

the lion & Lang Syne

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The Scots College
Sydney Australia

**Preparing Fine Young
Men for the Future**

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Cover: CUO Snare Drums, Angus McDonald (Year 12, 2021); Head Prefect and Senior Drum Major, Max McCathie (Year 12, 2021); Regimental Sergeant Major, Tyson Cogan (Year 12, 2021); and CUO Pipes, James Freeman (Year 12, 2021), near Fairfax House in August 2020.

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Message from the Chairman



As we approach the end of 2020, it has been a year like no other. The disruptions caused by the pandemic have required significant creativity to plug sporting and other co-curricular gaps, while always safeguarding the wellbeing of the boys. We have ensured there have been no learning gaps, but a number of celebrations and events are being impacted and being done in fresh ways.

The Council recently resolved unanimously to express to the Principal and to all staff its appreciation, as summarised here:

"While it is understood that the COVID-19 crisis is far from over and that normality will be something far into the future ... the College Council recognises the outstanding effort of the Executive and College staff in rising to the many challenges that required innovation and hard work ... The College Council signals its gratitude for these extra efforts ... and [for the] care shown to all stakeholders, especially the boys and their families, which has provided a

living example of self-sacrifice and service to the honour of God and all that The Scots College stands for. The College Council records its profound thanks to the Principal and all his staff accordingly."

Yet, much in the College life goes on as normal. On the management side, it was time for a performance review of the Principal, which was conducted by an independent external expert. The Council thanks the hundreds of people who participated. We give thanks to God that The Scots College has an effective and strategic communicator who demonstrates the significant characteristics of an authentic leader.

Glengarry boys continue to enjoy their unique experience despite the rebuild from the bushfires. The auditorium is on track for completion and the John Cunningham Student Centre is commencing its next stage of construction. Old Boy, the late Warren Halloran AM ('44) has generously made it possible for us to expand the facilities at Bannockburn free of debt. This is a wonderful agricultural legacy for our students.

Despite COVID-19, there remains much for which to be grateful. We are not lost to the cold hand of fate or the fickleness of humanity but rather the loving providence of an almighty God. While we all seek to act responsibly, we rely upon His wisdom and guidance:

“

... the College Council recognises the outstanding effort of the Executive and College staff in rising to the many challenges that required innovation and hard work ...

"Let us then approach God's throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need."
(Hebrews 4:16)

Let us grow stronger in mutual support of one another in these times.

Mr Wayne Richards
Chairman

Message from the Principal



The year of 2020 has been one of historic achievement and also of challenge. We are proud to be acknowledged as an educational community with a strong and unique tradition. Firmly defined by an educational experience that draws forward from the past and points to the future, we value Our Faith and Tradition which inspires truth, honour, loyalty and commitment.

Our Christian, Scottish and Australian cultural heritage combines in the 21st century to provide a distinctive tradition, value set and vision of the future for fine young men of integrity and principle. More importantly, it provides a scholarly and philosophical foundation that has shaped, and will continue to shape, our thinking life well into the future.

Our intention in handing on to our intellectual heirs the inheritance of our own learning and acquired wisdom is not that they should remain passive and dependent, but that they might be enabled to engage

with the world and its complex realities for themselves. TS Eliot wrote, "Tradition without intelligence is not worth having."

Tradition, then, is not something which is essentially static or backward looking. Our thinking about life, the world and everything will inevitably be done in such a way that draws upon and is shaped and determined by people, teaching and traditions experienced at school. It looks to the past and seeks to learn from its inheritance, but it looks equally to the present and the future.

I trust you will enjoy this edition of *The Lion & Lang Syne*.

Scots to the fore!

Dr Ian PM Lambert
Principal

“
[Our] cultural heritage ... provides a scholarly and philosophical foundation that has shaped, and will continue to shape, our thinking life well into the future.

Academic Journey



Podcasting in the Pandemic

Increasingly, educational research is recognising that, alongside traditional disciplines, students need to act entrepreneurially if they are to thrive in a complex future.

The Applied Entrepreneurship Program develops innovative and relevant curriculum to address student purpose, engagement and graduate outcomes. This is achieved through the co-creation and design of enterprise development programs with leading industry and academic partners.

In 2020, the Program embedded a dual model of delivery – the AEP+ and AEP Standard Programs – as well as expanding its post-HSC pathways. Complementing its world-class industry placements and academic mastery, the Program now enjoys formal partnerships with the University of Technology Sydney and Bond University.

Over recent months, staff and students in our team have created a series of podcasts offering fascinating reflections from our nation's most successful leaders. The podcasts are an unparalleled window into entrepreneurial vision and the mastery of craft required to realise it in a dynamic, global marketplace. These firsthand accounts and insights from exceptional innovators explain how they navigated the landscape of innovation, disruption and entrepreneurship. Significantly, each podcast contains a didactic narrative that is relevant to all educators and students. They explore areas such as building character, leadership, mastering self and high performance. The podcasts are available to all members of the Scots and wider community from the Apple Podcasts store.

The impact of COVID-19 has provided pertinent focus to examine the pandemic from several angles – its global economic impact and how problem solving and adjusted design thinking can minimise its effects. We are encouraging students to consider how the future of work will shift, especially if pandemics persist.

COVID-19 made clear the pitfalls of global interdependence. We observe the world's biggest companies battling broken

supply chains, disrupted manufacturing, empty stores and/or flagging demand for their products. This has provided a useful case study for our students in behavioural economics and the dynamics of the finely balanced relationship between supply, regular demand, consumer anxiety, necessity, being prepared and panic buying.

The COVID-19 situation has fostered students' research in how organisations are reviewing their in-house practices to ensure the health and safety of key stakeholders. This real-time context allows us to look at the stages involved in the design thinking process – to empathise, define, ideate, prototype and test – observing how organisations respond to the associated threats. Following this process, students have theorised on how the landscape of work and employment might change immediately, as organisations move towards a more agile, less disrupted remote workforce, necessitating a review of existing policies and the creation of new ones.

During their My Mastery sessions, students reflect on their industry placement experience. Year 12s measure and self-assess their transition from classroom to 'contextual knowing' in the workplace. Their professional development, insights and contributions made to the organisations within which they are working are considered. At the time of writing, David Patterson (Year 12) was undertaking his industry placement with GSquared, a Surry Hills-based digital agency specialising in web design and social media marketing. David was exposed to the agency's blue-chip client portfolio but, significantly, was encouraged to pursue his interest in Google Analytics. He learnt about GSquared's business strategy and communication channels and recognised the importance of using his 'entrepreneurial capability' and interpersonal skills in the workplace. He summarised the experience saying, "I've really enjoyed it. Working at GSquared has allowed me to look outward, discover a sense of purpose and understand firsthand what my future work life could look like. It's been exciting!"

Other students within the Applied Entrepreneurship Program have also completed a range of external micro-credentials



The Applied Entrepreneurship Program class with Mr Lang Walker at the beginning of the academic year.

this year and been offered employment opportunities for 2021 as a result of their industry placements.

In seeking to reinvent education, the Program has deliberately personalised many of our students' scholarship and educational experiences. Assessments have been reshaped to allow for an individualised learning schema which, ultimately, materialises in the construction of a body of knowledge and expertise, achieved through progressive inquiry.

Traditionally, schools have taught students to satisfy explicitly delineated goals, but the Applied Entrepreneurship Program has redesigned assessment to allow students to research, assess and apply contextual and factual knowledge that is directly relevant to them. In their My Mastery sessions, students build a portfolio of work in which they research, comprehensively examine issues or events affecting the industry in which they are working, then hypothesise and create possible solutions to these challenges. They present their findings as a portfolio of work – a range of texts, models, graphs and multimedia modes – which are submitted for feedback, questions and motivational scaffolding for possible further exploration.

This approach fosters learning capacity and higher order thinking skills such as the ability to evaluate, classify, make inferences, define problems, reflect and argue conceptually



The podcast series, Decoding Entrepreneurship, was created by Applied Entrepreneurship Program students and staff and launched in 2020.

– all attributes that are highly valued by employers. It is evident that the Applied Entrepreneurship Program students appreciate this assessment model and can see its worth – not only in the acquisition of knowledge that aligns with their own ambition but also in the value of learning itself.

Mr David Oswell
Applied Entrepreneurship Program Teacher

Robert Burns Poetry Competition Winners

Scottish poet, Robert Burns, wrote many poems and songs in the Scots dialect. Some of his famous works include To a Mouse, Address to a Haggis, Auld Lang Syne and A Red, Red Rose. He is, without a doubt, one of the most influential Scottish poets the world has ever known.

The Robert Burns Poetry Competition is an annual event in the Preparatory School. All boys learn a piece of poetry by heart and recite it to their teacher and classmates. Each year group produced an exceptional standard, with the top two boys from each class being selected to perform at the grade final.

All competitions presented the judges with extremely difficult decisions to make.

This year, the finals had the added element of Zoom and it was very encouraging to see online support from family, friends and other classes in the School. The boys in each final impressed their peers, staff and parents with passionate, confident and engaging recitations.

The performance standard of recitation continues to rise, as the boys maintain their dedication and competitive yet supportive spirit towards each other and to our annual competition.

2020 Winners

Year 2	Boston Sweeny
Year 3	Arran Kennelly
Year 4	Kary Manolas



Year 2 winner, Boston Sweeny, proudly showing his certificate and trophy.

Year 5	James Dunbar
Year 6	Chilli Tonelli-Smith

Miss Julia Wilson
Honours Teacher, Preparatory School

There's No Stopping Book Week

In August, the Preparatory School's Book Week was conducted online, involving a variety of dynamic authors and illustrators.

Authors Felice Arena, Phillip Gwynne and RA Spratt, as well as author/illustrators Liz Anelli, Freya Blackwood and James Foley, all provided a range of rich literary experiences via Zoom. The boys were absorbed in all the sessions. The virtual talks were engaging in a different way to our usual in-person format, which was partly due to all boys being able to watch as a smaller class group from their classrooms.

The entire Preparatory School community also enjoyed ordering a wide range of books online by the same authors and illustrators.

Our Book Character Parades were conducted in a modified format this year, with boys parading in small year group sessions to ensure adequate physical distancing. The excitement and enjoyment of the boys and staff was clear, and the standard of the costumes was excellent.



Year 6 boys dressed as different characters during Book Week: Lachlan McInnes, James Frappell, Jayden Hung, Filip Jediny, Magellan Kelly and Sebastian Neal.

Our Book Week events proved successful in continuing to promote reading and literacy at the College, despite the new challenges we have encountered this year. We look forward to being able to offer further opportunities to the College community in 2021.

Mr James Tracey
Coordinator of Information Services

Unleashing Prep Boys' Creativity

In the Preparatory School, the profile of writing is raised by building interest and encouraging passion. One opportunity is through 'Scots Boys Unleash Their Creativity', an annual writing competition for all the Prep boys.

This year's theme was 'What if ...?'. It was planned to coincide with Book Week, during which the boys had Zoom sessions with successful Australian authors. It emphasised the link between reading and writing, allowing the boys to make connections around the skills of successful authors of books they love to read.

