to meet other like-minded students from across the state.



Ocean acidification device in CSIRO engineering sheds. Photo: Audrey White



UTAS Chemistry Lab - students undertaking an experiment creating indigo dye. Photo: Clementine Chatto

Balancing school and trade: a student's journey into the Electrical Apprenticeship Program



Lachlan Clyne

**Lachlan Clyne
(Year 11)**

As the first student at Friends' to achieve an Australian School-based Apprenticeship (ASbA) in Electrical, I am thrilled to share my journey. Nearly four months have passed since I signed my apprenticeship

papers with Dare Electrical and Communications, and it has been an incredible experience so far.

I currently work one day each week, and I am fortunate to be part of the team working on the new extension of the Museum of Old and New Art (MONA). This project is both exciting and complex, providing me with invaluable hands-on experience. The

variety of tasks I encounter keeps each day interesting and challenging, from installing new wiring whilst familiarising myself with working on a big site.

In addition to my on-the-job training, I have completed my first two-week block at TAS TAFE. This combination of practical work and formal training is helping me develop a strong

foundation in the electrical trade while I continue to pursue my Tasmanian Certificate of Education (TCE).

The support and guidance I have received from my mentors at Dare Electrical, especially Brendan, the Managing Director, have been instrumental in my growth. His advice on the importance of education and building

personal connections has truly resonated with me.

I am excited about the future and grateful for the opportunity to balance my studies with real-world on the job experience. I hope my story inspires other students to explore the ASbA program and consider pursuing trade qualifications while remaining engaged in school life.



Visit with Nelson and Lisa File in Philadelphia



Former Principal Nelson File and Bill Avery at the Arch Street Meeting House in Philadelphia. Photo: Meg Avery

Bill Avery (Director of Community Engagement)

During a recent holiday, my family and I were very fortunate to catch up with former Principal Nelson File and his wife, Lisa, in Philadelphia.

We met Nelson and Lisa near the iconic Independence Hall, where the Declaration of Independence and the U.S. Constitution were debated and signed. From there, we were kindly treated to a fascinating historical tour of Philadelphia's Old City neighborhood.

The Arch Street Meeting House, where Nelson's mother worked for a number of years, is a large Meeting House established in 1804. The main meeting area can

seat 1,200 people and is very well preserved with beautiful timber benches and windows, which allow light throughout and a sense of tranquility.

Our next stop was the home of Betsy Ross, an upholsterer who made the first U.S. flag. Her tiny and compact home provides a fascinating insight into the life, conditions and inspiring person she was for so many years in the early 1700's.

We ventured through Elfreth's Alley, one of the oldest continuously inhabited residential streets in the U.S., with an exceptional collection of early American structures built between 1720 and 1836.

The Benjamin Franklin "Keys to Community" Bronze Bust was surrounded by some amazing street murals and highlighted the interesting establishment of the Philadelphia Fire Department's early history

and how the bronze piece was funded by the Philadelphia Fire Department and by more than 1.8 million pennies (\$18,000.00) that were donated by school children from 500 Philly schools.

With Nelson being a former American history teacher, he was in his element! His Philadelphia and US history knowledge was amazing and we enjoyed his and Lisa's stories. It was also fantastic to catch up about their life in Hawaii and their precious time with family in Philly, including their newly arrived third grandchild.



Arch Street Meeting House Photo: Meg Avery



Arch Street Meeting House. Photo: Meg Avery

Building connections at the Bream Creek Show

The Friends' School made its debut at the Bream Creek Show on Saturday 15 March, as part of our efforts to connect with regional communities in Tasmania.

With a growing focus on student recruitment in the east coast and Tasman Peninsula, the School is engaging in targeted initiatives to strengthen relationships, raise awareness of its offerings—including the Boarding House—and gain valuable insights into regional education trends.

The event provided a wonderful opportunity to meet prospective families, reconnect with Alumni, and highlight what makes Friends' unique. Our Grow Your Own Tasmanian Waratah activation was a crowd favourite, adding to the vibrant atmosphere of this beloved country show.



Building connections at the Bream Creek Show with grow your own Tasmanian Waratah. Photo: Bill Avery



Start of Year Whole School Gathering

Our start of year Whole School Gathering took place on Harmony Day. It was a wonderful and uplifting experience of coming together around the theme of Active Hope. Whole School Gathering is a special event where all students from Kindergarten to Year 12 come together to share thoughts, feelings and musical performances. It is a time for learning, listening and connection.



Whole School Gathering. Photo: Emma Gilligan



Head students Julia MacIntyre and Sam Castle. Photo: Emma Gilligan



Esther Hill addressing students. Photo: Emma Gilligan

The power of silence: Gatherings at Friends'

We are very pleased to share a short film about Gatherings at Friends'.

Gathering in silence, also known as Meeting for Worship, is the cornerstone of a Quaker School such as The Friends' School. This cherished practice offers students, staff, and the broader School community meaningful moments for reflection on the Quaker testimonies: simplicity, peace, integrity, community, equality, and earthcare. Through these Gatherings, students explore these values in depth and discover their relevance in the learning they engage with both inside and outside the classroom.

