



# THE BEACON

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The COVID-19 pandemic in Australia has been part of the ongoing worldwide pandemic of the coronavirus disease in 2019. It is important as a school to capture this in our history. The first confirmed case in Australia was identified on 25 January 2020 in Victoria when a man who had returned from Wuhan, China tested positive.

Australian borders were closed to all non-residents on 20 March 2020. Social distancing rules were imposed on 21 March 2020 and state governments started to close non-essential services such as restaurants, gyms and sporting clubs.

The number of new cases initially grew sharply, then levelled out at about 350 per day around 22 March 2020 and started falling at the beginning of April to under 20 cases per day by the end of the month.

As of 20 June 2020, 7436 cases and 102 deaths have been reported in Australia. This is a stark contrast to the UK who have 42,589 deaths and the US who have nearly 122,000 to date. In our state, we have had only 9 deaths which is a remarkable achievement.

In Geraldton, we have been fortunate that there have been very few cases, with only 3 listed in the Mid West. Some of the impacts on our school have been the following:

- Restrictions were placed for travel to Perth which did not open up until the June long weekend.
- Sporting clubs were not permitted to train
- Parents and visitors were not permitted on campus which impacted drop off and pick up for 5 weeks until Monday 8 June
- Our concert band could not rehearse together
- Camps and excursions were not permitted
- Assemblies and Chapel services to date are still not permitted
- We had 9 days of online learning at the end of Term 1, a transition the school handled very well
- We had to adjust how we ran our Cross Country carnival
- Hygiene had to be increased with students having to wash their hands 5 times a day and the school employing extra cleaners
- Universities have given Year 12 students early offers for placement prior to sitting ATAR exams
- The town had to shut down playgrounds, theatres, restaurants could only have takeaways, and all social sporting clubs had to suspend play, gyms closed and many small retail shops had to shut their doors.

As I write this, I am proud of our community and how we have managed the crisis but I also know we are not out the woods yet. There seems to be a sense of normality back to Geraldton but there is also a sense of trepidation as we know that there may be more disruptions and illness to come. As a State, Mark McGowan, our Premier has handled the pandemic well but there is also a sense of worry for how some businesses will recover and how our children at this and other schools will be the ones that have to pay back the massive amount of debt the country has taken on to try and keep our economy going.

In this edition of our Beacon magazine, we have tried to capture how some of our students have felt during the crisis. It has not been all bad as families have valued the time at home with their children and our students have learnt to value the smaller things in life that we can easily take for granted. From a Principal's point of view, it has required quick decision making as I tried to keep everyone in our community safe. I will always be indebted to my Senior Leadership Team and our ICT Manager who helped the school navigate its way through the last few months.

Enjoy reading and stay safe

**Neesha Flint**

**Principal**

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## Secondary COVID-19 Reflections

By Shanaya Gronow Y8

Year 8 HASS research project comparing The Black Death with COVID-19

### A Day in the Life: Living Under the COVID-19 Pandemic

Our country has changed our daily life and how we operate, with the majority of people being laid off for work and having to social distance, our lives have changed drastically. Australia has enacted multiple rules to help keep the outbreak contained including lockdown and schools being closed. Our society will most likely reflect on what has happened due to Covid-19 yet will go back to normal within a year, the stock market dropping and the financial impacts will have a dent in our society but we will go back to our normal lives within time. It's most likely that we will make better healthcare more available to the public to reduce the chances of another scenario like this happening again.

We could also not change anything as that's what occurred with Ebola and other outbreaks in that we learned almost nothing, and it caused us to regret the decision badly. The fast demand for toilet paper and other items we will think back to on how much a disaster of this scale can tear us apart.

by Raine Wheatley

Coronavirus has largely affected the entire planet. Western Australia- where I live has fortunately escaped the worse effects of it. My extended family - who lives in France- has experienced much more severe losses and impacts on their day to day life. Our school ball took place just before the lockdown was put in place so our year 11 and 12's still got the chance to enjoy it. We were put into lockdown for 4 weeks on the 17th of March, 2 of which were online school and 2 weeks of holidays. During those 4 weeks, 7 people caught the virus from which luckily nobody died. All non-essential work-places were closed and we were all instructed to stay home. Our beaches didn't close but social distancing rules were put into place.