The 'What if ...' theme was carried through the week. Boys engaged in many activities to help formulate, plan, create, discuss and develop their ideas. They learnt about the process of writing and the importance of taking time to plan ideas.



All the Years 2 to 6 writing competition winners from their respective categories.

Together we watched three stimulus videos which were made with boys and teachers from the ELC, Junior Prep and Senior Prep. At the end of the week all boys had written a final creative narrative.

Teachers across all grade levels met in teams to moderate and read what

had been written. The level of creativity and imagination made the boys' efforts a delight to read, and it was very challenging to select which pieces would be awarded. Congratulations to everyone!

Ms Julia Wilson
Honours Teacher, Preparatory School

Get Your Lion's Roar and Cub's Paw!

The Prep School has not one student newspaper, but two – The Lion's Roar and The Cub's Paw!

A group of highly motivated Senior Prep boys started *The Lion's Roar* in 2019. Articles are diverse, interesting and amusing, including interviews with teachers and students, memes, jokes and crosswords. A highlight of 2020 is an interview titled 'Demystifying the Doctor' in which Fergus Finlayson gains insight into Dr Lambert's life inside and outside Scots.

At the start of 2020, *The Cub's Paw* was introduced to the Junior Prep. Boys committed to one lunchtime per week and hunted down the hot topics in and around Mansion Road.

There was a special moment when Ethan Brennan-Todd (Year 4) and John Malouf (Year 4) interviewed Dylan Hansen (Captain of Rugby), Connor McMullen (Year 11) and Hugo Savala (Year 12) about their experiences as Scots' 1st XV Rugby players. Some comments from our budding Year 6 journalists include:

"The Lion's Roar is a great opportunity to look into current affairs in the world. It's another way to express myself."
George Tsangaris

"As Editor, The Lion's Roar has developed my factual and functional writing skills. I also love IT, so I can use my designing and editing skills to layout each edition." Fergus Finlayson



Senior Prep's Year 6 students Ashton Miller and Fergus Finlayson (Editor) were delighted when the first edition of The Lion's Roar was published in 2019.

Both newspapers are available in print and online on Schoolbox.

Ms Julia Wilson
Honours Teacher, Preparatory School

Debating Takes on Zoom

The 2020 Debating competitions launched with promising results, then COVID-19 struck.

The obvious solution was to move to Zoom. We knew the technology *would* work for us, the challenge lay in figuring out *how*. Our first attempt failed. Spectacularly. The boys were patient, while the staff despaired. No one debated. Fortunately, other schools were tackling the same problem. A workable model was eventually found and was a great success.

The boys are with their coach in a classroom, their opponents and the adjudicator are on Zoom, the adjudicator manages the debate. We miss the fizz and sizzle of live argument, but we enjoy extended training time. We miss our audience of parents and friends, but we do not miss bus travel in Friday traffic. And



1sts and 2nds Public Speaking and Debating teams: Connor Isaias-White (Year 12), Andy Chen (Year 12), Kai Saalmann (Year 12), Nicholas Wright (Year 11), James Brown (Year 12), Oscar Taylor (Year 11), Michael Carr (Year 12) and Harry Worthley (Year 11).

we finish a bit earlier, so there is time for a debrief over pizza.

In a year that presented so many challenges, I'm delighted to congratulate our 1sts team who beat both Sydney Boys High School and Sydney Grammar School – no

small feat. Thank you to all the boys, families, coaches and opponents who have helped us through, and here's to a smoother 2021.

Ms Claire Duffy
Director of Public Speaking
and Debating

No More Getting 'Smashed'

In February, Mr Dave Sharma MP, Member for Wentworth, visited the College to support an educational production by Smashed Project.

Smashed Project is a global education program by Collingwood Learning, who educate young people about the dangers of underage drinking. Combining powerful and inspiring live theatre performance with interactive workshops, they seek to encourage behavioural and attitudinal change around the world, engaging young people in a uniquely creative way.

Our Year 9 boys certainly engaged with the show in a positive manner.

The key messages were around the potential consequences of such behaviour, as well as providing an insight into how peer pressure can affect decision-making. The boys were incredibly knowledgeable about the medical concerns, as this is part of their Personal Development, Health and Physical Education curriculum, and they were impressively able to articulate alternate decision-making that could have prevented the tragic conclusion to the performance.

The use of theatre is a wonderful and universal learning tool which only strengthened the important, and very relevant, message of Smashed Project. I hope it will set Scots boys in good



Smashed Project staff using theatre to inform and challenge the boys on the issues surrounding underage drinking.

Credit: Image supplied by Smashed Project – Gibber and used with permission.

stead when faced with difficult social decisions in the future.

Mr James Bowles
Head of Students (7-12)

The Love of Language

It is exciting and rewarding to be involved with our Early Learning Centre (ELC) students as they become confident with the English language. Reading, writing, speaking and listening skills in English are vital for progression throughout a student's education.

Our English as an Additional Language/Dialect (EAL/D) boys are bold, adventurous learners who are learning to navigate a new setting and a new language. Their resilience and hard work are impressive. Our program gives students opportunities to excel as individuals. The teaching and learning focus is highly individual because the needs of each student are different. Every student comes to the College from a unique setting and their personal confidence and happiness is a high priority.

Our youngest ELC boys need lots of opportunities to add to their vocabulary. Large gross motor body movements allow young children's brains to process information. The Cubs and Lions boys spend time climbing 'under, over, between and around', while we verbalise the words. The boys follow spoken directions with their whole bodies. We also have fun with musical instruments, where 'freeze and movement' games are played: the boys jump, stomp, tippy-toe, walk, trot and freeze.

Singing and laughing allow the joy of life to captivate the EAL/D students. Some new EAL/D students have been so unsure when they begin their classroom experience, that time spent with the teacher, laughing – whilst watching Pixar films or listening to funny stories – has unleashed their confidence, enabling them to begin learning. Creativity and care when teaching these students is essential. Sometimes throwing and catching a ball allows a student to feel more settled.

At the Preparatory School, we spend time together extending and reinforcing grammar skills in all aspects of English development. In close collaboration with the classroom teachers, individual student needs are regularly prioritised in reading, writing, speaking and listening.

Reading is a skill for life and a prerequisite for all facets of education. Writing competence in English involves vocabulary acquisition with the accompanying spelling skills, grammar and tense knowledge. Our EAL/D teaching



EAL/D boys engage with Mrs Susan Burgis as they further their reading and writing skills.

and learning focuses on the use of plurals (two cats/many students), pronouns (she/he/him/her/they/them), articles (the/a/an), conjunctions (and/then/but/or) and correct tenses (go/went, walk/walked, play/playing). These grammar skills also support English speaking. Speaking needs to be confident and clear. Time is spent expanding vocabulary and using conversations to develop skills. Contractions (I'd/I would, don't/do not, he's/he is) are encouraged in our students' everyday speech. Listening to English carefully, for meaning and understanding, enables our EAL/D students to be fully present in communication.

Our EAL/D students are to be congratulated on their resilience and joy of learning at Scots.

Mrs Susan Burgis
EAL/D Teacher, Preparatory School

You Can't Stop the Music!

Throughout the COVID-19 restrictions, the Music Department remained committed to ensuring that no student fell behind in their musical learning. This attention was afforded to all boys, regardless of whether they were able to attend lessons and rehearsals at school or if they remained at home.

To continue providing the highest quality offerings for our students, the Music staff created online opportunities, including a home-based music tuition model available to every student. Boys were able to find resources and engage with the staff and their peers through Schoolbox. Older boys encouraged younger instrumentalists on this digital platform, and parents were perhaps better connected than ever before.

Online Music Performance Eisteddfod

The Department's initial response to the COVID-19 lockdown was the College's first Online Music Performance Eisteddfod. Between the end of Term 1 and the middle of Term 2, over 270 videos were received from the boys. Videos included solo performances and online collaborations, ranging from beginner to advanced levels of performance with boys from ELC through to Year 12 all contributing.

Professional musicians gave personal feedback to every submission, inspiring boys' ongoing efforts. A variety of awards was presented, including lessons with esteemed Old Boys-turned-professional musicians, who generously donated their time and expertise to the College.

Online Studio Concerts

Our Studio Concerts are usually an opportunity for students and parents to hear performances by other boys who play the same instrument. Boys are often inspired by older, more experienced musicians or are motivated by how well younger players perform, so we emphasised this aspect. The Studio Concerts were a wonderful time of community, with boys from across campuses able to support each other and parents able to connect with their son's instrumental teacher.

While in 2020 we were not able to host this festival of live Studio Concerts, staff instead assisted boys to submit a total of 400 solo performance recordings for online Studio

Concerts. These videos were uploaded to Schoolbox, where they remain accessible to the Scots community.

Together Apart

Musicians of the College have been restricted in hosting normal ensemble rehearsals this year, but it has not quelled the boys' dedication to music making. New groups have formed, observing health and safety guidelines, and online collaboration continues to allow boys opportunities to make music together.

While live audiences have not been permitted, ensembles have been regularly recording and releasing performances via Schoolbox. We encourage you to visit the Music homepage to explore the wonderful work done by our boys.

Mr Paul Vickers
Director of Music



Using a range of online resources, including Zoom, older boys encouraged younger boys in their musical endeavours this year.

Creativity



Film in a COVID-19 Climate

This year has provided many an opportunity and challenge for the Film, Media and Audio Visual students across the College, with students learning to work and collaborate remotely. Students have continued to develop and practise skills in scriptwriting, live production, post-production and directing.

Year 10 Students Made Short Films for Year 5

Given the challenges presented by COVID-19 to a practical subject such as Film and Television Studies, the Year 10 'Creating Content for an Audience' unit had to be adapted. Traditionally, students have spent time conducting audience research face-to-face (in this case with Year 5 students) in order to understand how they can captivate and entertain their audience. Year 10 classes held Zoom meetings with Miss Adelaide Brown and Mr Tom Skelly's Year 5 classes to gain insight into the films, television and social media that younger students enjoy watching.

Communicating class-to-class on Zoom was an unusual experience given the classes were less than 50 metres apart and across the road! The classes provided exceptional guidance, allowing media students to pitch, produce and showcase their finished short films to the Year 5 boys for marking and critical feedback. Beau Leury (Year 10) described the audience research as intriguing: "Year 5 spoke of enjoying films with 'jump scares' that woke you up to comedies and feel-good films such as *Happy Feet*."

With this research completed, the Year 10 students came up with a range of short film ideas that were pitched back to the Year 5 students. Some groups were pleased that their ideas had been approved immediately – with Year 5 unanimously enjoying the concept – while others were sent back to the drawing board. A 'virtual film festival' was held to allow the Year 5 students to mark and provide feedback on the films.

Film and Television Students Produce 'Iso Documentary'

Our Co-Curricular Film and Media students William Purvis (Year 10), Thomas Richardson (Year 10), Xavier Ulvert (Year 10) and Nicholas Reilly (Year 11) documented their COVID-19 isolation period through daily self-reflections, using their mobile phones.



Oliver Walters (Year 12), Llewellyn Medland (Year 11), Edgar Leung (Year 11) and Harry Wolff (Year 10) operating the live stream of the weekly Principal's Assembly from the studio in the Main Building.

