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St Michael's **Collegiate**
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From the Principal

“Education is not preparation for life; education is life itself.” — John Dewey

It is rare for a day to pass when I don't recognise what a privilege it is to be part of the Collegiate community. From my conversations with students and staff, I know this is a sentiment shared by many. This does not mean we are without aspiration; rather, it reflects a strong foundation of commitment and shared purpose that comes to life each day—in classrooms, in co-curricular activities, and in the way we plan for the future.

Working with our community to develop the Strategic Plan last year brought clarity to what matters most: those aspects of our purpose that are not negotiable, the programs we seek to strengthen, and the areas where we are ready to evolve. I am deeply grateful for the voices of students, staff, parents and alumnae who contributed to this process. The result is a rich and aspirational document which I commend to you.

At the heart of every conversation, workshop and draft was a simple but powerful question: Why? Why does Collegiate exist? What do we offer as a school that makes our work meaningful and distinctive?

More than 130 years ago, our founders recognised the importance of quality education in Hobart. Mother Emily spoke of helping girls to be their best selves—to do real work, their own work, which no one else can do. That vision continues to guide us today. We prioritise strong academic outcomes, world-class experiential learning, a warm and inclusive community, and a proactive pastoral framework. We understand the learning needs of girls and encourage them to



flourish as leaders and to approach the future with confidence and aspiration.

We see this lived out in our students and reflected in our alumnae, who contribute to the world in ways that are both inspiring and deeply meaningful.

For me, the 'why' is simple. Education is the most precious gift, and Collegiate is in the business of sharing that gift generously — shaping young women who live with courage, act with integrity and show compassion in the way they lead and contribute to the world. It is, as Dewey suggests, not preparation for life, but life itself.

Dr Julie Wilson Reynolds
Principal



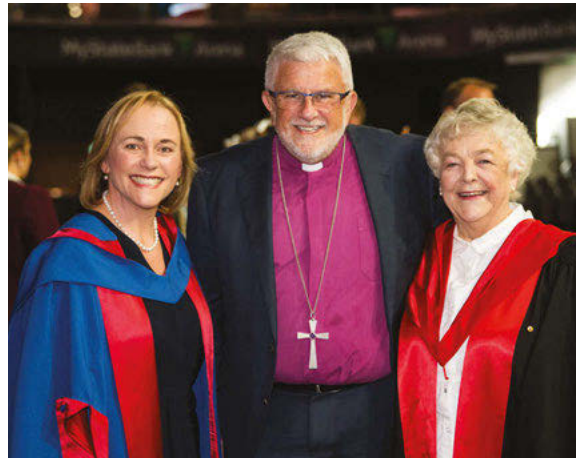
Speech Night 2025

Held at the end of Term 4, Collegiate Speech Night remains one of the most significant and moving occasions in the Collegiate calendar. Steeped in tradition and rich with meaning, the evening brings together students, staff, families and friends to celebrate the close of the academic year and honour the many achievements of our School community.

From the procession of the Year 12 students to the symbolic passing of the banner from the outgoing Prefects to the new student leaders, the ceremony is filled with moments that reflect both pride and continuity. For our graduating students, it is a particularly powerful occasion as they are formally farewelled and recognised at the conclusion of their Collegiate journey. The much-anticipated balloon drop adds a sense of joy and celebration, while the presentation of the many awards throughout the evening acknowledges excellence, dedication and growth across all areas of school life.

Speech Night is more than a presentation ceremony. Through speeches, music, dance and performance, the evening captures the spirit of Collegiate and the values we hold dear. It is a celebration of individual accomplishment, shared endeavour and the strong sense of unity that binds the St Michael's Collegiate community together.







Inspired to learn. Empowered to lead.

The Collegiate Strategic Plan 2026–2030 sets out a clear and confident vision for the next chapter of our School. It reflects both the strength of our history and our commitment to preparing young women for a future that is complex, dynamic and full of opportunity.

Developed through extensive consultation with students, staff, parents, alumnae and partners, the Plan captures what our community values most while identifying the priorities that will shape Collegiate in the years ahead. It affirms our commitment to academic excellence, to the formation of character, and to a learning environment where every student is known, supported and challenged to grow.

At its heart, the Plan is grounded in purpose. It recognises that education at Collegiate is not only about achievement, but about who our students become—young women who think deeply, act with integrity and contribute meaningfully to the world around them.

The following pages outline the four pillars that will guide our work: Learning with Vision, Connecting with Hope, Celebrating with Gratitude, and Growing with Purpose.

Pillar 1

1. Learning with Vision

Our Priorities

- 1.1 Promote academic rigour for courageous and individualised learning
- 1.2 Integrate academic, spiritual, physical, social, experiential and service learning opportunities
- 1.3 Provide beyond ATAR experiences embedding competencies, skills, and AI critical literacy

Deepen academic excellence through quality teaching and intellectual courage.

Foster whole-person development across academic, physical, and service learning.

Future-proof learning by embedding transferable skills and technological fluency.

What we will achieve

- 1.1 Deliver strong academic results underpinned by Quality Teaching which promotes inclusion, diversity and a sense of belonging
- 1.2 Provide holistic education encouraging courage, integrity and compassion
- 1.3 Graduate accomplished learners equipped for life beyond the classroom

How we'll track our progress

- Quality of programs
- External academic results
- Track internal testing
- Track Alumni achievements



Pillar 2

2. Connecting with Hope

Our Priorities

- 2.1 Articulate and demonstrate the Christian faith within the Anglican tradition
- 2.2 Provide excellent staff professional development and wellbeing support
- 2.3 Embrace and continue to build engagement with parents and alumni

Live out our Christian values, ensuring they are visible in our learning, service, and community life

Invest in the professional growth and wellbeing of our staff

Promote meaningful engagement, a culture of service, and opportunities for giving back

What we will achieve

- 2.1 Deliver an invitational, values driven, faith-based education
- 2.2 Become an employer of choice
- 2.3 Instil a culture of safety, service, respect, compassion and philanthropy

How we'll track our progress

- Community engagement with Anglican faith
- Feedback from staff professional development
- Attendance at alumni events
- Engagement with philanthropic initiatives



Pillar 3

3. Celebrating with Gratitude

Our Priorities

- 3.1 Provide girls' education with co-educational opportunities
- 3.2 Promote student leadership and positive peer connections
- 3.3 Celebrate our STEM, Arts, Sport, Ethics and Experiential programs

Champion the power of girls' education with meaningful, purposeful co-ed experiences

Shaping confident, kind leaders who enjoy meaningful relationships

Showcase excellence and innovation

What we will achieve

- 3.1 Confirm our position as a leader in single sex education with purposeful connections and co-educational opportunities
- 3.2 Equip students with the skills they need to be good friends, leading citizens and change makers
- 3.3 Provide programs that are known for their excellence and attract and retain enrolments

How we'll track our progress

- Variety in subject offerings
- Student engagement in Leadership programs
- Story telling initiatives in the community
- Enrolment interest



Pillar 4

4. Growing with Purpose

Our Priorities

- 4.1 Create an excellent bespoke, Boarding experience
- 4.2 Develop a strategic Masterplan to leverage and improve our facilities
- 4.3 Develop our governance and grow our financial base

An exceptional, personalised boarding experience that inspires belonging, growth and global reach

A bold, future-focused plan that elevates our campus and empowers outstanding learning

Strong, forward-looking governance and financial strength that secure our long-term success

What we will achieve

- 4.1 Grow state, national and international enrolments in Boarding
- 4.2 A masterplan that supports the delivery of our strategic pillars
- 4.3 A strengthened financial position through enrolments, asset management and philanthropy

How we'll track our progress

- Growth in Boarding programs and enrolments
- Development of Masterplan
- Community engagement in philanthropic opportunities
- Governance and Financial measures



Strategy in Action



Inspired Learning

Building on academic achievement for each cohort whilst enabling students to attain their own individualised best results.



Beyond the Classroom

Offering real world opportunities for making connections between theory and practice. Putting skills to the test and embracing project-based learning opportunities.



Faith in Action

Students, staff and families giving back and serving the community. Generously supporting the Christian values of the School



Building Connections

School community groups taking time to connect, celebrate and support the ongoing work and future directions of the School.



Excellence in education

Providing a research-based and strategically tailored education for girls which also provides coeducational opportunities in senior years.



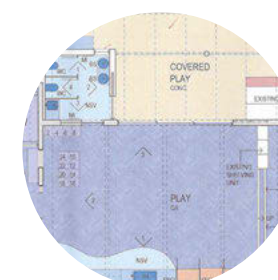
Building Leaders

Giving our students opportunities to grow their own leadership skills through mentoring, skills-based leadership, community initiatives and strategically designed training.



