



THE BEACON

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Enjoy reading about another action packed few weeks at our school.
Thank you to all the parents, staff, and students for their contribution to our school. The sense of community is obvious.

Neesha Flint
Principal

We would like to respectfully acknowledge the Southern Yamatji Peoples who are the Traditional Owners and First People of the land on which we stand. The Nhanhagardi, Wilunyu, Amangu. I would like to pay my respect to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of the Southern Yamatji Peoples.

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Arts Day 2020



The whole school community gathered together on Thursday 17 September for our 2020 Arts Day.

Staged in a reduced format due to the COVID-19 restrictions, the staff and students were provided with the opportunity to view displayed artworks from both the primary and secondary schools, submit entries into photography, colouring-in and cake decorating competitions and enjoy an outstanding showcase of musical talents in a concert that featured the junior primary choir, Concert Band, small instrumental ensembles and the Rock Band.

The concert was focused around favourite movies and their famous musical themes which meant a wonderful variety of music ranging from the River Kwai March to The Incredibles to The Black Panther and everything in between. The March of the Toys even saw our junior primary students parade across the stage as they marched in time to the music in soldier hats they had made. Ms Tonkin and all of the Instrumental Music students excelled in what was an amazing concert to remember.

The event spanned 2.5 hours and it brought everyone together in a celebration of the calibre of the arts within the Geraldton Grammar School community.



Arts Day Colouring-In Competition

Winners

Early Steps Hub: Abrish Adeel & Charlie Fong

Step Forward Hub: Imogen Teakle



Arts Day Sugar Rush Cake Competition

Show Stopper Cake Competition

Step In Hub:

1st Place - Eleanor Ryan

2nd Place - Matilda Patten

3rd Place - Ethan Rankin

Step Up Hub:

1st Place - Amber Bestry

2nd Place - Millie Patterson, Jasmine Phonphiboun & Nina Morton

Step Out Hub:

1st Place - Connie Greeve

2nd Place - Ashlyn Thompson & Chloe Spence

Cupcake Competition

Early Steps:

1st Place - Amelia Coaker

2nd Place - Lucy McCartney

3rd Place - Charlie Fong

Highly Commended - Olivia Power, Bronte Butt & Francesca Place

Step Forward Hub:

1st Place - Charlotte Hillbrick & Macy Halford

2nd Place - Sophie Chapman

3rd Place - Bede Halford

Highly Commended - Evie Fong, Indi Fitzgerald, Audrey Nolan, Ashlee Blake & Kate Smart

Step In Hub:

1st Place - Matilda Patten

2nd Place - Jameson Nolan

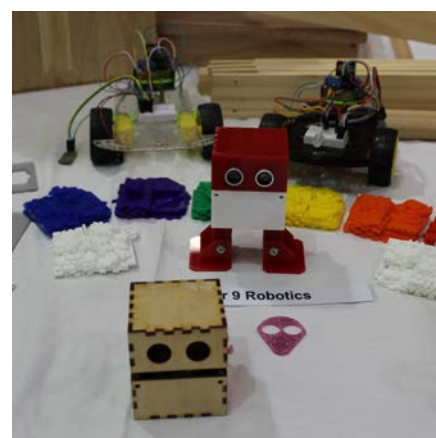
Step Up Hub:

1st Place - Amber Bestry

Step Out Hub:

1st Place - Connie Greeve

2nd Place - Elena Dalle & Maddi Kitto



Arts Day Photography Competition
Theme: "Togetherness"

Winners

Step Forward Hub: Ryleigh Conway

Step In Hub: Georgie Boys

Step Up Hub: Amber Bestry

Step Out Hub: Tess Adamson

Staff: Mr Simon Moffatt



Georgie Boys



Simon Moffatt



Tess Adamson



Ryleigh Conway



Amber Bestry

The extra cupcakes brought in for the Sugar Rush Cake Competition were sold to students at recess for a gold coin donation. We made \$220 and the money will be split between two local arts groups -Theatre 8 and Creative Works Youth Theatre.





NAIDOC Week

During week 7 the secondary school celebrated NAIDOC week, with the Year 12 leadership group organising a series of activities for students to participate in.

The week started with a school assembly where guest speakers Krystyn Bonney, discussed some of the beliefs, values and traditions of indigenous people and Karl Pirrottina from the Clontarf Academy spoke about the initiatives, aims and achievements of the program.