At the heart of a Quaker education lies a profound belief in the intrinsic worth of every individual and the inner light that resides within each person. Guided by our Purpose and Concerns, we are committed to nurturing this light, empowering young people to let it shine. Our aim is to prepare students to make a positive impact in the world and to carry this light with them long after their journey at The Friends' School.

All members of The Friends' School community are welcome to attend our Meeting for Worship any Thursday at 7:40am or Sunday from 10.00am, with morning tea available afterwards on Sunday. Children are always welcome and there is a Children's Meeting held concurrently with the Sunday Meeting for Worship. They learn about Quaker values through a range of interesting and fun activities. Around 10.50am the children join the Meeting for Worship, settling into the gathered Meeting for the last 10 minutes, usually sitting with their parents.

The School appointed Mark Macleod as a Quaker Advisor this year to support our two Gathering Advisors, Jess Dundas (Early Learning to Year 8) and Pete Gibson (Years 9-12), students and the staff at the School in maintaining and nurturing our strong Quaker ethos. Mark is a practising Quaker living in Hobart and has a rich background in Academia including a PhD, various lecturing and professorial roles and is currently studying a Bachelor of Languages (Hindi).

In a busy world, the opportunity for shared and gathered silence is a treasure that we hope all of you can experience.

Scan the QR code to view the video.



Mark Macleod



Jess Dundas



Pete Gibson



Friends' School expands international student recruitment efforts in Hong Kong and China

**Jen Scharkie
(Enrolments
Manager)**

The Friends' School has recently taken significant steps in expanding its international student recruitment and enrolment efforts through a series of targeted activities in Hong Kong and China. These initiatives have provided valuable insights

into market trends while strengthening relationships with key educational agents, paving the way for increased international student enrolments.

As part of this strategic effort, we visited seven agencies in Hong Kong, focusing on relationship-building and providing essential training and updates to both new and existing staff. A personal approach was a key component of

this engagement, with our Principal Esther Hill, playing an integral role in deepening connections with agents and reinforcing the School's commitment to international students.

We attended the AAS Exhibition Student Fair, offering prospective students and their families an opportunity to learn more about the academic, community and boarding life at Friends'. The following

day the School continued its efforts by joining the Australian AEAS Fair in Shanghai, further enhancing its presence in the international education sector.

In addition to attending these events, meetings were also held with current, past, and future families, reinforcing the School's commitment to nurturing strong relationships within its global network. These

meaningful interactions allowed the School to offer continued support and guidance, ensuring a positive experience for students and their families throughout their educational journey.

Through these proactive efforts, The Friends' School continues to position itself as a leading choice for international students seeking high-quality education in a supportive and engaging environment. By leveraging

market knowledge, fostering strong partnerships, and participating in key recruitment events, the School is well on its way to achieving sustainable growth in its international student community.



Esther Hill and Jen Scharkie meeting with prospective families at AAS Education Fair in Hong Kong. Photo: AAS



Esther Hill and Jen Scharkie meeting with a prospective student at the AEAS in Shanghai. Photo: AEAS



Book a tour

We warmly invite members of the School community and prospective families to experience a personalised tour or Principal's tour to get a sense of the community, environment, culture and opportunities that The Friends' School offers. Discover our new facilities and observe our students actively engaged in learning.

To book a tour, visit www.friends.tas.edu.au/book-a-tour

If you're unable to visit in person, take our new virtual tour here: friends.youtour.com.au

Submit an enrolment application

We are reaching, and have reached, enrolment capacity in many year levels for 2026 and beyond. To avoid disappointment, we encourage our School community to submit an enrolment application to commence your child/grandchild's schooling at The Friends' School or be added to a waitlist as early as possible. For more information, please call our Enrolments Office on (03) 6210 2286 or email enrol.office@friends.tas.edu.au

To complete an enrolment application, visit www.friends.tas.edu.au/apply-now



Primary School BBQ brings families together

Recently, we welcomed Primary School families to a start-of-year BBQ, a fantastic way to bring our school community together and celebrate the beginning of another exciting year. We were fortunate to enjoy a lovely warm day for families, students, and staff to connect.

A huge thank you to the Lindisfarne Rotary Club for putting on a delicious sausage sizzle, ensuring everyone was well-fed. We were also treated to wonderful live performances by our talented Primary School students, who shared their musical gifts with us including keyboard, violin and cello.

It was wonderful to see our families come together, reinforcing our strong sense of community and leaving everyone looking forward to the year ahead. Thank you to all who attended and contributed to making it such a memorable day!



Well prepared music from our students



Families and friends gathered on a beautiful afternoon




Well prepared music from our students




Large scale Jenga



Families and friends gathered on a beautiful afternoon



THE FRIENDS' SCHOOL



Years 5 - 8 Production of

ROALD DAHL

Matilda

THE MUSICAL JR.


BOOK: DENNIS KELLY MUSIC & LYRICS: TIM MINCHIN

Licensed exclusively by Music Theatre International (Australasia).

