Celebrating
150 years
Congratulations

BALLARAT CLARENDON COLLEGE
on their 150 years of providing quality education to children of all ages within the Ballarat community.

Well done Ballarat Clarendon College!
We are proud to be associated with Ballarat Clarendon College as we have provided cleaning, maintenance and gardening services to the College for 15 years.

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The history of Ballarat Clarendon College is closely entwined with the history of this great city. As the fifth-oldest surviving private school in Victoria, when Ballarat College was founded in July 1864 Ballarat’s growth was still in its early stages.

Rev William Henderson showed great foresight when he decided to open a Presbyterian school for boys in an empty building on the St Andrew’s site.

In a similar way, Mrs Elizabeth Kennedy’s actions in 1876 proved to be fortuitous for the education of girls in this community.

Since then there have been numerous steps in the evolution of what has become, since 1974, Ballarat Clarendon College.

As the result of a lot of hard work and commitment to achieving the best, I am proud to lead this world-class school into its celebrations of 150 years educating young men and women from the Ballarat community and beyond.

I hope that our many friends and supporters will enjoy reading this anniversary supplement, and I assure them that we still are faithful to the Henderson and Kennedy visions.

150 years is but the stepping stone into the next stage of our proud history.

David Shepherd
Principal
Timeline

1864 Ballarat College commences at St Andrews’ Kirk with first students, Samuel Baird and James Brown.
1867 Ballarat College cadets begin (disbanded 1973).
1868 Mrs Kennedy’s School for Girls commences and moves to property corner Clarendon and Armstrong streets, Soldiers Hill 1870; renamed Clarendon Ladies College 1877.
1874 Brick building constructed for Ballarat College, Corner Sturt and Lyons streets.
1877 Ballarat College co-educational until 1891.
1910 Ballarat College purchases Sturt Street property and opens new buildings.
1913 First Minervan printed.
1914 Original boat shed built.
1920 Clarendon Ladies College purchased by Presbyterian Trustees for £1500, renamed Clarendon P.L.C.
1924 – 1932 A. Richardson
1925 Ballarat College Memorial Hall opened.
1926 Clarendon opens new school buildings in Mair Street.
1927 – 1934 Lucy Shaw
1933 – 1945 R. E. Thwaikes
1935 – 1938 Janet McDonald
1939 – 1949 Helen Mathieson
1946 – 1956 A. F. Sloan
1950 – 1955 Edith Kerr
1956 – 1970 Margaret McPherson
1957 – 1960 P. N. Thwaites
1960 – 1966 A. D. P. Dyer
1970 – 1971 Vincent Horner
1972 – 1973 Mary Waters

Clarendon Presbyterian Ladies College Headmistresses
1876 – 1896 Rev. Robert Kennedy
1892 – 1923 Lilie Crump
1922 – 1926 Elspeth Carson
1927 – 1934 Beatrice L. Short
1935 – 1938 Janet McDonald
1939 – 1947 Helen Mathieson
1950 – 1955 Edith Kerr
1956 – 1970 Margaret McPherson
1970 – 1971 Vincent Horner
1972 – 1973 Mary Waters

Ballarat College Headmasters
1864 – 1874 O. McCoy
1874 – 1876 F. J. Thomas
1876 – 1877 J. H. Pope
1877 – 1909 Major John Garbutt
1910 – 1912 E. N. Marryatt
1913 – 1923 Major A. S. M. Polson
1924 – 1932 A. Richardson
1933 – 1945 R. E. Thwaikes
1946 – 1956 A. F. Sloan
1957 – 1960 P. N. Thwaites
1960 – 1966 A. D. P. Dyer

Ballarat & Clarendon College Principals
1974 – 1986 Ron M. Horner
1974 – 1985 Mary Waters
1987 – 1988 Alan B. Crome
1989 – 1996 Alan B. Ross
1997 – 

Ballarat Clarendon College Celebrating 150 years
Ballarat College

The college is Victoria’s fifth oldest private school. Scotch College was founded as the Melbourne Academy in 1851, Geelong Grammar started in 1855, Melbourne Grammar in 1858, Geelong College in 1861 and then Ballarat College in 1864.

The gold rushes attracted people from across the world to Ballarat, including Scots who brought Presbyterian religious beliefs and desire for education with them. Rev William Henderson, viewed as college’s “father”, favoured a school offering a classical education similar to Scotch College.

The first principal was Robert McCoy from Ulster. The college started in July 1864 in the grounds of St Andrew’s and numbers grew steadily. By December 1865, 106 students were enrolled. The school taught classics, maths, English and commercial subjects qualifying youth for university, the public service or business. Gymnastics, swimming and elocution were offered. Sports were cricket, football and rowing.

Initially the school succeeded but in 1874-76 under three headmasters there were difficult times. The appointment of Welshman John Garbutt whose distinguished service covered 1877-1910 brought consolidation. He was a strict disciplinarian who had the full respect of students. During his time 1263 boys and 410 girls (until 1892) received education.

From 1912 the school moved westwards along Sturt Street. For £4640 the school Council purchased the Wanliss family 9.25 acres (3.61 hectares) and local architect Percy Richards drew up “splendid plans” for an attractive Queen Anne building.

The college struggled through World War I, but the contribution of former students to the war effort was remarkable. Sadly of the 299 old boys and staff enlisted there was a death rate of 22 per cent. It remained a small school in the 1920s and almost closed its doors during the early 1930s depression. In 1946 there were 125 students, but in the more prosperous eras of the 1950s and 60s and as more students took senior classes the school grew to 400 and new buildings were constructed.

Clarendon Presbyterian Ladies College

The founding principal was Mrs Elizabeth Kennedy supported by her husband Rev Kennedy, a Presbyterian minister from Northern Ireland. In 1876 she started a school for her three children and those of friends. In 1877 the Kennedys purchased a large property in Clarendon Street and the school enrolled many boarders from western Victoria.