Edited together, the short documentary provides a comical but reflective insight into their home learning journey during the lockdown period. This work was submitted for the Woollahra Municipal Council's 2020 Youth Photographic Award and Short Film Prize as the boys learnt to deal with issues ranging from the supermarket running out of oats for breakfast, to Snickers the labrador providing plenty of companionship and replacing the daily face-to-face contact with friends.

Audio Visual Group Upskills to Provide Live Production and Streaming

With large College gatherings limited due to COVID, our student Audio Visual (AV) group has provided exceptional support in the form of recording and live streaming key College events, including the Principal's Assemblies and Chapel services. The boys have quickly upskilled to provide multi-camera broadcasts including video playouts and on-screen graphics. Despite the challenges, our student AV group has benefited greatly, acquiring additional skills and experience in this emerging area.

Mr Justin McInnes

Coordinator of Co-Curricular Film and Media



1. Arthur Taylor's (Year 10) *Lost* was highly commended for the Woollahra Municipal Council 2020 Youth Photographic Award and Short Film Prize.

2. Lachlan Anderson (Year 8) operating the live camera for Intake 1's *The Long Journey Home* Assembly on the Main Oval.

3. Finn Jones (Year 10), Kahu Millin (Year 10) and Edgar Leung (Year 11) live streaming the Winter Sports Assembly from the Chapel.

HSC Showcase Visual Arts – Time Based Forms



Time by William Goddard

William's six minute poetic documentary explores the construct of time from the perspective of three different subjects who reflect on the nature of time as it is layered through personal, historic and scientific iterations. These interviews have been divided by and interwoven with B-roll footage that further illustrates the nature of passing time. This highly resolved and dynamic body of work reflects a conceptual practice, complexity and understanding of material practices that is robust and refined.

Post-COVID Revolution by Yuki Morimoto

Yuki's five minute fly-through of an interactive Virtual Reality space explores a number of conflicting experiences and narratives that have unfolded through the current global pandemic. A montage of news stories broadcast on a screen above the stage with a haunting soundtrack projects the revolt of people living in the 'post-COVID-19' world and revolting against measures to stop the spread of the virus, which leads the world not to a safe place, but to pure madness.

Limitless Visualisation

We study. We recognise. We make.

Year 12 students complete works that are sophisticated, conceptually diverse and technically accomplished. The graduating Visual Arts students of 2020 have presented works according to this high standard. COVID-19 presented our students with a range of challenges but the boys overcame these difficulties with distinction, each student forging his own unique voice through distilled artist expression.

This is what creative people do! We look at what happens. We feel a bond to the human race. We have an emotional attachment to events that take place. We sometimes place ourselves in the firing line with our views. We have a responsibility to voice opinions on the governance of the planet. We celebrate the good that is achieved and we guard over injustice.

The world around us is in constant flux and you cannot ascribe it to a scientific pattern. Conflict and wars come and go. Political upheavals have always existed throughout history. Corruption and greed rear their ugly heads in the guise of economic or political reforms. Recent pandemics ... yes, that has been a cause for concern, too.

What I am trying to say here is that without the artist, what does the world become? What happens to our ability to visualise when a writer no longer tells us stories? What happens to our empathy when films no longer reveal what power structures dominate the oppressed? What happens to the artist when he cannot view his issue with human rights in mind?

The arts are not going to go away. They may have become a political issue in contemporary Australia, but they will not retreat. Schools are such an important place for future artists. It is where our students can express themselves and reveal their insights into what the world looks like to them. Our artists experiment with forms of expression and learn how to reinterpret what surrounds us.

Let us hope that remains the same into the future.

Mr Gary Faulkner
Head of Visual Arts



1. Remembrance by Henry Lewis-Thorp (Year 12).
2. Mortality by Jack Smoker (Year 12).
3. Being and Nothingness by Matthew Dawson (Year 12).
4. Suburbia by Finn Wong (Year 12).
5. God Hates Poor People by Ken Noonan (Year 12).

Catch Me If You Can!



1



2



3

1. Matthew Coogan (Year 10), as Frank Abagnale Junior, sings Live in Living Colour.

2. Agent Carl Hanratty and the FBI agents on the chase: Rory O'Keefe (Year 9), Charles Sackar (Year 10), Tom Weinert (Year 12) and Charles Lawand (Year 12).

3. The full cast, crew and band of Catch Me If You Can.

The third week of the June/July holidays saw what we thought might be impossible actually come to life. The 2020 Scots Senior School Musical, Catch Me If You Can, was performed at NIDA's Parade Theatre to a COVID-19-friendly 130-patron maximum each evening for four nights.

As the director and choreographer of the production, to say it was an enormous undertaking is the understatement of the year. Too many hurdles to mention threatened the success of this production, but thanks to the hard work and commitment of everyone involved, from the Principal Dr Ian PM Lambert to the principals of SCEGGS Darlinghurst, Kambala and St Catherine's School; Scots teachers, staff and community members, Ms Carleen Arnold, Mr Tim Crow, Mr Eddy Fairburn, Mr Timothy Fisher, Mr Michael Raper, Mr Cameron Reid, Ms Sue Sidaway, Mr Paul Vickers, Mr Matthew Whaley and Mr Paul Young; Old Boys, Mr Jordan Dulieu ('19), Mr Tom Linstrom ('18) and Mr Elliot Wong ('19); 40 boys and 18 girls and their parents; and our external professional contractors, together, we were able to see this project through with exceptional results and accolades.

I am extremely proud of this year's production. To reach the standard we did despite the copious barriers and roadblocks is our little miracle this year. Huge congratulations to our male cast, crew and band – especially our Year 12s Oscar Arnott, Oscar Cheval, Charles Lawand, Corey McQuire, Tom Weinert, Sebastian Witheridge, Joseph Yap and Leon Zhong, who have all been long-serving members of Scots musicals. Additionally, we acknowledge the abilities and commitment of our leading man, Matthew Coogan (Year 10), who carried the show on his 15 year old shoulders in his first College musical. The role of Frank Abagnale Junior is the role of a lifetime for any musical theatre performer. It requires great stamina, endurance and a broad skill set in singing, dancing and acting. Matthew left the stage for a total of eight minutes across the entire production each night and we congratulate him on his exceptional success in such a demanding role.

A huge congratulations to everyone who made this possible and thank you to the wider College community for their support in the lead-up and afterwards.

Ms Andrea van den Bol
Head of Curriculum

Learning Through Play



This year's pandemic has had the Cubs and Lions groups of The Scots College Rose Bay, Early Years Centre managing COVID-19 with their own unique and creative flair.

Scots Rose Bay's Cubs and Lions used their creativity to reflect the changes to the outside world in 2020 by creating their own play. Transforming their 'home corner' play space into a hospital and enacting the roles of doctor and nurse, their dramatic play was just the beginning. They dedicated their days to creating their own handwashing songs for the bathroom and reminding one another to do so throughout the day. Even during the period of home-based learning, the boys were encouraged by their teachers to make music videos at home of handwashing.

The traditional preschooler's love of superheroes was replaced with a reverence for community workers, as the boys observed the ever-changing world around them.

The Cubs and Lions transformed their group times into questions: how they could help the community and practice hygiene techniques? They discovered they could cough into their elbows and wash their hands while they sang *Happy Birthday* for 30 seconds. This year's Cubs and Lions will certainly be the most germ-conscientious generation to date!

Scots Rose Bay boys also attained a new level of independence by adapting to everyday changes, such as saying goodbye to mums and dads at the front gate, and replacing their morning handshakes with a temperature check.

1. Carlos Jiang (Lion) and Duncan Wang (Cub) pretending to be doctors in a hospital.

2. In a busy 'home corner', Alexander Wang (Lion) puts on his stethoscope, while James Gialouris (Lion) is at the computer keyboard, Charles Madsen (Lion) waits at the table and Friedrich Bischoff (Cub) sits quietly.

3. Learning about COVID-19 life, Cubs sit in a circle while their teacher, Mrs Sue Hammermaster, demonstrates coughing technique.

The boys have become significantly more conscious of their personal hygiene and are using their self-help skills to recognise their own body's needs. This year has shown how strong, resilient and flexible the Cubs and Lions truly are.

COVID-19 may have changed the world on a global scale, but this year it also changed the smallest campus and our smallest fine Scots boys in outstanding ways.

Mrs Elise Pink
Director of Rose Bay, Early Years Centre

Community



Scots Mates' Stories

The Head of Indigenous Education, Miss Baressa Frazer, gives us an insight into the lives of two Indigenous Scots boys. The Indigenous Education Program provides an interwoven experience which enables boys to grow into young independent learners who are connected to culture, honour community and are actively engaged in becoming leaders in their own right.

The Program provides culturally appropriate pastoral and academic support and care to all Indigenous students across our campuses. Boys develop friendships, strengthen their Indigenous identity, meet role models and have access to quality culturally-centred education. Indigenous Year 9 boys Tyreese Chapman and William Worboys are proud to be Scots Boys. They know their cultural identity is paramount and sharing this with the broader community is important to them.

Recently, Tyreese and William spoke to me about their lives at Scots.

Q&A with Tyreese Chapman

Tell me about yourself

My name is Tyreese Chapman. I come from a place called Bowraville and I am from the Gumbaynggirr Tribe from northern New South Wales. I love to watch and play rugby league. I also love going home and chilling.

How would you describe your personality in one word?

Chilled. Because I am a pretty relaxed and easygoing type of person.

What do you like doing most at home?

When I am at home, I love to ride motorbikes with the family and I also like relaxing in my room on the PlayStation 4.

What do you like most about being a student?

I like that I can try every subject and sport, which helps me improve those skills.

Can you describe a challenging experience you have had at Scots?

The most challenging experience was when I first arrived at

Scots. I didn't really know many people and it was hard to make some friends but now I have lots.

Did you ever experience homesickness? If so, how did you deal with this?

I experienced a lot of homesickness. I never wanted to be at Scots – I wanted to be home with my family because that's the place where I belong. Then I slowly realised that Scots would be a great place to get me somewhere in the future.

Tell me a little about one of your mates.

I have a mate called Jasper Bisley (Year 9). He is nice and really funny. He invited me over to his house once and it was fun; we played basketball and watched movies.

What makes him a good mate?

He is a good mate because he is always encouraging me to do my best. He makes me laugh a lot and we always make jokes together.

“

The Indigenous Education Program provides an interwoven experience which enables boys to grow into young independent learners ...



Year 9 boys, William Worboys, Jasper Bisley and Tyreese Chapman, who are the best of friends.

Jasper visited the Indigenous Education Program office and chatted to me about his friendship with Tyreese. He shared that their mateship evolved over time and it wasn't until Year 8 that they actually started to become good friends. Jasper thinks they have a bit in common and loves having a joke as well as learning about where Tyreese lives and his community. He recognises that being Aboriginal is important to Tyreese and thinks that 'race' doesn't change who you are or your personality, so it shouldn't matter when you are friends.

Q&A with William Worboys

Tell me about yourself

My name is William Worboys and I come from a mob called the Wiradjuri tribe in north-west New South Wales.

How would you describe your personality in one word?

Adventurous.

What do you like doing most at home?

When I'm at home I like fishing, motorbike riding and spending time with my family.