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The Farrall Centre
395 Argyle Street
North Hobart

Scan QR code to book tickets





Obituaries

Elizabeth CAVENAGH (CORNEY) 1951 - 2025
By Fergus Fitzgerald

Elizabeth Donne “Libby” Cavenagh (Corney) (1969) passed away in Canberra on 12 February 2025, aged 74.

I have obtained some information from diaries Libby wrote about her early childhood that have been generously shared by her husband Alan Cavenagh.

Libby attended The Friends’ School from 1956 to 1969, her whole Primary and Secondary education. She described how this experience had a profound positive impact on her life and the friendships she made, including a number of very close friendships from Class 1. I was privileged to be one of them.

Libby was the daughter of Beryl and Athol Corney. Her two brothers John and Colin also attended The Friends’ School. The whole family were very strong supporters of the School, with Beryl working tirelessly with the Mothers’ Club for many years.

They lived at “Brightside” in Bay Road, Newtown.

When Libby started school in February 1956 she was only 4 1/2 years old, which was too young at the time. However her mother, who Libby always called “Mutti”, knew through the Mother’s Club that two more students were needed to avoid a composite class one. Consequently, Libby and Pammy Walters, who was also 4 1/2 were enrolled in the Prep School. Her first teacher was Mrs Pease, who Libby described as a very kindly and older lady, who nurtured her through Year 1.

Libby rated Jean Yeates as the best teacher she had during her 13 years at school. Jean, who was head teacher for girls, taught her English in Senior School. Libby said that Miss Yeates liked her for who she was and she didn’t try to change her.

Although Libby wasn’t a straight-A student (she suffered from dyslexia), she was very good at sports, which she loved, including hockey, softball and swimming. She also emerged as a natural leader, both as house captain for Hodgkin and of an active social group during matriculation years.

Libby went on to study Occupational Therapy in Sydney, and started a career that took her to Canada during her formative years. She met and married Alan Cavenagh, forming a strong relationship right to the end. They had three sons, Sam, Tim and Joe.

Libby had a rich and varied life both working and travelling extensively and making many life-long friends along the way. She considered herself a bit of a rebel, particularly during her younger years. She was certainly enthusiastic about life and lived it to the full.

Marguerite WYNNE (SAUNDERS) 1923 - 2025
By Kathy Rundle

The recent death of Marguerite (Ninki) WYNNE (SAUNDERS) at the age of 102 brought to a close many ties with Clemes College. Clemes College closed in 1947 when it was amalgamated with The Friends’ School under the Headmastership of Bill Oats.

The Friends’ School original Principal was Samuel Clemes and after years of successful leadership at what was then known as Friends’ High School, Clemes moved to open his own School nearby in New Town. This School was called Leslie House School, eventually renaming as Clemes College and was located in Argyle Street. Samuel Clemes’ son, Will Clemes was the Headmaster at the time of the amalgamation.

Many of the students of the time became Friends’ School students and The Friends’ School nurtured its association with Clemes, hosting reunion gatherings, a book launch and currently holding much memorabilia in its Archives Collection.

So many Clemes College names became regular Friends’ School names, especially Hilda Murfett whose property became the Eastern shore “home” for Friends’. “Sherwood” developed after the 1974 Tasman Bridge disaster and held an important place in the School for several years.

We give thanks for the life of Ninky Wynne and for the lives of so many other Clemes College students who have made great contributions to the life of The Friends’ School.

We Give Thanks for the Lives of...

- Glenarvon (Glen) Terence ARMSTRONG (1960)
- Nigel BLAZELY (Staff & parent)
- Margaret (Ann) BOOT (MATHER) (1964)
- Judith (Judy) BOWLER (LANE) (1949)
- Scott BURRELL (1963)
- Ian CAMERON (1952)
- Elizabeth (Libby) CAVENAGH (CORNEY) (1969)
- Janet CHIPMAN (1964)
- Yolanda (Yolly) DE RUE (Staff)
- Jan DUNSBY (Staff)
- Peter Lyddon ELLIOTT (1965)
- Sandra ELLIS (NEWTON) (1961)
- Michael FROST (Parent & community supporter)
- Nick GRIGGS (1967)
- Peter Donald Brownell HEWITT (1962)
- Pam HOUSTEIN (1959)
- James KERR (1957)
- Roy MASON (1957)
- Marilyn NEILSON (1962)
- Philip NORRIS (1966)
- Bridget SCHMUL (1985)
- Ian Stuart TAYLOR (1961)
- Robert THOMPSON (1947)
- Bernard (Jim) WALKER (1943)
- Helen Faye WEST (EVANS) (1965)
- Jill WILLIAMS (HUDSON) (1951)
- Marguerite (Ninki) WYNNE (SAUNDERS)

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.

Impact of Giving 2024

The Impact of Giving 2024 is out now.

This annual magazine acknowledges and thanks all those in our community who support The Friends’ School. When you give to Friends’, your gift and support don’t just impact the current student body; they create a ripple effect that extends far beyond. Students educated in an environment that values integrity, critical thinking, and service to others are more likely to carry these values into the world. They become leaders, innovators, and positive contributing members of society.