Mrs Kennedy was a wonderful teacher and the school grew into one of Victoria’s largest girls schools. The school had a family atmosphere and in 1884 had 152 students from prep to matriculation, with about 50 boarders. Girls received a general education and enjoyed their studies. Rev Kennedy died in 1896, but his wife continued until 1902. Annually with 90-100 students, Lillie Crump and her three sisters conducted the school in 1903-19. The school was sold to become Clarendon Presbyterian Ladies College (PLC) from 1920.

In August 1926 the school moved to Mair Street and had a vibrant young principal, Lucy Shaw, during 1927-34. In 1934 the navy blue uniform was changed to a brown tweed tunic and blazer. Next headmistresses Janet McDonald (1935-38) and former student Helen Mathieson (1939-49) kept the school functioning well. The 140 students of the 1930s grew to 250 by 1949.

Principal Margaret McPherson had a major impact on Clarendon PLC girls in 1956-69. Buildings were added, enrolments were near 400, success came in hockey and athletics and the school’s reputation for sound education was strong. After a downturn, headmistress Mary Waters was appointed and thoughts turned to a merger with Ballarat College.

Ballarat & Clarendon College

College and Clarendon merged from January 1974. Both school councils worked hard to ensure previous traditions were retained and there was arrangement equality. College’s Ron Horner was principal, while Mary Waters had equal status in decision making. Seniors were at Mair Street and the junior and middle schools at Sturt Street. The 700 student school functioned harmoniously although often teachers travelled between campuses.

As a result of a review, the location of classes was reversed and from 1993 Sturt Street was the senior school and Mair Street the junior school. Under Alan Ross, Principal 1989-96, the school faced financial pressures from Australia’s economic downturn and enrolments decreased to 584 in 1996. A community appeal by 1993 produced $750,000 and BCC remained strong.

The years of principal David Shepherd have brought sustained growth and achievement. Enrolments have climbed steadily to past 1300 students and using international expertise, the teaching program has had careful refinement. In the last decade annually BCC was regional Victoria’s top school for VCE results and recently Australia’s top regional school in NAPLAN testing. At both the Mair Street and Sturt Street campuses buildings and facilities have been upgraded to the highest standard possible. From 2001 Year 9 students have had a term at the Grassy campus of King Island.

This school of 150 years has a fascinating history and has retained many aspects of its heritage. Today, as one of Australia’s premier schools, it rates highly on the international scene.
Five generations

During the College’s 150 years there have been numerous multi-generational families; six have extended over five generations. These originated from Henry Berry (1869), Robert Crawford (1881), Martha Buchanan (1883), John Garbutt (1901), Hugh Morrow (1902) and Thomas Douglas (1926).

In 2013 there were 11 fifth generation students from five families, Crawford, Robinson (Buchanan), Hoffmann (Garbutt), Dent (Morrow) and Brown (Douglas).

Descendants of Hugh Gordon Morrow, Elkie and Kaitlin Dent, are fifth generation students to attend Ballarat Clarendon College.

The Morrow family name can be seen in many pictures around the school and third generation Morrow, Michael, shared with us some of the stories his family has passed on of their time at the college.

“He (Hugh) was very interested in the school,” Mr Morrow said.

“He would watch under 8 and 12 cricket and he tried to keep pretty involved with school. Until his last two years he would walk down and watch the college firsts play when they were at home.

“He was keen at cricket, although I don’t think he was very good at it. He used to speak of the school spirit all the time, mind you it was a school of 100, he was just very fond of the school.”

When Hugh Morrow graduated in 1902, there were only eight students in the class, while Mr Morrow said during the 1950s the school really began to grow with the expansion of the boarding area.

In 1939, Mr Morrow’s father, Hugh Fraser Morrow graduated at Ballarat College and he said his father was just as fond of the school as his grandfather.

“My father was very keen on the college like my grandfather and both were later on the school council.” he said.

“He was Dux of the school when he graduated, which meant the rest of us were overshadowed. He rowed, played tennis and football.

“He oversaw the construction of the E.D McKinnon wing. I was young then, and there is an awful photo of me somewhere in the school opening the car door for the governor general.”

While Mr Morrow was reminded about the success of his father during his time at college, he also agreed that he enjoyed his time there immensely.

“My time at the college was one of the happiest. The school was rapidly expanding and the old English principles were gone. By the time I left in 1967 a lot had changed,” he said.

“A couple of the teachers were great influences and taught us the difference between learning and thinking.

“It was a challenge for our minds. The school always tried to get people to go out into the world and think for themselves.”

Following his father and grandfather, Mr Morrow went on to be a lawyer.

His daughter Siobhan (Morrow) Dent
also attended Ballarat Clarendon College, graduating in 1995. She remembers seeing her great-grandfather’s blazer with badges and brochures of extra curricular activities, like debating, that he was involved with, and like her family before her held fond memories of her time at the college.

“I really enjoyed it, school gave you the opportunity to try everything,” she said.

“It’s a school that produces students who are part of so many facets in society.”

Mrs Dent said it wasn’t just her experience at the college that helped make the decision easy to send her daughter there too.

“I didn’t just send them here because I went, I chose it because I want them to be well rounded and this school is the best to help them on their way.”

Other Morrow family members to attend the college were Elizabeth graduating in 1893, Andrew (1903), Thomas (1899), William (1937), Peter (1970), Keith (1986) Michael (2012) and Emma, with Mrs Dent’s third daughter set to begin in 2015.
Teaching and learning

The school focus
Throughout a student’s time at Ballarat Clarendon College our focus is to maximise their competence, skills and capacity so that, at the end of their time at the school, when they stand on the threshold of their future, they can choose their “heart’s desire”.