Building our Boarding

Providing flexible opportunities for girls to call Collegiate home, National and International Boarding, Weekly Boarding and Short stays providing flexible after school programs, study sessions, and tailored support for girls and their families in beautiful Hobart.



Developing our Masterplan

Investing in our magnificent campuses to provide facilities that inspire and support excellence in learning.

Strategic Plan Conclusion

This Strategic Plan is both a commitment and an invitation.

It is a commitment to our students—to continue providing an education that is thoughtful, ambitious and grounded in strong values. It is a commitment to our staff—to support their expertise, wellbeing and professional growth. And it is a commitment to our community—to steward Collegiate's future with care, clarity and purpose.

It is also an invitation. An invitation to all who are part of Collegiate—students, families, alumnae and friends—to engage with the life of the School and to share in shaping what comes next.

As we look ahead, we do so with confidence in our purpose and optimism for the future. Together, we will ensure that Collegiate remains a place where young women are inspired to learn, empowered to lead, and prepared to embrace the fullness of life.

A Warm Welcome to the Year Ahead

The Collegiate Performing Arts Centre was alive with energy on Thursday 26 February as parents, staff, alumni and members of the wider Collegiate community gathered for the Principal's Welcome Evening.

It was a wonderful opportunity to reconnect, welcome new faces and celebrate the shared spirit that defines Collegiate. Guests enjoyed an evening of music, conversation and hospitality, with a vibrant atmosphere that set a positive tone for the year ahead.

A highlight of the evening was a dynamic performance by Collegiate's Performing Arts students, expertly brought together by the new Head of Performing Arts, Mrs Janine Delaney. The event also marked the official release of the School's new Strategic Plan, outlining an exciting vision for the future, alongside the much-anticipated announcement that *Matilda Jr.* will be this year's City Campus Musical. The evening was a resounding success—an inspiring celebration of community, creativity and the journey ahead.





More Than the Scoreboard: What Girls' Sport Teaches Us About Leadership, Resilience and Life

In an era where sport is often measured by results, statistics and premierships, it is easy to forget that the most important outcomes of school sport are not found on the scoreboard. They are found in the people students become through sport. As highlighted in the article *What We Can Learn from Girls' Sports* (by Samuel J. Abrams Originally published in *Real Clear Education*), sport is not just about performance, but about formation – about becoming confident, resilient, capable young people.

At our School, sport plays a significant role in shaping students, not just as athletes, but as leaders, teammates and individuals. Our Director of Sport and Captain of the Australian Masters Hockey Team Nicole Geeves explains, "Sport serves as a powerful character building tool, offering students real time opportunities to develop essential life skills. On the field or court, they learn to problem solve under pressure, navigate conflict, and practise constructive resolution strategies. The sporting environment provides a safe place to experience failure, reflect on it, and build the resilience needed to move forward."

This idea of resilience appears again and again when speaking to students about their experiences in sport. Year 12 student and AFLW Devils player Lana Davey reflects on how sport has shaped her over time, explaining that her time in sport has taught her "patience, resilience and to encourage everyone that is willing to have a go." For Lana, leadership is not about titles, but about behaviour. "For me it's all about setting high standards through effort and attitude. Leadership is about supporting my teammates and communicating positively. Leading by example and actually doing the hard work and setting those high standards is key to being a good leader."



Director of Sport, Nicole Geeves

Sport often places students in situations where they must step outside their comfort zones, and these moments often become the most important learning experiences. Lana recounts when she had to play in an unfamiliar position. "I had to show confidence and take on the opportunity... I learnt the new role, to take on the opportunity even though I felt unprepared." These moments, where students must show courage and adaptability, are often where leadership and resilience are developed.

One of the most powerful aspects of sport in a girls' school environment is the opportunity for girls to lead,



Year 12 student and AFLW Devils player Lana Davey

communicate and support each other in an environment where leadership is normalised. Lana explains that in an all girls environment, “I am more comfortable using my voice to ask questions and to also support my team to do the same... We support each other and genuinely want to see each other become the best players we can be.”

For many students, sport is also about connection and belonging. Cordelia Davey (Tasmanian National Team Sailor and Collegiate Academy of Sport student) speaks about the importance of team culture and friendships formed through Sailing. “I enjoy being part of a team of girls who are all talented and fun... Our team is spread over year levels, we have girls from Years 7 to 12. Our sailors get the chance to mentor our younger girls and form connections with younger or older students that they might not normally talk to.” These connections across year levels help build community and give older students opportunities to lead and mentor younger students.



Cordelia Davies, Tasmanian National Team Sailor

These moments, where students must show courage and adaptability, are often where leadership and resilience are developed.

Cordelia also speaks about how her confidence develops through Sailing, particularly through competition and challenge. “I always get nervous before I compete, but once the race starts, the nervous energy turns into focus and excitement. During the race is when I really get into it and feel confident in my skills. I enjoy pushing myself and seeing what I’m capable of.” This idea of pushing beyond perceived limits is common in sport and one of the ways students build resilience and confidence.

Our sailors get the chance to mentor our younger girls and form connections with younger or older students that they might not normally talk to.



Jess Gardner, current U/16 Tasmanian State Surfing Champion

I focused, pushed myself and managed to complete my goal, proving to myself that I can handle challenges if I put in the work.

Improvement and growth often come after making mistakes or facing challenges. Whilst at the helm of a boat for the first time, Cordelia remembers not feeling very confident at first and making a lot of mistakes, but how the older sailors were patient. They gave Cordelia helpful tips, explained things clearly, and helping her to improve. This team environment allows students to take risks, make mistakes and grow, which is essential for both learning and leadership development.

Jess Gardner (current U/16 Tasmanian State Surfing Champion and Collegiate Academy of Sport student) also reflects on how sport has built her confidence and resilience over time. She explains that she feels most confident “when I am training consistently, feel fully focused in trainings and I see improvement in my ability. When I know I’ve prepared enough and put in the work, I can trust that I will perform my best.” Her comments highlight an important lesson from sport – confidence often comes from preparation, effort and persistence, not just natural ability.

Jess also describes a moment where she achieved something she initially thought she could not do during a competition. “At first, I doubted myself and didn’t think I could do it, but I focused and planned what I wanted to achieve. I focused, pushed myself and managed to complete my goal proving to myself that I can handle challenges if I put in the work.” Sport has helped our student athletes understand the importance of discipline, time management and balancing commitments. Jess explains that sport has helped her develop time management skills because she has had to balance “training, competitions and school.” Lana similarly notes that sport has taught her

taught me that I need to communicate and plan and own my decisions and efforts.”

What becomes clear from speaking to students and staff is that sport offers far more than wins and losses. It teaches students how to work with others, how to handle pressure, how to lead, how to fail and try again, and how to set goals and work towards them over time. “Sport is an essential component of a young woman’s education because it teaches lessons that extend far beyond physical performance... By facing challenges, celebrating growth, and supporting others, young women gain the confidence and skills needed to navigate life with balance, strength, and self awareness.”

The scoreboard may show who won and lost, but it does not show the leadership developed, the resilience built, the friendships formed, or the confidence gained. These are the real results of school sport, and they are results that last far beyond school.

Sport teaches students that success is not just about the final result, but about effort, growth, teamwork and courage. And perhaps that is what we can learn most from girls in sport – that sport is not just about winning, but about becoming.

Sharon Scott
Head of Health, Physical Education and Sport Faculty

Nicole Geeves
Director of Sport

Stefanie Daffara
Teacher of Health and Physical Education



St Michael's **Collegiate**

COMING AUGUST 2026



ROALD DAHL'S
Matilda
THE MUSICAL
JR.

BOOK
DENNIS KELLY

MUSIC & LYRICS
TIM MINCHIN

Empowered to Create

Looking back at Collegiate, what experiences helped spark your entrepreneurial spirit?

Hannah

One of the things that really stands out looking back were the teachers. I started at Collegiate in Year 10, and at that time I had already started making jewellery which I then sold in the staff room. The teachers were incredibly encouraging and supportive of me, even at that early stage.

I think that environment really helped nurture my entrepreneurial spirit. There is a strong emphasis on creativity and thinking outside the box, which made me feel supported in trying things and putting myself out there. Even simple things like learning how to pitch an idea gave me confidence that carried through into my business later on.

For many of us, the name “Francesca” is synonymous with elegant, meaningful jewellery and a heart for philanthropy. But for the St Michael’s Collegiate community, founders Hannah and Rachel Vasicek are more than just business icons, they are inspiring examples of the “brave and bold” spirit we foster in our students.

Rachel

In Year 12 I did a Student Directed Enquiry instead of a subject. Doctor Rimes was the teacher involved and I believe the autonomy to spend a year working on an individual project created a work ethic that is required for entrepreneurship. It meant I had to completely own my time and productivity which is very similar to business.



