



InFlight

Semester 1, 2019



ST JOHN'S
GRAMMAR

Photo taken during St John's APY Lands Trip.
Meg Hansen Photography
www.meghansen.com.au

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PHOTO: Junior Primary students during the JP Fun Day at Belair National Park

From the *Principal*

St John's Grammar was founded in 1958 by a group of risk-taking, forward thinking parents who aspired to create a school that provided the very best learning experience, nurturing a student's free spirit and promoting inclusion and collaboration. Their bold new approach to education, inspired by the Hills environment, built the foundations for the St John's spirit.

The St John's spirit lives on today and this publication of *InFlight* showcases what happens when a community is fuelled by that sense of adventure and purpose.

We truly soar.

What also becomes very clear, and has been a trademark of our school, is that our spirit ensures we soar not for self-benefit but, instead, for others. Our brand is to live beyond ourselves. You can read about that conviction for a connected, supportive community in nearly every article in this publication. The service and wellbeing programs, the career aspirations of our most recent graduates, the work with nature, the APY Lands trip and Reconciliation work, the contributions from our devoted parents and our various Buddy Programs - all examples of the St John's spirit being alive and well.

How wonderful to read about the exciting exploits of our Old Scholars. The spirit never leaves us.

Later this year, the School will launch a new Strategic Plan that will provide the architecture for success and growth going into the next few years. It will be built around retaining the St John's spirit. The plan ensures that our focus remains on providing a schooling experience that allows young people to be the very best versions of themselves, to pursue a way of being and thinking that has their own wellbeing, and the wellbeing of others, at the forefront of everything they do. It's a plan that allows young people to be who they want to be, paves the way for every member of our community to thrive, to find their passions and calling.

And it is a plan that will ensure that *InFlight* will always be bursting with news and updates that I reckon our founding parents would be delighted and proud to read.

Richard Anderson
Principal

Learning to

Post-school pathways are an important realisation of secondary schooling. Here's a handful of graduates from our 2018 cohort who have shared how their interests, talents and passions were pursued post-school.



SOAR



Mitchell Maros
Bachelor of Law and Commerce at University of Adelaide

I have always had an interest in major business functionality and business law but at one stage had been interested in pursuing medicine and human anatomy, however I realised I was pursuing a career in my personal hobby rather than an interest, which lead me to law and commerce.

One day I aspire to be a corporate lawyer for a company aligned with the mining industry or something down the business insolvency direction. The options are endless!



Alison Teubner
Bachelor of Medicine & Bachelor of Surgery at University of Adelaide

Medicine has always appealed to me but even more so after work experience at a GP practice. Ms Castine, St John's Careers Counsellor, also helped with my university options and connected me to students and professionals in the field. Medicine has always appealed to me, with the mix of scientific learning and the humanity involved. You have an opportunity to make a real difference to someone's life; it's an enormous privilege.

In the future I want to work in the country, probably as a rural generalist.



Oliver Douglas
Gap Year

I chose to take a gap year to pursue my sporting, work and service goals. I also had a desire to put to use the skills I learned at St John's and to see how much I could get out of myself in one year. Since graduating, I've competed in tennis at the Perth Platinum Australian Money Tournament (AMT), was a volunteer at the Federal Election, commenced a traineeship at a local Electorate Office, am awaiting appointment as an Army Reserve Officer Cadet and have filed my application to become a Justice of the Peace. I am intending to study Law at the University of Adelaide next year.



Emily Stubbs
Bachelor of Aviation at UniSA

I'd had a love for aviation for as long as I could remember and found a course to get into this field of work. Ms Castine, St John's Careers Counsellor, gave me information for a Women in Aviation day at QANTAS and put me in touch with a student studying aviation who convinced me this was the right course for me. I briefly considered Law and International Business but aviation was my passion.

I aspire to one day manage an airport or airline. In the meantime, I hope to get a job in the industry working my way up.



Max Fisher
Bachelor of Science (Veterinary Bioscience) at University of Adelaide

I'm passionate about animals and have always wanted to be a vet, plus I wanted a practical, hands-on job. However, during Year 12 I became uncertain and looked into other pathways as I was deterred by the length of the course and the job prospects. But I'm glad I followed my passion as I couldn't see myself doing anything else now.

As for the future, I will do lots of placements to see what I am most interested in. At the moment I am leaning towards larger animals and production animals.



Natalie Whyatt
Bachelor of Nutrition and Dietetics at Flinders University

Since graduating I've volunteered for the Leukaemia Foundation, travelled to South Korea and Singapore and am now job hunting and tennis coaching. I plan to travel in the 3-month university Christmas breaks and hopefully for my degree (through placements, overseas projects etc). I was drawn to dietetics because food is an often overlooked but powerful determinant of health and the career helps people. I'd love to work one-on-one with clients in a private practice one day. Working as a clinical dietitian in a hospital also sounds really interesting.



Ella Anderson
Studying a Bachelor of Medical Science at Flinders University

I am keen to be a doctor and my plan is to make the most of the opportunities of the Medical Science degree in paving a pathway to that long-held career aspiration. Therefore, this year has been an extension of last, with plenty of hard work. University life is really engaging and there is that capacity for balance and a bit more fun! Having relished the opportunity for adventure and travel at school, I have an appetite to see more of the world and maybe one day work in hospitals in countries where my expertise and skills could be of great social benefit.



Kara Louise Ballard
Bachelor of Health Science & Masters of Physiotherapy at Flinders University

Whilst growing up, I witnessed my family thoroughly enjoying their caring and medical roles, which encouraged me to pursue physiotherapy and medicine. I love helping people and look forward to providing a service that will prevent disease and assist patients in managing their pain.

Ultimately I am hoping to work as a cardiorespiratory physiotherapist in a hospital such as the RAH.

YEAR 12 RESULTS

SUCCESS IN SUMMARY

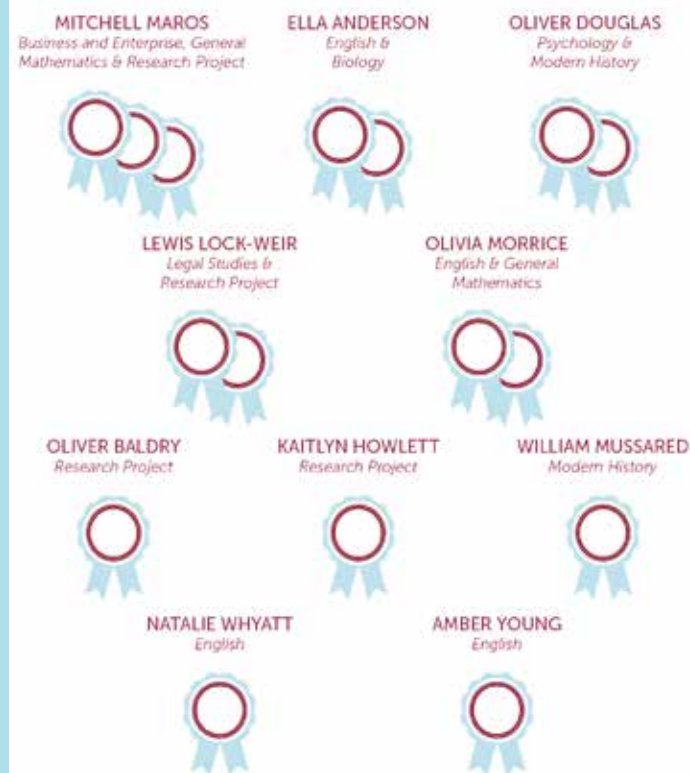


Ella Anderson
Oliver Baldry
Kara Ballard
Joshua Carey
Aiden Cheney
Scarlett Davis
Claire Denley
Oliver Douglas