The focal point is the student. To make informed choices, all students require excellent teaching and learning, inspiring ideas and thinking and exposure to a breadth of experiences. Challenges and failure are part of life and offer opportunities to learn. High expectations exist for every person in the community. It is expected that every student can learn and will learn. For this to happen, there are equally high expectations for staff.

Therefore, school is focused on learning as its prime mission; learning in all contexts. Each student’s progress in all facets of development is closely monitored. The environment is one where it is safe to learn. Indeed, learning is the main game, but not mutually exclusive from having fun.

The school works closely in partnership with parents and home, recognising the potential of alignment of values and attitudes within the community, particularly to do with learning.

Students discover who they are, who they want to be and how to get there.

Inspiring and exceptional
The prime function is to prepare young people for independent and informed participation in the global community. As such, reaching a necessary level of competency in core life skills, such as literacy, numeracy and communication, becomes an issue of equity. Authentic learning can also involve conflict and problem resolution. These are essential for students to develop their core values, beliefs, attitudes, knowledge, skills and understanding of themselves, which are critical to the development of an independent individual capable of ethical decision making.

Learning happens when goals can be clearly articulated, assessment is accurate and insightful and interventions occur when progress is not being made. Both staff and students require accurate, immediate and continuous feedback.

Clarendon’s improvement plan provides the roadmap which directs all work and learning. It acknowledges the centrality of accurate and reliable assessment information in understanding the effectiveness of the curriculum, planning for learning, selection of high-yield instructional strategies and ongoing professional learning. Data analysis and inquiry enable evidenced-based instructional decisions to be made in order to ensure student progress. There are three questions that all learners (students, teachers and schools)
need to be able to answer: Where am I now? Where am I going? What do I need to do to get there?

**Excellent practice**

In order for students to make optimum progress, the most important resource is the quality of teaching. Clarendon subscribes to this belief and is committed to continuous improvement in teaching practice. In order to deliver on this commitment, significant resources are allocated to both maintaining a high standard of practice and to the identification and implementation of teaching approaches proven to be the most effective, as evidenced by student learning outcomes.

Teaching staff demonstrate commitment to continuous professional development concentrating on instruction and student outcomes and provides opportunities for inquiry, collaboration, feedback and connections to external expertise and research.

**Academic outcomes**

Two external measures, NAPLAN and VCE, reflect the ongoing progress that has been made. On December 19, 2013 principal Mr David Shepherd wrote:

*The school is extremely proud of all the students in the class of 2013. It is pleasing to see our students develop a clear understanding of the relationship between hard work and extraordinary results.*

For the 10th year in succession Clarendon has been named the Best Regional School in Victoria (Herald Sun).

The highlights of the results were:

- 42 per cent (65 students) achieved an ATAR score above 90
- 26 per cent of all study scores were 40 or over
- 90 per cent (140 students) achieved an ATAR score in the top 30 per cent of students nationally
- the median ATAR result was 87

Regarding the Naplan results, on June 1, 2013 in the Australian, Peter Knapp wrote: Ballarat Clarendon College in Victoria, the highest performing regional school nationally in both primary and secondary categories, is a case in point...... Rather than being the waste of time that critics would have us believe, this strategy is having a dramatic flow-on to the college’s overall academic achievement.
Ballarat Clarendon College students spend a term during Year 9 in the unique learning context of King Island. Students also attend camps during Year 7 and 8 on the island for one week. King Island staff also run the Year 5 and 6 camps on the mainland.

The King Island staff members are involved in a progressive program which operates across the five years of middle school. This extended program, which culminates in the students’ term on King Island, allows students to be introduced to a broad range of skills and experiences which are further developed and consolidated from year to year. The consistent themes that run through all five years are the concepts of doing your best in all that you do, teamwork and seeing setbacks as opportunities for learning and growth rather than something to be avoided or feared.

The programs hope to build resilient and confident young people who have challenged themselves and found they are capable of much more than they may have believed. This creates a strong base for transition into the senior school and the challenges of later adolescence and young adulthood.

**Year 9 program**

King Island represents a remote environment: a microcosm of a “purer” version of our planet. The island community is safe, inclusive and friendly. People wave to each other, stop for a talk, look out for one another and freely communicate across the age barriers. On King Island one can observe, and sense through participation, how communities work. King Island offers a safe and supportive environment away from familiar support structures, where students will be challenged to explore both themselves and their interactions with others. This will lead them to greater understanding of the way the decisions they make impact on their community and their environment. King Island, as an educational laboratory, is real and the outdoor nature of the program provides tremendous stimulus, challenge and opportunity for adventure. We believe this will lead to meaningful learning that consequently will last beyond the King Island experience.

Students learn skills on King Island that will help them on their way through life. Apart from social skills developed through community living, students learn and apply physical, practical and outdoor knowledge and skills. These are often a challenge and deliberately so. Learning contexts reach beyond the classroom to their household, the township and the environment. The solo experiences, expeditions, recreation, snorkelling, surfing and community development all contribute to the rich learning context offered by the program. In short, every aspect of the program is an opportunity for positive learning to occur.

The experience consists of:
- independent house living with up to seven peers for the eight-10 week term
- Five-day southern challenge, and eight-day northern journey hikes
- academic work in the areas of health and physical education, science and personal development
- surfing, snorkelling and canoeing
- 24-hour unsupported “solo” experience
- participation in community events and community development opportunities
- a chance to qualify for the bronze-level Duke of Edinburgh Award

**Year 7 and 8 camps**

The Year 7 and 8 camps provide further building blocks in skill, emotional and physical development in preparation for the students’ term on King Island during Year 9.