What do you like most about being a student?

Learning new things and making new connections.

Can you describe a challenging experience you have had at Scots?

The first day of boarding. It was very challenging to be away from my family and friends back home. I have made new friends who support me, especially William Guilfoyle (Year 9) and Archie Gunn (Year 9).

Did you ever experience homesickness? If so, how did you deal with this?

Yes, in the first weeks of boarding and then at Glengarry. To overcome homesickness, I tried to spend more time with friends and to talk on the phone less.

Tell me a little about one of your mates.

Jasper Bisley (Year 9) is a day boy from Darlinghurst. He loves sport, a good laugh and occasionally an ice cream.

What makes him a good mate?

Jasper is very supportive, always likes to have a good laugh and will do anything for you.

Miss Baressa Frazer

Head of Indigenous Education

Restoration of the Auditorium

Boys who attended Scots after 1975 missed the opportunity of experiencing the elegance of the old Assembly Hall.

Constructed as part of the main school building remodelling, which consolidated the first 50 years of College growth, it was designed by leading Sydney architect Mr Eric Apperly of the architectural firm, Adam, Wright and Apperly. It combined an eclectic mix of Gothic and Art Deco styles which were popular – both in Australia and overseas – for commercial and public buildings in the 1930s.

The Governor-General of Australia, Lord Gowrie VC, opened the original Assembly Hall at the end of that haunted decade on 4 April 1939, five months before the declaration of World War II. The new hall had, in turn, replaced a corrugated iron shed and, as reported at the time, “[it] marked the beginning of a new era.” It was noted that, “a glance at the pointed Gothic arch, [showed that] there is a wealth of dignity which those who have gone before us lacked.”

The clock tower fire of June 1975 destroyed the hall’s interior and, when rebuilt, it emerged in the utilitarian modernist style of the day with a terraced seating pattern.

The Auditorium (as it came to be known) served the College for 45 years, but by 2020 it was dated, with limited, poor-quality seating, as well as being unbearable in summer. A design brief was prepared which sought to maximise the available volume and seat configuration to allow for the greatest number to sit comfortably. At the same time, the aim was to recapture the grandeur of the pre-war Assembly Hall and foyer, so that it could once again be a place of gathering and celebration.

The proposed new arrangement has created an elegant entrance foyer and, in the hall, the redundant biobox (where the projectionist would sit, operating the audiovisual equipment) was removed, allowing the terraced stalls to be expanded, increasing capacity. A dress circle was introduced to seat 80 people, which will be accessed by a separate staircase from a new foyer.

Using data from an interior survey, the detailed plans were imported into a three-dimensional architectural program, allowing design development to proceed and ensure that no viewing lines from a seated audience of 850 are compromised.

Catering for a larger seating capacity also required upgrading egress paths. This has been achieved by raising both the main school building annexe and lift by one level, thus providing connectivity at all levels with the adjacent Lang Walker Business Centre.

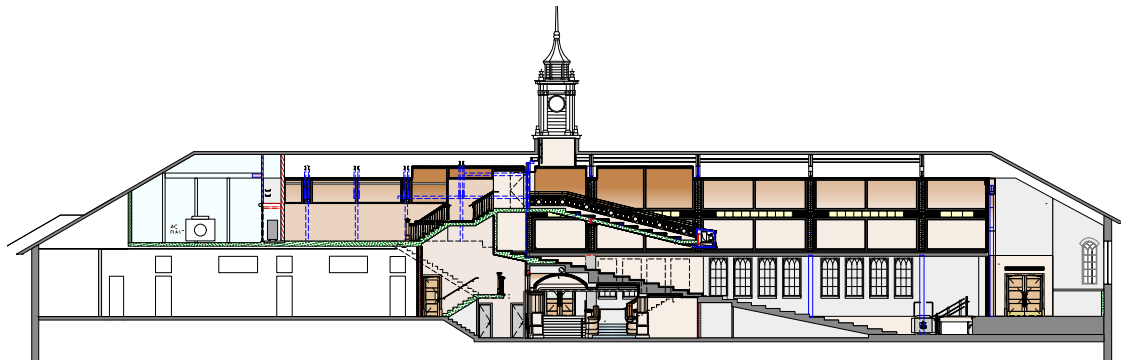
Development consent was granted in late 2019 and a start was made in the year-end break to demolish and strip out the old Auditorium before the return of students in 2020. Following this very dirty work, demolition and then construction work commenced. The project is on target for completion ready for the start of the 2021 school year.

Construction of the new Auditorium has been generously supported by majority donor, Mr Harry Triguboff AO (*50), who has fond memories of the Hall, along with other major donors, parents Mr Peter and Mrs Anita Weinert and the Scots community. Custom-built timber bench seats have been specified for the Stalls and upholstered single seats for the Dress Circle, both of which can be sponsored by individuals or families with acknowledgements attached on a brass plaque.

Should you wish to assist with this project and have your name acknowledged, or if you would like further information, please email the College’s Community Engagement Manager, Ms Larissa Belonogoff at l.belonogoff@tsc.nsw.edu.au.

The elegance of the Auditorium is about to return – please, take your seat.

Mr Steven Adams
Director of Property and Works



1 Proposed Long Section C.C
Scale: 1:100 jca architects FOR INFORMATION ONLY



1. An architectural drawing, supplied by JCA Architects, of the Assembly Hall restoration, showing a longitudinal cross-section.
2. The original Assembly Hall with the 1930s architectural features.
3. The previously hidden interior of the roof is revealed and concrete is poured into the roof cavity, May 2020.
4. Even when the Assembly Hall's ceiling had been removed, the piano stood front and centre, May 2020.
5. The Dress Circle without the support scaffolding, October 2020.

6. New staircase balustrade columns at the entrance of the Assembly Hall, September 2020.
7. A tradesman cuts steel beams for the new interior roof.
8. A rare view, through all floors, including the extended stage, when construction was well underway.
9. Morning light in a future bathroom – the windows are part of the existing building, a half floor below the Assembly Hall, July 2020.
10. The original floor, seat and row number, June 2020.

Photos: Tony Potts Photography

A Sunny Walk for SEWAH

In September, the Preparatory School held its SEWAH Walkathon. For several years the Preparatory School community has warmly supported the Society for Education and Welfare Activities in the Himalayas (SEWAH) Schools in India.

SEWAH is a charity that supports the education of underprivileged children in the Himalaya mountains. Boys from Transition to Year 6 walked to support them.

Last year the Scots community was very generous in raising a significant amount of money to assist SEWAH. In 2020, our aim was to raise enough money to enable six schools and an aged care facility to continue operating. In order to raise the funds, boys were encouraged to find ten sponsors for ten dollars each. If each boy was able to raise this amount, we anticipated that the work of SEWAH could be maintained.

It is thrilling to confirm that our wonderful Prep School community raised around \$30,000! Thank you to all the families who supported our walkathon. This money will be used to build and fund further developments with SEWAH Schools.

Thank you to all the boys and their families for their continued support of the College's charities.

"Then the righteous will answer him, 'Lord, when did we see you hungry and feed you, or thirsty and give you



1. Junior Prep boys participate in the SEWAH Walkathon on a sunny day in September.

2. Senior Prep boys set off on their SEWAH Walkathon, raising money for schools in India.

something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?"

"The King will reply, 'Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.'" Matthew 25:37-40

Mr John Crerar
Head of the Preparatory School –
Deputy Principal

“
... our aim was to raise enough money to enable six schools and an aged care facility to continue operating.

Camaraderie



Trees Bring Hope to Lake Conjola



Year 6 students have been kept busy in Term 3, repotting 900 new saplings for the Lake Conjola community. Lake Conjola is situated on the New South Wales South Coast, and it was devastated by this year's 'Black Summer' bushfires.

Embracing the 'Teaching for Character' focus in the College this year, teachers have guided boys in an understanding of how 'Compassion, Community and Service' could be authentically connected to Geography and Science units of study. Students have learnt about the bushfire crisis, developed bushfire plans at our Experiential Learning site in Bannockburn, and linked with some local community leaders to provide a meaningful response for the Lake Conjola community's restoration.

With the assistance of the Convoy of Hope Charity, Year 6 boys researched the natural environment and native plants of the Lake Conjola area. They then applied their knowledge and understanding of plants to propagate and grow 900 seedlings.

After much care and effort, Year 6 made a significant donation: robust and mature shrubs for the bushfire-affected community.

This project has been a real joy in the middle of a COVID-19 year and moved learning from 'knowledge' to 'inspired character formation'. The project has inspired community mindedness and service amongst our boys in 2020.

Mr Andrew Bromhead
Year 6 Coordinator, Preparatory School

- 1. Year 6 boys with their tree saplings, grown to support the Lake Conjola community on the NSW South Coast.*
- 2. Year 6 boys considered how they could assist the Lake Conjola community after the Black Summer bushfires and decided to propagate plants for donation.*

“

The project has inspired community mindedness and service amongst our boys in 2020.

Sailing Through a Pandemic

Scots Sailing has traditionally focused on teams racing and achieving a win at the annual Australian Secondary Schools Team Racing Championships (the Nationals). The Nationals are a pinnacle event for all schools around the country.

With the impact of COVID-19 this season, all major events were cancelled. Rather than seeing this as a disadvantage, the staff at Scots encouraged many of the boys to tackle the exciting and challenging 29er class.

Drawing on the experience of accomplished Old Boys, four new 29er teams have been able to flourish over the past season. These teams of Ben Crafoord (Year 8) and Tyler Creevey (Year 11), Jacob Marks (Year 8) and Finn Jones (Year 10), Charlie McKechnie (Year 9) and Sam Carroll (Year 9), and Thomas Whitehead (Year 9) and Darcy Nielson (Year 9) have improved their boat handling skills, rig and sail setup understanding and race management by tenfold.

With the regatta season slowly starting to take shape on what appears to be the backend of the pandemic, these teams eagerly await their opportunity to race 29er sailors from around the state at Wangi Amateur Sailing Club for the first round of the New South Wales 29er State Championship.

Looking further ahead, the Scots Sailing team is working hard to secure key assets that will allow the boys to transition from the 29er into the 49er for their final years of school. The 49er is the men's Olympic skiff class. Many of the world's top sailors graduate from this class into professional yachting syndicates.

Hopefully there will be more results to report after the 2020 summer regatta season.

Scots to the fore!

Mr Beau Junk
Director of Sailing



1. Charlie McKechnie (Year 9) and Sam Carroll (Year 9) chasing Jacob Marks (Year 8) and Finn Jones (Year 10) out of Rose Bay.

2. A tight racing moment in Rose Bay.

3. Charlie McKechnie (Year 9) and Sam Carroll (Year 9) improve their teamwork on the downwind.

Mind, Body, Heart – Overcoming Obstacles!

This year has presented incredible challenges to humanity and forged collaboration in an effort to overcome the reality of COVID-19.

At the core of the Mind Body Heart (MBH) Pathway is the desire to help each boy become his best self by forging character and resilience through physical challenge. While resilience can be taught, it can only really be built through overcoming challenges. There is no shortcut. The MBH Pathway teaches boys to adapt, improvise and ultimately overcome obstacles through building successful habits and carrying them out with discipline and dedication.