What was the hardest part of choosing your passion over a traditional career path?

Hannah

I focused heavily on Science and Maths, and for a long time I genuinely thought I would pursue medicine. I ended up going to university and studying Science and Law, so my path was quite traditional for a while.

It wasn't until the end of university that I really decided to pursue entrepreneurship. The hardest part was probably wondering whether I was making the right decision and questioning whether those years of study had been wasted.

But looking back now, they absolutely weren't. My education gave me a way of thinking, problem-solving skills and discipline that have all helped me immensely in business. It all contributed to who I am as a businesswoman today.

Rachel

The comparison to what my friends were doing was very polarising. They all went to uni while I worked alongside Hannah building a business that didn't have a guaranteed future at the time. I was worried I was potentially wasting my young years and may have to be a mature age student in the future. However the fear of studying something I wasn't truly passionate about outweighed that of starting from scratch and giving my true passion a go.

How has staying 'Inspired to learn' helped you grow, and what does being an 'Empowered leader' mean to you now?

Hannah

At Collegiate we were really encouraged to be curious and to take ownership of our learning. There was a lot of emphasis on self-led learning and thinking for yourself.

That mindset has been incredibly important in entrepreneurship because you never stop learning. Even 20 years later, I'm still constantly learning, whether it's about leadership, marketing, people, or strategy. You have to stay open, curious and willing to keep developing your skills.

To me, being an empowered leader means being a team player and leading with values and service. It's about lifting others up, creating opportunities for people around you, and building something bigger than yourself. Those foundations of leadership and community were definitely instilled during my time at Collegiate.

Rachel

Staying inspired to learn has been key to my growth because it's kept me curious, adaptable and open to change, especially through the challenges that come with building a business. I've learnt that growth comes from being willing to listen, evolve and not stay comfortable, often learning from mistakes.

Being an empowered leader is about creating an environment where others feel valued, supported and confident to grow. It's about investing in people, leading with authenticity, and understanding that the success of a business is built through the strength and development of its team.



With over \$1M raised for charity and your work with refugee women and Be Hers, how did the School's values shape your "giving back" philosophy?

Giving back was always a big part of the culture at Collegiate. There were constant opportunities to contribute to something bigger than ourselves.

We remember simple things like cake stalls, helping at School Fairs and fundraising events where everyone came together to support different causes. Those experiences planted the seed that business and success aren't just about what you achieve personally, but about the impact you can make on others.

You took a leap of faith in your 20s, how do you maintain that level of self-belief, and what is your advice for a student still finding the courage to believe in herself?

Hannah

One of the biggest lessons I've learned is that things don't have to be perfect before you take a leap. If you wait for everything to be certain, you'll often never start.

For a student trying to find the courage to believe in herself, my advice would simply be to try things. Be curious. Explore what lights you up and what you genuinely enjoy doing.

When you start following the things that excite you and give you energy, you naturally build confidence along the way. You don't have to have everything figured out, you just have to be willing to take the first step.

Rachel

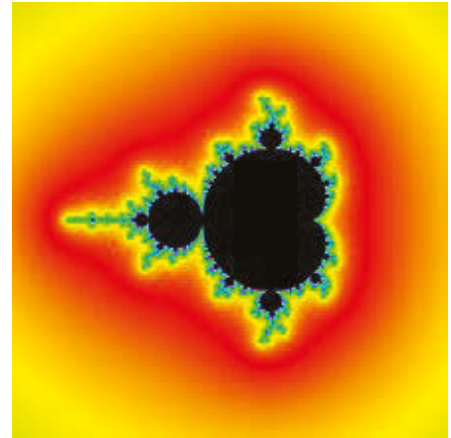
Taking that leap in my 20s wasn't because I had it all figured out, but because I was willing to try before I felt ready and trust that I'd learn along the way. I maintain that belief by focusing less on perfection and more on progress, and by reminding myself that growth comes from doing, not waiting. My advice to any student still finding her courage is to start small, take the first step even if it feels uncomfortable, and back yourself through the process.

What is Mathematics?

Is Mathematics an art, a language or a science? I'd suggest that Mathematics is a truly unique subject and can lay claim to being all three of these.

Mathematics certainly might be considered to be the art of problem solving. It involves the use of analysis and deductive reasoning skills to navigate through a problem to a solution, and can sometimes rely on making a crucial insight or an intuitive leap. To a mathematician, satisfaction lies in reaching a solution, but beauty lies in the elegance of the logical argument which leads the reader to that solution. Geometry itself might certainly be considered a form of art, whether this be the pure simplicity of figures such as triangles or circles, or study of more complicated structures within two or three dimensional space. Graphs of functions, transformations, tessellations (based on the properties of angles), fractals and polar curves might all be considered a form of art. Art which is underpinned by numbers and algebra and which provides a sense of motion or change.

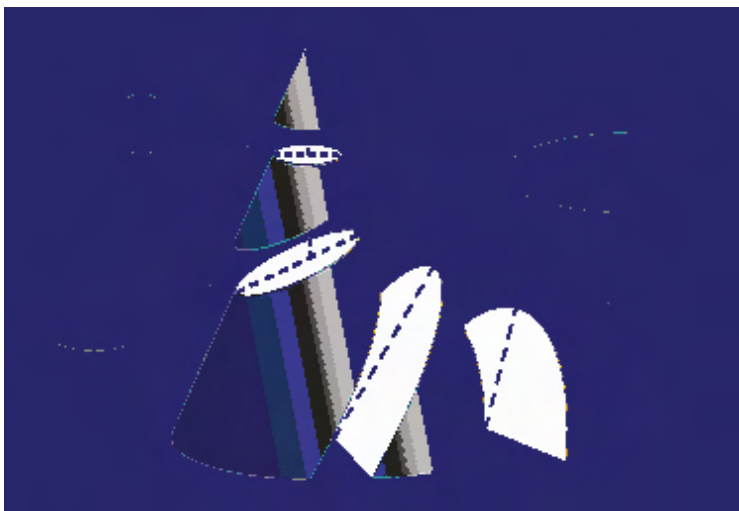
Mathematics is also a language. It transcends international boundaries and is a code for interpreting the workings of our world. Galileo Galilei (1564-1642) stated that "The universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in mathematical language, and the letters are triangles, circles and other geometrical figures, without which means it is humanly impossible to comprehend a single word. Without these, one is wandering about in a dark labyrinth."



Mathematics is also very much a science. Carl Friedrich Gauss (1777-1855), one of the greatest mathematicians ever to have lived, had this to say: "Mathematics is the queen of sciences and number theory is the queen of mathematics. She often condescends to render service to astronomy and other natural sciences, but in all relations she is entitled to the first rank." (Quite right!)

Few other subjects can claim such a rich history, breadth or measure of development over the last two thousand years, and Mathematics is surely alone in being able to provide us with complete precision and absolute truths.

Mathematics is a popular subject, teaching skills which are valued by universities, employers and governments. Many countries require students to study Mathematics up until they leave school, and its fundamental importance to society is recognised by the International Baccalaureate Diploma Programme, within which it is a compulsory component. In Tasmania, the Years 11 and 12 curriculum requires students to study Mathematics in order to secure their TCE. The TASC