My family and I played a lot of board games, went surfing quite a bit, and read books. I learnt that being with my siblings 24/7 can be very challenging but that I love them very dearly.

The sports I play - circus and Waterpolo- both stopped momentarily. The waterpolo season was over anyways and circus has now restarted in limited classes of 9 plus our instructor.

During isolation, I and my friendship group used Google Meet to schedule weekly video calls to catch up on one another and we sent a birthday present to one of our friends through the mail.

Isolation has taught me to appreciate life and the things we take for granted, ie seeing your friends every day, actually seeing your teachers as they make an amazing impact on our lives, the pure beauty of nature and being able to access it every day and all the opportunities we have. I believe that Australia has handled the situation well and I hope that we will not occur too many more losses from the virus. My heart reaches out to the people who have been directly affected by the virus, and I am very grateful that my family is safe.

By Elena Dalle

### The Black Death vs COVID-19

There are many similarities and differences in the way that people responded to the Black Death in Medieval Europe and the COVID-19 pandemic. In this report, I will discuss the symptoms of the Black Death and the COVID-19 pandemic, how the Black Death spread compared to the COVID-19 pandemic and the beliefs that people had to stop the Black Death and the COVID-19 pandemic.

Firstly, what are the symptoms of the COVID-19 pandemic and the Black Death? Although the Black Death and COVID-19 are over six hundred years apart, people who caught the diseases in the pandemics share some of the same symptoms. The main symptom of the Black Death was boils. 'Certain swellings, either on the groin or under the armpits. . . waxed to the bigness of a common apple, others to the size of an egg, some more and some less, and these the vulgar named plague-boils,' (Boccaccio, 1353). History.com also states that 'blood and pus seeped out of these strange swellings, which were followed by a host of other unpleasant symptoms—fever, chills, vomiting, diarrhoea, terrible aches and pains—and then, in short order, death.' The COVID-19 symptoms do not include boils or buboes but there are some symptoms that are found in both the Black Death and COVID-19. These include fever, and sometimes diarrhoea, aches and pains. The World Health organisation states that 'the most common symptoms of COVID-19 are fever, dry cough, and tiredness. Other symptoms that are less common and may affect some patients include aches and pains, nasal congestion, headache, conjunctivitis, sore throat, diarrhoea, loss of taste or smell, a rash on the skin or discoloration of fingers or toes.'

Secondly, how did the Black Death spread compared to the COVID-19 pandemic? The Black Death spread rapidly and a lot faster than COVID-19 because people did not have the modern technology or experience that we have today. The rats started the plague. 'The rats carried a disease that they were immune to. The fleas that drank the rats' blood were not immune. So they were infected. The disease blocked the fleas abdomen so that they couldn't swallow. Then the fleas would jump onto a human and bite them. Then they would vomit out some of the rats' blood into the human and bite them. This form of plague was called bubonic plague. Another way that the plague spread was through the Tartars. 'Some think that the disease was first carried westwards by Mongols travelling along the Silk Road,' (Conti, *et al*, 2016). The Mongols eventually reached a trading city called Kaffa. Muslim Turks were attacking Kaffa at that time. They are called Tartars. The Tartars were infected and 'began launching the corpses of the plague victims over walls of the city.'

By Shanaya Gronow Y8

As the dying Tartars retreated, the people of Kaffa fled by ship to Sicily, taking the deadly disease with them to Europe,' (Edmonds, 2008). That is one example of how the plague spread. 'The pneumonic plague was the second most common form of plague. It attacked a person's respiratory system and was spread through the air by a victims cough,' (Conti, *et al*, 2016). Although the plague was a bacterial infection and COVID-19 is a virus, the way the diseases spread are similar. The Australian Government Department of Health states that COVID-19 can spread from 'contact with droplets from an infected person's cough or sneeze.' COVID-19 can also be spread through 'close contact with an infected person' and 'touching objects or surfaces that have droplets from an infected person, and then touching your mouth or face,' (Australian Government Department of Health, 2020). These examples show that there are similarities and differences between the spread of the Black Death and COVID-19.