Students also participated in a whole school hand painting mural, played indigenous music, participated in some indigenous sport and a free dress day, with funds raised on the day being donated to the Indigenous Literacy Foundation.



Biggest Morning Tea



On Tuesday 26 June, Geraldton Grammar School held their annual Biggest Morning Tea event to raise funds for the Cancer Council. The Year 8 cohort organised and coordinated the event as part of the Geraldton Grammar School's Service Learning Programme. All the Year 8 students were required to bring a plate of food to share and were involved on the day with the event. They organised and ran a variety of stalls with the cake raffle once again proving to be very popular. The entertainment was provided by Ms Tonkin and students from the Instrumental Music Program. A total of \$1326.75 was raised. Thank you to all parents, students and staff who made the event so successful.



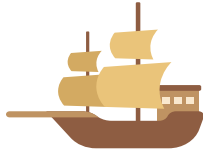


Batavia Games

The Batavia Games is an annual event organized and led by Year 12 students. The inaugural Batavia Games were held on Monday 17 September 2007. This date is significant as it was 382 years from when the survivors from the Batavia shipwreck were rescued from the Abrolhos Islands.

The Batavia Games are several novelty events that encourage teamwork, participation, and foster House spirit.

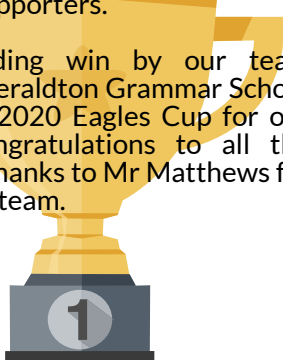
Thank you to our Year 12 students for organising this event.



Eagles Cup Football Competition

This term, the Primary School competed in the annual Eagles Cup football competition, playing matches on Mondays after school. The last game of the season was played against Rangeway Primary School, at the Recreation Ground, with a great turnout of supporters.

The resounding win by our team resulted in Geraldton Grammar School winning the 2020 Eagles Cup for our division. Congratulations to all the players and thanks to Mr Matthews for coaching the team.





Year 5 Camp

MONDAY

With much anticipation, Year 5 camp was actually beginning. We boarded the bus and to our surprise, we had a bus all to ourselves. The journey seemed to take forever and we were glad to arrive at Swan Valley Adventure Centre.

Our first activity was the Flying Fox and Team games. A great way to start our camp.



TUESDAY

We boarded the bus for Parliament House. We learned about the two houses of parliament and important people of Western Australia.

We then went to get on the bus but it broke down and we had to get a party bus. We went to AQWA and we could touch live specimens and baby sharks. We went in the tunnel and could see all the fish, rays and sharks above us.

Next stop was the movies. We saw Trolls World Tour in a cinema all to ourselves.

by Grace Earl & Audrey Nolan



WEDNESDAY

On Wednesday, we woke up early to begin our fun-packed day. After breakfast, we boarded the bus all super eager to explore Scitech and visit the Planetarium. When we arrived at Scitech we all went over to the BHP Feature Exhibition - Earth Matters. We learned how we could help our planet. We visited the CSIRO Lab and completed an Underwater Investigation just as scientists do. Entering the Planetarium was one of the coolest things I've ever done. The show was outstanding and the dome-like screen made it feel real.

Back at camp, we participated in Team building games and the Flying Fox.

After dinner, we went to Lazer Blaze, which was one of my personal highlights. I loved the hiding places and how you could shoot your opponent from above. Lazer Blaze was voted by the Year 5s as the favourite activity of the camp.

by Mackenzie Nicol



THURSDAY

Thursday was another exciting day for us. We had lots of new adventures and learned lots of new things. Our day started great. We boarded the bus to the Maritime Museum to learn about different migrants and how they contributed to Australia. Once we finished the tour we walked to the Fremantle Prison to learn about what the prison looked like inside and we heard some stories about how the convicts coped with the environment. After we finished looking around, we boarded the bus back to the Maritime Museum to get a souvenir from the gift shop. Once we finished there, we went back to the camp school. After dinner, we walked into the bush for a fun time around a bonfire. We all ate marshmallows and played in the dark. Soon as our fun time ended, we walked back to our sleeping quarters and got ready for bed. We all fell asleep excited to see what tomorrow would bring. The highlight of my day was the bonfire because we all had a great time eating marshmallows and talking around the campfire.

by Isla Satie



FRIDAY

On Friday morning, we woke up excited for the day ahead. To our surprise, someone drew sharpie on all our faces while we were asleep! We had a few suspects, and I'm keeping my eye on Mr. Matthews. Unfortunately, no one has proven guilty. We washed that off, cleaned our dorms and made our beds, got ready, and made our way to the dining hall.