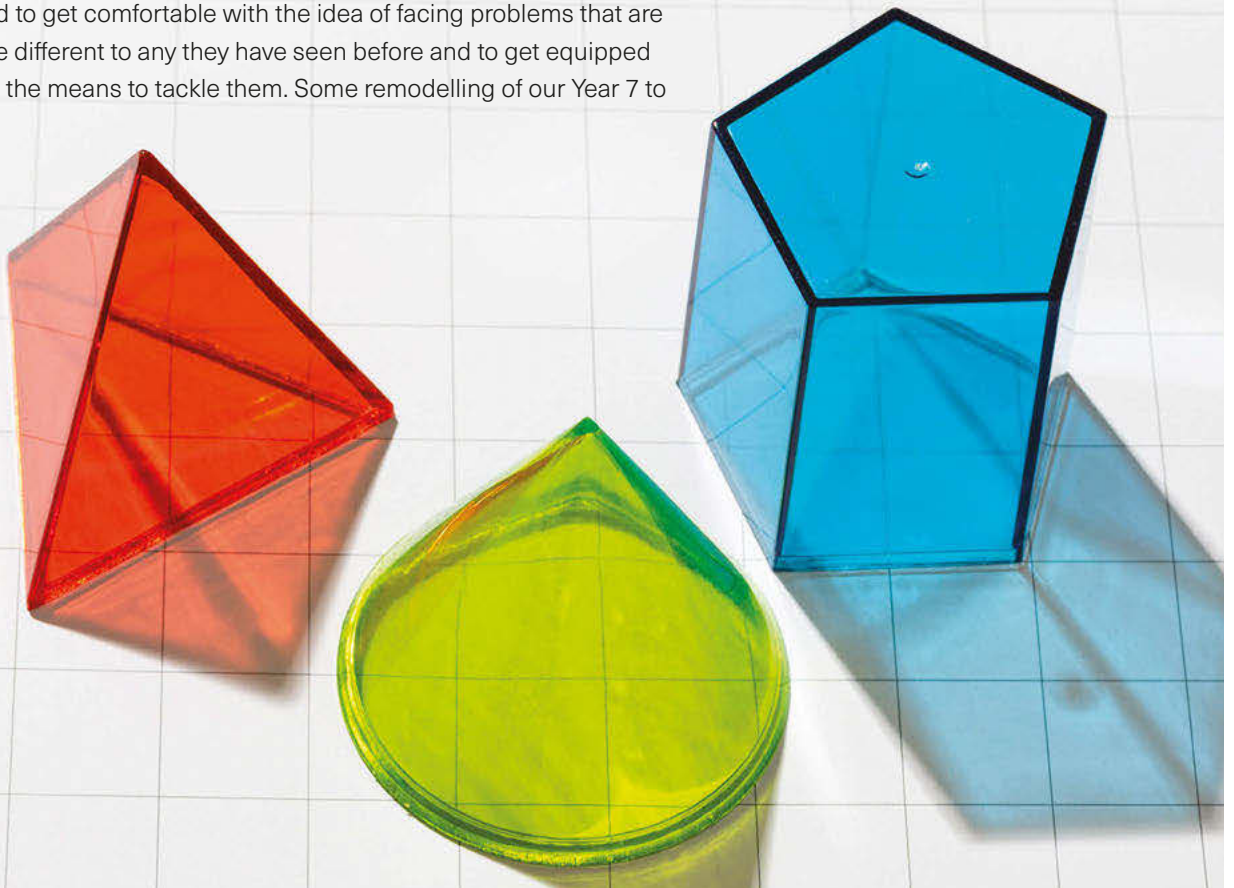
subjects on offer do an excellent job in providing choice for students. Mathematics can be studied for one year or for two, and courses vary significantly in content and level of difficulty. There's a good fit for everyone.

With any course, there is specific content to cover and assessment of students' understanding of that to be undertaken. The bottom line, however, is that we want students to be equipped to solve problems. That's a vital skill beyond school. We want our students to be able to follow the given description of a situation; to be able to analyse the information given and disregard any that is superfluous; to know what it is that they are actually trying to achieve with a given problem; and to be able to draw on areas of knowledge to consider plausible routes to a solution. Furthermore, to be brave to try and willing and able to consider changing tack and trying a different approach if a first attempt doesn't seem to be going anywhere.

Our hands, as teachers, are always tied to some extent by the requirements of the curriculum. The nature of a 'typical' Mathematics lesson would be for the teacher to demonstrate possible methods for solving a particular type of problem and for students to then practice those approaches. Also to help students to see how other areas of the subject met previously might potentially serve to open up other approaches. Mathematics, after all, is a very interconnected beast. This approach of 'teacher shows, student does' certainly serves a purpose up to a point (it covers off the curriculum nicely and helps students to achieve good test results), but it's not necessarily going to enable students to develop their problem-solving skills to the extent that we would want. Students need to get comfortable with the idea of facing problems that are quite different to any they have seen before and to get equipped with the means to tackle them. Some remodelling of our Year 7 to

10 Mathematics curriculum for 2026 is enabling us to place more emphasis on students developing these deeper problem-solving skills, and this will be done through explicit teaching of those skills and by giving students time to practice them. Initially, we would expect students to need some 'scaffolding' (pointers!) in order to successfully contend with the problems they will meet. The intention is to gradually start to withdraw that scaffolding as we build students' confidence and competence, so they can become truly independent and flexible in their problem-solving approaches. Rather nicely, the ways in which students will need to work align beautifully with the School's new learner competencies of Agency in Learning, Collaboration and Quality Thinking. We're excited to see how our students develop.

Jon Williams
Head of Mathematics





A renewed emphasis on experimentation in Science lessons

The solutions to the most important problems facing the world today will be provided by scientists. Admittedly, many of the same problems have been the result of scientific and technological innovation, but there is no doubt that science remains our best tool for solving the big problems, from preventing and curing disease (e.g. vaccines and antibiotics) to energy production and storage (e.g. battery technology).

Our goal in Science lessons is not to turn every student towards a career in Science, but to help our students to understand how our world works, and to increase the capacity of our students to engage in meaningful debate on topics which require scientific literacy (understanding scientific principles and the scientific method).

The scientific study of how our world works helps to instill an appreciation for the complexity of life on Earth and the grandeur of the universe. People are more likely to value and care for our natural world if they understand it and what threatens it, and science is the most effective way to learn about our world and our place in it.

The scientific method, underpinned by experimentation, is humanity's most powerful approach to solving problems. For this reason, Science lessons and assessment tasks at Collegiate focus not just on scientific knowledge and understanding, but on Science Inquiry skills: from developing hypotheses and designing valid experiments to analysing data and evaluating conclusions. Science Inquiry also involves critical thinking and communication (e.g. critiquing and writing scientific reports), helping to develop student's literacy and numeracy.

Science Inquiry skills and experimentation have been a renewed emphasis for the Science Faculty at Collegiate this year. New practical investigations have been developed which allow students in Years 7 to 10 to apply the scientific method to questions like: How do different greenhouse gases affect the absorbance of heat radiation? Do different types of alcohols release different amounts of energy per gram of fuel? Does light affect the products of photosynthesis? These investigations provide opportunities for students to work in teams and collaborate in the laboratory, while making the theory that we study visible, relevant and fun. We also hope that these experiences provide students with lasting memories of their science lessons (and possibly inspire a few to pursue further scientific studies in Year 11 and 12 and beyond!)

Andrew Kirkwood
Head of Science

Competencies for the Future



Preparing students for the future is often spoken about as a simple goal. In reality, it asks something much more complex of schools. The world our students are entering is changing rapidly. While we cannot predict exactly what their futures will look like, we can be deliberate about the capabilities they will need to navigate them with confidence.

At Collegiate, this work is grounded in authentic, real-world learning. For a number of years, we have been an active contributor to the University of Melbourne's New Metrics research project, alongside more than 40 independent schools across Australia. This partnership ensures that our approach to learning continues to evolve, with a clear focus on the skills, attributes and dispositions that matter most beyond the classroom.

Through this work, we are strengthening how we understand and assess student growth. The Collegiate Learner Competencies, aligned with our Strategic Plan 2026–2030, provide a shared framework for recognising the development of character in learning across all subject areas. Importantly, this is not separate from the work already taking place in classrooms. Students have been building familiarity with these ideas through our Experiential Learning programs, where reflection, self-awareness and growth are already embedded.

Across the School, this focus takes shape in ways that are developmentally appropriate:

Junior School — Agency in Learning, Collaboration and Active Citizenship

Middle School — Agency in Learning, Active Citizenship, Collaboration and Quality Thinking

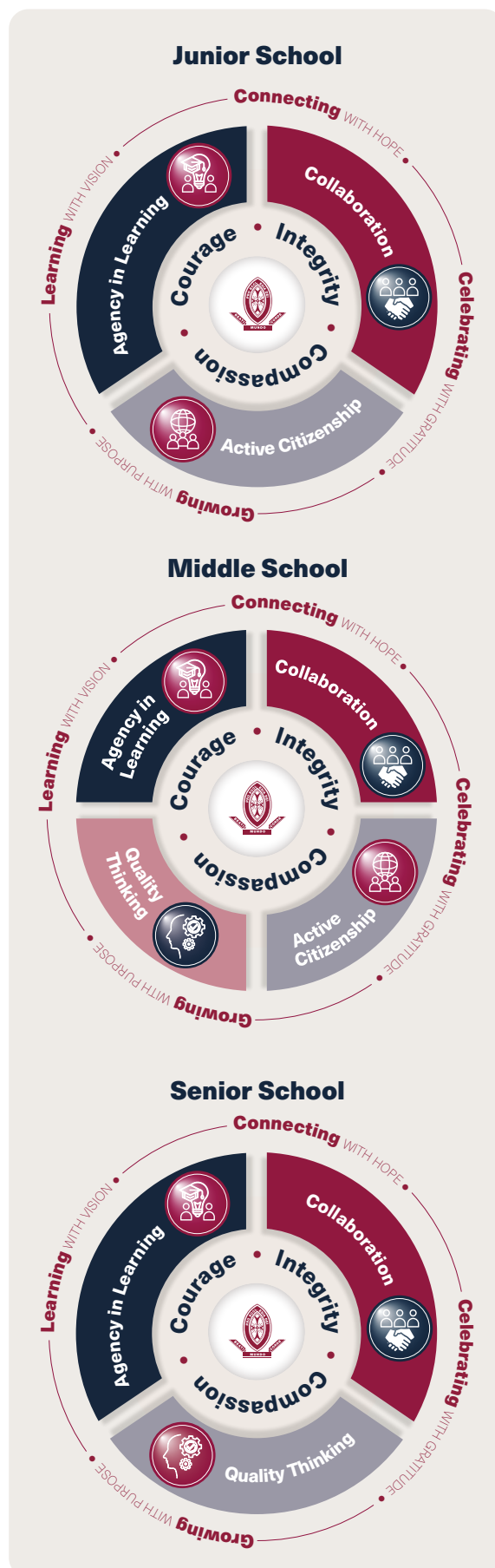
Senior School — Agency in Learning, Collaboration and Quality Thinking

These competencies sit alongside academic achievement, broadening how we define success. They allow us to capture the learning that traditional measures do not always reflect; the thinking, the collaboration, the persistence and the capacity to contribute meaningfully to others.