Activities include:
- initiative/team-building challenges
- surfing
- fishing
- overnight hike
- rogaining
- bush cooking
- canoeing

**Year 5 and 6 camps**

Year 5 and 6 camps are run from Merricks Lodge on the Mornington Peninsula. The King Island staff supervise activities with assistance from year-level learning mentors. The camp provides an opportunity for students to be introduced to the activities, skills and philosophies which culminate in their term on King Island in Year 9. The camps run for four days.
Celebrating 150 years

Victorian’s fifth oldest private school’s history was recognised in November last year with the unveiling of the David J Sewell Pavilion and presentation of the Clarendon honour board recognising women who served in World War I and II.

The honour board is now on display in the school’s Memorial Hall alongside the other honour boards highlighting the college’s triumphant students over the years.

Victorian Senator Michael Ronaldson was among some of the old collegians who attended the ceremony on November 10 and shared their stories from their time at the college.

Significant for any school to reach 150 years was the conversation of the day with historian and author Ross McMullin giving a presentation on the college’s history and one of its most famous students, Pompey Elliott.

But it was the David J Sewell Pavilion that had those in attendance impressed.

The new building cost $2.3 million and will be used as a multi-purpose room for testing, functions, sporting events, examinations and assemblies.

The building was the talking point among many old collegians who said how fascinating it was to see the college develop and grow over the past 150 years.

When the college opened in July, 1864 just two students were enrolled. Now the enrolments peak at more than 1350 students.

Those who attended the first celebrations were overwhelmed at the college’s growth and look forward to seeing it grow further in the future.

The celebrations will continue over the next year with a series of significant events to mark the founding of Ballarat College, the beginning of Mrs Kennedy’s School for Girls and the various stages leading to the development of Ballarat Clarendon College and 150 years of education.

Recognising the character, determination and spirit of Ballarat Clarendon College, the celebrations will highlight the founding legacies, education capabilities and achievements of the college since its beginning in 1864.

On Saturday, March 1, a community picnic will be held on the Sturt Street oval with live music, food stalls, drama, entertainment and games for the whole family to enjoy.

June will highlight the founding of a legacy with a formal dinner on June 7 to reflect on the hopes and aspirations of the college’s founders and how these manifest in the school today.

The following day will be marked with a service at Lydiard Street Uniting Church, lead by the moderator of the Uniting Church.

It’s a busy month in August, with a performing arts showcase and opening of the college’s new science facility at the Sturt Street campus.

The performing arts showcase will see current and former students come together in an demonstration looking at what can happen when students commit themselves to causes they are passionate about.

The celebrations will wrap up in October with a reception at the Mair Street campus, the former Clarendon Presbyterian Ladies College, to celebrate the opening of the Early Learning Centre extension.

Top - Bottom: David Sewell in front of ‘his’ building. Jan Clarke (1948), Margaret Cochran (1949), Jack Netherway (1941), David Shepherd, current principal. Jan McClure (deputy principal) and Senator Michael Ronaldson with the new Honour board. David Sewell, Roxena Coutts (chair of the school board), David Shepherd (principal), David Haymes (former chair).
From the first

It was a Wednesday morning on July 6, 1864 when Ballarat College opened its doors to its first two pupils.

Those two boys were Samuel Baird and James Campell Brown.

Author W. Gordon Mein commented in his book *History of Ballarat College* that the two seven-year-old boys were cousins and neither understood fully the history they were making on that day.

The boys were joined five days later by Charles J. Henderson, James W. Nicol and William Govan Finlayson and only 15 months on another 69 names were on the roll.

Enrolment numbers subsequently grew to 260 pupils by 1869 and Ballarat College was creating a talking point among the community.

After college, son of the first engineer of Ballarat, Samuel Baird went on to become a chemist, eventually taking over the business of Hood and Company in Melbourne.

James Campbell Brown left school in 1870 and was an apprentice at the Phoenix Foundry. He went on to become the manager for Humble and Nicholson and in 1901 owned a engineering business in Geelong, where he died in 1936 when his son was mayor of the city.

Descendant of James Brown, Jock Uebergang remembers stories from his grandmother of Mr Brown and said it was special to attend the same school which past family members were schooled at many years before.

“I didn’t find out until my second year at the college. I remember my grandma had mentioned it, but it was brought up at a school function,” he said.

Mr Uebergang graduated in 2002 after attending as a boarder for years 10, 11 and 12.

“Year 12 was the peak of the years for me, being captain was a thrill,” he said.

“The opportunities I was exposed to were great, and coming from a small town to Clarendon was an eye-opener.

“I was exposed to opportunities I wouldn’t be able to experience here in Horsham.”

Mr Uebergang is currently a machinery salesman in Horsham and said it was the qualities learnt from teachers and peers that he holds on to most from his time at Clarendon.

“The quality of teaching and the students were great, everyone wanted to be there,” he said.

“I shared a boarding house with people from different nations and now I am a lot more open to different cultures.

“It opened my eyes to endless possibilities.”

The family tradition is set to continue with his son set to attend the school.

Community arts officer for the City of Yarra and descendent of Samuel Baird, Kirsty Baird said she often wondered how different life would have been when Samuel was a pupil at the college.

“College has clearly gone on to become a school that is very well resourced and promoted as such, I wonder what it was like when he went there?” she said.

“I went to Ballarat College for three years from first to third form.

“I remember having a lot of fun there and I suppose one of the highlights was my violin teacher and learning to play the violin.”

Ms Kristy produces and programs projects in Fitzroy, Richmond and Collingwood, working with community members and addressing issues through the arts.

“I always felt privileged to attend a school with such great resources,” she said.

“I think that’s one reason I have found a way to work in the arts, which I always loved, but also in social justice.

“It strikes me if you are able to do so it is good to give something back to the society in which you reap those, sometimes considerable, benefits.”