After a delicious breakfast, we packed and got on our bus to make our way to Perth Zoo. At Perth Zoo, there were heaps of animals and enclosures such as Australian Bushwalk, Asian Rainforest, Wetlands, and African Savannah. My favourite animal was the painting elephant. We had our lunch; explored some more, and then we boarded the bus for the trip home. We were excited but sad at the same time. Our trip to Perth was unforgettable.

by Charlotte Hillbrick



Primary Athletics Carnival

Primary Athletics Carnival Individual Results

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	Tate Joyce
Year 1 Girl	Samara Penney	Freya Teakle
Year 2 Boy	Charlie Fong	Kai Bassett-Scarfe
Year 2 Girl	Isabella Purslow	Isla Quirke
Year 3 Boy	Bede Halford	Seth Leech
Year 3 Girl	Evie Fong	Aisha Jones
Year 4 Boy	Henry Burton	Noah Brown
Year 4 Girl	Esta Penberthy	Isla Dawson
Year 5 Boy	Bodhi Fitzgerald	Leon Plummer
Year 5 Girl	Isla Satie	Imogen Teakle
Year 6 Boy	Riley Fong	Finn Preston
Year 6 Girl	Kenzie Hancock	Indah Rankin



**Champion House:
Murchison**



2nd: Irwin
3rd: Chapman
4th: Greenough



Secondary Athletics Carnival



It was so great to see everyone participating and enjoying the spirit of the carnival. Congratulations to Chapman House for being awarded the Spirit Trophy, in recognition of their support for their House and great sportsmanship to others.

**The overall
Champion House
results leads
Murchison to
victory.**



**1st Murchison
2nd Chapman
3rd Irwin
4th Greenough**



Congratulations to our individual Champions for their outstanding performances at the Interhouse Athletics Carnival.

Year	Runner Up Champion Girl	Champion Girl	Runner Up Champion Boy	Champion Boy
Seven	Caitlyn Mann	Ruby Lin	Caleb Sewell	Tom Auld
Eight	Ella Batten	Christi Bestry	Rowan Jermyn	Ryan Jermyn
Nine	Alice Tonkin	Sophie McQuie	Luke Cowcher	Campbell Wood
Ten	Abby Green	Sophie Batten	Alen Chiu	James Gething
Eleven	Poppy Lockley	Darcie Newman	Jannie Pieterse	Mitchell Thompson
Twelve	Demi Bestry	Chloe Spence	Wade Cuthbert	Hayden Messina



Thankyou parents and friends for coming to support our students.





Humanities and Social Sciences Awards

The Simpson Prize 2020

Congratulations to students who entered their essays into the 2020 Simpson Prize. This is a national competition that provides students with the opportunity to share their research on the service of Australians in World War 1. Well done to Tahnee Gronow, Sophie Spencer, and Elliott Beat, whose essays were selected for entry.



Education Perfect Humanities and Social Sciences Championships 2020



Well done to all the students who participated in these championships this year. A special congratulations to Lailah Bellottie (Year 8) who achieved a high score that led to her being the recipient of a Credit Award.



Year 1/2 Geography Excursion

Our Year 1/2 classes participated in a Geography field trip to Cape Burney, Greenough river, Spalding park and Chapman river. Students looked at aspects of the landscape, considering the natural, managed and constructed features and how to represent these on a pictorial map using a key. Students heard the Dreamtime story of Bimarra, some Wajarri words for landscape features and how Aboriginal people's totems connect them to the land. Students discovered more about local Geraldton History, finding out how George Grey named many local rivers and how former mayor and business operator Henry Spalding negotiated for land to create a public park resulting in Spalding park being developed. With some beautiful spring weather and bush walks along both rivers, students had a tiring but successful day. Thank you to Wayne and Storm from Western Mulga and the parents who assisted.





STEPIN Day



On Thursday 3 September students in Years 7 & 8 took part in the only combined STEPIN day of 2020. The theme of the day was to explore the Future-Ready skills of Creativity, Collaboration, Communication and Critical Thinking. In the morning the students worked in mixed-gender and mixed-age groupings to rotate through four activities – Food Technology – an ingredient challenge, STEM – marble run challenge, Art – Collaboration to produce a piece of art to be displayed at the Arts day and a Wellbeing activity learning to manage their stress. In the afternoon the students were given the challenge of creating a new sport from a preselected range of equipment. Thank you to all the staff and students who made it such a great day.