Lastly, what beliefs did people have to stop the Black Death and the COVID-19 pandemic? People did not have very much experience during the time of the Black Death so they did not really know how to stop the plague. They had some ideas that people of the present laugh at and ridicule. Things like bloodletting and flagellating. 'Bloodletting—deliberately bleeding a vein—was a way of reducing 'hot' blood,' (BBC, 2020). The people also thought of some interesting 'cures'. These included 'rubbing onions, herbs or chopped up snake on the boils or cutting up a pigeon and rubbing it over an infected body, drinking vinegar, eating crushed minerals, arsenic, mercury or even ten-year-old treacle, sitting close to a fire or in a sewer to drive out the fever or fumigating the house with herbs to purify the air,' (BBC, 2020). Some people even believed that God was punishing them for their sins and had a more religious approach to stopping the disease. Flagellants were 'groups of up to 300 people led by a master' that would 'walk into towns and villages and form a circle to conduct their flagellation rituals.' 'After forming a circle, they would strip off the top half of their clothing and the master would walk around, whipping them. Then they would whip themselves until they drew blood. As they did this, they would cry out to God to forgive them for their sins and to stop the Black Death,' (Conti, *et al*, 2016). People today believe that God is punishing us in the form of COVID-19 and are praying for his forgiveness. 'People began to self quarantine, and they stopped travelling as freely through fear of catching the disease,' (Newman, 2020). This is similar to people wearing face masks to prevent transmission of COVID-19 and the travel restrictions that have been put in place. However, people have more experience now and know some more effective ways to stop the spread of the virus. The Australian Government Department of Health says, 'practice good hygiene and social distancing and follow the rules for public gatherings, quarantine and self-isolation.' We have been able to learn from the





# Secondary Cross Country



The overall House champions for the secondary cross country is - MURCHISON



Place	Points	House
4th	265	Greenough
3rd	319	Irwin
2nd	350	Chapman
1st	378	Murchison



Congratulations to the following students who were the champions for their year level.



	Runner Up Champion	Champion
Year 7 Girls	Ruby Lin	Nicole Chamberlain
Year 7 Boys	Hamish Sojan	Caleb Sewell
Year 8 Girls	Milly Kalajzich	Christi Bestry
Year 8 Boys	Asher Milnes	Ryan Jermyn
Year 9 Girls	Clancy Hann	Olivia Hurst
Year 9 Boys	Campbell Wood	Matthew Chamberlain
Year 10 Girls	Sophie Batten	Amber Bestry
Year 10 Boys	Sky Loy	James Gething
Year 11 Girls	Darcie Newman	Poppy Lockley
Year 11 Boys	Tallis Kentish	Mitchell Thompson
Year 12 Girls	Tess Adamson	Chloe Spence
Year 12 Boys	Marcus Mannion	Wade Cuthbert



A fantastic effort from our champions, congratulations. It was excellent to see everyone doing their best for their house and enjoying being part of this school event.





# Primary Cross Country



## Primary Cross Country Results 2020

Year	Champion	Runner-Up Champion
Pre Primary Boy	Jake Bassett-Scarfe	Digby Hearman
Pre Primary Girl	Sadie Barnes	Scout Bailey
Year 1 Boy	Flynn Wilkinson	Gareth Taylor
Year 1 Girl	Samara Penney	Freya Teakle
Year 2 Boy	Charlie Fong	Kai Bassett-Scarfe
Year 2 Girl	Celia Frick	Isla Quirke
Year 3 Boy	Seth Leech	Bede Halford
Year 3 Girl	Evie Fong	Indi Fitzgerald
Year 4 Boy	Henry Burton	Clayton Symmonds
Year 4 Girl	Isla Dawson	Esta Penberthy
Year 5 Boy	Leon Plummer	Jack Hetherington
Year 5 Girl	Macy Halford	Imogen Teakle
Year 6 Boy	Riley Fong	Callum Sojan
Year 6 Girl	Indah Rankin	Mackenzie Hancock