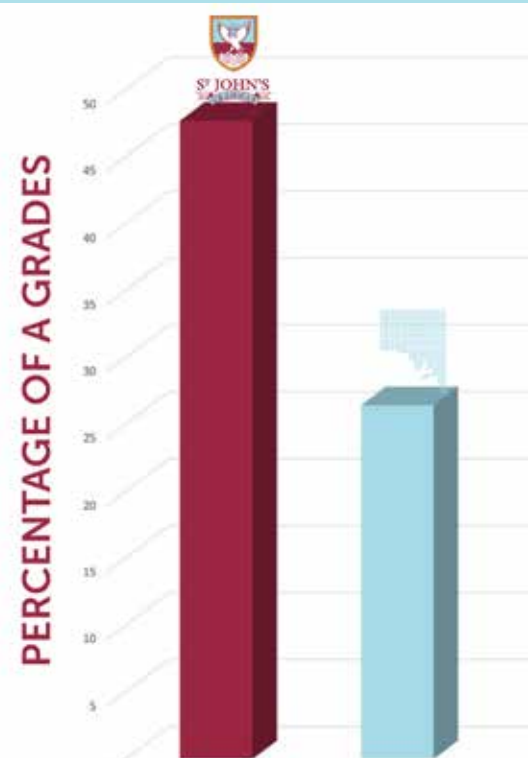
Max Fisher
James Gallagher
Llewelyn Hails
Freya Harrihill
Ella Kuchel
Lewis Lock-Weir
Mitchell Maros
Mackenzie May
Olivia Morrice
William Mussared
Sophie Noyes
Hosuk Oh
Jackson Ratcliffe-Miller

Samuel Rowe
Aaron Rutherford
Tyla Slobodman
Alison Teubner
Robert van Gorp
Natalie Whyatt
Haixin Wu
Georgia Zeitz

16 MERITS ACROSS 8 SUBJECTS



A+ GRADES HAVE DOUBLED OVER THE PAST 5 YEARS



INTERNATIONAL LIVING AND LEARNING PRECINCT

Opening Term 3...

Five years ago, there were only eight International students who attended St John's Grammar. Starting Semester 2 this year we welcome over 50 students. Our home stay families are magnificent in opening their homes to our international stars but a strong call for a boarding style facility has been the catalyst for the re-modelling of the Yorke Ave apartments into a modern International Living and Learning Precinct.

We are delighted that building works are ahead of schedule and we look forward to welcoming our first boarders in Term 3. Students will relish the first class services, including a very appealing weekly food service provided by our very own Jane Tagni and support both for their wellbeing and their studies by resident boarding supervisors and tutors. The new facility will be able to provide accommodation for 13 students.



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Heartland

Celebrating 10 years of our
APY Lands partnership

Over the last 10 years, St John's Grammar School has developed a significant connection with the community of Pipalyatjara ('Pip') in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands, in the remote North West of South Australia.

Each year in May, a small group of students trek by bus from Belair in Adelaide to Pipalyatjara Anangu School, negotiating the two-day marathon journey, the last 500km of which are red, sandy, corrugated roads, to reach the small township.

Our goal has always been to give our students the opportunity to connect with students from the school there, and to form lasting friendships, which transcend the different experiences of each group. The transformation made possible for both our students and children from Pip has been the central goal of our program. While at this remote school, St John's Grammar students support the local kids with their learning, particularly with literacy. There are plenty of games shared, music concerts always feature and the new native garden complete with fire pit (perfect for sharing some kangaroo tail) was a combined project completed last year.

The visit to Ninuku Arts Gallery is always a highlight, and St John's Grammar has invested in a number of pieces over

the years. Well-known local Adelaide photographer and past parent Meg Hansen has been a regular guest on the trip and captured hundreds of superb images. Both Meg's stunning work and the collection of outstanding artworks were featured in a special exhibition at St John's Grammar in May this year.

Guest artists from the Pip community, such as Sally Scales (Artist and Deputy Chair of the APY Lands Executive Board, 2018) and her mother Josephine Mick (Artist and Former Chair of NPY Women's Council), have spent plenty of time at St John's Grammar. In addition, St John's Grammar has hosted a number of groups of young Indigenous students who have thoroughly enjoyed their time at the school.

As part of this inter-school and inter-community partnership, we believe that true reconciliation can come when our students grow into adults who are not just advocating for an idea, but on behalf of their friends in a community that has opened its arms to them. The wider focus on reconciliation and engagement with Aboriginal people and local Kaurna culture has been a significant extension for our school beyond the ten students and staff who attend each year. Our opportunity to feed back into our local community in Belair, through the Colebrook





Reconciliation Park (formerly a home for removed Aboriginal children – the Stolen Generation) has included supporting local community events at the site and running our own student-led history events.

The school now appoints Reconciliation Ambassadors in both the Junior and Secondary Schools and over a short period of time the work done in this space has been enlightening – resulting in the development and implementation of the first student-led Reconciliation Action Plan in Australia. Forging that understanding of Indigenous culture, leading to a rich respect and an appreciation of its diversity, has always been front and centre of our Ambassadors' plans.

A host of events such as Indigenous Art Exhibitions, Reconciliation Community celebrations and a myriad of inter-school workshops have not only been the mechanisms for their goals but a way of bringing Indigenous voice and talent into school life. This is student agency played out at its best, with young people driven to make a difference and setting the agenda their way.

Recently the 2019 APY Lands group returned from their trip with their own unique and exciting stories to share. This trip shapes young lives. So many of those who venture north come back with new future pathways in mind, the compass now pointing to political pursuits in social justice and Indigenous affairs.

Year 10 student Jake Kuchel was on that latest trip and his reflective speech at Assembly captures the essence of this claim.

"When you think of the word 'reconciliation', you most likely think of the re-establishment of a

relationship. However, in the context that we most often hear it in this country, I consider it to be less about 're-establishment' and far more about the urgent need to build and promote a harmonious relationship between the broader Australian community and the Aboriginal and Torres Strait Islander people. Reconciliation needs to be about understanding. Understanding the past and the events that have created a division. Understanding that the past is not an indicator of the future, but a learning tool to redirect the future.

For me, reconciliation must be about building positive, respectful relationships. This means having an open-minded, non-judgmental perspective on Aboriginal and Torres Strait Islander people. As the first Australians, Aboriginal and Torres Strait Islander people deserve recognition. For about 60,000 years, they have been custodians of this land. Throughout this time, they have developed a rich cultural heritage. When we acknowledge these people as the traditional custodians of this land, we are opening ourselves to their culture and their rich history behind it. It is only then we can truly appreciate these amazing people for who they are.

I was fortunate enough to attend this recent St John's Grammar trip to the APY lands. Ten students left as nervous, uncertain and unaware school children. But, we came back as open-minded, respectful students eager to do as much as we can to create a more reconciled Australia.

I believe this is due to the welcoming, openhearted and generous nature of these amazing people who for one week welcomed us into their lives. I hope somehow you too can experience and understand just how wonderful these people are, and together we can build a more reconciled Australia. This is certainly going to remain a key mission in my life."



Photos: Meg Hansen Photography
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Early Learning Centre

What's been happening at the ELC this Semester?



BEE DAY

World Bee Day is celebrated to spread awareness of the significance of bees and other pollinators for human survival. We invited the *Bee Babies Show* to learn more about bees and their role in our environment. This interactive and informative incursion introduced the varying roles of bees from the Queen Bee, Scouts, Workers, Drones and Nurses. The catch phrase, "one for all and all for one" signified the role each bee played in creating a harmonious hive. To extend their knowledge, the children have been drawing bees and their body parts, exploring hexagon shapes, making beeswax food wraps to reduce the use of plastics and preparing brown bread and honey sandwiches for their peers.



SPECIALIST LEARNING

A wonderful integration between the ELC and Junior School is the Specialist Program where specialist teachers from the Junior School hold lessons for the ELC students. Lessons include Music, Art, PE, Indonesian and Science. The Specialist Program gives our early learners the opportunity to build the foundational learning skills and discover specialist learning areas under the leadership of qualified specialist teachers. It also builds and strengthens bonds across campuses. During some Specialist lessons children from the Junior School come to assist the younger children. Buddy class times are another opportunity to establish friendships and camaraderie between students.