Left: Mr. Sam Baird.
Inset: Kirsty Baird.
Right: Mr. JC Brown.
Inset: Jock Uebergang.
It is now a global world, therefore:

Achieving one’s “heart’s desire” depends on knowing one’s heart’s desire, on exploring the vast possibilities for one’s future, considering the options the world has to offer, aspiring high, dreaming big.

Several international tours are organised annually

Papua New Guinea project
This is an initiative providing a unique opportunity for 20 students to learn about themselves and their place in the world, with a focus being the delivery of much needed medical supplies, medical assistance and educational supplies to needy communities in remote Milne Bay Province. Being able to actually make a difference helping others is something many dream about, but never do; this project makes the dream reality.

Thailand exchange
Several Year 8 students, during Term four, spend three weeks attending Harrow International School in Bangkok. After an orientation and sightseeing around the city, they attend school and stay with local families. The following year Clarendon families host Harrow students.

LOTE exchanges
Every second year senior students studying LOTE go on exchange to Germany or Japan. They spend five weeks with their host family and attend classes and sightsee, all the time building their language skills and cultural awareness.

USA study tours
Each year a group travels to California with another venturing to the east coast of America. The intention is to inform and challenge the students’ thinking by exposing them to innovative business people and universities as they consider future options.
Clarendon is always looking for ways to give students a sense of achievement, whatever their strengths and aspirations. These experiences further build the students into well-rounded individuals ready to achieve something great in the real world.

Robotics
Robotics aims to excite students about innovation and technology, developing their teamwork and technical skills in a fun environment. This involves building and programming robots to play games, negotiate obstacle courses and dance to music. Jesse Palmer commented: “I like football but this sounded interesting and it has been really good.”

Chess
Chess is held weekly, with students participating in interschool tournaments leading to state finals. The students start with a lesson from the chess coach, then put their learning into practice, playing under tournament conditions. Chris Darveniza likes “participating for the strategy and it is good for socialising”.

Sport
Through organised activities, sport inspires students to discover exceptional qualities in themselves, in others and in the values of fair play and good sporting behaviour. It encourages a process of self-awareness, led by exceptional coaching and mentorship that will extend an individual’s capacity to achieve. It is all about making sure students are better prepared for 21st century living.

Performing arts
The performing arts offers dance, drama and music from junior school to VCE focussing on developing student imagination, technique, personal practice and knowledge of their chosen path under the tutorage of an experienced. Students can select from various instruments and undertake the AMEB or Trinity examination and diplomas. The emphasis is on performance; with students having the opportunity to perform in showcases, musicals, plays and regional and metropolitan tours. Many past collegians have pursued fulfilling careers on stage and screen.

Debating & public speaking
Ballarat Clarendon College offers opportunities to participate at Royal South Street and the Debating Association of Victoria. This gives students the opportunity to broaden their horizons and engage in some of the key contemporary issues facing Australia and the world. Students have been involved in the Legacy Public Speaking competition and the VCAA Plain English Speaking Awards. These allow students to communicate through prepared and impromptu speeches.

Community service
Community service is a crucial part of making well-rounded students through involvement in helping others. Activities include the annual humanitarian trip to Papua New Guinea, funding two doctors and medicines to treat more than 800 people who don’t have access to care, the 40-Hour Famine with World Vision, raising money and donating time to a range of charities from Legacy to Heart Kids. The boy boarders have been publically recognised for this work with the “White Ribbon” campaign to reduce domestic violence.

Duke of Edinburgh
The Duke of Edinburgh Award requires students to undertake three months of community service, skill development, fitness activities and an adventurous journey. Year 9 students complete their bronze award while they are on King Island. In years 10 and 11, students can finish their silver and gold awards, building on the King Island experiences.

Achieve something more
An artist’s touch

Gwyn Hanssen Pigott OAM

“She was one of the few Australian potters with a truly international reputation.”

Jason Smith, director of Heide Museum of Modern Art (Sydney Morning Herald, July 9, 2013)

Gwyn Hanssen Pigott, the world-renowned ceramic artist and perhaps Australia’s finest potter, has left a remarkable legacy, with her career spanning over five decades and providing inspiration to many. She sadly passed away in London in July last year following a stroke.

Well-known for her signature ceramic pieces of bottles, jugs, cups and beakers, characterised by simple, delicate yet exquisite features, Gwyn was one of the first ceramicists to group pots into installations. She enjoyed an illustrious career in Australia, England and France, with works in museum collections across four continents, including the Australian National Gallery, Victoria and Albert Museum, Los Angeles County Museum of Art, Boijmans Museum in the Netherlands, Winnipeg Museum in Canada and more.

Born in Ballarat and educated at Clarendon Presbyterian Ladies College, Gwyn entered CPLC in 1944 and graduated as dux of the school in 1951. During her time at school she was also prefect, head of form, captain of Walker House, editor of the school magazine The Touchstone and recipient of the Alliance Francaise Prize in 1950 and 1952 and the Alliance Francaise Honorary Mention in Poetry and Dictation in 1950.

Gwyn has three sisters who also attended CPLC, Beverley Larwill (1949), Margaret Read (1950) and Kate John (1965). Beverley said she spent a lot of time with Gwyn at school.

“Gwyn and I were at school together and we both had two years in Year 12, so for one year we were both studying Year 12 together. There were only about six or eight students in Year 12 at that time. We were privileged in that we all shared a very tiny study,” she said.

Beverley said Gwyn was always involved in activities, had a great sense of humour and was “definitely not a quiet girl at school”. She said their mother was artistic, with many talents and encouraged Gwyn in her love of pottery.

“At one stage Gwyn thought of studying architecture, but decided on art and from there she pursued her career in ceramics. This involved a great deal of determination, hard work and ambition. Gwyn wanted to ‘pot’ all her life and this she did. She loved it so much,” Beverley said.