Our goal is not to replace what we value in learning, but to deepen it. By developing robust and meaningful ways to recognise these capabilities, we are ensuring that students leave Collegiate not only with strong academic foundations, but with the confidence and character to navigate an increasingly complex world.

This work reflects a broader commitment: to inspire learning and empower leaders for tomorrow in ways that are both measurable and deeply human.

Ben Green
Deputy Principal



Literacy, Literature and Legacy

When we speak about literacy, we are speaking about something that lives across the whole life of a school. It begins in junior classrooms, where students discover that words can help them name, question and imagine. It is there across academic learning, where they read carefully, think critically and communicate with clarity. It is there in sport, performance and Outdoor Education, where students use language to make sense of teamwork, expression, challenge and growth. Across all these spaces, literacy helps students participate, connect and make meaning.

English, though, offers a particular encounter with literacy. It gives students sustained time with language itself, not only as a tool for communication, but as something that can shape thought, stir feeling and open new ways of seeing. A poem, novel, play or short story asks students to do more than locate information. It asks them to interpret, imagine, question and reflect.

Across our English faculty at Collegiate, we see literacy not simply as a set of competencies, but as a way of engaging more fully with the world. To engage well with language is to notice, question, connect and make meaning. It is to read carefully, listen attentively, speak thoughtfully and respond with confidence. It is also, in a very real sense, to belong: to enter a long human conversation about power, loss, beauty, memory, identity and truth (amongst other things). When students read literature, they encounter lives beyond their own, wrestle with ideas that resist easy answers, and become part of a world of readers.

That is why the texts we place in front of them matter.

A strong English program should open doors in more than one direction.

Recently appointed Head of English and Languages at Collegiate, Jack is passionate about literacy, literature, and communication help students find their voice, think deeply, and engage meaningfully with the world.

Students need classic works that have endured because of their depth, artistry and influence. Yet they also need modern writing that speaks in fresh and immediate ways to the present. The balance matters. Too narrow a diet, and reading can feel remote or dutiful. Too much familiarity, and students can miss the opportunity to stretch towards older voices, richer language and forms of thought that ask more of them.

Students might read Shakespeare's *Macbeth* and find themselves drawn into ambition, violence, prophecy, guilt and power. They might study Oscar Wilde's *The Picture of Dorian Gray*, where



questions of image, morality, corruption and public identity still feel strikingly modern. In Jane Austen's *Sense and Sensibility*, they meet wit, restraint, emotional complexity and the tension between feeling and judgement. Alongside these works sit Kate Constable's *Crow Country* and Robyn Mundy's *Wildlight*, novels grounded in place, memory, identity and human connection. These texts invite reflection on Australian history, belonging and responsibility, and help students feel literature as something alive rather than sealed off in the past.

Together, texts like these remind students that literature is not one thing. It can be spare or lush, unsettling or consoling, ancient or contemporary. It can challenge students with unfamiliar language or meet them with recognition. A curriculum shaped by both classic and modern works helps students appreciate the written word in all its range. More than that, it helps them see that there is room for them in this tradition, too. They are not standing outside it, looking in. They are part of it.

Of course, reading literature well is rarely easy. Nor should it be.

Some of the most worthwhile moments in an English classroom arrive when students are not entirely sure what a poem is doing, or why a novel refuses to settle into a single clear judgement. There is value in that uncertainty. To grapple with a difficult text is to practise patience. To revisit a passage, test an interpretation, or reshape an idea after discussion is to learn that understanding often comes slowly. For young people growing up in a culture of immediacy, that can feel unfamiliar at first.

A student working through *Macbeth*, Austen, Wilde or *Crow Country* is doing more than literary analysis. They are learning how to remain present in difficulty. They are learning that thought can be revised, expanded and sharpened. These habits of mind travel well beyond the English classroom.

Still, challenge by itself is not enough. Students are far more willing to take intellectual risks when they feel secure enough to do so. Belonging matters, not as a soft alternative to rigour, but as one of the conditions that makes rigour possible. When students trust that their questions will be taken seriously, they are more likely to ask them. When they understand that uncertainty is part of learning, they are less likely to retreat from it. Belonging does not mean making everything easy. It means helping students feel that they have a place in the work, even when that work is demanding.

As we continue to shape Collegiate's literacy programs and classrooms, these reflections invite us to think carefully about what we want literacy to mean for our students. Across our English faculty, we are committed to

helping young people read with care, write with clarity, speak with confidence and think with depth. We want classrooms where students encounter rich texts, while also feeling supported to persevere through difficulty, test ideas and find their voice.

Literacy at Collegiate is not simply about academic skills. It is about nurturing thoughtful, articulate and discerning learners who are ready to engage meaningfully with the modern world. We aim to build classrooms in which students slow down, attend closely and discover that language can do far more than deliver information. Literacy shapes our perception of the world. It can deepen understanding. It can connect us to other people, other times and other ways of seeing.

This feels especially important in a time when so much of the language around us is fast, loaded and often combative. English classes give students practice in reading beneath the surface, recognising how words can shape emotion, frame ideas and influence the way we see ourselves and one another. Perhaps that is one of the enduring values of English as a teaching endeavour. It teaches students how to live with language more attentively, interpreting the world rather than merely reacting to it. In the process, it invites them into the deeply human work of reading, speaking, listening and making meaning together.

Jack Reed
Head of English and Languages



A Student Perspective

I often have students ask me what it is that I love about English. Why, they ask, are you doing *another* English subject, and why are you planning to study it in university? These are good questions, and ones I seek to answer in the following diatribe.

I owe much of my love for English through the numerous ways I have interacted with it throughout my schooling career, and my life. I remember reading *The Importance of Being Earnest* in Year 8 English, and laughing aloud at Oscar Wilde's brilliant wit. Yes, indeed I laughed, out loud, in class, a new student who knew no one. The fact, perhaps, that I was not publicly shunned is an example of the quality learning environment nurtured at Collegiate. Then of course, there is Shakespeare; *Romeo and Juliet*, *Macbeth*...

Why do we in the 21st century still study these texts? It seems, on the surface, a little strange that we are studying texts written in such a vastly different context to our own. But there is beauty in our study of 'old-fashioned' texts at Collegiate. It matters the way we as students are taught to connect with classics. We need to still encounter classics because of both their enduring artistry and their enduring messages. Not to be underestimated is the innate beauty to such texts. What texts, it makes one wonder, will endure in this way in the future? Through all texts are intertwined themes (identity, connection, conflict, love...) that do not change. This is what allows us to care about these texts as 14-year-olds fresh out of Middle School.

So why English? Why bother? Scientific and mathematical pursuits are certainly noble. But I argue that today the nature of art (because English is, truly, art) reflects the essence of humanity. This may seem a pretty bold claim. But literature really does act as a mirror for society, past and present. The beauty of literature, especially, is the extraordinary extent of its relevance. When I read Jane Austen, as a modern woman, I interpret her novels in an entirely unique way to a 19th century reader. This does not mean that I am interpreting it incorrectly, or not as an author intended. Studying English teaches us an author's biography, sure. But this is only

the half of it. English can be considered an exercise in self-exploration. As students, it allows us to consider how we personally respond to texts, and thus how we view and experience the world. Is there anything more important to consider during our formative schooling years? It is not an understatement to say that English at Collegiate, and more broadly, has shaped the kind of person I am today, as I am about to depart out into the big wide world. English classrooms prompt discussions about everything that needs to be discussed— from everyday human concerns to the biggest existential questions. This interaction is by no means easy, and it seems very deep for a high school English classroom. But today, in a world that feels increasingly complex, our critical thinking skills are tested day after day. With our young people being more and more exposed to the world through social media, these skills become even more necessary, and earlier in life. We need to foster these skills in our young people to build a future whereby exploration and analysis of the world is routine. Most importantly, we need to be taught how to change our mind.