FROM LITTLE THINGS BIG THINGS GROW

While at the ELC the children have many opportunities to engage in learning about growth and sustainability. Food scraps are recycled for compost, cuttings from plants are taken by families and also used to restock and replenish our garden. Bulbs are planted to enjoy the beauty of spring while developing knowledge of how things grow. In the Rectory, ELC teacher, Mrs Cullen, has used raised garden beds to grow a range of vegetables and herbs. The children enjoy being hands on and getting dirty as they dig and plant, and have the pleasure of watering and watching with amazement as each plant grows. There is also some sadness and discovery of why some things don't survive and flourish. The 3 year old children struggle to wait for tomatoes and snow peas to ripen and together they are harvested and tasted. This is a real experience of life at the ELC.





SMOOTH TRANSITIONS

Mr McKenzie, the Head of Junior School at St John's Grammar School, adds an adventure to his schedule each week by visiting the Early Learning Centre. During his weekly visits to both the 4 year old children in the Mussared Building and the 3 year old children in the Rectory he often reads a favourite story to the children as well as taking the time to just talk and interact with them. We continue to foster strong links between the Junior School and Early Learning Centre to ensure that each child has a smooth and confident transition when they take the next step further along Sheoak Road to join the Junior Campus.



PJs FOR CHOOKS

Supporting the Year 6 Mi Space project, a fundraiser was held to raise money to revamp the chook shed area. The Year 6s created a budget for repairs, looked at different designs and investigated how best to look after the chooks. The ELC children and families were thrilled to take part in the day and have the opportunity to dress in their pyjamas! The money will go towards buying paint, new feeding equipment and the chickens! One of the aims was for the chook shed fundraiser to be a project that goes beyond Year 6; maybe in a few years' time it will be the current ELC students who will be caring for the chickens!





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Natural inspiration

for learning and play

The new nature play space at the Junior Campus was officially opened in June and provides a space where children can be free to explore, enjoy unstructured play and let their imaginations run wild.

IMAGINATION AT PLAY

The space invites open ended play, allowing our students to run, jump, explore and create, to take risks and learn about abilities. All these factors create opportunity for development of critical functions such as gross motor skills and hand-eye coordination. Coupled with research studies that have pointed to the 'sensory soothing' impact of natural environments, the space extends on our commitment to provide a space for everyone to enjoy.

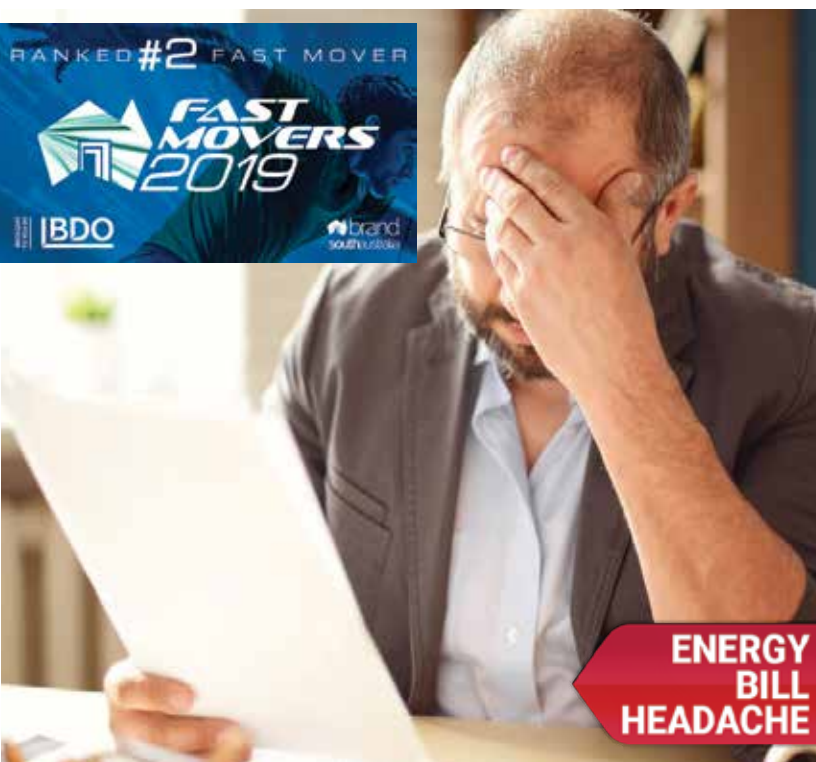
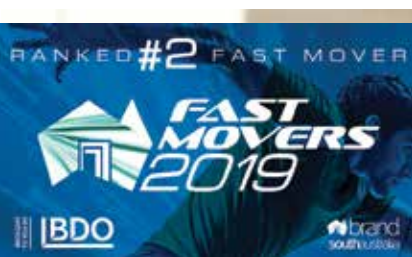
COMMITMENT TO NATURE

Our commitment to natural environments extends far beyond our nature play space. From the first day of Reception, our students literally plant their roots in our soil with their Bright Beginnings tree. This tree is planted to commemorate their joining of our community and to symbolise the start of a legacy that will continue to grow. An unwavering commitment to sustainability sees all students committed to reducing, reusing and recycling, so much so that our Play Pod, a shed of recycled materials, is a firm favourite at play times. Furthermore, learning about weather, seasons, lifecycles and sustainability is made possible through real life examples on campus.

PARK PARTNERS

We are fortunate that our campus reaches far and wide through our partnership with Belair National Park. More than just extending our campus, park rangers and the Natural Resource Management Board (NRM) lead an outstanding educational program that engages our students, bringing to life their learning and the Park grounds provide a physical extension of our campus for excursions, events and sporting endeavours. This partnership has also enabled us to create our own slice of paradise by sourcing plants and local knowledge to create our own Indigenous Garden using species native to our area. Created and planted by the 2018 Year 6 cohort, the Garden is an enduring natural landscape that recognises the goodness the earth gives back to us. As a place of connection as well as sustenance, the garden shows another way for children to be able to connect with nature.

And now, with our new nature play space taking the jewel in the crown, we are excited by the possibilities that this type of space opens for our students on top of our comprehensive natural learning.



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JUNIOR SCHOOL

What's been happening at the Junior School this Semester?



CAN'T STOP THE READING

At the end of Term 1 we farewelled Mrs Jayne Knox, who retired after 35 years of teaching; 25 of which have been at St John's Grammar. Jayne's passion for reading has been passed on over the years, and her farewell Assembly certainly demonstrated this, with students and staff from our three campuses presenting meaningful gifts, describing fond memories and displaying photos, many from one of Jayne's favourite School events, *Book Week*. All students had brought along a favourite book which was used during a special musical number to finish the Assembly. Students sang and danced to '*Can't Stop the Reading*', a perfect parody to celebrate Jayne's enthusiasm for reading and wonderful contribution to the St John's Grammar community. We thank Jayne for her passion, knowledge and dedication over the last 25 years, and we wish her all the best in her retirement!



AROUND THE CAMPFIRE

Camps are an important part of the Humanities and Social Sciences curriculum and provide a unique opportunity to develop friendships, resilience, teamwork, organisation and independence. The Year 4 camp was a three-day, two-night farm camp experience at Narnu Farm on Hindmarsh Island. Hands-on experiences like hand ploughing and feeding the animals interspersed with fishing and horse riding gave students a taste of farm life. Meanwhile, Year 3 students had their first ever overnight stay at Nunyara after a fun-filled day at the Adelaide Zoo and its Zoo Education Centre. An afternoon of activities aimed at developing team building, collaboration, communication and problem-solving skills capped off the day before students had dinner, watched a movie and then retreated to their dorm-style accommodation for the night.