“I don’t think it was evident from an early age that Gwyn was cut out to be an artist, but I think she became keen in her last year or so at school when she spent some time at the Ballarat School of Mines. She then went on to study art history at the University of Melbourne in the 1950s and progressively became known as a leading ceramicist, renowned for turning ordinary items into works of art.”

Beverley said it was hard to choose the exhibition of which Gwyn was most proud.

“Gwyn was very proud of her recent exhibition at a lovely gallery in London. This gallery is called Erskine, Hall and Coe and is in Old Bond Street. The director, Matthew Hall, organised a moving memorial gathering for Gwyn not long after she passed away. However, the exhibition she probably was most delighted and proud of was the Retrospective Exhibition given by the National Gallery of Victoria in 2006.”

Gwyn was also awarded an Order of Australia Medal for her contribution to the arts in 2002.

Beverley said she and her sisters had many happy memories of Gwyn and enjoyed using her pots on a daily basis.

Ballarat Clarendon College also has a suite of Gwyn’s work on display, titled Three Bowls 2003 in the Senior School Centre.

Ceramic artist and past Clarendon Presbyterian Ladies College student Gwyn Hanssen Pigott’s work appeared in museums around the world.
Major General and Senator Harold Elliott

Major General and Senator Harold Elliott was Ballarat College’s most famous son.

Dux of the college in 1987, he led a colourful life as an Australian army general, lawyer and politician.

His biographer Ross McMullin has noted he was a vibrant character who lived an extraordinary life.

His fame came from his brilliant strategic leadership during World War I, when he commanded in many battles a battalion at Gallipoli and a brigade at the Western Front.

Vigorous and capable, volatile and controversial, he was an outstanding successful leader ... Elliott was a household name and widely admired in his time.

In 1914 he was nicknamed Pompey after Carlton captain of 1908-11 Fred Elliott, the first 200-game Victorian Football League Player.

Born into a humble farming family on a selection property at Charlton, his father "struck it rich" through a gold discovery in Western Australia in 1894 and moved his family to Ballarat where Harold was enrolled at Ballarat College from 1895.

During his three years at college he worked very hard to improve his academic standard and became an outstanding student.

He also came under the influences of Principal Garbutt.

Many of the values Elliott displayed in later life, such as honour, duty, morality and discipline, Garbutt had sought to instil in his students.

At Ormond College, Elliott enrolled in the University Officer Corps leading to three years fighting in the Boer War in South Africa. On returning to law studies he shared the Supreme Court prize for top student and joined the local militia.

In 1911 he was promoted to Major and entered the Great War as Lieutenant Colonel.

After his heroic war efforts, in 1919 he became a partner in a Collins Street law firm. The next year he was elected to the Senate representing Victoria for the National Party.

Revered by soldiers he had led and famous among the troops, until his sad demise from breakdown in 1931, he remained an independently minded and controversial Senator, representing the interests of the returned soldiers.

Always a strong supporter of his former school, he was a member of the College Council 1926-31 and in 1921 donated over 500 pounds for Elliott scholarship in memory of his brother George. Yearly, 20 pounds was donated for these scholarships to assist soldier’s sons to enter college.
Major Gregory Jones

A huge portion of Australia’s history has been formed in the battles courageous men and women have fought in for the nation, each playing their own role in the importance of courage, team work and resilience that has defined this country during some of the world’s most gruelling wars.

Thousands of names of brave Australians flood our history books; with the names of present men and women still writing history.

One of those is former Ballarat man Major Gregory Jones.

It was a love and talent for maths that has helped past Ballarat Clarendon College student and Australian Army major climb the ranks.

From year 6, Major Jones was a student at the college, graduating in 2000 and taking his enjoyment for numbers and carrying it through to his career as a combat engineer for the Australian Army with a focus in survival and sustainability.

A combat engineer as part of the Royal Australian Engineers (RAE) Corps are responsible for assisting Australian forces to move whilst also denying mobility to the enemy, trained in a broad range of tasks including bridge-building, clearing minefields, demolitions, field defences as well as building, road and airfield construction and repair.

At only 30 years of age, Major Jones has climbed the ranks now specialising in high risk search and explosive disposal.

Looking back on his time at Ballarat Clarendon College, it was the friendly rivalry between houses and peer support that Major Jones, to this day, still acknowledges as a great contribution to where he is today.

“My biggest memory was being a part of Head of the Lake. I rowed for a number of years, never part of the firsts but it was always great fun,” he said.

“My time at Clarendon also helped me understand how to communicate with large groups of people.”

Major Jones said undertaking a number of maths subjects, as well as physics, chemistry and English, was instrumental in his engineering career.

“My biggest career achievement was being deployed to Afghanistan in 2010 until 2011 with soldiers under my instruction,” he said.

Currently in Canberra, Major Jones returned to Ballarat for his peer group’s 10 year reunion and was impressed by its developments.

“It’s well and truly evolving.”
On the sports field

Percy James Beames

College has produced some outstanding sportsmen, but none greater than Percy James Beames.

A schoolboy champion at both cricket and football, he went on to represent Victoria in both sports, to play for Melbourne Football Club in three premiership teams and to become a leading sports writer for The Age from 1936-1977.

In cricket he played for Victoria as batsman in 1933-46 and was captain in his final season, when Victoria was undefeated.

He scored 1186 runs in 18 matches and 27 innings at an average of 51.56 and took seven wickets at 22.42.

He also scored 989 runs in one district season with Melbourne. His best score was 226 not out against Tasmania and the war probably robbed him of a chance to represent Australia.

A classy, relentless rover, he was recruited to the VFL in 1931 and developed into one of Melbourne’s greatest players.

“I was so innocent in those days - we used to work Saturday mornings and carry our bags to the football game,” he said.

He was to become the first Melbourne Football Club player to reach 200 matches, ending with a total of 213 games and 323 goals.