I remember, for instance, the first time I read *Emma* by Jane Austen in Year 8. In Year 8 I really did not understand Austen's title character; in fact, I did not even like her. I found her arrogant and



annoying. My understanding when I re-read it for English Literature in Year 11 was completely different. Yes, Emma is arrogant, and I think Austen knew so. The level of irony I encountered upon my second read was astonishing. On a brief note, *Emma* is no longer studied as an English Literature text, and has been replaced by the *The Picture of Dorian Gray* by Oscar Wilde. I will make no judgment on this text yet as I am currently reading it!

I am sure if you came back to me in a few years, my opinion of *Emma* would change again. That is the beauty of great literature: the layers that one can pull back with a second reading, particularly with the influence of difference life experiences. Besides this joy of discovery, it proves to us that the way we interact with texts is so connected to who we are.

Throughout my time at Collegiate, I have been inspired to find my personal connection to texts. This is integral to the study of English; it is so much more than being told by my teacher what a particular phrase in a poem represents. In developing a genuine personal connection to a text, we allow the student to understand their own place in literature and the wider story. We forget sometimes, I feel, that we are too a part of history yet to be made.

I have always loved English, right back from when my parents would read me nightly bedtime stories, right back from when I wrote my first short story in Year 1 about a holidaying zebra. I also only moved to Collegiate in Year 8, so a significant portion of my English study occurred before my time here. But I am quite sure I would not have been able to flourish as fully without the environment of English at Collegiate. An environment that takes literary analysis seriously and gives students time to develop and understand their own view of a text is so important. This is particularly so for students who, unlike me, do not naturally gravitate toward literature. To encourage students to express themselves, a sense of belonging is essential. I have been so fortunate to be a part of an environment that has cultivated my love for English, and I hope that in my future study of English I will be able to help develop this environment for others.

So far, I have been writing merely as an English superfan. But the more formal role that qualifies me to discuss this is Oratory Captain for 2026. I find oratory to be inextricably connected to studies on English. Once we have established our ideas, we need a way to express them to the world. I believe this is what oratory truly is: the ability to express oneself. This may be through many forms. One key area I have striven to continue developing at Collegiate is the public speaking element. Confidence in public speaking opens so many doorways. At its most simple level, it allows us to participate in constructive dialogue with each other. Today, in world where the ability to debate and question important matters is threatened by dominant narratives, being able to express opinions with eloquence, poise, and compassion matters. By this I do not mean exclusively in formal debate. I mean in everyday in discussions with friends, family, in the workplace... I think absolutely everyone, including, perhaps especially, our world leaders, could benefit from the knowledge of how to communicate constructively

with others. To me, this journey first begun in primary school Drama classes that taught me confidence in expressing myself. To the surprise of many of my current friends, I was very shy prior to this, and tended to let myself be influenced by others. Learning confidence in speaking allows us to be confident in ourselves, and communicate our values and opinions, not with arrogance, but with assertiveness. This is also why oratory goes hand in hand with the skills connected to studies of English, because we are taught to be open to changing our mind, a very undervalued trait. As Oratory Captain, I am not even currently on the debating team. Because of this, I questioned whether I was even fit for the role. But after thought, I realised that the role was so much more than formal debate. In the role, as in English, I value finding ways for students to express themselves and think critically. This certainly may be through debate. But it may also be through public speaking competitions, through clubs, through competitions like the Ethics Olympiad. Surrounding all this is language, and therefore English. English is how we critically engage with words, using words. And so, you may think, well I don't like English. I'm not an English sort of person. But every day we are engaging with words, with each other. And what English, and by extension oratory, really means is communicating with each other, and trying (often fighting) to find our voices and come to grips with what it really means to be human in a messy, seemingly meaningless, world.

And behind all that is the simple act of reading. The joy of the written world. So what I say to you is this: just pick up a book, any book. And read.

Chloe Bedford
Oratory Captain

Futures Program

Just behind the Senior School Office, a framed quote sits in the hall alongside images of the early boarding students of 1903. The quote, from Sister Phyllis (1895), reads

“The school stands as of old for training in truth and moral courage, for real intellectual training. For giving girls the power of thought, for seeing things as they are, not for superficial culture...”

Sister Phyllis
Principal 1895–1933

I find the sentiment of these words still holds true today and is something that sits at the centre of the Futures Program at St Michael's Collegiate. It is reflected in the way we support students to think critically about the world around them, to act with integrity when forming opinions and making decisions about their own future, and to have courage when making these decisions.

Across all year levels, students are provided with a range of opportunities to support this process. As they move into their final years of schooling, there is an increasing expectation for students

to take ownership of their pathway and become active participants. This sense of ownership is a key factor in the success of the program.

Since starting at Collegiate at the beginning of this year, it has been fantastic to see students engaging with these opportunities; attending presentations, asking thoughtful questions, and beginning to shape their ideas about the future. These moments of curiosity and initiative are exactly what the program seeks to foster. The team of staff who work to offer these opportunities, encourage students to grow, and support them each step of the way, is evident across the school.

Ultimately, the goal is not to define success for students, but to help them define it for themselves, continuing the vision of Sister Phyllis and empowering students with the power of thought.

Peter Gibson
Head of Student Futures and Growth





More than 150 members of our Collegiate community gathered in Linmor Hall to celebrate those who mean so much to us at our Mother's Day Breakfast. The morning was filled with warmth, connection and gratitude, featuring beautiful performances from our talented singers and a heartfelt Q&A panel with our Head and Deputy Prefects alongside their mums. It was a special opportunity to reflect on the important role mothers and mother figures play in our lives and to come together as a community in celebration.



2026 School Fair

The School Fair was a wonderful afternoon and evening, bringing together students, families, staff and the wider community in a relaxed and welcoming setting.

Our goal this year was to keep the Fair simple, sustainable and focused on community and it was great to see that approach come to life. There was a fantastic atmosphere across the grounds, with families and friends catching up, children enjoying the activities, and plenty of people staying well into the evening. It was wonderful to see so many come along and support the Fair and a shared sense of community is what brings the event to life. Seeing students of all ages enjoying themselves is always a highlight and a reminder of why events like this are so valuable.

A huge thank you must go to the many people who contributed their time, energy and support to make the Fair such a success. Our parent and student volunteers who helped plan, organise and run the stalls (often behind the scenes) are what make events like this possible. Whether it was an hour on a stall, baking produce, or helping with set-up and pack-down, every contribution made a difference. Our student

performers playing and singing, added to the atmosphere and entertainment. A special mention to Melanie Blackhall and Sophie Burbury, who took on the majority of the coordination for this year's Fair. Their organisation and commitment were instrumental in bringing the event together.

The support of Collegiate staff in the lead-up and on the day is also greatly appreciated, along with their continued backing of the P&F in creating opportunities that bring our community together.

The generosity of families and businesses who donated items for prizes and stalls was once again a standout feature of the Fair and something we never take for granted. Our sincere thanks to all who contributed.

We're already looking forward to building on this year's success and continuing to create events that are welcoming and enjoyable for all. If you would like to join the P&F we meet on the first Wednesday of the month during school terms. New faces are always welcome, whether you'd like to get involved or simply come along to learn more.

Gary Waterson
President, Collegiate Parents
and Friends' Association





Experiential Learning in Term 1

At Collegiate, Experiential Learning brings education to life through experience, reflection and action. Often described as “learning by doing”, it gives students the opportunity to connect classroom learning with real-world contexts, building confidence, curiosity, resilience and a deeper sense of connection to the world around them.

Throughout Term 1, students across the School have embraced a wide range of Experiential Learning opportunities, each carefully designed to support personal growth as well as learning beyond the classroom.

For our youngest students, this has meant discovering the world through exploration and safe risk-taking. Prep students explored the outdoor spaces of the Cascade Gardens, learning to navigate new environments with curiosity and care. Year 2 students ventured onto kunanyi for a mountain walk, experiencing both the natural beauty of Tasmania and the challenge of learning in a place-based setting.

As students move through the School, these experiences continue to grow in independence, challenge and complexity. Year 3 students took to the waves at Clifton Beach, while Year 4 explored the coastline on a walk from Mays Beach to Cremorne. Year 5 enjoyed a day at Kingston Beach, where paddleboarding, swimming and shared beach activities encouraged confidence, teamwork and joy in the outdoors.