FLEXING THE SPORTING MUSCLE

Many sporting events during the first half of the year have seen our students eagerly flexing their sporting muscles. The Swimming and Athletics Carnivals kicked off the year with students entering in a range of competitive and novelty events as they proudly worked together to gain the most points for their House. In Term 2, Years 3-6 students also competed in the Junior Campus Cross Country Event. Students completed a 2km (Year 3/4) and 3km (Year 5/6) course along the Belair National Park's Lorikeet Trail in some seriously wintry conditions. All students, regardless of personal ability, enthusiastically took part.

At all three sporting events, Moffatt took top title, with Prince, Gooch and Halstead consecutively winning the next 3 places. The biggest win from the events was the inter-House camaraderie, spirit and excellent sportsmanship on display.



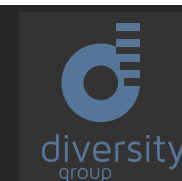
EXPLORING THE NATION'S CAPITAL

At the end of Term 1, the Year 6 students participated in an educational study tour of Canberra as part of their Civics and Citizenship education. It was an excellent way to consolidate their learning about Australia's history, culture, heritage and democracy. The students stayed at the Australian Institute of Sport (AIS) and the accommodation and food was excellent. The schedule was packed making it an extremely busy, exciting, educational tour that included 17 venues over four days including the Governor General's House, The National Gallery, The Australian War Memorial, The High Court as well as old and new Parliament House. Upon returning to school, the students worked in pairs to write and present a recount of their trip. They are still constantly talking about the experiences they had!

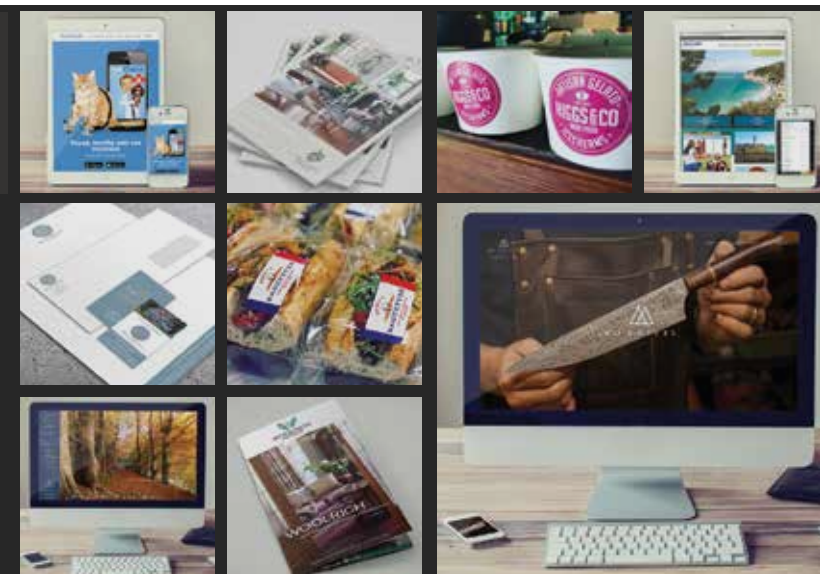


THE BEST OF BUDDIES

This term a buddy support program involving Year 12 students was introduced. The purpose of this initiative is to foster a community of inclusivity and enable like-minded students to participate in enjoyable activities at lunch times. These activities not only stimulate friendships, but also enable students to witness first hand the positive relationships and behaviour modelled by the Year 12s while developing trust, respect and understanding of others. For our Year 12s, it enhances their communication skills, patience and relationships with younger peers. After surveying students from Reception to Year 6 about their interests, passions and what the ideal lunchtime programs would look like, we are now running coding, reading, writing, drama, music, sport, gardening, chess, Lego, art, and sewing clubs.



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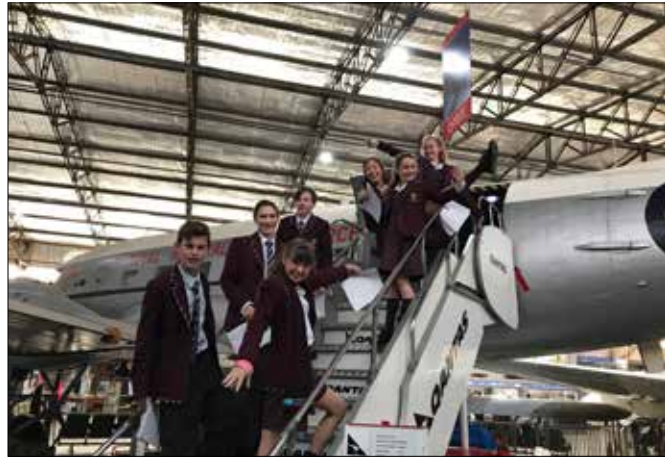
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MIDDLE SCHOOL

What's been happening at the Middle School this Semester?



UP, UP AND AWAY

There's something magical about making something fly, especially when it's something you have built from scratch. Even more magical is to understand the theory behind why it flies, and watching the theory come successfully to life in the great outdoors.

This term our Year 7 students experienced the mystery of flight from a range of angles: through a visit to the South Australian Aviation Museum, through the experience of constructing and flying their own scale model gliders, and through the theoretical lens of the mathematics, science and technology classroom. The students will begin to see the connections between subjects and topics, to experience the challenge of applying ideas to real problems, and the importance of understanding problems through trial and error. We quite literally saw some brilliant ideas take flight, and we hope our Year 7 students enjoyed this trip into the skies!



LEADING THE JOURNEY

Earlier this year we were excited to be awarded *Rite Journey Lead School* status. This award acknowledges the hard work, commitment and expertise that St John's has demonstrated in implementing *The Rite Journey* program over six years. *The Rite Journey* is a unique educational program designed to provide a 'rite of passage' experience to support the development of self-aware, vital, responsible and resilient adults as they transform during adolescence from dependency to responsibility. We are one of only six schools around the world to receive this inaugural *Lead School* status; a most impressive achievement. We were recognised for our successful implementation, ongoing professional learning including assisting other schools to develop their programs, our dedicated emphasis on the seven stages of *The Rite Journey* experience and our willingness to connect with parents to support their tremendous parenting roles.



Y8 INNOV8

Y8 Innov8 is a signature experience in Year 8 that highlights, fosters and develops the importance of creativity and innovation to our future society. As a Term 2 project, students have been identifying problems, considering solutions, exploring interest areas and liaising with mentors or experts before undertaking their design and innovation project. The program culminated in a presentation to peers about the journey, results and learning along the way before the winners moved on to a finals night where a judging panel and parents heard the presentations and pitches. Pictured is Joel Ransom, who was recently profiled in *The Advertiser* for an invention he created during the program.



ST JOHNS SINKS THE COMPETITION

Late last year, Year 7 students Mia Handley, Jet Dixon, Lachlan Miegel and Blake Tourneur, ably assisted by parent and engineer, Niki Robinson, built a remote controlled submarine and entered it into the Defence Department's *Submarines-in-Schools* Competition. The submarine was required to rescue items off the bottom of the pool, press buttons underwater and capture an image in an underwater cave. More than just designing, building and driving a submarine, students were also assessed on their branding, marketing, communication, CAD, risk assessment, project management and presentation skills. These skills were assessed via a comprehensive portfolio, three team presentations to Defence Department judges and related industries and setting up a trade display at the *Royal Adelaide Show*. These skills are not part of an average Year 7's repertoire and our team embraced a steep learning curve with everything from Gantt Charts and sponsorship letters to circuit diagrams and 3D printing! The St John's Team (Osprey) performed spectacularly in the water and went on to compete at the National Finals in the National Maritime Museum in Sydney, winning the Sea Trial section of the competition.