The MBH Pathway team promotes the benefits of exercise and training to not only improve physical health but also emotional and mental health – one ‘rep’ at a time! During the height of the pandemic, the MBH Pathway team moved the program online. We filmed hundreds of exercise demonstrations and became experts at video editing. It was an exciting but exhausting time and we knew the power of exercise to keep boys physically and mentally fit amongst all the uncertainty and social isolation. We created MBH Pathway challenges and used Schoolbox to build community and camaraderie.

The online engagement was exceptional and well beyond our expectations. It felt surreal to be coaching large numbers of boys



Mind Body Heart Pathway teachers, Mr Liam Gough and Mr Samuel Cataldo, film a medicine ball slam for a Zoom Strength and Conditioning Session for home-based learning in mid-April.

through an exercise session on Zoom. The efforts of the team were not lost on the parents and students. I fielded numerous ‘thank you’ emails saying the MBH Pathway morning and afternoon sessions really helped keep boys focused and in a routine during such a challenging time.

I am privileged to work with such a talented team of professionals as we strive to help boys unlock their unique potential.

Mr Daniel Markham
Head of PDHPE and Director of Mind Body Heart Pathway

“

The MBH Pathway teaches boys to adapt, improvise and ultimately overcome obstacles ...

A Century Since the Spanish Flu



The whole College after the Spanish Flu in 1919. Source: The Scots College Collection

In early 1919, The Scots College was one of many schools to be affected by the Spanish Flu outbreak that lasted from 1918 to 1920. Some schools that were shut down during this period never reopened.

Scots was closed to all students except the country boarders, and all classes were suspended until after the Easter holidays.

The then Principal, Mr James Bee, contracted the virus, so one of the Masters, Mr John 'Jack' Carrington Pope, oversaw the students while Mr Bee's wife, Mrs Wilhelmina Bee, looked after the staff. According to Mr Pope's daughter, Elizabeth, Mr Pope also fell ill to the virus, eventually earning him the nickname 'Old Jacky' as it turned his dark hair white overnight and made him appear much older.

Eventually the school returned to normal operations and the above whole school photo was taken on the oval in celebration.

Naturally, this image is a rather timely one given the circumstances we are dealing with today. A century later and we are living with a near identical situation, employing modern solutions.

“

One thing that never changes over history is how people adapt to new challenges.

One thing that never changes over history is how people adapt to new challenges. Images like this one show that not only have we been here before, but that this too shall pass.

Ms Danielle Torrisi
Records and Archives Manager, Office of Heritage and Tradition

Rugby in a Year like No Other

The 2020 Rugby season has been an unpredictable journey. We have achieved considerable success getting the program up and running during this pandemic.

The game we all love has dealt us some challenges. It would not be Rugby season without the pure joy of winning combined with the issues of defeat, injuries and selection.

It is always interesting to measure results in order to ascertain if performances are improving. Our overall win percentages are healthy when we look across the entire program. To judge our success purely on the number of trophies won would probably ignore many other aspects that are equally important.

One of the great joys of playing rugby is going on tour or participating in camps. We try to give all players an opportunity to participate in a Scots Rugby tour or camp. It usually starts with our Junior Tour of the Gold Coast and finishes with the Senior Tour of New Zealand. Our Junior Tour players and teams build their confidence, trust and resilience, which helps them face each season's challenges. In 2020, our tours were replaced with Scots Rugby Camps and they were hugely enjoyable.



1st XV Rugby

Back Row Nicholas Wiggan, Ben Di Staso, Angus Aitken, Joshua Wong, Louis Grossemy

Third Row Hamish Lindstrom, Darcy Clifton, Terrell Kalokalo, Max McCathie, Cooper Mundell, Sam Brial, Tyson Cogan

Second Row Ollie Cummins, Tyee Manson, Harvey McGregor, James Kotis, Connor McMullen, Jasper Cobcroft

Seated Mr Scott Sandberg (Manager), Hugo Savala, Mr Brian Smith (Director of Rugby), Dylan Hansen (Captain), Mr Kevin Brennan (Coach), Jack Davis, Mr Damien Cummins (Coach)



Terrell Kalokalo (Year 11) offloads a pass to Sam Brial while playing against St Joseph's College in a preseason trial match in August 2020.

We usually close the season with the Rugby Awards Dinner to celebrate and thank all Scots players and parents for their contribution to the Rugby program throughout their time at Scots. There was no dinner this season, but we have recognised the efforts of players and teams with 'Best and Fairest' trophies for each age group. Importantly, we recognise and thank the Rugby Support Group, which plays a major role in supporting our Rugby program. Mr Mark Davis has been very supportive and we appreciate his dedication.

A special thank you to Dr Ian PM Lambert for his unwavering support and encouragement. His ongoing vision and commitment have permitted the Scots Rugby program to grow and build a legacy which respects what has come before while remaining focused on the future.

We will continue to build our culture around pride in the jersey: respect for everyone, commitment to excellence, honesty in performance, humility in victory, learning from defeat and doing the right thing for the team ahead of the individual.

Scots to the fore!

Mr Brian Smith
Director of Rugby

Lang Syne



Message from the Old Boys' Union President



There is no doubt that 2020 has been full of challenges and uncertainty and although we have not been able to get together at events, reunions or College sport this year, the Old Boys' Union remains focused on creating and delivering meaningful engagement and support opportunities for all Old Boys.

As President, one of my main objectives was to work with Principal, Dr Ian PM Lambert on strengthening the connection between the College and the Old Boys' Union, including financial contributions from the Old Boys' Union to a number of key College priorities.

Earlier this year, I submitted a funding support proposal to the Old Boys' Union Committee for consideration to support a number of key initiatives and programs:

1. Recruit a part-time Old Boys' Mental Health Coordinator to

develop a multifaceted Old Boys' Overall Health Program focusing on mental health, stress and rehabilitation. The offering will support and guide all Old Boys and Year 12 students in times of need and in times of doubt. This program will focus on:

- assisting younger Old Boys as they transition from one stage of life to another
- advising Year 12s with their decision-making as they leave the College and move into the workforce or university
- supporting Old Boys when they come up against further challenges in life
- helping those who simply need support.

2. A donation to the new John Cunningham Student Centre upon its completion to support new programs.

3. Supporting the rebuild of the Glengarry front wall and gates which were destroyed in the bushfires at the beginning of the year.

4. Ongoing funding of the Indigenous Education Program via an Old Boys' Advancement Grant, presented to a graduating Year 12 Indigenous student who

has shown exemplary qualities and leadership.

5. To continue the funding of all 1sts sporting teams and co-curricular uniforms, which are presented to the boys at the Sports assemblies each season.

We have also launched a Job Opportunities portal on the website – utilising the vast Old Boys network to provide work opportunities to recent graduates as well as any Old Boy looking for work.

I hope that 2021 brings a change of fortune and we can once again gather together at events and reunions or on the sidelines to cheer on our boys.

Until then I encourage you to remain resilient and be there for one another as we continue to navigate these uncertain times.

Scots to the fore!

Mr Mathew Collett ('86)
Old Boys' Union President

The COVID-19 Expert Panel

COVID-19 has rapidly affected our daily lives. It has challenged businesses, disrupted world trade and changed the way the we interact as a society. At this point we still don't know the full impact this is having on our society, or when it will end.

Earlier in the year, when the world was learning to live with this global pandemic, we gathered a panel of experts including world renowned neurosurgeon Dr Charlie Teo AM ('75), Member of Parliament of New South Wales The Honourable Natalie Ward MLC and industry leader Mr Ian Purchas ('77) to discuss the impact COVID-19 was having on business and the economy, government support and policy, and its effect on our mental health and wellbeing.

Hosted by Old Boys' Union President, Mr Mathew Collett ('86), the panel covered a number of key topics including:

What is COVID-19 and will there be a cure?

What can we do to monitor and manage mental wellbeing?

What has the government done to combat this pandemic?



Old Boys' Union President Mr Mathew Collett ('86) with panellists Dr Charlie Teo AM ('75), Member of Parliament of New South Wales The Honourable Natalie Ward MLC and industry leader Mr Ian Purchas ('77).

What impact has this pandemic had on business and the global economy?

Which industries will struggle and which will thrive?

What is the new normal going to look like post-pandemic?

The *COVID-19: Health, Government and Business* video can be viewed on the Old Boys website: scotsoldboys.tsc.nsw.edu.au/our-stories/covid19_panel.

As we continue to live with the impacts of COVID-19 on our economy, business and health, we are planning a follow-up panel to discuss what a post-pandemic future may look like and the suggested roadmap for Australia to get there.

“

You've heard the word unprecedented, and you've heard the words uncertain times. You really couldn't pick two better words, because it really is unprecedented and uncertain.

Dr Charlie Teo AM

Battling the Mogo Fires

After a memorable 60 year career in aviation, Peter Reddel ('59) retired to the peace and quiet of Malua Bay, where he joined the local Rural Fire Service (RFS). He never expected to be called into action to fight the catastrophic 2019/20 firestorm that devastated much of New South Wales.

In the early hours of 31 December 2019, the residents of Mogo on the NSW South Coast were urged to evacuate as a wall of fire approached the village. Most residents followed the advice to evacuate, but Peter and fellow RFS volunteer Dave Beard, headed to the Malua Bay RFS Station. For the next 15 hours they battled to save the lives and properties of those in their community.

At approximately 7:30am, the fire front was upon them at the north-west corner of Mogo. The fire jumped the Princes Highway and the wind picked up, increasing the fire's intensity. As the activity escalated, others were directed by the Group Captain to defend the school, the hospital and the fire shed, where about 20 people were sheltering. Peter and Dave were left to defend the town.

Peter and Dave defended the northern end of the main street as more buildings came under serious threat from an ember attack. The wind at this time was extreme, conditions were "as black as midnight with tinges of red; it was like we were fighting fires in the darkness." Peter and Dave lost contact with all other units.

The wind increased and the loud noise of surrounding fire became punctuated by explosions, mainly from gas bottles. Despite the abundance of water, the ember attack from strong northerly winds was intense. The two men managed to save about six properties including the lolly shop and the kindergarten.

Still alone and without communications, a southerly change came through at around 1:30pm, which significantly dampened the ferocity of the fire. Peter and Dave reconnected with controllers in Batemans Bay, but were directed to return to Mogo to attend various residual fires around the village. At about 10:15pm, and extremely fatigued, Peter and Dave returned to Malua Bay RFS Station.



1. The Malua Bay Rural Fire Brigade.
2. Malua Bay RFS volunteer, Peter Reddel ('59), took this photograph as fire roared through Mogo on New Year's Eve, 2019.
3. Malua Bay RFS volunteers Dave Beard and Peter Reddel in Mogo on 21 January 2020, three weeks after they fought to save the village.

The Malua Bay Rural Fire Brigade fought fires continuously from mid-November until decent rain arrived on 10 February.

Peter's own property was destroyed while he was fighting fire at Mogo, but the house was saved by a combination of neighbourhood help and water bombing. He has since sold and moved to the central coast.

A special thank you to all of our brave firefighters and RFS volunteers.