Secondary Spybase Tours

As part of National Science Week 2020 we were invited to visit the local Australian Defence Satellite Communications Station (AKA "Spybase"). This was a unique opportunity as never before has the public been allowed on site. Besides tours of the "Golf Ball Domes", data centre and solar farm, students were introduced to a number of different STEM Careers and opportunities available through the Australian Signals Directorate.





Kindy Community Parent Sessions



The Junior Kindy and 4 Year Old Kindy classes have had a focus on the local community this term. As part of this, they invited parents from both classes to run a session with the students and teach them all about their jobs and/or hobbies. The students were given the opportunity to learn about being a:

- Dentist
- Mechanic
- Aerospace engineer
- Oil/gas production technician
- Musician (Violin)
- Police officer
- Lawyer
- Nurse
- Farmer
- Photographer
- Crushing plant maintenance supervisor

The students loved learning about all the different jobs and enjoyed interacting with these members of our community. Both classes would like to thank the parents who volunteered their time to come out and teach us about their exciting jobs!





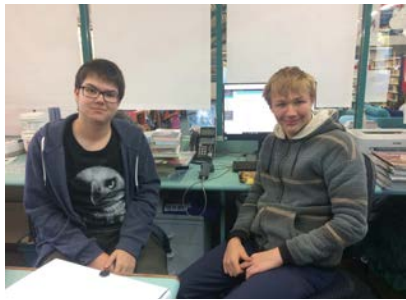
Term 3 Branch Out and Read a Different Genre

Students discussed reading genres that interest them making the search for new books much easier. Exposure to different genres this term opened the student's eyes to the enormous range of books that are available in the Library. A favourite for many were Realistic Fiction and Historical Fiction.



Year 10 Work Experience in the library

Work Experience placement students Kane and Bogdan were given an insight into the diversity of the Library and some of the expectations of the working world during week 9.



Read Alouds With Mrs Jefferies

Read alouds are powerful because they serve so many instructional purposes – to motivate, encourage, excite, build background, develop comprehension, assist children in making connections, and serve as a model of what fluent reading sounds like.



Lunchtime Library Activities

Students have enjoyed the reopening of the library at lunchtime. They have been browsing and borrowing, playing board games, colouring, creating with lego and reading and relaxing in comfort also using the Toy Library to make connections with books.



Audiobook Hub



New to the Library this term is an Audiobook Hub. An audiobook (or a talking book) is a recording of a book or other work being read out loud. Audiobooks are the fastest growing segment in publishing. Authors license their audio rights and work with professional narrators to produce their books.





Student News

Sophie Spencer - Wool4School Design Competition Finalist



Last holidays Sophie entered a design competition called Wool4School which is run by the Australian wool innovation, Woolmark company.

The competition required students to design an outfit with up to 4 garments using wool as the hero fabric. Their entry required illustrations of the garments with annotations, technical sketches with all the measurements, a mood board with the thoughts and colours behind the designs and an essay outlining the fabric used, the age group the design is intended for and the relevance of the design to the flora and fauna theme.

Sophie entered in the Year 11 Senior Designer Category from Geraldton Grammar School and she was judged as one of three finalists from Western Australia, the only one from a regional school and was one of 16 finalists chosen nationally.

"I chose to take part in this competition because having been surrounded by wool growing up, I believe that more of our clothing and fabrics should be made from wool textiles. Wool is 100% biodegradable and features numerous beneficial properties, such as odour, fire, and wrinkle resistance, as well as being extremely durable and versatile. Unlike synthetic fibres, wool is able to be recycled multiple times and has little impact on the environment, making it the perfect textile to reduce the negative impacts of the fashion industry.

I would encourage everyone, whether you're interested in fashion design or sustainability within the textile industry, to enter next year's competition. It is an amazing opportunity to expand your knowledge of wool and fashion design and your ideas could contribute to new innovations that will help our environment in the future"

<https://www.wool4school.com>



Millie Patterson - National History Challenge for WA Finalist



Congratulations on being successful in the Women's History category for the National History Challenge (WA). Millie's essay has been sent on to the national finals for judgment. She has been invited to attend the state finalist award presentation in Perth.