CAMP & OUTDOOR CHALLENGE

Our camps and outdoor education program help our students forge new or strengthen existing skills and capabilities. Through the lens of cooking, camp craft, kayaking, canoeing, surfing and more, students have the opportunity to learn essential life skills like cooperation, resilience and planning while building relationships and engaging in challenging team building experiences. Both Year 7 and 8 camps were a wonderful success full of highs and challenges. Year 7 had their challenge at Hindmarsh Island whilst Year 8 paddled along the Murray and camped on the bank as they undertook their expedition. The scenery was beautiful, the students were both a privilege to work with and inspiring with their adaptability, attitude and sense of living beyond themselves. The staff were superb in their efforts to go beyond their comfort zone over the week for these signature experiences. Of course, the students applied themselves in line with our culture in the Middle School – with thought and action for others and making the most of the opportunities. Looking ahead, Year 9 have their week-long, *Rite Journey*-associated passage in the Flinders Ranges in Term 3 – including the much anticipated solo night!

**80s THEMED
CABARET
IS COMING**


ST JOHN'S
GRAMMAR

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friday 27 september 7pm**

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Creating well beings

What does it mean to have a wellbeing program? And why does it matter anyway? Leader of Wellbeing, Carlee Mitchell talks us through the new St John's Grammar Wellbeing Framework.

At St John's we all aspire to Learn to Soar, and our wellbeing program provides the wings to do so. We pride ourselves on being a safe, supportive, inclusive, confident and connected learning community. And, at all times, the wellbeing of our students, staff and families is at the core of school life.

"Community is at the heart of all that we do and is one of our school's key values," explains Ms Carlee Mitchell, Teacher & Leader of Student Wellbeing.

"In building that connectedness and a sense of belonging that comes from being part of a special community like St John's, we are passionate about supporting our community to gain knowledge and take part in a range of events and activities that promote lifelong positive wellbeing." she said.

MENTAL ILLNESS DOESN'T DISCRIMINATE

Mental health issues have increased in our society at alarming rates and they don't discriminate. Did you know that 50% of lifelong mental health conditions have taken place between the ages of 11-14 and by the age of 24, 75% of all mental health conditions have already occurred?

"We now have national data that suggests 1 in 7 Australian students aged 4-17 have been affected by a mental health condition in the last 12 months, and this can affect their learning, their family life; it can affect every aspect of their life. If we relate this statistic to our context – it's at least 3 students in every classroom from as young as our Early Learning Centre students." Ms Mitchell said.

Therefore, it is essential that schools are at the forefront in addressing this, and St John's is truly committed to building and sustaining a culture of wellbeing, with proactive and preventative approaches, including early intervention and support.

"We are dedicated to doing our utmost to support the young people in our care and provide them with important skills that will sustain them now, and well beyond our school gates." Ms Mitchell said.

NAVIGATING THE WELLBEING CONTINUUM

"We define wellbeing as our ability to feel good and function well. It provides us with the resilience to navigate the natural highs and lows we all experience in our lives, and to bounce forward. And, in doing so, enables us to cognitively, emotionally, socially, spiritually, and physically thrive." Ms Mitchell explains.

"Wellbeing is fluid and can be best explained by tracking it along a continuum – with positive wellbeing at one end and mental health illnesses at the other end. Preventing the onset of potential mental health challenges, or even reversing them, through the delivery of effective wellbeing programs that can support and empower our students, is an important goal of our work."

With this powerful knowledge and data collected, specific to our context, the St John's Grammar whole school Wellbeing Framework was launched at the beginning of the school year. Developed following extensive research, including staff, student and parent focus groups, and consultation with wellbeing experts in the community, the Framework is uniquely St John's.

"As well as being unique to the School, the Framework had to spring to life from paper; it had to be actionable, sustainable and make a difference in the quality of the learning experience at St John's Grammar." Ms Mitchell said.

"A Wellbeing Action Team was formed with the main purpose of driving the implementation of our whole school Wellbeing Framework. Student agency is highly valued and critically important, and therefore a student leadership role of Wellbeing Ambassador was also created, to represent the voice of our student population and lead the student wellbeing portfolio in our Student Leadership Committee."

FROM SCAFFOLDING TO FRAMEWORK

Our St John's Wellbeing Framework is underpinned by six key pillars and each of these pillars captures key aspects of wellbeing while recognising the diversity of actions, relationships and learning that build and sustain wellbeing. Our six wellbeing pillars are:

1. Belonging and Relationships
2. Courage and Adventure
3. Knowledge and Learning
4. Mind and Body Wellness
5. Passion and Purpose
6. Service and Spirituality

More about each of these pillars and their meaning can be found on page 24.

As Ms Mitchell explains, the Wellbeing Framework is what pulls all the pieces together to provide a cohesive and comprehensive program.

"The Wellbeing Framework helps guide the programs, learning and other initiatives we implement for students, staff and families. Importantly, this has led to the development of our



Wings program, which features the explicit teaching of wellbeing within both the curriculum and also in our House pastoral care programs.”

“We also introduced wellbeing as a specialist area in Years 3-6 at the Junior School and have plans to extend our Wings program into the Junior Primary and ELC, developing a Wings scope and sequence that maps the explicit wellbeing learning journey for every student at St John’s.” Ms Mitchell said.

CREATING THE CIRCLE OF CARE

Wellbeing is delivered in a multitude of ways at each year level. Harnessing the strengths of existing programs, such as Health & Personal Development and Pastoral Care, enables explicit teaching of wellbeing through the curriculum, in an age, stage, and developmentally appropriate way. In addition, special programs such as the *Wednesday Wellbeing Series* on our Secondary Campus provides a different way to share wellbeing learning. These fortnightly dedicated wellbeing sessions are delivered by a range of experienced guest speakers, addressing a range of important topics for our Middle School and Senior School students. This broad ranging structure for wellbeing learning ensures that students can be engaged in multiple ways across a broad range of wellbeing topics.

It is also important to note that as an Anglican school, the Wings program doesn’t replace faith-based learning, but rather complements existing service and spirituality programs. Furthermore, by working in partnership with parents, and cohesively at school, a circle of care is created so the care of a student will never sit with just one particular person.

“We look at our wellbeing program as an eco-system. It is brought to life through those who support and enrich it; not only our staff cohort but our parent and wider community too. It is also given life through the way in which our students, staff and families interact with it.” Ms Mitchell said.

Dedicated wellbeing learning is delivered and continually accessible to St John’s Grammar’s community of staff, parents and caregivers through resources, training and ongoing information.

“Our whole staff commenced the year with dedicated professional learning about their role in contributing to our community’s wellbeing which was led by Tracy Zilm, an experienced consultant in wellbeing in educational settings. We have continued to provide professional learning for staff throughout Semester 1 and we are certainly committed to ongoing wellbeing learning for our staff.” Ms Mitchell said.

How To Grow Wellbeing

A step-by-step guide to grow and flourish at St John’s Grammar



STEP 1 PREPARATION WHOLE SCHOOL

Mentoring in the Learning Commons, Wellbeing Action Team, a student-centred staff network and providing wellbeing resources for families all create the ideal ecosystem for growth.



STEP 2 PLANTING SEEDS ELC - YEAR 2

The seeds are planted in ELC to Year 2 with the Montessori Framework and the Early Years Learning Framework. These frameworks introduce early wellbeing concepts and strategies.



STEP 3 GROWING YEARS 3 - 6

An age-appropriate social and emotional Wellbeing Program is incorporated into all learning and introduces skills and concepts in preparation for secondary schooling.



STEP 4 FLOURISHING YEARS 7 - 12

In Years 7 -10 students have a dedicated wellbeing ‘subject’ - 7 Wings, 8 Wings, Rite Journey in Year 9 and Purposely Well in Year 10. This is where the most growth takes place.



STEP 5 NOURISHMENT YEARS 7 - 12

Students’ wellbeing is nourished with a fortnightly wellbeing dedicated pastoral care session, Wellbeing Wednesdays and Service & Spirituality programs.