Written by Peter Reddel ('59)

‘Lord Jim’ and the Queen’s Coaches

William James (Jim) Frecklington MVO OAM (’68) was born in Parkes, New South Wales and grew up on his family’s sheep and wheat property in Peak Hill. He was handy on the farm, happy around horses and looked after several buggies which fostered his interest in horse drawn vehicles. When he left Peak Hill Public School, he joined Scots as a boarder in Fairfax House under Mr Alan Jones at the start of 1963. He received 3/- a week pocket money.

His Housemaster noted that “Conduct was always satisfactory” and ‘Freck’ performed very well in craftwork, receiving As for effort and achievement (his reports show good results in Divinity and Music too). In Term 3 of 1963, he took up Woodwork as an additional subject and added more As to his report. Jim passed his Intermediate Certificate in 1965 and left Scots unsure about what lay ahead for this practical farm boy.

Part of his working holiday was spent constructing an airstrip in the Arctic Circle, where it was only possible to work during the short summer. The northern winters were spent in Australia or sometimes in England. Jim’s life found a new direction in 1972 when he took up a position at the Royal Mews, Buckingham Palace. ‘Lord Jim’ (as his Australian friends now called him) joined the team which cared for the Queen’s horses and drove the coaches on royal occasions.



Jim Frecklington (’68) with the impressive Australian State Coach that he built for Her Majesty Queen Elizabeth II for Australia’s bicentennial year. Credit: Nic Gibron/NewsPix

After a spell as a tour guide in the Canadian Rockies, he returned home. Because of his previous experience, Jim was invited to manage the Royal Coaches Exhibition when it toured Australia in 1977 as part of Queen Elizabeth II’s Silver Jubilee celebrations. In 1981 he assisted with the procession for the wedding of His Royal Highness Prince Charles and Lady Diana Spencer.

Jim began constructing his first coach that same year, the magnificent State Landau postillion, and has pursued his coachbuilding craft with conspicuous success. His next project, the Australian State Coach, was constructed as a tribute to Her Majesty Queen Elizabeth II for Australia’s bicentennial year. It was a

fully sponsored gift from the people of Australia and now resides in the Royal Mews where it continues to be used by members of the Royal Family.

Today, Jim enjoys ocean views from his apartment in Manly and continues building in his workshop at North Head. As a hobby, he restores World War I artillery and collects artefacts from the battlefields of Northern Europe. Recently, he shared some advice about decorative features of the John Cunningham Student Centre project but his biggest current project is an important royal secret.

Written by Gareth Dyer with information from *The Australia State Coach* (1988) by Cynthia Foley and WJ Frecklington.

Managing a Business During a Pandemic

Back in 2007, I started my business in the aftermath of the Global Financial Crisis (GFC). Now we have a pandemic. I learnt four things in the GFC and they are just as relevant in our COVID-19 world.

Solve Your Client's 'Bleeding Neck'

Reinvent yourself, your business, or both. Successful marketing has cut through – it must be relevant to your client. For my business, The Startup Business, I reinvented our advisory services for startups and small to medium sized businesses. The focus became the impact that COVID-19 was having on my clients. We increased our online advertising spend and are starting to see positive signs as a result. What is your target market's 'bleeding neck'? How can you help?

Pivot Fast, Then Figure It Out

This means: act rapidly, decisively, then figure it out. For example, at my business partner's India-based outsourcing firm, Phykon, we had only 48 hours' notice to relocate 300 staff from our 24/7 offices in Bengaluru and Trivandrum. They had to work from home as a result of the COVID-19 lockdown across India. The logistics were not pretty, but we achieved it because the team cooperated. In other words: do something, then perfect it.

Hustle Without Holding Back

I'm a fan of Gary Vaynerchuk. He is an acquired taste, but he is all about hustle. You need to hustle if you want



Dr Ross McKenzie ('80), Founder and CEO of the Startup Business.

your business to survive and thrive. In our family business, Kirrawee Self Storage, which my father Alex ('41) started and my brother Bruce ('75) manages, we are hustling. It's simple; we store people's stuff, but right now we are spending money on painting, new signs, brochures, websites, social media and search engine optimisation. Why? Because we are investing in the business and our customers.

Have a Reality Check

At the end of 2019, I started APAC Forums. It offers business events across multiple topics and multiple locations. The projected first year revenue from 55 events looked great in theory ... then COVID-19. Instead we were evaluating risk minimisation strategies for our event attendees. By late March, we cancelled everything. It seems like we won't return to

'normal' for up to two years. The business is shut down, for now. If the paradigm has shifted and it is beyond your control, sometimes the only thing you can do is exit.

Is COVID-19 an Opportunity?

Reinventing, pivoting, hustling and having a reality check.

There are opportunities everywhere. Gaps in the market to fill. Huge problems to solve. Do you have an existing business you want to keep going? Are you considering a new business? The answer is: how bad do you want it?

Written by Dr Ross McKenzie ('80).

Like Father Like Son

Father and son Old Boys, Tony ('52) and Ben Le Brun ('93), talk about their experience at Scots and how it prepared them for life after College.

"The whole Scots experience can be defined by the pride one feels when watching the Pipes and Drums lead the march through Sydney on Anzac Days. It makes one realise again what a privilege Scots was, and I always feel grateful that my parents cared so much.

When we moved to Sydney in 1952, I was sent to Scots to complete the Leaving Certificate. I did not know anybody and felt very self-conscious. This eventually changed; friendships were made which are just as strong today as they were almost 70 years ago.

I loved singing on Thursday mornings. I still have the songbook, which I occasionally read, bringing back fond memories.

I would not have passed the English exam without the help of Mr Rhys Jones, who gave me some lessons during the lunch hour on practical English. I was in the 6E form and Mr Jones taught the 6A and Honours forms. He would not accept any payment, saying it was his duty to help struggling students.

I have spent most of my business life in the securities industry, including the London and New York Stock Exchanges. Scots provides the all-round experience for boys to mature and succeed in a rapidly changing world. I believe awareness of this change and the ability to understand its meaning and possibilities will be essential in the years to come."

Written by Tony Le Brun ('52).

"I have very fond memories of my days as a Scots boy and still consider many former Scots boys my nearest and dearest friends.

You can't put a price on education and you can't put a price on friendships. They are two areas where Scots excels. The friendships you make at Scots will likely be friendships for life. I catch up with the alumni of 1993 at every reunion. It is amazing to see how much everyone has changed and, ironically, how much everyone hasn't.



Scots Old Boys, Ben Le Brun ('93) with his father, Tony Le Brun ('52).

Economics resonated with me in Year 10. Even back then I had a feeling that I would follow in my father's footsteps. My education at Scots certainly opened doors for me in this industry and continues to now.

I remember the late great Mr Ray Lee saying to the Prep School Assembly how quickly time will go in your life. I would have been in Year 3 or 4 at the time and those comments had a profound impact on me. I still look back on those very words, on that very day, and think how accurate and insightful they were."

Written by Ben Le Brun ('93).

Delwyn's Police Career

Delwyn Wunungmurra ('16) is an Indigenous community leader and proud Yolngu man from Gapuwiyak, about 530km east of Darwin.

In 2013, Delwyn started at Scots in Year 9 after being granted a scholarship from the Australian Indigenous Education Foundation. "The first year was a bit tough, being far away from family and in a big city," he said.

Delwyn graduated in 2016. "I felt good when I graduated, but I missed the school and the boys," he said. "I was proud to graduate ... there are really only a handful of people from my community who have finished Year 12."

He could have continued his education but decided to return to Arnhem Land. "I wanted to go back to the community to be a good role model to the others and to be close to my family," he said.

In 2018, Delwyn started as an Aboriginal Liaison Officer (ALO). "I'm the middleman working with my community, working on negotiating between the police and my community." He said at the time, "I want to work a year as an ALO and then become an Aboriginal Community Police Officer."

In 2020 that dream became a reality when Delwyn graduated as a Northern Territory Police Constable.

Taking the best of what he learnt at Scots and combining it with his traditional lore, Delwyn is using his unique knowledge to be a leader of others.

Source: Quotes in this article first appeared in *The Australian*, 'Education foundation clears path to a life on remote beat' by Amos Aikman, 9 August 2018.



Delwyn Wunungmurra ('16) with his proud father Harry Wunungmurra at the Northern Territory Police graduation ceremony in Darwin.

From Scots Lion to Boston Terrier

Following the 2019 Head of the River, Billy Sanders ('19) was selected to compete in the Australian Rowing Championships. He won gold in the U19 Quad Scull and silver in the National Club Men's Coxed Eight – despite being the only schoolboy in the race.

Billy was then selected to try-out for the Junior Australian Rowing Team to compete at the World Rowing Championships in Japan, August 2019.

With interest expressed by several United States college rowing scouts, Billy travelled to the US in November 2019 to visit a number of colleges and tour their rowing programs. He then elected to

join the powerhouse Boston University program on a four-year scholarship.

The Boston University rowing program receives several hundred applications from all over the world each year, with only eight to ten individuals selected. In Billy's freshman intake, he will row alongside young men from New Zealand, Italy, Germany, England and the US.

Boston University is consistently one of the highest ranked heavyweight men's rowing programs in the prestigious US college rowing competition. Head Coach, Mr Thomas Bohrer, is one of the most accomplished American rowers in Olympic history, as well as a 2010 National Rowing Hall of Fame inductee.



Billy Sanders ('19) showing his Boston University pride at his new campus.

Billy left Sydney for Boston at the end of August, to join his crew, and begin his first year of studies in Anthropology, History, Philosophy and Creative Writing.

Written by Mr Brent Sanders, father of Billy Sanders ('19).

Don Bursill ('58)

Don Bursill ('58) came to The Scots College as a boarder at the tender age of six years and eight months. He boarded for five years before the family moved from Campbelltown to Rose Bay, at which point he transferred to become a day boy.

There are many stories about his time at school, some most likely apocryphal. One that seems to have been validated was the determination of he and his brother, Graham ('59), to replicate the adventures of *The Wooden Horse* (1949) by Eric Williams and escape school by digging a tunnel under the school building foundations towards the boundary fence.

Don was a top class athlete throughout his school career, winning many Athletic Association of the Great Public Schools (AAGPS) events, culminating in the Open Treble in 1958 with victories in the 100 yards (9.6 seconds), 220 yards (an AAGPS and Australian record time of 21.2 seconds) and 440 yards (an AAGPS record-equalling time of 49.9 seconds). He went on to win the 220 yards at the Australian National Championships in 1959, in a new Australian record time of 20.9 seconds, making him the first Australian to break 21 seconds for the distance. He played for the school 1st XV Rugby alongside his brother and three future Wallabies, Jim ('58) and (Edward) Stewart Boyce ('58) and Rupert Rosenblum ('58).

Don was entrepreneurial his entire life, designing and manufacturing a concrete pump in 1968 (whilst still in his twenties) that he then sold to

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Don was a top class athlete throughout his school career ...

global markets, including Hong Kong, Japan, Singapore and Saudi Arabia. After a varied business career in Sydney, he emigrated to Turkey in 1990 to head up a group of casinos – no mean feat in a country that was sceptical of both gambling and westerners.