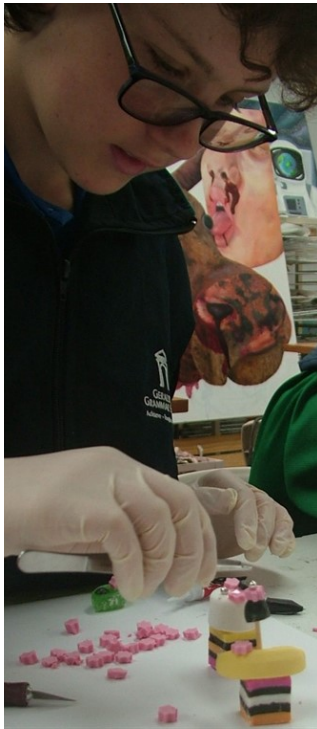
House	Final Score
Murchison	226
Irwin	219
Chapman	192
Greenough	180



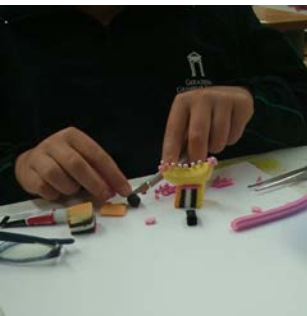




# STEPIN Day



On Friday 26 June students in Year 7 took part in their second STEPIN day of the year. The theme of the day was Creativity. Students were split into gender groups and worked through a variety of activities that challenged them both to be creative and to collaborate. They made up dances in small groups, constructed sculptures out of lollies, designed pet tags, and were given a STEM challenge to work on together in small groups, to create an 'oil rig' out of cardboard. The students cooked a feast of delicious foods for recess. They finished the day as a year group being challenged physically, on a multi-sport activity. Thank you to all the staff who were involved and to the students who made it such an enjoyable day.







# Kindy Camp Out



On Tuesday 30 June, both Kindy classes participated in a bush camping day. The students spent their morning setting up the tents with the assistance of the Year 12 Outdoor Education students. They then participated in various other activities including fishing in the creek, outdoor craft, storytelling, singing, Bush Kindy, a rest in the tents and a sausage sizzle lunch. The weather held up and the students all enjoyed their day spent outside. Both Kindy classes would like to thank Mr Anderson, Mr Couper, Mrs Scott, Mrs Jefferies, Ms Tonkin, Mr Sloan. and students who helped to make our day special.







## Talented Young Writers

The initial fear that the COVID-19 situation would mean that this amazing opportunity may have been cancelled were allayed earlier this term when the Literature Centre in Perth offered the opportunity to engage in a series of short video writing sessions from the author, Isabelle Carmody. Of course, we jumped at the chance to continue this beneficial experience for our students.

Isabelle Carmody is a well-renowned Australian writer of science fiction, fantasy, children's literature, and young adult literature. She is also the recipient of the Aurealis Award for best children's fiction. She generously offered to make a series of nine short video sessions inspiring the students to create alternative worlds and explore writing using their senses and emotions.



The young writer's enjoyed a relaxed and invigorating day of creative writing and 'fantasy world' mapping and were able to both individually and collaboratively produce some excellent work. It was different hosting the day 'in-house' without the input of the other students from other schools, however, the students appreciated the opportunity to work together with students from different year groups.

We passed Auntie Gwen's old house. We passed Auntie Gwen's carer walking her dog, Nemo. It was at that moment that true loss and devastation blew over me. Then I truly felt that I was never going to see her again in this world. I didn't cry, I just sat there in the car in my own silence. My brain and heart were flushed with raw emotion, odd for a little kid. She was gone, and knowing that I couldn't do anything about it gave me pure grief. We kept driving and I started to calm down, but those thoughts still dwelled in my brain.  
Written by Jack Ward

Overall, it was a wonderful day and thanks to the Perth Literature Centre for thinking outside of the box and still managing in this time of 'cancellation culture' to provide us with a quality program. In addition, thanks to the amazing young writers we have at Geraldton Grammar School for making the day most enjoyable.



## Year 9 Outdoor Education

This semester the Year 9 Outdoor Education students participated in bike riding, open fire cooking, cooking with Trangias, setting up tents, hiking, nature journaling and orienteering. In addition, the students completed numerous navigation courses around the school and the Amazing Race, cooked pancakes, made damper on a stick and practised setting up bivvy's in preparation for Year 9 camp and Outward Bound.