To read the Impact of Giving visit the Publications page of the School website at: www.friends.tas.edu.au/publications or call Main Reception on (03) 6210 2203 to obtain a printed copy.



Quick Alumni Updates



Marion Myhill

Since her Master's Degree in Child Development at the University of London, Marion Myhill's (1966) research into education psychology has informed teacher training internationally. "I chose to go into education rather than psychology because of its wider impact," says Marion, who was inducted into the Tasmanian Honour Roll of Women in 2006. "Everybody has a teacher. And I was lucky to have great teachers."



Deirdre McCulloch

Before there was an NDIS, Deirdre McCulloch (Hawson) (1952) innovated services for children and adults with disabilities. "I feel lucky to have been able to help others," says Deirdre. The retired teacher and advocate now lives in Mount Tamborine, Queensland, where she gardens, minds her dogs and remains in contact with some of the people she supported over a 60-year career.



Wajan Hale

Therapist Wajan Hale (1992) has a relationships counselling practice in Sandy Bay. She works mostly with couples but sees the fastest and most profound change during sessions with teenagers. "Just for teenagers to feel heard by their parents can be a powerful experience that often de-escalates conflict," says Wajan, who also counsels in workplaces after critical incidents.



Mathew Goggin

Splitting his time between Hobart and Charlotte, North Carolina, pro golfer Mathew Goggin (1991) is focused on building public golf courses at Seven Mile Beach and competing in Seniors tours. "If you've always been competitive, you have to play. You can't help it," says Mathew, photographed in 1981 with his mother, golfer Lindy Goggins (Jennings) (1966) and horse trainer sister Luella Meaburn (Goggins) (1989). Mathew says after previews, 7 Mile Beach will open towards the end of 2025.



Roly Hill

Formerly on Friends' Board of Governors, pharmacist Roly Hill (1959), pictured with Principal (and no relation) Esther Hill, continues to serve as an Alumni Rep. "You feel you want to do something for a school that helped set you up in life," says Roly, whose children Danielle (1986), Emma (1987) and Luci (1989) all went to Friends'. Roly also volunteers as a clinical pharmacist at an addiction clinic in Perth.



Wendy Dawes

Wendy Dawes (Richman) (1961) lives in Adelaide, but whenever she visits Hobart, she has lunch with 10 friends she made during two stints at Friends' – in Years 1 and 2, then High School. Wendy, who did clerical work at the BBC and Scotland Yard before marrying architectural draftsman Jeremy, says her friends – a couple of whom she met in 1950 – gather four times a year, unless illness prevents. "We're all getting old," says Wendy. "But we still keep in touch, and that's really nice."



Janet Pitty (McRae)

What a pleasure it was to welcome past student, Janet Pitty (McRae) (1944), back to The Friends' School. Having graduated in 1944, Janet moved away in 1960, dedicated most of her working life as a teacher of Geography and Asian Studies, co-authoring a textbook called "The Chinese Way". With her husband Will (who she met when he worked at the University of Tasmania), after a time in Perth, they settled in Sydney where they raised their three boys, Keith, Roderic and Hugh and their daughter Alison. Janet had not returned to Friends' since graduating so it was a very special visit for Janet, and Hugh and Roderic were so pleased to see their mother's school. After their visit, the family continued their tour up the east coast of Tasmania before returning to Bega where they now live.



Lindsay Wilcox

Early in a Budapest-to-Amsterdam river cruise last year, insurance broker Lindsay Wilcox (1973) and his wife Jane, a former Payroll & Accounts Receivable Manager at Friends', met a passenger who'd come to the School from Adelaide on a week-long school trip in 1958. "We couldn't believe it," says Jane (pictured hiking with Lindsay in Dürnstein). "A Friends' connection, out of the blue, on the Rhine." Former Chief Examiner of IT in South Australia Margaret Northcote says she'll "never forget" her stay; she and her fellow Norwood High seniors played sports, debated, performed and were billeted with Friends' students, and visited Hobart's chocolate factory.



Mary McArthur (Crisp)

Pilates teacher Mary McArthur (Crisp) (1969) traces her family's connection to the School back 125 years. Her grandfather, Philip Reginald Seeger, went to Leslie House School, which was founded by (also a relation) Samuel Clemes and later amalgamated with Friends'. "What's remarkable is the unbroken line of five generations attending Friends'," says Mary, who married a fellow student, psychiatrist Milford McArthur (1967), eight years after leaving Friends', and even taught there briefly. Mary and Milford sent all their three children to the School and currently have five grandchildren there.



Reunions and Events

2024 closed out a big year of reunions for the School with a long awaited Past Staff event and the Class of 2019, 5 Year reunion in November and Class of 2023, 1 Year out reunion in December. Photos taken by Lucy Loney and Jenny Mitchell

Past Staff Event

We were delighted to welcome back former staff in late November 2024 for a school tour, where they revisited known spaces, saw familiar faces, and admired the incredible changes to the buildings. They also had the opportunity to sit in on the Year 11 IB Extended Essay presentations before heading to Boodle Beasley in North Hobart for drinks and nibbles. It was wonderful to see the room filled with the sounds of laughter and excited conversations, with many stories being shared and connections strengthened.