In the Middle and Senior Years, Experiential Learning becomes increasingly immersive and adventurous. Year 7 students challenged themselves through abseiling and coasteering, while Year 9 students in the 9Aspire program built resilience and teamwork through activities including abseiling and rafting. Year 10 students took part in Connect Week, choosing from experiences such as a four-day Derby mountain bike adventure, coasteering, bushwalking, ocean swimming and service learning in the community.

These programs are much more than outdoor activities. They are part of Collegiate’s broader commitment to developing world-class learning experiences that promote collaboration, communication, leadership and teamwork. Through outdoor learning, project-based learning, global learning and service learning, students are encouraged to step beyond their comfort zones, reflect on their experiences and grow as capable, compassionate and engaged learners.

Term 1 has provided a powerful reminder that some of the most meaningful learning happens when students are actively involved — exploring new places, trying new things, working together and discovering more about themselves along the way.



Prep exploring Cascade Gardens



Year 3 Surfing at Clifton Beach



Year 4 Coastal Walk



EXPERIENTIAL LEARNING

Year 5 at Kingston Beach





The Tremayne Art Prize

The Tremayne Art Prize is a cherished tradition, celebrating both artistic excellence and the enduring connection between past and present members of the Collegiate community.

At its heart is the Tremayne Collection, an inspiring gift to the School from the Tremayne Club, a valued part of the Alumni Association made up of members who left the School more than 50 years ago.

Each year, an outstanding artwork by a Year 11 or 12 student is selected for the Tremayne Art Prize, with the recipient recognised at Speech Night. The winning piece is then gifted to the School, becoming part of its permanent collection and displayed for all to enjoy.

Since its inception in 1987, the Prize has created a lasting legacy, with works now featured throughout the School's buildings, each one telling a story of creativity, talent and tradition.



Maggie Bones, 2014



Diana Ellinger (Johnston), 2000



Maggie Bones, 2014



Samantha Buxton, 2001

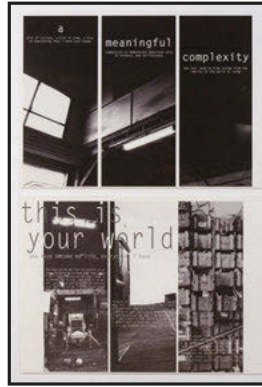
Tremayne Prize Winners



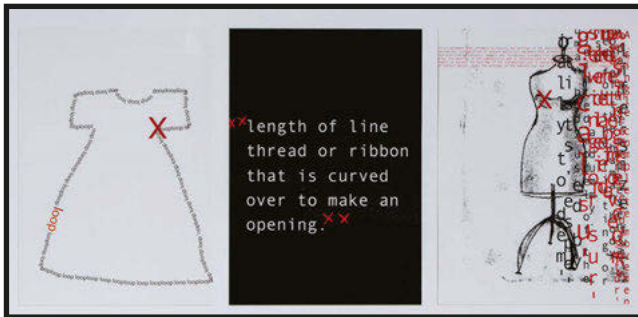
Lauren Jones, 2013



Angela Claridge, 2005



Adelle Drury, 2009



Emma Gott, 2007



Isabella Hallegraeff, 2012



Emma Hughes, 2010



Zoe Hansen, 2016

- 1987 Lucy Adams
- 1988 Lisa Greenless
- 1989 Louise Joscelyne
- 1990 Miriam Butler
- 1991 Charlotte Bell
- 1992 Maureen Myaguchi
- 1993 Lucy Clarkson
- 1994 Mary Johnston
- 1995 Clio Griffiths
- 1996 Sarah Grant
- 1997 Christine Gumley
- 1998 Ellie Brothers
- 1999 Kate Baker
- 2000 Diana Johnston
- 2001 Samantha Buxton
- 2002 Sally Hales
- 2003 Alison Cowles
- 2004 Amy Tritton
- 2005 Angela Claridge
- 2006 Sarah Samson
- 2007 Emma Gott
- 2008 Eloise Cook
- 2009 Adelle Drury
- 2010 Emma Hughes
- 2011 Lizzie Boon
- 2012 Isabella Hallegraeff
- 2013 Lauren Jones
- 2014 Maggie Bones
- 2015 Dasha Margvelashvili
- 2016 Zoe Hansen
- 2017 Alexandra Taylor
- 2018 Neve Mitchell
- 2019 Sophia Murray
- 2020 Nell Bradshaw
- 2021 Charlotte Wells
- 2022 Zara Casimaty
- 2023 Lily Ward
- 2024 Ruari Leonard
- 2025 Lucy Hamelink

Year 12 Leadership Dinner

On Tuesday 3 February 2026, students from Year 12 gathered together in the evening to celebrate the beginning of their final year of schooling at the 2026 Leadership Dinner. The purpose of the dinner was for the Year 12s to connect with one another and also to acknowledge their important role as leaders within the School community. Students were invited to dress accordingly to the theme, 'recreate a photo from when you were younger', which resulted in some light-hearted fun and lots of fairy dresses!

This year's quote, "Journey Through Joy", is deeply connected to the chosen Year 12 charity, the SHE Foundation. Cancer is a journey that affects not only those diagnosed, but also their loved ones. By raising money, support and awareness for women with gynaecological cancers, we hope to give dignity, strength and provide joy throughout that journey. The SHE Foundation reflects a cause many of us can relate to through personal connections across our community. Within our School community, *Journey Through Joy* also serves as a reminder to seek gratitude and positivity in both the big and small moments, supporting one another and seek joy through life's ups and downs.

We had the absolute pleasure of hearing from Christine Finnegan, CEO of the Tasmanian JackJumpers Basketball team and board member of the SHE Foundation, at our 2026 Leadership Dinner. The SHE Foundation is our chosen school charity for 2026, and Christine's speech to us revolved around our school quote, *Journey Through Joy*, and her unique take on leadership.

Christine shared a moving story about her involvement with the Harris family and how witnessing two young boys lose their mother to this cause gave her a purpose and a new perspective. She reflected how this experience and other similar experiences inspired the work of SHE, to ensure that all women and families facing similar challenges are able to find some joy and support during their journey. Christine spoke passionately about SHE's new Wellness Centre, being built near the hospital, a vital space where women can reset, reflect and receive care before or after appointments.

Christine then went on to speak to us about her role with the JackJumpers. Christine discussed the importance of purpose driven leadership and creating joy, even in tough times. Whether it is encouraging players to stay motivated and inspired when a teammate has been sidelined with an injury, finding meaning in both wins and losses, or simply remembering to have fun and to enjoy their experiences and journey but her message remained clear, that true leadership lifts spirits, not just results.

Christine left us with a powerful reminder that connection, compassion and positivity are at the heart of great leadership. Her authenticity and passion deeply resonated with everyone in the room, leaving us inspired to lead with joy, authenticity and courage.

Jaida Vanderplas, Rosie Pelham, and Sophie Curtis



Year 12s dressing up to the Leadership Dinner theme 'recreate a photo from when you were younger'

Year 12 Charity 2026: Supporting Women Through The SHE Foundation

Each year, our Year 12 cohort selects a charity that reflects both their values and the experiences of the broader Collegiate community. In 2026, students have chosen to support the SHE Foundation, a Tasmanian organisation dedicated to women diagnosed with gynaecological cancers.

As Head Prefect Jaida shares, this decision is deeply personal. *"Our chosen Year 12 charity, the SHE Foundation, reflects a cause many of us can relate to through personal connections across our community. Cancer is a journey that affects not only those diagnosed but also their loved ones. By raising money, support and awareness for women with gynecological cancers, we hope to give dignity, strength and joy throughout their journey."*

Founded in 2015, the SHE Foundation was created in response to a clear need for more personalised, practical, and emotional support for women navigating the complexities of gynaecological cancer. What began as a grassroots initiative has grown into a compassionate, community-driven organisation that supports women from diagnosis through recovery and beyond.

At the heart of SHE's work are three pillars: care, connection, and community. From thoughtfully curated care packs and hospital support, to fostering meaningful connections between women, families, and volunteers, SHE provides comfort and strength at some of life's most challenging moments. Their work is a powerful reminder of the impact small acts of kindness and collective support can have.

The Year 12 cohort builds on a strong legacy of giving. In 2025, students raised an incredible \$12,647.98 for Cancer Council Tasmania, demonstrating both generosity and a shared commitment to making a difference.

This year, students are once again embracing that spirit – raising funds, building awareness, and standing alongside women and families affected by gynaecological cancer. Through their efforts, they hope not only to contribute financially, but to strengthen a sense of community and compassion that extends far beyond the School.

By raising money, support and awareness for women with gynecological cancers, we hope to give dignity, strength and joy throughout their journey."