A member of the 1939-41 premiership teams, he was captain-coach of the club from 1942-44 and played 10 matches for Victoria. He was named in Melbourne’s Team of the Century in June 2000.

He is the only person to play 200 games of AFL football and VCA cricket.

This unique double is a record destined to last forever.

He came to Ballarat College in 1926 on a HV McKay scholarship and stayed until he gained his Leaving Certificate in 1930.

At school, his cricket exploits in both batting and bowling were legendary.

As well as playing football for the college, he played for North City Third 18 in 1927 and Golden Point seconds and seniors in 1928-30.

Ballarat College community members took pride in his success, often inviting this charming, dignified and quietly spoken man back to address sports teams.

At 93 years, his innings ended in March 2004.
The sporting talent at Ballarat Clarendon College came in doubles when the Jamison brothers took to the field.

Wil and Michael Jamison notched up numerous medals during their time at the college, with both men making a huge impact in the Australian sporting scene after they graduated.

Now currently working with Bauer media, Wil Jamison remembers his time at the college fondly.

“I moved to Ballarat from Hamilton at the beginning of 2002. College has a real emphasis on community, and as a new student I really embraced that,” he said.

“College had a diverse range of sports and I played many throughout my three years there including basketball, tennis, rowing and swimming.

“I also played in a domestic basketball league with some of the teachers and other students which I have really fond memories of.”

Wil said the college community had a positive attitude towards sports and it was because of this supportive culture his love for team sports grew.

“It was for that reason I tended to lean towards team sports, particularly as part of the rowing program,” he said.

“Rowing camps and weekends away were really enjoyable experiences and formed a lot of the close friendships I had at school.

After college Wil continued to be involved in the rowing program as a coach and played competitive basketball for a couple of seasons.

He went on to study marketing at Monash University before moving into media sales, as well as playing with the Victorian, New South Wales and Australian Men’s Open netball teams.

Winning the Trans-Tasman competition in Auckland in 2012 with the Australian Open Men’s Netball team was a pinnacle sporting achievement for the 27-year-old.

He said the college instilled a great work ethic within him, which is something he still values today.

“It also helped me recognise that opportunities exist in so many arenas and to really seek possibilities in areas when my passions lie” he said.

“At the risk of sounding cliched, there was always a real dedication to excellence and so it formed a greater sense of self belief, firstly around academia but then to a broader perspective too.”

Michael has been equally successful. After being recruited from North Ballarat he has played over 100 games for Carlton as a key defender. He is highly respected in the club and is currently in their 2014 leadership team.
A performer’s dream

Robert Lemke

Music definitely runs through the Lemke genes.

For past College student, Robert Lemke, singing was more than just a talent and everyone at the college in the 1940s would agree.

Not only could Mr Lemke hold a perfect note, he was the first student to be recognised for singing at the college.

Thanks to head of music teacher at the time, James Gullen, who found Mr Lemke singing one day, music was just the start of a colourful career for the man everyone knew as Bob.

“My father could sing well and luckily I was born with the same talent and it’s part of the reason I did it all this time,” he said.

“My father gave me lessons, but it was really James who got me started.

Mr Lemke sung solo for the first time at the college and 66 years on he is still singing to his wife Constance Coward-Lemke.

“He was well known right through the Western District for his singing,” Mrs Coward-Lemke said.

Also a key member of the college football team, Mr Lemke made a name for himself as great cricketer and rower during his time at college, continuing on afterwards to coach a team to win Head of the Lake in the 1950s.

In 1953 Mr Lemke went on to win the Royal South Street vocal aggregate, a prestigious prize which his father George won in 1914 and his son Roger narrowly missing out on in 1981.

“I enjoy singing, I never really think about it as a job, I can tell when the audience enjoys it or not,” he said.

Mr Lemke continued singing on the side while working with his father at George Lemke & Co, making tents for the army until his father retired.

After marrying his second wife Constance, the pair joined forces and started up Coward-Lemke Music School.

With a music room full of awards, the pair are as proud of their students as of their own achievements.

Mrs Coward-Lemke has been teaching music to Ballarat Clarendon College students for the past 26 years and said it was something she and her husband just loved.

“I love the contact with the students and seeing them go on in their professional careers,” she said.

“It’s a great gift to share, Ballarat Clarendon College have had heaps of talented students over the years.

“It’s great to see the evolution and growth in the music departments over the years.”
Brooke Lockett

Sometimes an alternative pathway may just be the right career choice and for former Ballarat Clarendon College student Brooke Lockett that was exactly what she did.

Dancing from three years of age Ms Lockett was busy learning new routines while many of her friends played outside and it was this love for performing that gave her the determination to follow her dream.

And thanks to the supportive environment at Ballarat Clarendon College, she had the confidence to turn her dream into a reality.

Encouragement from teachers and other students prepared an alternative pathway that led her to a career with the Australian Ballet.

The 27-year-old said she had the support from everyone at the college.

“Toward a very different past from other students and David Shepherd (principal) was so supportive of that. I was lucky to be a part of that environment.

“I was involved in everything possible. With my best friend we used to perform at assemblies all the time.”

At 15-years-old she moved to Melbourne as a full-time student of the Australian Ballet School and upon graduating was offered a contract with the company.

Eight years later and Ms Lockett has seen her dreams unfold before her.

She has performed in more than 40 productions in her career so far, equivalent to more than 190 shows per year including John Cranko’s Onegin, Graeme Murphy’s Swan Lake, Graeme Murphy’s The Narrative of Nothing and Coppelia.

“It’s a challenging career path, as artists you never really clock off,” she said.

“But performing is a big part of who I am. For me, it’s a way of communicating without words, it’s an escape, a freedom. I am always saying to people that I’m just so comfortable on stage.”

Since her time at the college, Ms Lockett has returned and spoken at assemblies highlighting the career choices students have available.