# Food Technology

## Year 10 Food Technology

During semester 1 students in food technology have been investigating cuisines from around the world including New Zealand, Hungary, Thailand and Georgia. They all designed and created a dish that captured their chosen countries cuisine with some delicious results.



To reflect the changing economic times and the popularity of pop up restaurant establishments the food technology students designed their own food truck including a suitable menu, designs for the food truck inside and out and research into why their food truck would be a popular food destination for the people of Geraldton.

## Year 9 Cafe 134



For their final project in Year 9 Food Technology students worked collaboratively to design and create products to sell at Cafe 134. All the students did an outstanding job of making their products with plenty of delicious savoury and sweet delights to choose from. The blue teams combined effort, clear direction from their leader and enthusiastic sales pitch led them to make a \$22 profit for their stall. Well done to all the teams.



## Kindy Morning Tea



Using the profits from Cafe 134 the Year 9 students used their last Food Technology lesson in semester 1 to cook morning tea for our Kindy students. All students enjoyed sitting down in the Early Learning Quadrangle to share a bite to eat and a natter.







## PP/1 Pioneer Museum Excursion



On Thursday 25 June, the Pre Primary and Year 1 students caught a bus to the Greenough Museum and Gardens. We went as part of our History topic which was examining items from the past and comparing them to the present. We also studied what life was like in the past. The Greenough Museum and Gardens was an amazing place to visit and the excursion was enjoyed by all.



## Primary Art Display

Our students do some beautiful artwork in primary school and we would like to share this with the whole school and visitors. For the remainder of the 2020 year, primary school students will be displaying a self-selected artwork in the library for a week. Each week the Art focus students will select an artwork, and frame and label their work. For the remainder of Term 2, Pre-Primary to Year 2 students will have their work displayed. Term 3 is for Year 3 and 4 Focus students and Term 4, Year 5 and 6.

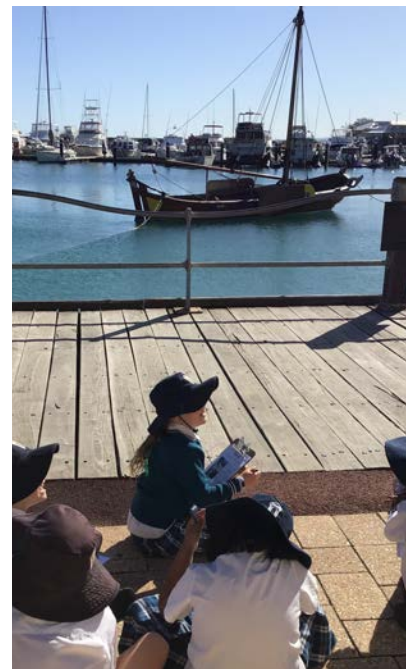






## Year 1/2 Local History Excursion

On Thursday 25 June, the two Year 1/2 classes went to find out more about significant people and events in Geraldton's history. It was a beautiful day for the classes to walk down to The Geraldton Museum. The students visited the replica of the Batavia's longboat. This carried 50 of the survivors from the wreck of the Batavia back from the Abrolhos Islands to Indonesia, taking 2 months. They also ventured inside to look at artefacts from the Batavia wreckage such as the large cannons that were on board to protect the precious cargo. The silver coins that had laid on the bottom of the ocean for many years and the beautiful sandstone arch that was resurrected and seen reflected in our school's own Batavia Hall arch and uniform.



The students then visited Batavia Park where the statue of the hero, Wiebbe Hayes and the replica of the fort that he built to defend against the traitors, sits. Students also visited the Indigenous Art sculpture along the way. Before returning to school the students had a play in the Midalia Park playground. A big thank you goes out to the wonderful volunteers that walked with us to keep us safe along our adventure.





## Year 12 Semester 1 Celebrations

Year 12 students were treated to a pizza lunch and presented with gift bags as they marked the halfway point in their final school year. Inside 5 of the bags were Golden Tickets, which entitled the recipients to a box of chocolates.

Congratulations students on completing an unusual and anything but normal semester 1. Students have coped remarkably well throughout the COVID-19 Pandemic.

For semester 2, all secondary students are challenged to become leaders in one very significant area. Their own life!