Elizabeth King (Rodway) 8 December 1921 to 30 November 2025

Elizabeth, Aunty Betty to her family, died on 30 November 2025, shortly before her 104th birthday on 8 December 2025, making her the oldest Alumni of Collegiate at that time. She is recorded as enrolling in Collegiate in 1926, and leaving in 1936. Her older sister June also attended Collegiate, winning the School's prestigious art prize in 1932, and Betty painted as well. Her brother Len was in Lark Force in World War II, was captured by the Japanese in Rabaul, and went down in the ship the *Montevideo Maru*, in 1942, when carrying all the POWs to Japan.

After leaving school, Betty worked in her father's dental practice for a while, worked for a short time in the Sandy Bay Infant School, then did secretarial work for the Tasmanian Health Department.

Betty looked after her mother and father (Dr Ernest Rodway, dentist) in their older age as she had not married at that stage. She later married Roy King and moved to Canberra, with her father moving to live with her sister June Hewer (Rodway) and her family. Betty later moved to the Sunshine Coast with her husband when he retired and lived there for the rest of her life. During this time, she travelled quite widely with Roy and later with her cousin Geoff Hood.

After her husband Roy died, she moved into a retirement home, still on the Sunshine Coast. She would have loved to return to Tasmania as she aged, but as she didn't ever like the cold, it was an impossible wish for her.

Sharron Hewer (1964)



Vale Emily Mundy

The Collegiate community was saddened to hear of the passing of alumni Emily Mundy on 11 February 2026.

Emily joined Collegiate in Year 11 in 2022 and shared her creative and artistic passions with enthusiasm and her 'trademark whimsy'. She had a passion for journalling, scrapbooking and collecting rocks and minerals. In Year 12, Emily's major art project was a set of intricate lino carvings making a brilliant body of work.

Music, singing and musical theatre were also an enormous part of Emily's life. Her voice was described as a thing of beauty, and her acting was quirky and memorable. Her dad says: "One of her most precious gifts, in singing and in life, was always to take something discordant or flat (point to self) and surround it with harmonies to make it seem more beautiful than it really was.'

Remembered by her parents, Jason and Jill, and little sister Sarah (Year 12 2026) they describe her as irreplaceable, kind, and beautiful. And although she struggled with anxiety and depression "her smile lit up rooms and there was joy and light in her company. She had dimples. And she laughed loudly."

In memory of Emily, and in appreciation of the support services available to our community, the family have invited those who wish to do so to consider a donation to Beyond Blue: <https://inmemory.beyondblue.org.au/emilymundy>



Emily's family are committed to finding the light in the darkness of their loss and hope that her passing might help us to reflect on the things that matter most. These are the closing words of Emily's father at her memorial (with permission):

There is sadness in this world, and we will all experience it, but there is also beauty, and light and joy, there is friendship and pugs and whimsy, there is good music and sunshine and the warm comfort of just being with people who love you. And these things will shine through if you give them time.

*There is nothing that cannot be forgiven.
There is nothing that cannot be fixed.
We, each one of us, are more loved than we think we are.
You have more support than you know you have.*

We – none of us – are perfect, and that's OK. Life can't be perfect, but it is precious, it is beautiful and it is worth living. And it must be our lives' work to realise the joy that this world has to offer by sharing our imperfect lives, being kind to ourselves and one other, and getting each other through.

In loving memory of Emily.



We remember the following members of our Collegiate Community who have recently passed away.

Xania Harrex (1955)

Passed away in November 2025.
Mother of Nicola Isles (1980) and
Grandmother Lucy Isles (2019).

Peter Ibbott

Passed away in February 2026.
Husband of Fay (1965).

Sandra Rowe (1959)

Passed away in March 2026.
Grandmother of Lucy Paul (2016).

Roslyn Langlois (1961)

Passed away in August 2025.
Mother of Catherine Joy (1996).

Patti Warn (1960)

Passed away in March 2026.
Daughter of the late Pauline Warn (1936).
Sister of Christine Warn (1972).
Sister of Prof. Julie Warn AM (1970).
Niece of the late Doreen Bellis (1943).

Recognising the outstanding achievements of our alumni as they continue to excel and make meaningful contributions across their chosen careers.

Leah Cameron (1999), founder of Marrawah Law and Advisory has been recognised for her commitment to helping the next generation of Indigenous lawyers with a Scholarship named in her honour.

The Leah Brown Indigenous Scholarship in Law at UTAS will support First Nations students with financial assistance, guidance and workplace exposure.

Dr Alicia Tucker (1993), a Staff Specialist in the Emergency Department at the Royal Hobart Hospital, has recently been recognised as a Fellow of the Academy of Extreme Environment Medicine.

Dr Tucker's career has taken her far beyond the hospital walls. Her experience includes advanced training in diving and hyperbaric medicine using the Royal Hobart Hospital's specialised chamber, service as a ship's physician on expeditions to Antarctica and work across remote Australia with the Royal Flying Doctor Service. She has also contributed to the preparation of astronauts, including involvement in spacewalk training for NASA.

Mia Shinkfield (2021) has been named the 2026 National Student Pharmacist of the Year at the Australasian Pharmacy Professional Conference. She was recognised for her academic excellence, leadership, and strong advocacy for culturally safe, patient-centred care.

Throughout her studies, Mia demonstrated outstanding commitment through leadership roles, clinical placements in underserved communities, and research focused on improving medication safety.

Her recognition highlights both her individual achievements and the strength of emerging pharmacy leaders in Tasmania.

Send us your news

Staying connected as an alumni community relies on the stories we share and the connections we maintain. Whether it's a professional achievement, a personal milestone, or a moment of reflection, these updates help bring our network to life. News of accomplishments, births, marriages, and even the passing of valued members ensures that every chapter of our alumni journey is acknowledged and remembered. Each contribution, big or small, adds to the rich and evolving story of our community.

By sending through your news, you're helping to strengthen the bonds between past and present members. These shared moments spark connection, celebrate success, and honour lives well lived. They remind us that, no matter where life takes us, we remain part of something enduring and meaningful.

Please email your news to:
alumni@collegiate.tas.edu.au

We are also encouraging all alumni to update their contact details so they can continue to stay connected with the Collegiate community and receive alumni news, event invitations, and updates. Simply scan the QR code or use **[click here](#)** to complete the form.



Alumni Events

Sydney

Thursday, 10 September
(Hutchins, Collegiate)
The Royal Exchange of Sydney

Hobart

2026 Reunion Weekend
Specific Year Groups
19 and 20 September

Launceston

Thursday, 5 November
(Hutchins, Collegiate) TBC

Keep up to date by following our social media pages, where we share alumni news, achievements, and upcoming events.



www.facebook.com/collegiatealumniassociation



[@collegiateAlumniAssociation](https://www.instagram.com/collegiateAlumniAssociation)



Tremayne Morning Tea

In April, we were delighted to welcome our Tremayne members — treasured alumni who left Collegiate more than 50 years ago — back to the School. Hosted in the Performing Arts Centre, the morning was enriched by the presence of the inspiring Tremayne Art Prize works, with each piece showcasing the creativity and talent of past students.

A highlight of the event was an address from alumni member Diane Tompson, Vice President of the World Association of Women Entrepreneurs. Diane shared insights from her distinguished career and spoke with passion about the importance of empowering women. Her reflections were both inspiring and thought-provoking for all in attendance.

It was also a pleasure to see our Senior students engaging so warmly with our alumni, exchanging stories of school days gone by and connecting over the shared history of Collegiate. These intergenerational moments are a powerful reminder of the strength and spirit of our community.

We extend our sincere thanks to our Tremayne members for their ongoing connection and valued presence, and we look forward to many more opportunities to come together and celebrate.





Save the Date

2026 Reunion Weekend

Saturday 19 September

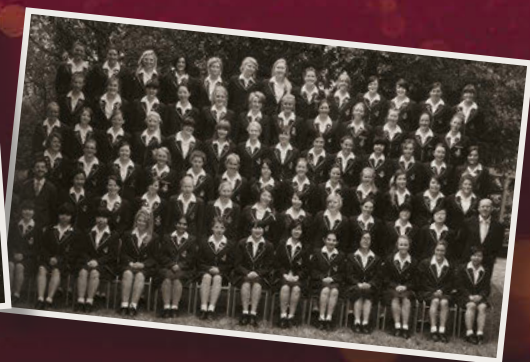
School Tour and Cocktail Party

For the classes of 1951, 1956, 1961, 1966, 1971, 1976, 1981, 1986,
1991, 1996, 2001, 2006, 2011, 2016, 2021

Sunday 20 September

Chapel Service and Morning Tea

For any Alumni who would like to attend.



Further details coming soon!

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COLLEGIATE SCHOOL

STMCAA (St Michael's Collegiate Alumni Association)

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