Past Staff Tour group outside the Portico



Jon Bath, Margaret Neilsen



Heather Scandrett, Di Bye



Jim Laver, Veronica Cleary, John Castley



Prue Hutton, Sue & John Gledhill, Jane Wilcox



Kathryn McGrath-Kerr, Lyn Johnston, Karen Swabey

Class of 2019 Reunion

The last two Alumni reunions for 2024 were the Class of 2019 on 29 November at Boodle Beasley enjoying their 5 Year reunion get together and the Class of 2023 on 6 December at the Hobart Brewing Company for their 1 Year out.



Chaeyeon Kim, Mackenzie Gossage, Zia Mitchelmore



Michael Irwin, David Newlands



Sajiv Rao, Leo Fountain, Ollie Walker



Zara Pritchard, Gabby Winston, Lucy Balmforth



Olivia Salter, Suzie Williams, Benjamin Althaus, Jacques Barons



Harry Driessen, Alex Clarke, Will Plumb, Ellis Swinbourne, Digory McCormack



Class of 2023 Reunion



Andre Chua, Christopher Evans, Felix Churchill, Will Bradshaw



Giselle Fernandez, Brianna Gillespie, Jemima Webster-Jones, Jarah Wilcox, Sophie Bryant



Maeve Bylsma & Charlotte Winters



Reese Noye, Caitlyn Wells, Lucia Poljansek, Kelsie Wells, Lucy Adams, Sarah Jameson

2025 Reunions

It will be another busy year for the School with the Classes of 1975, 1985, 1995, 2005 and 2015 reunions all taking place during April and May.

If you were in the following classes and wish to be notified of your reunion in 2025, please visit our website to update your details to avoid missing yours!

www.friends.tas.edu.au/update-your-details

Class of 2020, 5 Year Reunion: Saturday 29 November, Boodle Beasley

Class of 2024, 1 Year Reunion: Thursday 4 December, Boodle Beasley

Calling all Marimba lovers! We will be holding a **Marimba Reunion** workshop on Sunday 1 June with the chance to perform in a School concert on Tuesday 3 June. For more details and to register your interest, please email Jenny Mitchell on jmitchell@friends.tas.edu.au

50+ Reunion

We started off **2025** with the annual **50+ Reunion**. This year we commenced with a tour of the School on Friday 21 February visiting both campuses, followed by lunch two days later with 150 attendees on a sunny day at the Royal Yacht Club of Tasmania. **Alumni Reps** Trish Groom, Roly Hill and Mark Nicholson assisted in greeting everyone, with a special welcome for the Class of 1974 and sharing the apologies of those unable to attend. Representing graduating classes from 1949 to 1974 and all those in between, guests traveled from various parts of Australia, creating lasting memories reconnecting with old friends.



Sushil Calais, Satwant Calais (1971), Mark Nicholson (1971)



Toni Dale (White) (1963), Elizabeth Cooper (Jenkins) (1963), Penny Walker (Reynolds) (1963), Annitia Bridges (Thompson) (1963)



Jan Marshall (Levis) (1950), Kevin Levis (1953), Lorraine Ward (Hickman) (1974)



Jane Wilcox, Lindsay Wilcox (1973), Ian Johnson (1973), Ric Finlay (1970)



John Neilson (1966), Ian Wade (1966), Mark Risby (1966), Scott Grant (1966), Sheri Grant



Jan Clark (Moody) (1970), Michael Topfer (1970), Christine Topfer, Jane Nichols (Calvert) (1970), John Sutherland (1970), Julie Walters (1971)



Ian Howard (1962), Ross De Little (1966), Keith Thompson (1967), Rob Vaughan (1966)



Back L-R: Margaret Gowland (McElwee) (1958), Ian Edwards (1958), Pam Edwards (Chapman) (1958), Glenn Hay (1968). Front L-R: Geraldine Triffitt (Lorimer) (1958), Barbara Campbell (Masters) (1958), Christine Philbrick (Iredale) (1958)

We extend our heartfelt gratitude to everyone who participated in these reunions whether they were large or small, from around Tasmania and interstate, making them truly memorable occasions for all that attended.



House spirit shines early in Middle School events

Len Trezise
(Year 8)

In the Middle School, House activities are a very important part of our Campus culture. Even though it is still early in the year, we have already had a House Colours Day and the Middle School House Leaders ran a hugely successful Decoration Station

at the Years 7-12 Athletics Carnival. For House Colours Day, students accessorised their sports uniform with their House's colours. Even the teachers got involved, and made sure to wear their House Colours. The best dressed won a prize, and it was a fun day to get students pumped up for the Athletics Carnival the next day. The day was definitely a success!