The Experience of Shell Shock in WWI Nurses
Individual Research Essay
Millie Patterson

Word Count Without Descriptor & Bibliography: 1300 Words
Total Word Count: 2529 Words

This essay explores the stigmatisation, under-awareness and under-treatment of nurses suffering from shell shock (PTSD) in WWI. It covers the working conditions of nurses serving overseas, the trauma they received as a result of their environment and their work, and the lack of treatment and awareness for women's shell-shock.

*"Now must we go again to our world
Full of grey ghosts and voices of men dying,
And in the rain the soundings of last posts,
And Lovers' crying;
Back to the old, back to the empty world."*
-Nurse Wedderburn Cannan¹

Over 2000 Australian nurses, 59% of whom were under 30,² served overseas during World War One (WWI). Most of these nurses served in hospital ships, as ambulance drivers, in trenches, and in clearing stations on the Western Front, where they were exposed to shelling, gas attacks and other atrocities similar to those that the soldiers faced. This was in addition to seeing horrific injuries and deaths in soldiers and fellow nurses - whether they be strangers, friends or family. However, nurses, usually female, were, and still are, rarely thought of in relation to shell-shock (now known as Post Traumatic Stress Disorder or PTSD)³ in historical literature, despite being in the same conditions as male soldiers. Sister Alice Kitchin wrote of her time nursing, "It is all too dreadful and every day we hear of someone we knew being killed or wounded."⁴

The vast majority of nurses serving overseas worked in horrendous conditions. Paul E Stepanky wrote, "What makes the nurses of World War I gallant is that so many of them were able to bracket their encroaching horror - with its undercurrents of anger, depression and numbing - and simply function as nurses in a nurse's hell." A 'nurse's hell' was created from the constant shelling and attacks, and the severely lacking conditions in the trenches that made sterilizing anything - let alone wounds - borderline impossible. This all too often led to life-threatening infections that could've been easily avoidable in a hospital environment. Most nurses lacked vital nursing supplies, even down to rudimentary painkillers. Sister Claire Trestrail writes about the wounds she saw nursing, "No words can describe the awfulness of the wounds. Bullets are nothing. It is the shrapnel that tears through the flesh and cuts off limbs."⁵ Russian nurses were known to fill wounds with salt and iodine to stop infection. Some nurses, particularly American, were trained in psychiatric work to help soldiers suffering from shell shock (now known as Post Traumatic Stress Disorder or PTSD), but were rarely considered themselves.⁶ Many nurses did not get rotated out⁷ - unlike most soldiers who were able to switch in and out of the front lines and into

more minor positions 'away from the action'.⁸ Those who were able to be rotated out got the rare experience of what most WWI nurses signed up to do: travel. Matron Grace Wilson describes her travels in Egypt, "[we] rode camels across the desert to Sahhar; watched the moon rise in front of the Sphinx, [and] had our fortunes told in the sand". In 1916 some nurses received officer status and badges but were only paid about half of what their male counterparts received.⁹

Many nurses suffered great psychological trauma as a result of their work. If nurses couldn't bear the trauma of war, they were sent home and in most cases received little to no psychological help, as the battlefield was 'no place for women', leading to the idea that the women had bought it on themselves by signing up for the war.¹⁰ In *Testament of Youth*, nurse Vera Brittain wrote that she had suffered hallucinations, delusions, nightmares, and insomnia,¹¹ all very common symptoms of shell-shock (PTSD). Men's mental health and stability was placed above all else, as they needed to return to the battlefield as quickly as possible, meaning 87 percent of British troops returned to front line service within a month, despite many of them not being mentally sound enough to continue their daily lives, let alone combat.¹² This lack of consideration for women's, and particularly nurses' mental health led Brittain to attribute her symptoms to 'over fatigue and excessive strain'. The term 'civilian war neuroses' was coined to differ soldier's shell-shock (PTSD) from non-fighting roles, but many modern historians argue that it was essentially a diagnosis to differ men's suffering from anyone else's. Brittain wrote, "No-one, least of all myself, realised how near I had drifted to the borderland of craziness."¹³ Some modern historians argue that men controlled, albeit usually unknowingly, what was and wasn't suffering. This was due to the fact that women's shell-shock was blamed more on their emotions than their lived experiences, with women's ailments being thought to be caused by women naturally being more emotional and leaning more easily towards delirium.¹⁴