Don had two stated aims in life: to avoid the certainties of death and taxes. His quest for the latter led him to Guernsey after his Turkey escapade and the former was focused around his desire to discover the magic pill that would cure Parkinson's, a disease that ailed him for the last decade of his life.

Alas, certainties are certainties for a reason.

Vale Don. A full life well lived.

Contribution by Don's children, Mandy and Andrew



1. Portrait of an athlete, Don Bursill.

2. Record-breaking Don at the AAGPS, when he won the 440 Yards Open in 48.9 seconds.

3. Don as a young man at Scots.

Stuart Swan ('85)

Stuart Arthur Swan ('85) began at Scots in July 1980 – a Year 7 Day Boy in James Bee House. He had migrated from Johannesburg with his family, including his brother Craig ('82).

From rock hard, bone dry rugby fields 700 kms from the nearest saltwater, Stuart found himself enjoying humid air, luscious greenery and catching the 389 bus to Bondi Beach. Only one aspect of this new world bothered Stuart – there were no girls at Scots.

There were no more Zulu language lessons and no more Afrikaans homework ... instead Stuart had to master new skills like how to speak 'Strayan' and how to avoid becoming shark bait on a windsurfer in Sydney Harbour.

Stuart found that the locals played rugby and a 'new' sport called basketball – and that Scots was pretty good at both!

It didn't take long to settle into life as a Scots boy. It would not be unfair to say that Stuart much preferred a good scrummage to that of cracking a quadratic equation. He played Basketball for Scots 2nds and was a member of the preseason 1st XV Rugby squad, until he broke his collarbone and spent the rest of that final season on the sideline recovering after surgery.

The pinnacle of his achievements was his promotion to the rank of Regimental Sergeant Major of the Pipes and Drums in his final year. Stuart loved the band and remained a staunch supporter of 'his' band until the end.

Stuart tried his hand at a few vocations, including a stint as a jackaroo on his Scots mate's vast Northern Territory station, a period in hospitality and then as an Officer of the New South Wales Police Force. Stuart became a decorated Detective, serving initially at the Rose Bay Police Station and rising to the rank of Acting Local Area Commander in the Riverina before resigning and joining the RSPCA as a Regional Inspector.

Stuart had decided that country life suited him and, along the way, he met and married country girl, Tracy. Together



Stuart Swan achieved the rank of Regimental Sergeant Major of Scots' Pipes and Drums in 1985.

they put down roots close to the Victorian border and called Morven home, raising their two boys, Angus and Archie.

His friends were lifelong and his loyalty unwavering.

Stuart was diagnosed with aggressive brain tumours in November 2019 and, despite a truly courageous fight, died at 'New Vaal' on 23 April 2020.

He loved life, his family and his amazing close buddies – and he never missed an opportunity when it presented itself to bellow, "Scots to the fore!"

Written by Craig Swan ('82), brother and York Swan (Year 12, 2021), nephew.

Dr Brett Denton Lapin ('78)

Dr Brett Denton Lapin ('78), born 24 August 1960 in Los Angeles, passed away peacefully at home on 3 June 2020, surrounded by his family.

Brett emigrated to Sydney with his family in 1966 where he attended The Scots College from Kindergarten to Year 12. Upon leaving Scots, he returned to the USA to attend Massachusetts Institute of Technology, then to the Georgia Institute of Technology earning a PhD in Electrical Engineering.

From 2002, Brett worked in the prestigious Johns Hopkins University Applied Physics Laboratory in many capacities, and in 2009 was promoted to the level of Principal Scientist.

Brett was passionate about teaching, which he started as a graduate student and continued throughout his life. Even while fighting cancer at the end, he continued to teach Robotics in the Johns Hopkins University's Engineering for Professionals program. Through teaching and mentorship he touched many lives.

Brett liked to fish, cruise, and play cards. But most of all he loved to hang out with family and friends, whether at home in



Brothers, Brett Lapin ('78) with his brother Craig Lapin ('76) when they were young Scots boys.

Maryland or with his parents in Colorado or Connecticut. He was a loving and loyal family man and friend.

Brett leaves behind his loving wife Amy Jenkins Lapin, devastated parents Jerome and Regina Lapin, brother and sister-in-law, Craig and Anne Lapin, sons Ryan and Matt Bayes, daughter Sarah Bayes, and grandchildren, Devica and Hunter.

Written by Craig Lapin ('76).

Dr Colin Selby Brown ('52)

Dr Colin Selby Brown ('52) was born in 1935 and started at Scots in 1947. A boarder in Royle House, he enjoyed his time at Scots, made lifelong friends and, in his final year, played as a front row forward in the 1st XV Rugby team.

After success in his matriculation he obtained a medical degree at The University of Sydney, where he was resident at St Andrew's College. He practiced as an orthopaedic surgeon in Sydney after overseas training and experience in Scotland and Canada.

In an excerpt from *A Bloody Job Well Done: The History of the Royal Australian Naval Helicopter Flight*

Vietnam 1967-1971 (edited by Bob Ray and Max Speedy, 2008), a patient of his, Ian Shepherd, said: "I was sent to Balmoral Base Hospital expecting to be tidied up before a medical discharge because of tendon damage to my hand. Dr Selby Brown, a civilian surgeon, offered a tendon transplant which he had never done before; it was successful."

Colin was a keen surfer and lifesaver with the Palm Beach Surf Lifesaving Club, of which he was Club Captain in 1956/57 and was in the senior surf boat crew.

Colin had two daughters Annie and Sarah by his first wife Jane, but sadly



Scots' 1952 1st XV Rugby team, Colin is located in the back row, first on the left.

they lost their son Sandy in 2002. Colin passed away in October 2018.

Written by Peter Selby Brown ('53), brother.

Hugh Matthew Hamilton ('51)

Hugh Matthew Hamilton ('51) was born on 6 April 1934, only 16 years after the Spanish Flu pandemic, and died during the COVID-19 pandemic, aged 86. His life spanned from riding his horse daily to Illabo Public School, where he used a pen dipped in an inkwell, to hosting and running a Zoom video conference (for his fellow Rotarians) only the day before he died.

After primary school at Illabo, Hugh attended Junee High School before boarding at The Scots College from 1949 (Macintyre House) for his final two (and a bit) years of school. He rowed in the College 1st VIII in 1950, was Captain of Boats in 1951 and a Sub-Prefect, although he left the College after the '51 Rowing season.

From there, he undertook National Service and learnt to fly Tiger Moth biplanes. He was seriously considering studying engineering at university but decided to return to 'Allawah', the family farm, as his father Jim was unwell.

Then Hugh met the love of his life, Helen Hyles from Bungendore, and they were married on 5 December 1958. They were well-regarded as innovative farmers and loved trying new technologies. One such project was 'chain shearing', an experimental system where sheep were suspended on a chain system similar to an automotive assembly line, and each shearer specialised in shearing a particular part of the sheep.



After selling Allawah in 1987, Hugh and Helen farmed briefly at 'The Forest' in Bethungra, before moving to 'Coromandel' at Frampton – from there they retired to in Cootamundra.

During his career, Hugh always had a strong sense of community service, embodying the ideal of servant leadership. He was a member of the Junee Masonic Lodge, the Junee Presbyterian Church where he was on the Committee of Management, the Illabo Bushfire Brigade (precursor to the Rural Fire Service), the Silo committee and he was Treasurer for the Illabo Show Society for many years.

Landcare was a passion for Hugh. He and Helen planted numerous trees on Allawah and Coromandel and, with their Landcare group, organised the regeneration of the Migurra Reserve bushwalk.

Since his retirement from farming this creativity blossomed into designing



and welding many fountains, candlesticks and sculptures.

Hugh was also very involved with Rotary and was made a Paul Harris Fellow twice. He devoted many hours to designing and overseeing the construction of the Cootamundra Peace Pavilion.

Hugh regularly kept in touch with many Old Boys who were lifelong friends.

Hugh is survived by his wife Helen, their three children Tony ('77), Geoff ('79), Fiona, and their respective spouses Katy, Jan and Michael, along with seven grandchildren: Claire, Lachlan, Dougall, Amy, Henry ('12), Georgina and Oscar.

Written by Geoff Hamilton ('79) and Tony Hamilton ('77), Hugh's sons.

1. Hugh Hamilton returned to Scots in 1951 for the rowing season.

2. Hugh was very active in his local community and is pictured with his wife of 61 years, Helen.

Graeme Paul ('60)

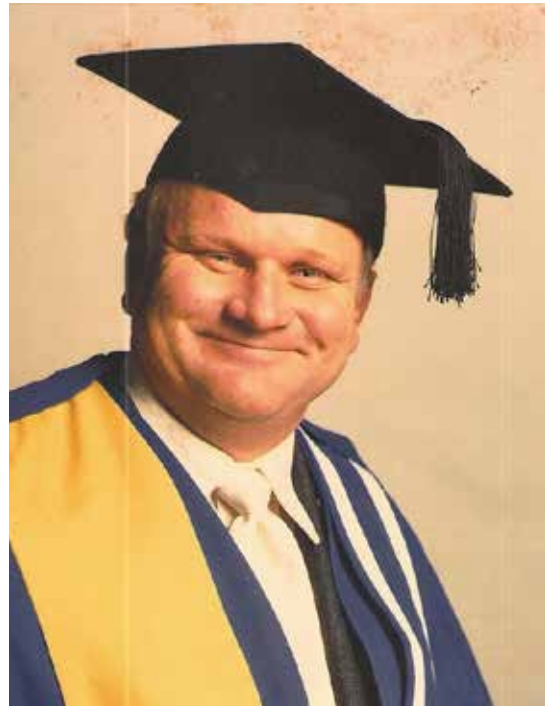
It is with sadness we advise of the passing of Graeme Paul ('60). Graeme is survived by his wife Marilyn and children Amanda, Carlyne and Douglas ('94).

Graeme was a passionate scientist and engineer, studying geology and industrial chemistry at what are now the University of Technology Sydney (UTS) and the University of New South Wales (UNSW). Graeme contributed much to his profession, becoming the President of the Royal Australian Chemical Institute, Institute of Chemical Engineers and Council of Professions in NSW. His career brought him many honours including the Whiffen Medal for practical engineering and the RK Murphy Medal for achievements in chemical engineering, industrial chemistry and research and development. One of his personal goals was to increase the delivery and enjoyment of science to schools, so that students would have opportunities like he was given at Scots. He also actively mentored and encouraged more women into science and engineering.

Graeme was an avid contributor to the community, serving throughout his life as a surf lifesaver, a first aider at Manly Rugby Union Football Club, a Red Cross volunteer, Deputy District Controller with the State Emergency Services (SES) and in later years as a volunteer with the Davidson Rural Fire Brigade.

He became President of Rotary in both Lae, Papua New Guinea and Frenchs Forest Rotary in Australia. In Lae he helped with the provision of clean water and books to schools, medical equipment to hospitals and fire protective gear to the local brigade. In Frenchs Forest he was active in establishing recognition for local police officers, campaigning against cyberbullying and contributing to bush care and a bush tucker garden at Davidson Park (part of Garigal National Park), which led to an Outstanding Community Service Award and recognition from the Northern Beaches Council in 2020.