“I’m an example of someone who did not take the normal path and who never gave up,” she said.

“With hard work and passion for what you do, anything is possible”. 

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A world of politics

Senator Michael Ronaldson

The 60-year-old father was once one of few students who commenced schooling at Ballarat College in prep and went through to year 12, his story now becoming a powerful example for students who aren’t sure what career they want to pursue.

With only a few hundred students enrolled in the college in the 1950-60s, Senator Ronaldson said his memories of the college were that it was a very small close knit group of students where he learnt from an early age to be active in the community.

“I think what school taught us, was that you had to expect some sort of responsibility to be actively involved in the community,” he said.

“I was taught from an early age you can’t just expect everything, you have to put in something and the more you put in, the better the community is.

“I remember being a part of many fundraisers for orphanages in India. We were taught that others were not as well off and then we did what we could to help.

Senator Ronaldson graduated as prefect in 1971, the same year Ballarat College and Clarendon began joining classes which Senator Ronaldson said was a huge change for schooling at the time.

At school, he said he vividly remembers being told that a career was for life and by the end of year 12 he still didn’t have a dream career in mind.

“I had no idea what I wanted to do in my final year at school. I was thinking of doing commerce but my maths scores weren’t quite good enough; I couldn’t do an arts because I couldn’t do a language, so you could say I was an accidental lawyer because I couldn’t get into anything else,” he said.

In a time very different to today, a time where tertiary education was at the forefront of desired career pathways and a trip to Melbourne took four hours, Senator Ronaldson left his home town to study law at Melbourne University.

Today the senator serves as the Minister for Veterans’ Affairs, Minister Assisting the Prime Minister for the Centenary of ANZAC and Special Minister for State.

Too modest to recognise himself as a role model, he hopes students can look at his career and know that there are plenty of pathways in life extending further than just university.

“What I hope is that country kids look at me and think we are as good and no different to anyone from capital cities. If you’re willing to give it a go then opportunities open for you,” he said.

Hon John Norman Button

John Button was an outstanding contributor to government in Australia. He is most well-known for his positive contribution the Australian industry, in particular the car industry.

John was born in Ballarat in 1933. He commenced at Ballarat College in 1937 and left the school in 1945 to go to Geelong.

John was the recipient of the Remove Upper Progress prize in 1945 and interestingly was successful in the Novelty Siamese race (three legged race) winning back to back titles 1940-1941.

The Button family had a strong connection with Ballarat College, John’s father Rt Rev Dr C N Button, Minister St Andrews’ Kirk, Moderator Presbyterian Church of Victoria (May 1941 - May 1943) was chairman of the Ballarat College Council 1928-50 and Clarendon PLC Council chairman 1933-50. Ballarat & Clarendon College welcomed John back to the school as guest speaker at speech day in 1980.

Button completed his Bachelors of Arts/Law at the University of Melbourne entering federal politics in 1974, after a successful legal career at Maurice Blackburn. He was Minister for Industry, Technology and Commerce and leader of government in the Senate from 1983-1993 in the Hawk Keating Government.

During his time he played a key role in reforming Australia’s protected industries, overseeing the lowering of protective tariffs and modernising the Australian economy.

A side from politics, Button made a significant contribution in the arts and business. He was chair of the Melbourne Writers’ Festival and president of the Australian Foundation of Australian Manufacturing Education. Button published memoirs include Flying the Kite: Travels of an Australian Politician.

In 2008, he died of cancer at the age of 74.
It is not buildings which give a school its character – it is the people who make up the school community. However, we want to give our students the best learning environment so as to enhance their learning opportunities.

Hence major changes to our physical environment are occurring at both the Sturt Street and Mair Street campuses.

After more than three years of planning, including a Clarendon team visiting educational institutions in Australia, Britain and the United States to inspect the latest approaches to science-education facilities, it has been very exciting to watch the large machinery move onto the Sturt Street campus and begin the project to build our new science centre. There is excitement as the students imagine how the new state-of-the-art facilities and the surrounding open space can be used.

There will be eight classrooms, five laboratories, an 80-seat lecture theatre, a vertical laboratory and a Foucault Pendulum, all designed to support our students as they engage with the wonders of science.

The pendulum, named after the French physicist Léon Foucault, is a simple device conceived as an experiment to demonstrate the rotation of the Earth. While it had long been known that the Earth rotated, the introduction of the Foucault Pendulum in 1851 was the first simple proof of the rotation in an easy-to-see experiment.

Once the Science Centre has been completed, the site of current science facilities, the ED MacKinnon Wing, will undergo major renovations in preparation for alternative uses.

Substantial redevelopment also is well-underway at the Mair Street Junior School campus. A resource link is being constructed between the Early Learning Centre and the east wing, in which the classrooms are being renovated on both floors, as part of a major program to renovate and refurbish the entire junior school campus to accommodate new teaching spaces and specialised areas for art and science.

The building works at both campuses will be complemented by major landscaping changes. At the junior school this includes a new adventure playground being installed to develop the children’s recreational options and incorporating some inspirational spaces, planting and equipment.

These physical developments are exciting, but we know what occurs inside the classrooms is the most important aspect of the education process. Enthusiastic, passionate teachers who know their content, plan their lessons carefully, relate warmly to the students and are determined to ensure that the young people in their care make optimum progress, are the keys to quality educational outcomes. This must occur in partnership with our parents.

Clarendon now has a national reputation for the optimal development of each student for whom we are responsible, and these projects will support our learning by matching our instruction and care with wonderful physical facilities.

In short, all involved in the day-to-day operation of the school continue to work hard fulfilling our responsibilities, delivering on our mission, that: “At the end of a student’s time at the college they will have developed the skills, competencies and capacities so that when they stand on the threshold of their future they can choose their heart’s desire.”