2020

### IMPROVISE. ADAPT. OVERCOME.

Being a leader does not mean you get to do whatever you want; however, you want. It also does not mean you are the absolute best in the world. Being a leader is doing what is required, despite the problems and setbacks. Being a leader is inspiring others with your actions in the face of strife. Leading your own life means pushing on and refusing to stop until you have achieved your dreams.

*Glen Gerreyn, Motivational Speaker*



## INSPIRE Student Leadership Team Update



Our inaugural INSPIRE Student Leadership Team has been very busy this semester. As the first team, it has been their job to develop a Mission Statement, which will serve to guide not only their own time of service but also to inform future teams of the goals and expectations.

They have completed a Safe Schools feedback survey providing a student voice for the Wellbeing Committee and have planned and created a new INSPIRE Board display introducing themselves.

Recognising the value of the INSPIRE Garden, noticing how frequently it is used and realizing that it is in need of some maintenance, the team has set themselves a goal to renew the garden. They have been tirelessly giving up their lunchtimes to conduct a student survey as a means of providing all students with the opportunity to contribute ideas. They are currently in the process of preparing a proposal that will be presented to the INSPIRE

teacher committee early next term. We look forward to seeing their hard work come to fruition.

We have been most fortunate to have such an enthusiastic, focused group of students leading the way for INSPIRE this semester. They have been outstanding role models and have contributed considerably.

Thank you to all team members for setting such a wonderful example for others to follow.







## Student News

### Taylor Penney - Cancer Charity Fundraiser

One of our caring students Taylor decided to grow her hair so she could donate it to make hairpieces for cancer patients.

"I have been thinking about doing it for a long time and this year something just clicked and I decided to do it. I was excited to do it and I donated my hair to Variety Charity Australia to make into wigs for cancer patients and I raised \$932 for The Cancer Council. I really enjoyed doing it and I know I might not get to see the final wig but I'm really happy that I could help someone and give them something that they have lost"

Taylor



The Cut Hut

29 May · 🌐

A HUGE congratulations to this lovely & very brave girl Taylor Penney! Taylor has raised over \$800 for a very worthy cause 🙌. If you would like to help Taylor with her amazing fundraising efforts - click this link to donate <https://www.doitforcancer.com.au/fundraiser/taylorpenney> #thecuthut #cutforacause #cutforcancer #donatenow



## School Recognition



Dear Geraldton Grammar School ,

The **Mental Health Foundation Australia (MHFA)** would like to congratulate and thank you for your leadership and tireless work during this COVID-19 Pandemic. We understand and appreciate your efforts during this unprecedented situation to support your students and the school community.

It is the view of the **Mental Health Foundation Australia** to show gratitude for the care and dedication of all school staff for maintaining education and effectively navigating the challenging landscape of teaching online. We encourage all Australians to continue the spirit of compassion, resilience, and support, displayed by our teachers, including yourself personally.

Please see an attached certificate of appreciation from us at the **MHFA**.

We once again thank and congratulate you for all that you do for our children.

Yours Sincerely,

Vasani Srinivasan

Chairperson, Mental Health Foundation Australia



### Certificate of Appreciation

Presented to

Geraldton Grammar School

For your commitment, leadership and support provided to the Australian school community during the COVID-19 pandemic

ON BEHALF OF

The Board of Mental Health Foundation Australia

Signed by

Vasani Srinivasan  
Chairperson

Better Mental Health For All







# Sheila Flanagan Library

## Term 2 Winter Warmer Highlights



## Year 12's Study Space

A popular space for our Year 12's before, during and after school also leading up to their first exams.



## Randolph Stow Young Writers Award



### Good Luck Randolph Stow Young Writer Entrants.

The award aims to encourage the creative talents of students in the Midwest in the art of poetry and prose. It is a writing competition organised by the Geraldton Regional Library that is open to all students from year three to year twelve who study within the Midwest region. Cash prizes are offered as an added incentive and last year the Geraldton Library received 592 entries from eighteen schools.

Please note the closing date for entries this year is Sunday 5 July 2020.