In Graeme's own words, he was fortunate in both the sports he played at Scots, becoming a Rugby Union junior referee, and finding his love of chemistry and geology, which he attributed to his time at the College:



Graeme Paul in academic dress representing his Chemical Engineering degree.

"My career allowed me to do things I have absolutely loved, not everyone is that lucky. I've been fortunate in the many opportunities I've had to do voluntary work," he said.

He would frequently recall his Science teacher, Dr Simmons (or 'Hoho') and his time in the Cadets. One of his favourite recollections was as a Cadet, recovering and pulling apart a crashed plane and flying in a Neptune aircraft.

A loved grandfather, father, husband and member of the community, Graeme's life held true to being 'worthy of our forefathers' as he now joins them.

Written by Douglas Paul ('94).

George William (Bill) Lawrence ('48)



George William (Bill) Lawrence ('48) lived his young life on his family's orchard at Ourimbah on the Central Coast of New South Wales. Being the only boy in the family he was expected to work hard assisting his father to keep things running. His mother ran a small business adjacent to the cinema at Gosford; sometimes he carried the ice cream tray into the cinema at the interval.

At Scots, Bill boarded in Kirkland House. He became a Cadet and joined the Rowing team, winning the Major Rennie Trophy at the Head of the River with Bill at the bow in 1946. He proudly displayed his oar with the names of the crew on it in his living room for the rest of his life. The oar has now been donated back to the College.

Upon leaving school Bill joined his father's pest control business, often working underground in the mines and up in the air crop dusting. He then became General Manager of a waterskiing business.

Bill married Joan in 1957 and they built their dream home. They enjoyed travelling and had a particular fondness for Hong Kong, especially for high tea at The Peninsula, Hong Kong. Bill lost his beloved wife in 2015 but he stayed active until passing away in April 2020 after losing his battle with cancer at the age of 91.

Written by Louise Ramjan.

1. Bill Lawrence at his home in Castle Hill in February 2020.

2. Bill was among the Cadets who paraded for the Duke of Gloucester in July 1945.



Stuart (Stuey) Scotts ('50)

Stuart (Stuey) Scotts ('50) attended The Scots College from 1946 to 1950 as a day boy in Brandt House. He died on 9 July 2020 whilst living at Robina on Queensland's Gold Coast.

Strong and six foot three, he excelled in sport and in his final year gained colours in 1st XV Rugby, 1st XI Cricket and Athletics, winning the combined Athletic Association of the Great Public Schools (AAGPS) shot-put event.

He had happy times at Scots, where he made a number of lifelong friends. Like so many of our era he spoke of the great respect he had for our masters.

On leaving Scots, Stuey was called up for National Service. After being discharged he joined the Eastern

Suburbs Rugby Union Club along with Old Boys John 'Tubby' Davis ('49), Bruce Cox ('50) and Peter Solomon ('50).

The highlight of his rugby career was being selected in the 1957 Australian Rugby Union team (the Wallabies) to tour Britain, France, Canada and the United States.

Once back home he established a company which imported stainless steel tableware and continued doing so very successfully until his retirement in 2000.

Stuey is survived by his wife, Jan, who he married in 1959, their daughters Juliet, Georgia and Edwina, nine grandchildren and one great grandchild, all of whom showed him great respect and love which made his life very happy.



Stuey Scotts was a passionate rugby player at Scots and throughout his life.

We had many fun family times together.

He was a great mate.

Written by Bill Harvey ('50).

Philip Gordon Harvey ('55)



Philip Gordon Harvey ('55) was the second of three Harvey boys to attend Scots, following Alan ('52) and preceding Neil ('59).

He played Cricket for the 1st XI but, as far as I know, was not awarded his Colours (although he took more wickets in one match than I did in a whole season).

One of his pleasures was to go bushwalking with some of his classmates and his Maths teacher, Mr Fred Pollock.

After finishing Sixth Form (the Leaving Certificate year), Phil, like Alan before him and me after him, joined the Petty Sessions branch of the New South Wales Department of the Attorney General and of Justice.

Phil's career was in the NSW Public Service. Two of his Clerk of Petty Sessions appointments were to Culcairn/Henty/Holbrook and Eden/Pambula/Merimbula.



In 1967 he married Yvonne Pearl Baker and they had two children, Ruth and Guy.

He qualified as a solicitor in the early 1970s. In 1974 he transferred to the Premier's Department as its Legal Officer and was involved in providing the then Premier with legal advice connected with the dismissal of the Whitlam government.

Under Neville Wran's state government, Phil, as a member of the legal branch, brought to fruition the reform of the Legislative Council, the introduction of an anti-discrimination act, the introduction of a four year fixed term of parliament, the legislation of the disclosure of pecuniary interests of Members of Parliament and the establishment of an election funding authority. All these measures were controversial, with three of them needing to be passed by referendum and the first involving legislation being passed through the Imperial Parliament at

Westminster. At this time, Phil was promoted to Assistant Secretary of the Premier's Department.

In 1983 he was appointed a Licensing Court Magistrate, was a member of the Liquor Administration Board and involved in the production of the 'Newcastle Accord'.

Phil spent the last of his working years in the Bathurst local court until his retirement in 1998.

Spread through many of these years Phil gained a Master of Public Policy, a Master of Letters, a Diploma in Law, and a Diploma in Criminology and Criminal Justice.

Phil played cricket and rugby league, baseball for Mosman, took part in a number of City2Surf fun runs and used to run to work in the Sydney central business district from his home in Allambie Heights (which included The Spit hill), not to mention numerous games of golf.

In 2008 he was diagnosed with Parkinson's Disease.

He died on Boxing Day 2019, following complications from a fall.

Written by Neil Harvey ('59), Phil's brother.

1. Phil Harvey.

2. Phil with his siblings, Jan, Alan and Neil Harvey.

John Richard Roy (Simmo) Simpson ('67)

John Richard Roy (Simmo) Simpson ('67) was born on 7 June 1950 and died on 15 May 2020.

The son of an Old Boy, Simmo entered Scots Preparatory School in 1956 as a day boy and the Senior School in 1962 (James Bee House) as part of the first year of the six-year Wyndham Scheme.

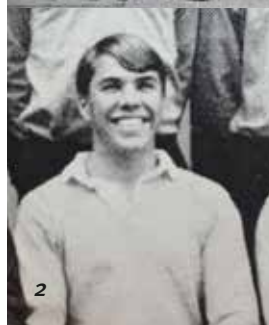
He was immensely popular, a fine cricketer, a rugby player and an outstanding student. Simmo's achievements at school were many: 1st XI Cricket Premiers '67, 1st XI runners-up '66, 2nd XV Rugby '66 and '67, Prefect '67, Sub-Prefect '66, Cadet Petty Officer '67, Ian Vickery Prize for Study, Sport and Leadership, Entrance and Commonwealth Secondary Scholarships and multiple General Proficiency prizes.

The Scots 1st XI Cricket of '66 won their last match of the season only to hear that The King's School had beaten Saint Ignatius' College Riverview to take the premiership. A determined '67 side reversed that result, with Simmo's medium-paced in-swingers playing a major role. He also took the catch with four runs to spare against Sydney Boys High School to win the match and premiership.

John entered an Arts/Law course at The University of Sydney in 1968 and joined St Andrew's College, the second of the two institutions which meant so much to him.

Simmo became an institution himself in The Scots College Old Boys' Cricket Club. He took 904 wickets – the current record for most wickets for the club – and the most in a season on eight occasions. The less said of his batting, the better. He was Captain, Vice-Captain, Honorary Treasurer, Honorary Secretary, President, Vice-President and Life Member.

One short story: against Sydney University Veterans Cricket team, Simmo tied up an end by bowling a good length into cricketer Kerry O'Keeffe's pads. An increasingly frustrated O'Keeffe lost his legendary sense of humour and his wicket (both cheaply) and upbraided the bowler and his tactics on departure. Simmo's riposte was: "You opened the batting



1. John Simpson, a member of the 1967 1st XI Cricket AAGPS Premiership team.

2. John in the 2nd XV Rugby 1966.

for Australia, can you not work out how to counter a city and suburban trundler?"

Simmo developed an expertise in business law, becoming a Senior Partner at Marsh, Harvey and Cropper, then with Clinch Long Woodbridge. Many of us benefitted from his advice as he combined a life of hard, intelligent work with an involvement in sport and pleasure.

John died from prostate cancer on 15 May 2020. He is survived by his long-term partner Brooke Tabberer, his two sons Tom and Alex from his marriage to Sandra, and his brother Jim. He has left hundreds of friends. We all have our memories – of his birthday parties, drinks in the pub, the horses at Royal Randwick, lunch at the Sydney Cricket Ground test ... oh, and of his smile.

Cheers and vale, Simmo.

Written by Michael Tonkin ('67).

Worthy of our Forefathers

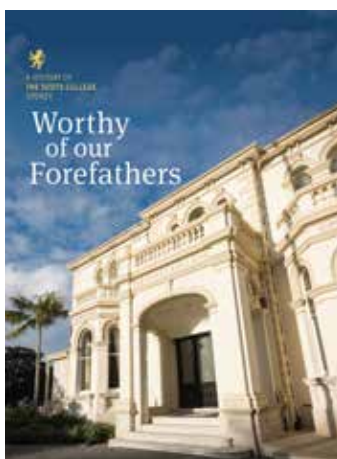
Utinam patribus nostris digni simus.

Since its beginnings on the shores of Sydney's Botany Bay in 1893, The Scots College has championed the honourable traditions, adventures and scholarly pursuits of generations of boys.

Looking back on more than 125 years of The Scots College, *Worthy of our Forefathers* celebrates the stories of those boys, their teachers and families. Brimming with fascinating people and moments, illustrated with photographs and artefacts long hidden in the archives, the pages bring to life the many fine Scots boys making their mark for God in the world.

Worthy of our Forefathers includes biographies of College principals and revered staff members such as Mr Ron Murray MBE, Mr Ray Lee OAM or Mr Ken Hawthorne to acclaimed Old Boys like Mr Peter Weir AM, Dr Charlie Teo AM, Mr Ian Kiernan AO and Mr Brett Whiteley AO.

It is a story of Australia. The fortunes of The Scots College are reflected in the warp and weft of the nation, from the heady days before Federation, through the Great Depression, two world wars, urbanisation, non-British immigration and globalisation. But more than just reflecting the nation, the boys who emerged from this College shaped it. Across all spheres of work, in very public offices as well as far from the limelight, they have



made their mark on the institutions and habits of Australia.

They have fulfilled the hope of that great father of the nation, Sir Henry Parkes, who, at the College's first Speech Day in 1893, described it as "the acknowledged fountain from which waters of strength would flow to give vigour to the national character of this country."

Written by a cast of Scots alumni, staff and friends, compiled by Mr Gareth Dyer from the Office of Heritage and Tradition, this book is the first written history about the College since 1993.

It is available for \$40 (\$55 with postage and handling) via the Old Boys' website or the Office of Heritage and Tradition.

To purchase a copy of *Worthy of our Forefathers*, please scan the QR code below.



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The Scots College has championed the honourable traditions, adventures and scholarly pursuits of generations of boys.



Scots boys
grow into
fine young men.



The Scots College
Sydney Australia

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