Excitement and colour for our Year 7 and 8 students

Middle School Leaders boost house spirit at Athletics Carnival



Claudia Day and Eleanor O'Brien embraces Team Spirit.



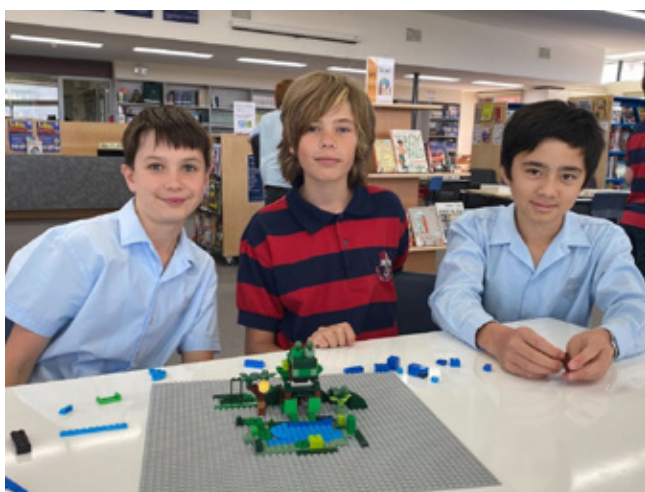
Hugh Bloomfield full of energy for the Athletics Carnival

Lily Adams
(Year 8)

This year, the Middle School Student House Leaders wanted to help inspire House Spirit at the Athletics Carnival. We came up with the idea of a Decoration Station. The Middle School Leaders, along with the help of some extra student volunteers, used face

paint, glitter, and temporary hair spray in each of the four House colours to add extra House spirit to students' uniforms. It was incredible to see so many students on the track and the field supporting their Houses, across Years 7-12, and we felt so proud to have made such a great difference to the spirit of the day. The station was a definite success!

Excitement builds as students race against time in Lego Masters



Year 7 Unwin Team



'Bob' the Lego Masters Trophy

Esther Hoggart
(House Leader - Middle School)

The Middle School is a buzz with teams planning their builds in their entry in the Lego Masters: House Edition competition. Teams of up to three people are given 15 minutes to build their creation, guided by the theme of the day. In the first

three rounds, Unwin, Mather and Hodgkin have claimed the glory, and a second Hodgkin team entering the finals after Round 4. In the end, Unwin were victorious with their team of Patrick Davie, Quentin Costa and Theo McCulloch, all Year 7 students. They are the first recipients of 'Bob', our Middle School Lego Masters Trophy! Congratulations to all of our wonderful contestants!

Friday Futsal: Hodgkin leads, but can they hold on?

Matilda Wilson
(Year 12, Hodgkin)
and **Amelia Cooper**
(Year 11, Ransome)

The house futsal competition is a continuous highlight in the school week. Whether participating to support house spirit or spectate from the sidelines,

many students look forward to Friday recess and lunch because of the positive and fun atmosphere at the matches.

This initiative, organised by the house leaders and the student council contributes to house points and enhances collaboration between students and their peers. The team must be inclusive of three boys and three girls,

plus the goalkeeper, with subs allowed. There are 8 minute halves so the match can fit in our break time frame.

Every match is accompanied by an upbeat playlist, enthusiastic and skilled players; this has proven to be the ultimate combination for a successful event. It has less pressure than a serious school carnival, but the anticipation of winning

the house cup is still present. Therefore, many students get involved and all of the houses are receiving participation way over the seven necessary to play the match. All of the students have been giving their best effort in supporting their house and as the weeks go on and the finals approach, the school is expecting an epic match to finish off the term.

As it stands, Hodgkin are

currently in the lead going into the finals, with Ransome not far behind; leaving Unwin in 3rd, and Mather taking the wooden spoon. As we have seen throughout the season, things can change rapidly, and the finals are set to be anything but predictable. With all skill levels on the court – from futsal pros to those simply seeking some fun to end the week, Friday futsal

matches make for some great entertainment! The bigger the crowd, the more exciting the match – we encourage all students and staff to come along and support their house in what is set to be a thriller of a final.

Editor Note: Since the writing of this article, the Futsal title was awarded to Hodgkin.



From start to finish: a thrilling end to Friends' rowing season

Henry Maning and Jemima Lennon (Year 12 Boat Captains)

What began back in September, built up to be a busy final stretch, culminating in an action-packed few weeks of racing, including the Tasmanian All Schools Championships, The State Championships and the Head of the River.

The All Schools Championships saw all crews travel to Lake Barrington for the whole weekend. This was by far our busiest regatta both in terms of the number of athletes and also the number of races in which Friends' students competed. Without the support and patience of all parents, coaches and athletes, the boat-loading process wouldn't have been as successful as it was. The weekend saw some very competitive racing, with friends securing 11 third places, 10-second places and a shield to Henry Maning, for the schoolboy's single scull. Along with our huge



Boys Open 8 training camp at New Norfolk. Photo supplied

success, we noticed many of our athletes overall having a fantastic experience, learning and having fun with their crew mates. In my opinion, this is just as important as success in the races, as it builds our community spirit and leaves a long-lasting positive impact on our rowers.