Despite this clear evidence of women in WWI suffering from shell-shock, almost no nurses received help for their trauma. Their 'civilian war neuroses' (PTSD) was rarely treated. Women were often told that they couldn't mentally handle the war and were given no further treatment, simply being sent home and having their symptoms blamed on their 'natural tendency towards

hysteria'¹⁵. While nurses' service and work was celebrated in war-affected countries, it was almost purely ceremonial. They were rarely given compensation for their work, as nurses couldn't apply for a disability pension until 1920, and it was all too often not enough to live on.¹⁶ Vera Brittain wrote about the lack of treatment for her trauma in *Testament of Youth*: "Had I seen an intelligent doctor immediately after the war, I might have been spared the exhausting battle against nervous breakdown which waged for eighteen months."¹⁷ Many doctors, however, referred to shell shocked soldiers as 'mental cases' or 'dotty' in their notes.¹⁸ Nurse Pat Beauchamp wrote in her book *Fanny Went To War*: "My troubles, I am sorry to say, began from [the end of the war] onwards. England seemed unprepared for anything so unorthodox as myself, and the general impression borne on me was that I was a complete nuisance. There was no recognised hospital for 'the likes of us' to go to."¹⁹ This was despite the fact that Beauchamp was decorated along with other members of F.A.N.Y., a group of female ambulance drivers.²⁰ Beauchamp wrote about her trauma after seeing some soldiers 'blown to pieces' by a bomb: "[I] shall never forget, and, in fact, cannot describe... I leave the details to your imagination, but it gave me a sudden shock to realize that a few minutes earlier those remains had been living men walking along the road laughing and talking."²¹ The internationally famed 'Anzac Legend' of stoicism and bravery in the face of horrors would've led many soldiers, particularly Australian, to not speak up about their own struggles with trauma, especially as 'shell-shock' was still an incredibly stigmatized illness, even among male soldiers.²² Around 80,000 cases of 'shell-shock' were reported by the British Army,²³ 0.9% of the total British soldiers sent to WWI (8,904,467)²⁴, despite an estimated 30% of American Vietnam War veterans having experienced PTSD in their lifetime²⁵ showcasing undertreatment and underreporting, even among male soldiers. Elaine Showalter wrote in her

book *The Female Malady* "If the essence of manliness was not to complain, then shell-shock was the body language of masculine complaint." Showalter also found that many medical professionals dismissed male shell-shocked soldiers, blaming their afflictions on 'effeminacy and homosexuality'.²⁶

The experience of shell-shock/civilian war neuroses (PTSD) in nurses serving overseas during WWI is still rarely considered in historical literature and was undertreated, underreported, and under-diagnosed. It is certainly worth considering how many more medical advances might've been made with psychologically sound nurses working after the war, had the major issue of stigmatisation, under-treatment, and the belief that shell-shock was a purely male issue been better handled. With the aid of modern historians and the slowly growing research into nurse trauma/PTSD in WWI and in other wars, current nurses serving in war zones may begin to receive more recognition and better psychological help.

Where there was life, there was hope, and we won.
-Sister May Tilton²⁷



Geraldton Residential College Awards

The annual residential college awards were held on Friday 11 September and it was a nice event which saw the following Geraldton Grammar School students acknowledged.

Nizar Al Hariri - Senior Sports Boy Award & College Managers Award
- awarded to a student who displays courtesy, respect and initiative throughout the college.

Maddi Kitto - Supervisors Award

Holly Green - Junior Sports Girl Award

Maddi Kitto & Betty Steer - Positive Behaviours Award

Betty Steer was announced as College Captain for next year.



School History



When our school commenced in 1996, there were new teachers who left other schools in Geraldton to be part of the Geraldton Grammar School journey, Mrs Bronwyn Twining was one of those teachers. Some former families and staff will remember Bronwyn. She transferred to John Wollaston Community School in Perth, and on retiring from teaching there, is now on the John Wollaston School Council, a sign of her commitment to education. I would like to share her reminiscences of those challenging early days the fun, sadness, pride, excitement even bewilderment at that time, were some of my personal responses when reading her memories shared with me:

Bronwyn Twining's memories

1. What does Geraldton Grammar School add to the Midwest community?

- Options for schooling, particularly a K-12 continuous education
- Different 'standards' – the uniform and it's strict code, behaviour out of school hours when wearing the uniform, behaviour generally
- Perception of academic rigour – the students were happy to be 'clever' and did not tend to dumb themselves down
- Bringing new people to Geraldton – students and staff (employment)
- Students have the option not to go to boarding school in Perth

2. Reasons for transferring from the Government sector to a new Independent School?

Berrice asked! She was innovative, passionate, energetic with a dream.....