## Lunchtime Library Activities

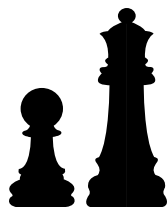
Students enjoying the reopening of the library at lunchtime. They have been browsing and borrowing, playing board games, creating with lego and reading and relaxing in comfort also enjoying the new Toy Library.





## Chess Competition

Coordinated and Hosted by Year 12 Students Indi Smith and Wade Cuthbert. Well received by the participants. Congratulations to the winners.



## Read Alouds With Mrs Jefferies

Introducing the students to the language of books, giving them a positive experience with a book and exposing them to different books, genres, authors.



## Celebrations and Acknowledgements



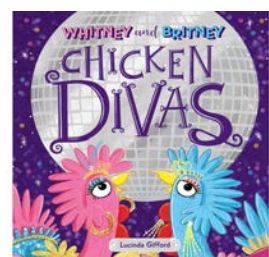
## Community Jigsaw Puzzle



Teamwork, cooperation and an overall feeling of satisfaction in fitting the pieces together. Over the weeks students from Year PP - 12 have been working together on our community puzzle.

## National Simultaneous Storytime

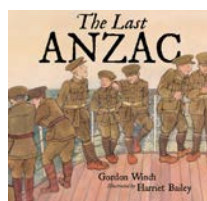
On Wednesday 27 May at 11.00am (AEST) we read Whitney and Britney Chicken Divas written simultaneously with libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country.



## Year 11 English Literature

Year 11 Students are reading 'Of Mice and Men'.

John Steinbeck's Of Mice and Men is a staple in secondary classrooms. Originally published in 1937, it remains beloved by people of all ages who often remember reading and studying. The novel is one that stays with people, with its easily accessible story of friendship under adversity and relatively straightforward prose.







## Jacob Davies (2018) - UWA Aspire Ambassador



As a regional high school student, Jacob participated in a number of Aspire UWA events, including visiting the UWA campus to explore what university life might be like and learn about the support that is available, particularly to regional students. Once he completed his secondary education at Geraldton Grammar School, Jacob moved to Perth to study a Bachelor of Science, majoring in Sport Science, Exercise and Health via the ATAR pathway. Jacob is thoroughly enjoying his course and plans to continue postgraduate studies in the future, to become a medical doctor.

While this has been Jacob's main motivation for pursuing a university degree, his engagement with university life extends far beyond just his studies. Jacob is actively involved in supporting first-year university students and volunteers as a UniMentor. He is also a member of both the Science Union and the Basketball Club at UWA, where he can connect and socialise with like-minded peers who share his interests. Jacob also enjoys playing disc golf and video games. He is currently living with friends in Perth and balances his study with his work and social commitments.

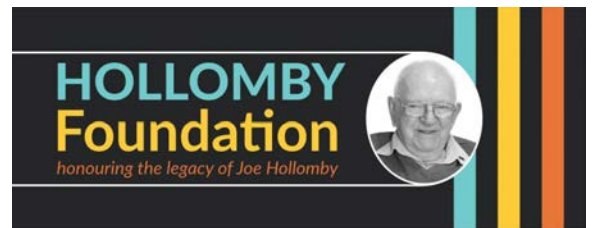
## Pip Rumble (2006) - Hollomby Foundation Scholarship Recipient



**Hollomby Foundation Scholarships** - This scholarship program is competitive and open to all students studying a course at the GUC. One of this years recipients is Pip Rumble who graduated from Geraldton Grammar School in 2006.

"Mr Hollomby used to pop into the supermarket I worked in to drop off his shortbread, I have such fond memories of him asking how many had sold and chatting about the goings on in town. It means a lot to have received a Scholarship from the Hollomby Foundation, so thank you to everyone who made it possible, I cannot tell you how much it means!"  
*Pip*

Winner of the 2020 Hollomby Foundation Open Scholarship



## Courtney Hanlon (2018) - Leeuwin Ocean Adventure

Courtney Hanlon is a current St Catherine's College resident at UWA and sailed on her first Leeuwin voyage in 2016 as a Year 10 student from Geraldton Grammar School.

"I think the community at St Catherine's and on the Leeuwin, is strikingly similar. Despite the Leeuwin being a sailing ship program and St Cat's being a residential college, both programs have a very strong sense of community that I would compare to a family"

*Courtney*