Two weeks after the All Schools Championships, the U16 and open rowers again travelled to Lake Barrington to compete in the Tasmanian Club Championships. While this was a much quieter regatta than the fortnight before,

there were still numerous exciting competitions, with racing stretching over three days. The Friends' school was strong, with multiple top 3 placings, and Henry again convincingly won the U19 men's single scull by 10 seconds. On Saturday night, our open crews came together to have a joint dinner to celebrate the successes and the final stretch of the season.

The Head of the River is the last school regatta of the season and again saw all of the crews come together to race and enjoy

the atmosphere. We noticed high enthusiasm from the younger crews particularly the U13s as it was their second time at Barrington and first time experiencing a Head of the River. The results were very impressive, in all age groups and boat classes. Honourable mentions for the winning crews include; the Year 10 boys coxed quad scull; Year 7 girls single scull and the open boys' single scull. The highlight of the regatta was the eights racing. All under-16s and open crews performed strongly, with

special congratulations to the under-16 girls for winning their eights race.

After the regatta had finished the second year opens were sad that the season had come to an end, but proud of their efforts over the years. Congratulations to

all crews for your efforts over the season and your countless achievements. We hope that you will continue your rowing journey for many more years to come.



Winners: U16 Girls at the Head of the River with Coach Ian Jordan. Photo supplied



Rowing squad celebrating Henry Maning's single scull victory. Photo supplied

JSSATIS Swimming Carnival



Year 3 Boys Relay - Archie Ortuso, Orlando Carr, Arlo Ortega and Max Salmon. Photo: Lisa Di Venuto



Year 5 Girls Relay - Phoebe Ainslie, Pepa Ortega, Harriet Ellston & Mahli Elmer. Photo: Lisa Di Venuto



Year 5 Boys Relay - Felix Kiss, Malcolm Murchison, Jack Evans & Henry De Meillon-Marks. Photo: Lisa Di Venuto

Lisa Di Venuto (Head of Primary Sport)

The JSSATIS Swimming Carnival was held on Thursday 20 March at the Doone Kennedy Hobart Aquatic Centre. 40 students from Year 3-6 were selected to participate based on their performances at the recent school carnivals.

All students participated to the best of their ability with The Friends' School placing in the top three in 58 events!! Many achieved personal bests and even some of our team took the challenge of competing in 'invitational events' against children in year levels older.

With relays always being the highlight of the carnival, we congratulate the following teams:

Boys Year 6 4x50m Freestyle 3rd place
Girls Year 5 4x50m Freestyle 1st place
Boys Year 5 4x50m Freestyle 3rd place
Girls Year 4 4x50m Freestyle 1st place
Boys Year 3 4x50m Freestyle 3rd place

Congratulations to all competitors on a fabulous day in and out of the water.



Year 6 Boys Relay - Oliver Black, Hudson Cooper, Lewis Hendry and Henry Bullard. Photo: Lisa Di Venuto



U/16 Girls 4x100m Relay triumph at State SATIS Athletics Carnivals

John White
(Head of Secondary Sport)

The SATIS carnival was held on 25 March on a magnificent day which ensured excellent conditions for a spectacular day of athletics in Launceston. A slightly depleted team of 43 Friends’ students made the journey north competing against the States Independent Schools. There were some brilliant performances from Friends’ students. Congratulations to Violet Owen who was 1st in the U16 800m in a record time of 2:09.75 in a brilliant front running performance. Miles O’Rafferty showed his natural talent by winning in three events - 1st U13 Shot put, 1st U13 Javelin & 1st U13 Long jump, while the U16 4 x 100m relay of Violet Bennet, Claudia Windsor, Edie Tracey & Harriet Sproule also won their event in a classy performance.

- Other placegetters included:
- Claudia Day 2nd U13 Discus & 2nd U13 Shot Put
 - Oliver Thiessen 2nd Open 3,000m
 - Lucy Stoneman 2nd U15 High jump
 - Violet Bennett 3rd U16 100 & 200m
 - Evie Tucker 3rd U13 800m
 - Edie Tracey 3rd U16 Triple jump
 - Ale Fisher 3rd Open 800 in a fantastic time 1:59.27
 - Alexis Weeding 3rd U16 Javelin & 3rd Shot Put
 - Lawrence Paplos 3rd U15 1500m
 - Harriet Sproule 2nd U16 1500m

The team’s best Shield result was in the Co-Ed Junior Shield in placing 4th out of 11 Schools and 4th in the Co-Ed aggregate. Congratulations to all athletes in the manner they participated and represented the School.



Edie Tracey, Claudia Windsor, Violet Bennett, Harriet Sproule U16 4 x 100m winners State SATIS Athletics. Photo: John White

Standout performance for Friends’ students at the SSATIS Athletics Carnival

John White
(Head of Secondary Sport)

The SSATIS Athletics carnival was held on 11 March at the Domain. The Friends’ team put in some strong performances with many students taking on extra events that were not their specialty. It shows great character to go to an event that you know is not your best, yet show resilience and determination and are willing to put your best foot forward and have a go.