“For our parents we’ve invested time and resources into ensuring they have, at their fingertips, a wealth of knowledge to support and enhance wellbeing at home. This has manifested in a variety of resources including guest speakers, newsletter articles, events, Facebook posts as well as Parent TV, an on-demand video streaming website for parents with practical tips and strategies from trusted experts any time of the day or night.” Ms Mitchell said.

With parents able to subscribe to ParentTV for free via the School, it is a valuable way the school can support parents in their challenging role of developing their children.

“Parent TV offers concise, 5 minute informative and tactical videos on a huge range of topics. You can search for topics, speakers or age-related concerns and it is an excellent resource for parents. I’d encourage every St John’s family to log in and see what’s on offer.” Ms Mitchell said.

ON THE HORIZON

Looking ahead, a key priority is ensuring the Wellbeing Framework is implemented effectively across the whole school and for all members of the community.

Likewise, we are now in the early stages of expanding our Wings curriculum to ensure wellbeing is explicitly taught from ELC-Year 12. Parent education, connection and engagement are important areas we would like to continue to strengthen, with more opportunities for parents and families to come together and benefit more from the St John’s experience. Finally, well teachers and staff are excellent role models for students and we want to continue to ensure St John’s is a workplace of choice, by providing support for the wellbeing of our highly skilled and dedicated team. St John’s Grammar is an amazing place to belong to.

Ms Carlee Mitchell is the driving force for St John’s Grammar’s Wellbeing Framework and programs. At the end of 2017, Ms Mitchell’s role, Leader of Student Wellbeing, was created as part of the School’s Senior Leadership Team. With a laser focus on developing wellbeing strategy, wellbeing is a key strategic priority, and likewise, wellbeing is featured in one of the three whole school goals for 2019. One of Ms Mitchell’s early goals was to have the school community recognise the importance of promoting wellbeing strategies and continue to build the culture of positive wellbeing. As Ms Mitchell states, the work has only just begun, and it is work that should never be ‘completed’. It is ongoing, needs constant review, refinement and innovation to ensure programs are meeting and exceeding the needs of the community.

6 WELLBEING PILLARS

a quick guide

- 1 BELONGING & RELATIONSHIPS**

WHAT: Positive relationships and a strong sense of belonging are critical to wellbeing. HOW: Pastoral care, class teachers, our House program, and the CARES program foster a sense of belonging and healthy relationships.
- 2 COURAGE AND ADVENTURE**

WHAT: A sense of adventure and agency develops optimism and confidence. Learning to become more comfortable with being uncomfortable. HOW: Montessori approaches in ELC, Play pedagogy and nature play in the Junior School, calculated risk taking on camps, service trips etc.
- 3 KNOWLEDGE & LEARNING**

WHAT: Numerous programs and initiatives have been designed to complement wellbeing learning. HOW: The Wings suite of learning includes Year 9 The Rite Journey, and Year 10 Purposely Well, along with Bright Beginnings, CARES and a range of other programs that are implemented across our school.
- 4 MIND & BODY WELLNESS**

WHAT: Positive physical and mental health are essential to enhancing wellbeing. HOW: Mind and body is nurtured through extensive PE, Sport and Performing Arts programs. Teaching of mind wellness, through positive education principles, and other programs in our classrooms and in our community.
- 5 PASSION & PURPOSE**

WHAT: When we are passionate about things, when we have meaning and purpose, we feel good about ourselves and function much more effectively. HOW: There are many opportunities to foster agency and provide freedom to explore our passions and purpose, such as Mi Space and Y8 Innov8 experiences.
- 6 SERVICE & SPIRITUALITY**

WHAT: Students are encouraged to be active citizens, to live beyond themselves and respond to a call to action. HOW: Practising and teaching Christian values, indigenous connections and our Reconciliation Action Plan (R.A.P), as well as our support of charities and commemoration of special days and historical anniversaries.



As a St John's parent you have access to our school's **ParentTV** account. Using any device, you have on demand access at your fingertips to world-leading and down to earth parenting experts who speak in everyday language and offer solutions based on evidence and years of experience. Below are just 3 of the hundreds of videos on offer:



What's with the tween/teen attitude?



Why does my child throw techno-tantrums?



Teens and Depression - The Warning Signs and What to Do

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SENIOR SCHOOL

What's been happening at the Senior School this Semester?



LEADING THE WAY

This year has seen our Year 12 students seek greater opportunities to act as mentors for younger students. Our Year 7-12 Buddy Program has developed into a structured fortnightly activity, where Year 7s and 12s work together on a range of challenges and activities. Whether they are making glitter jars, discussing ways to manage stress, jumping their way through Easter activities or developing a secret handshake, at all times they are connecting with another student and deepening their sense of value and purpose at school. The experience is valuable for both age groups, as they think beyond themselves and care for others. The Year 12s have also furthered their leadership and mentoring role by establishing a strong connection with Junior School students. By establishing a range of lunch time clubs in the Junior School, the Year 12 students have provided the Junior School students with a fun structured activity at lunch time and a wonderful role model. We are so proud of the positive role models our Year 12s are seeking to be.



MELBOURNE-BOUND ATHLETES

Earlier this year, Year 10, 11 and 12 students departed for Melbourne to attend the annual School Sports Exchange with Hume Anglican Grammar. This was a fantastic opportunity for our senior athletes to experience a unique and exciting sporting experience: one that was full of camaraderie between the two schools and enhanced the bond between teams, students and attending staff. The inter-school collaboration saw games of soccer, volleyball, basketball and netball taking place, and we were successful in retaining the trophy, winning 5 out of 6 games!

After a successful day on the court and field, the group headed to *Marvel Stadium* to watch the AFL game between St Kilda and the West Coast Eagles. After two action packed days, Sunday morning allowed for some time at the Queen Victoria Markets before heading home in the afternoon.



COMMEDIA DELL'ARTE HAS AUDIENCE IN STITCHES

One of the school calendar highlights is the Year 12 Drama production. The performance, directed by Head of Performing Arts, Mr Patrick Penfold, was a hilarious showcase of students' talent. They tackled the difficult genre of Commedia dell'Arte in *A Duchess Mislaid* by Barry Grantham. Commedia certainly suited this talented group of students who enjoyed the opportunity for some slap stick, exaggerated gestures and clowning. One of the highlights of the play was the use of Lazzi – this is the use of comical elements of tricks to increase the enjoyment of the play. This manifested into two highly dramatised romantic scenes with the "Titanic" moment causing fits of laughter and earning a place in the legendary moments of the archive. It is so wonderful to see our John Bray centre for Performing Arts being filled regularly with such amazing talent.



THE WORLD OF WORK

To ensure our Senior students are well prepared to step into the world beyond school, St John's has an excellent career education program. This begins with the study of PLP (Personal Learning Plan) in Year 10. After researching a potential career pathway, the students undertake work experience.

Our students visited a diverse range of work places including architecture firms, legal branches, schools, a range of health services, advertising and design agencies, engineering companies and the creative arts. Amazing experiences, including seeing body parts being replicated with a 3D printer, demonstrated just how much the world of work is changing. The week concluded with students participating in a mock interview. They presented themselves at their appointed time, dressed in work attire to be interviewed for a job. Our volunteers took on the role of a company CEO questioning the students about their strengths and suitability for the work world.



MUSICAL MASTERPIECE AT GIJ

Earlier this year a group of 56 students from Years 7-12 competed at *Generations in Jazz* at Mount Gambier. Our students worked hard in the lead up to the event, and were rewarded with a memorable weekend celebrating music.

GIJ is an invaluable experience, with students performing in a unique environment in front of a large audience and receiving detailed feedback from the adjudicators. They also watch other schools and professional musicians perform, and come back to school inspired!

A highlight of the weekend was the Saturday night, when over 5000 school students from 130 schools came together in the world's largest modular tent for an amazing concert featuring James Morrison, Lizz Wright, Kurt Elling, Joey DeFrancesco and Rickey Woodard. It was during this concert that Year 12 trombonist Ben Ransom was announced as a member of the 2019 Division 2 'Superband' - well done Ben!