3. As a teacher in the rented accommodation in St Pat's, what are your recollections, followed by the big move into the new Geraldton Grammar School site in 1998?

- Space and class numbers – in my first year I had nine students from PP to Year 2 and Joyce Hammersley as my amazing EA. The kids were an absolute delight and the education side of things was easy. The three Year 2 girls (Felicity Noonan, Claire Porter and Danike Burges were all budding teachers so took it upon themselves to be mother hens to the others). We had an enormous classroom, well resourced for the number of students. The Art Room was a glassed area within the Junior Room so we had Gina Hogue on tap with her amazing skills and ideas.
- Autonomy – freedom to try new things and to work with Berrice's astonishing ideas for better education.
- The look on Tony Brooker's face at some of the early years antics was priceless. He seemed both fascinated and terrified by the 'little ones' but was always supportive and keen to 'pop next door' to watch what was going on. Especially when we were making a lot of noise!
- Speaking at a conference in Perth with Berrice and Brad Hilliard. Of course, Berrice was the ringleader and Brad and I just put a small sixpence worth in but it was interesting to be at a conference and have dozens of other teachers hang on every word and idea. Geraldton Grammar School was building a reputation for innovation and excellence.
- Berrice's enthusiasm for everything! She was competitive as well so in the early stages of NCVISSA where we were outnumbered and frequently out skilled Berrice's positive outlook was paramount. The support from the other schools in the NCVISSA was outstanding.
- Our amazing musical performances under the direction of Kerry Morgan were an absolute highlight. The entire school community pulled together to stage incredible music and drama shows.
- New build: Space and facilities – being involved in the process. The adventure playground was unique at that time – possibly one of the first 'nature playgrounds' in a school. We all had input.
- Sense of really being established in the town.
- The first-ever Naplan tests. I remember these because I had Year 3 students who became totally overwhelmed, especially having to open up a broadsheet that wouldn't even fit on their desk. Heartbreaking....

4. What was your role and did that evolve in your 6 years at Geraldton Grammar School?

- Initially PP-Year 2 class teacher, later teaching older children up to Year 6.
- Head of Murchison House – I think this happened 4 or 5 years into the school's development.
- I was the School representative for NCVISSA – attending meetings in Northampton with Barry Thompson, the parent rep. Had to coordinate the winter carnival (held in Northampton I think) in our 3rd or 4th year and I remember a particularly vocal and unhappy parent from another school challenging me about one of the secondary student umpires. She made some unsavoury comments about privilege and lack of empathy until I pointed out the particular umpire was not from GGS and that in actual fact the student had made the correct decision.

5. Are there any incidents that you remember well?

- Death of Mr Denney – this was in our first year I think. Definitely at St Pats. Alexander was in my class and his 2 older sisters further along in the years. It was such a sad event. Alexander idolised his dad and his machinery.
- Equestrian successes – we cleaned up at a number of interschool events. One, in particular, was almost embarrassing where our riders came first, second and third in pretty much every individual event and took out every category including champion school.
- John Royce composing the School song and the emotion – John was a wonderful colleague with a sense of humour second to none. When he wrote the school song and initially presented it to the staff he became quite emotional. It was a great song and I hope it still frequently gets belted out.
- The Royce babies - Watching John become a father and the associated humour that came with it was priceless. I think the staff at Geraldton Grammar School 'owned' those babies at the beginning.....
- Sue Shaw taking over the reins from Tony. It was another reminder that the school was growing up and sad as we were to see Tony leave, Sue fitted in well was a great humanitarian to have in charge.



6. Other snippets?

- The parents of the littlies were a constant source of assistance and information. I remember in the early days doing a lesson on the environment and discussing what 'things' should not be put down the drain. Molly Moustaka, who would have been PP or Year 1 confidently declared that her dad was always reminding people not to throw money down the drain!
- Leaving Geraldton Grammar School was a difficult decision. I had a daughter on the cusp of doing important things in the equestrian world and we could not afford to set her up in Perth with the 4WD, horsefloat, agistment costs etc as well as pay for her UNI living and course costs. The solution was to move to Perth and teach down there where I was so very fortunate to land on my feet at John Wollaston Anglican Community School.