In a number of events Friends’ could only field one competitor or in some none due to injury, illness and we were unable to find replacements, which ultimately affected the Shield results. Overall it was a creditable result with our final Shield placings:

| | | |
|---------------------------|---------------------------|-----------------------|
| Boys Senior Shield - 4th | Boys Junior Shield - 5th | Boys Aggregate - 4th |
| Girls Senior Shield - 3rd | Girls Junior Shield - 4th | Girls Aggregate - 3rd |
| Co-Ed Senior Shield - 2nd | Co-Ed Junior Shield - 2nd | Co-Ed Aggregate - 1st |

- Congratulations to place getters:
- Violet Bennett 1st U16 100 & 200
 - Harriet Sproule 1st U16 1500 & 3rd 400
 - U16 4x100 Relay 1st (Violet Bennett, Claudia Windsor, Edie Tracey, Harriet Sproule)
 - Lucy Stoneman 1st U15 HJ
 - Ale Fisher 1st Open Javelin & 2nd 800
 - Griff Bendeich 1st U16 Discus

- Alexis Weeding 1st U16 Jav, 2nd U16 SP & 3rd U16 Discus
- Edie Tracey 2nd U16 TJ
- Daisy Bennett Open 2nd 100 & 200
- Harvey Mathieson 2nds U15 SP
- Maddox Day 2nd U15 Discus
- Cam Large 2nd Open HJ
- Anneka Lewis Open 3rd 3000m
- Sophia Hughes 3rd U16 HJ
- Oliver Thiessen 2nd Open 1500
- Eli Swan 2nd U16 Triple
- Oscar Bradford U16 Shot Put
- Lincoln Pearce 3rd Open Javelin
- Amartya Shenoy 3rd U14 Discus
- Lawrence Paplos 3rd U15 1500
- U16 Boys 4 x100 3rd

- 7/8
- Miles O’Rafferty 1st U13 LJ, 1st SP & 2nd Jav
 - Ella Clauson 2nd U14 800
 - Sky Bestley- Tolman 2nd U14 1500
 - Francesca Johnstone 2nd U14 SP
 - Evie Tucker 2nd U13 800 & 1500
 - Claudia Day 2nd U13 SP & Discus
 - Sidney Perrett 3rd U13 Discus



Ale Fisher Open Boys 800m State SATIS Athletics. Photo: John White



Edie Tracey U16 Long Jump State SATIS Athletics. Photo: John White



Evie Tucker U13 800m State SATIS Athletics. Photo: John White



The Friends' School SPORT



Hodgkin prevails in House Athletics with record-breaking performances

The House Athletics carnival was held on 6 March at the Domain. The weather was a very pleasant 19 degrees with only a slight breeze making for excellent conditions for a day of action packed Athletics. Overall there was a 11% increase in student participation in events which made the day a great spectacle.

Some of the great performances on the day included School records set by Violet Bennett in the U16 200m, Violet Owen in the U16 800m & 1500m, Ale Fisher in the Open 3,000m and Miles O'Rafferty in the U13 High Jump.

Relays are always a highlight to finish the day and Mather made a barn storming finish winning several events to close the gap in the points tally. Hodgkin hung on to win by just 47 points. In the boys shield, Mather was first and Hodgkin won the girls.



A splash of colour for the 100m sprint

Middle School Age Champions

U13 Girls - Evie Tucker
U13 Boys - Miles O'Rafferty
U14 Boys - Charles Arnold
U14 Girls - Ella Clauson

Senior School Age Champions

U15 Fred Ansell (Hodgkin) and Sophie West (Ransome)
U16 Will Enkelaar (Mather) and Edie Tracey (Hodgkin)
Open Andrew Cooper (Mather) and
Stella Pritchard (Unwin)

House Points Aggregate

1ST - HODGKIN - 2085
2ND - MATHER - 2038
3RD - RANSOME - 1839
4TH - UNWIN - 1660



Up and over in the high jump



K-2 Sports Carnival: a day of energy, teamwork, and fun!

Ella Smail (Teacher)

The K-2 Sports Carnival held in Term 4 of 2024, was a wonderful celebration of energy, teamwork, and fun as students eagerly took to the field to showcase their racing skills.

Among the day's many highlights, our Prep students demonstrated teamwork in the Rescue Relay, while our Kinder students worked hard to save their furry friends in the Teddy Bear Race. The Year 1 students showed great determination and cooperation in their Tunnel Ball Race, and the crowd held its breath during

the penultimate event – the Year 2 Water Balloon Throw, where students' skill and accuracy were tested.

Each student gave their best effort, showing perseverance and enthusiasm throughout the day.

"I loved how everyone cheered for each other," shared Cecci from Year 1.

The day was a true reflection of the Quaker value of community, with friends, families, teachers, and students joining together to celebrate the fun had by all.



Prep students racing to the finish line



Ash Bell and Jin Zhang in the Year 1 sprint race



Speedy smiles for our Year 2 students