AMBASSADORS FOR RECONCILIATION

Our Reconciliation Ambassadors lead a team of passionate students who are true agents for change. They have led a range of activities including a fundraiser and awareness campaign around *Close the Gap*, smoking ceremonies at significant school events and sourcing a new Aboriginal Flag. Recently, our Reconciliation Ambassadors Lucy and Ruby, together with last year's ambassadors, Harry and Chloe, attended a school training session at the Association of Independent Schools South Australia (AISSA). Our students led a session with staff and Board members from other Independent Schools, explaining how a student-led Reconciliation Action Plan can create real cultural change for a school. They were amazing ambassadors for Reconciliation, St John's Grammar and for all Australians, demonstrating the power of listening to our young people.





Parents & Friends Association

P&F President Catherine Shepherd and her family at the opening of the Junior School Nature Play space.

We are fortunate to have an active and enthusiastic Parents & Friends committee who work hard behind the scenes with the overriding aim to enhance the sense of community and belonging for families at our school. There are all sorts of ways we do this, from small fundraising occasions like cupcake day, to large fancy events like the Gala Ball.

BINGO NIGHT

We are holding a Bingo Night on 10 August in the Secondary School Sports Hall. This is to be a fun, family-friendly night, with plenty of prizes on offer and a relaxed 'come one, come all' vibe. We will be looking for prize donations from the community, so if you have something to offer please get in touch with us ASAP at pandf@stjohns.sa.edu.au.

PARENT BUDDY PROGRAM

This new initiative aims to connect existing parents with new families coming into the school. If possible, they are matched to a Buddy who has children of a similar age, hopefully in the same class. In this way, parents are supported with a friendly face to help with all those uncertainties as they settle their children into a new environment. Currently this program is running at the Junior School and current parent, Victoria Langmaid is taking the lead to design a user-friendly program that could be rolled out into the Secondary school for the calendar year starting 2020. If you have been a member of our School community for a few years and could be a support person for someone new, please consider signing up for our Parent Buddy program.

COMMITTEE CHANGES

At the P&F Annual General Meeting on 2 September, there will be a change in the executive structure as Felicity McNish and I step down from our roles as Secretary and Chairperson, and make way for some fresh faces around the P&F table. Felicity has been involved for many years, and along with her calm energy and passion, she has brought a professionalism to the role that is second to none. She will continue to be involved as mentor and support to the incoming secretary for one more year. I will also step down as Chair, but plan to share the role as Deputy to help with the transition for the incoming Chair. It is an exciting time to join the Parents & Friends, and we strongly encourage those who are interested to come along to a meeting and be part of our committee. Please email us for more information at pandf@stjohns.sa.edu.au, or come to the AGM on 2 September, 7pm in the Retreat House Boardroom on the Secondary Campus.

REFLECTIONS

My involvement in the P&F over the past five years has brought me great joy and satisfaction. We have three boys at the school across both the Junior and Secondary campuses, and so our involvement is a whole family affair! The sense of community at the school is palpable, from the friendly smiles in the carpark or the local shop, to the chats alongside the soccer pitch or cricket oval, we feel connected to an organisation that is so much more than us as individuals. And to have had the opportunity to shape and grow that environment has been a privilege.

As I reflect on the past five years, there's been many achievements to be proud of, but none more so than the establishment of the Secondhand Uniform Shop. This is a great service to our families and should continue to underpin our collaborative culture for a long time to come.

We've also strengthened and broadened the parent involvement in the Junior school with our multiple activities including barbecues, Mothers' and Fathers' Day stalls, and cupcake days. The funds we have raised have been invested in

improving the grounds, particularly in the Junior School, and the kitchen in the JBC. In so many ways, it is the parent involvement in St Johns that makes it a great choice for our children's education, and hopefully this aspect will continue to grow and strengthen into the future.

Catherine Shepherd
P&F President



BINGO

BINGO

BINGO

family BINGO Night

SATURDAY 10 AUGUST

SECONDARY SCHOOL SPORTS HALL

5.30PM FOR 6.15PM START

\$15 FOR 12 GAMES

TABLES OF 10 AVAILABLE

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ST. JOHN'S GRAMMAR
Parents & Friends Association



Vale

2 JANUARY 1925 - 15 MAY 2019

FRANK HENDERSON RUSSELL

Frank Russell was a parent at St John's Grammar School beginning in 1961 when the school was in its third year. Throughout that time he was a diligent and tireless parent worker in those very formative years of the school. He served on the Board of Governors and in Dorothy Pargeter's time was Chairman of the Board (1981-1985). This was a period of consolidated development which saw a Special Education Building and four classrooms on two levels backing on to the railway cutting.

Frank's background was in the profession of engineering after emerging from the Royal Australia Navy and he graduated from Adelaide University in 1950 and became Chairman of the SA Association of the Institute of Engineers. Frank was instrumental in recruiting one of our former Chairs, Peter Mussared to the Board who was a friend and colleague in engineering. Peter, of course, went on to become Chairman in another

period of development; the Secondary Campus (1996-2001).

Those in the family of St John's Grammar School remember Frank Russell as a polite and compassionate man with impeccable manners, determined and thorough with achieving the tasks that he saw necessary in developing the school in concert with his colleagues on the Board. He was always proud of the school and the outcomes for his children there, he rode out the periods of difficulty in those early years and remained faithful to St John's Grammar School.

Frank is survived by his wonderfully supportive wife, Elizabeth, and his daughters, Diana, Julie, Jane, Belinda and his son, Mark.

John Bray
Board of Governors



Class of 2008
10 Year reunion

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OLD Scholars

Old Scholars Association



In the second half of 2018 two Old Scholar reunions were held on the Secondary Campus for the first time. I was thrilled to see such strong attendance from the Class of 2013 in October, and the Class of 2008 in November. The reunions started in the foyer of The John Bray Centre for Performing Arts, where Old Scholars enjoyed catching up over a drink before Principal, Mr

Richard Anderson took everyone on a tour of the Secondary Campus. With so many changes over the last five years, and even more over the last decade, the Old Scholars were keen to explore every building and made the most of the opportunity!

OLD SCHOLAR NEWS

We love to hear what our old scholars are up to, and word of mouth has resulted in our 'Announcements' and 'Where Are They Now' sections expanding and including a broader range of alumni years in this issue. If you have news to share or suggestions of Old Scholars to contact, please get in touch. On our Facebook page (@stjohnsgrammaroldscholars) we look back at past news – our regular 'Flashback Friday' posts have resulted in many laughs and fond memories being shared so far this year. Following us on Facebook will ensure you stay up to date with news, but please also visit the St John's Grammar website to update your details.

COMMITTEE RE-LAUNCH

We are looking to re-launch the Old Scholars Association Committee at the end of 2019, and I am keen to hear from any Old Scholars of the Junior or Secondary Campuses interested in a Committee position. We hope to represent a broad range of ages and occupations, so whether you recently graduated or have been away from the School for many years, I'd love to hear from you! This is an exciting time to be involved, as the Committee will assist in determining how the Old Scholars Association will grow over the next few years and beyond, and how our Old Scholars can join in with future School events and projects. I look forward to announcing the Committee in the next issue of *InFlight*.

Lucy Shelton

Community Development Coordinator

lselton@stjohns.sa.edu.au

Facebook: @stjohnsgrammaroldscholars

Web: www.stjohns.sa.edu.au/community/old-scholars-association

Looking for a *function venue?*



UPCOMING REUNIONS

31 AUGUST
Class of 2009
10 Year Reunion
4PM - 7PM
Secondary Campus

05 OCTOBER
Class of 2014
5 Year Reunion
4PM - 7PM
Secondary Campus

Follow us on Facebook for more details and updates
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Reunions

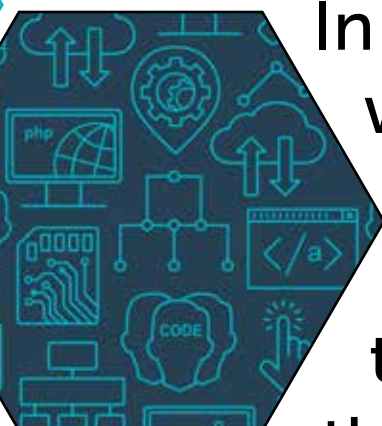
5 Year Reunion Class of 2013



10 Year Reunion Class of 2008



SOARING IN STEM



In this edition
we explore Old
Scholars who
are forging
their path in
the STEM field.

Sophie (2008)

Sophie Hollitt graduated from St John's in 2008, and remained in touch as a maths tutor for many years afterward. You may also have spotted Sophie as a speaker at the St John's Awards Night in 2015.

Sophie completed an undergraduate degree in laser physics at the University of Adelaide, and completed Masters study on prototypes for a high power cryogenic laser (designed as one of the candidates for a future LIGO gravitational wave detector). Since then, Sophie has returned to an area of passion in mathematics and computing, and has been pursuing a PhD in particle physics research as part of the *Belle II* collaboration. *Belle II* is a collider experiment in Japan that hopes to make precise measurements of the way that heavy particles decay into their lighter counterparts, and Sophie was fortunate enough to visit Japan and the experiment for 4 months with an *Endeavour Scholarship* from the Australian Government. Sophie's own results and results from the collaboration have been presented at several conferences in the past year. Sophie will soon be submitting a PhD thesis and moving on to an academic research position in Germany working with researchers on the Large Hadron Collider.



Since graduating from St John's Grammar in 2008, Stephanie Plummer spent a gap year living in Germany. On her return, she pursued a Bachelor of Health Sciences (Honours) at the University of Adelaide, graduating in 2013. She continued her scientific research by undertaking a Doctor of Philosophy (PhD) in Medicine, where her research focused on developing new therapies for the treatment of traumatic brain injury. She has been fortunate to present her research at a number of national and international scientific conferences, including in Budapest, London and Berlin. Since completing her PhD, Stephanie has worked as a Lecturer at the University of Adelaide.

Stephanie was recently a semi-finalist in the 2019 South Australian Young Achiever Awards in the STEM category, and a finalist in *Fresh Science*, an initiative for young scientists to receive media and communication training. Through this, Stephanie has been heavily involved in promoting and communicating science to the public, through public outreach events such as *Dinner with A Scientist* and National Science Week events. Stephanie is currently working as a clinical researcher, investigating cognition in patients with sleep apnoea, and plans to pursue post-doctoral opportunities overseas.

Stephanie (2008)



Michael (2010)



After graduating from St John's Grammar in 2010, Michael Huxley completed a Bachelor of Science Advanced with honours in chemistry at The University of Adelaide.

Following his Bachelor's degree, Michael pursued a PhD in Chemistry, which focused on 'Metal Organic Frameworks' – a new class of nanomaterials with broad applications in gas storage, chemical sensing and catalysis.

During his PhD studies, Michael published several papers in peer reviewed scientific journals and won the 2017 Stranks Prize of the Inorganic Chemistry Division of the Royal Australian Chemical Institute. Having submitted his PhD thesis earlier this year, Michael is currently continuing his research as a postdoctoral researcher at The University of Adelaide.



After graduating from St John's in 2007, Charlotte Baker completed a Bachelor of Engineering in Mechanical and Aerospace at the University of Adelaide. She then commenced working as a Mechanical Engineer with Santos in 2012. Initially based in Adelaide before moving to Brisbane, Charlotte is now working as a Senior Materials and Corrosion Engineer with Woodside Petroleum based in Perth WA. Charlotte has worked in urban and regional areas all over Australia including Moomba and Gladstone. She was also recently stationed in Singapore on a specific Woodside project. Through various roles Charlotte's work has focussed on the integrity concerns of mechanical assets – assessing various degradation mechanisms and working in design and operate phases to maintain integrity. Charlotte has enjoyed moving through engineering roles in different locations, striving to extend her understanding of the various technical aspects of each role.

Charlotte has continued to study and was awarded Chartered Engineer status through Engineers Australia in 2018 and is currently studying a Master of Business Administration through the University of South Australia. Through her current work and study Charlotte hopes to support advancing technology and sustainability in engineering. On a personal level Charlotte maintains community connections in each city through joining local soccer clubs and being involved with various groups supporting women in STEM.

Charlotte (2007)

Ren (2008)



Ren Koh graduated from St John's Grammar in 2008 and went on to pursue his passion for science and technology by studying a Bachelor of Mechanical and Petroleum Engineering at the University of Adelaide.

After trying hard to break into the petroleum industry, an opportunity came up at SA Power Networks to work with renewable energy, working to install and manage one-hundred Tesla batteries for homes in Salisbury to create Australia's largest virtual power plant. This work sparked an interest in software development and programming, leading him to return to university to study a Master of Computing and Innovation, graduating in 2017.

In 2018, Ren moved to Melbourne to start his career in the technology industry. He joined SEEK's 2018 graduate software developer program and has been rotating through various teams to understand the complexities of SEEK's website and supporting systems.

Having a positive impact on society is one of SEEK's core values and is also something that Ren values greatly. Ren has been involved in running workshops for women in technology in Melbourne and is also passionate about growing SEEK's graduate program to kickstart the careers of both graduates and those transitioning into the technology industry.

Ren has settled into a team, working to create a unified e-commerce platform across all of SEEK's businesses worldwide and is currently focussing on their brands in South-East Asia. Half his team are located in Kuala Lumpur and he is very much looking forward to working more closely with the teams in Asia as more companies within the technology sector move to remote/distributed teams.



ENGAGED: Millie Allcroft (2010) and Ben Tripodi



BIRTH: Xander Samuel Huybregts, a son to Lily Wright (2015)



ENGAGED: Kate Raymond (2013) and Angus Baker (2010)



MARRIED: April Carr (2008) married Chris Allan



BIRTH: Grace Elizabeth, a daughter to Kate D'Amico (nee Edwards 2005)



ENGAGED: Esther Cheah (2011) and Kean Chan



ANNOUNCEMENTS



BIRTH: Emily Louise Day, a daughter to Alice Day (nee Carpenter 2005)



BIRTH: Halle Kilby, a daughter to Bek Kilby (nee Marzahn 2005)



ENGAGED: Rafael Camatta (2005) and Stephanie Corchado

ENGAGEMENTS

Kate Raymond (2013) and Angus Baker (2010) got engaged on 29 July 2018 in Belair National Park.

Millie Allcroft (2010) and Ben Tripodi got engaged in August 2018 when Ben planned a surprise trip to Margaret River for a week.

Rafael Camatta (2005) and Stephanie Corchado got engaged in August 2018 in Cancun, Mexico.

Esther Cheah (2011) and Kean Chan got engaged in November 2018 at Raffles Marina Yacht Club, Singapore by the lighthouse at sunset.

WEDDINGS

April Carr (2008) married Chris Allan on 17 November 2018 in Noosa. April's younger sister Gabrielle Lorimer (2015) was Maid of Honour, and her brother Damien Carr (2005) did a reading. April and Chris' son Louis was their page boy.

BIRTHS

Lily Wright (2015) and Xavier Huybregts welcomed Xander Samuel Huybregts on 25 September, 2018.

Alice Day (nee Carpenter, 2005) and Joshua Day welcomed Emily Louise Day on 17 July 2018.

Kate D'Amico (nee Edwards, 2005) and John D'Amico welcomed Grace Elizabeth D'Amico on 6 October 2018.

Bek Kilby (nee Marzahn, 2005) and Paul Kilby welcomed Halle Kilby on 6 February 2019, a little sister for Alfie.

We'd love to share your news. Please email your announcement and a photo to Lucy Shelton at ishelton@stjohns.sa.edu.au



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