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Across the Generations



One of the great privileges of being Principal of Collegiate is hearing the stories of our students and alumni. Each story is different, yet there are common threads of friendship, belonging, opportunity and gratitude that connect the generations.

At our recent St Michael's Day service, we celebrated these connections in a particularly meaningful way. We recognised students whose families have chosen Collegiate for up to five generations, while also presenting every first-generation student with a special badge, generously provided by our alumni. It was a lovely reminder that every student is part of the Collegiate story, whether their family has been connected to the School for generations or they are the first to walk through our doors.

Towards the conclusion of the service, I invited two of our Year 12 students, Emma and Hwee Lin, to join me for a conversation. Both are first-generation Collegiate students who began their education in our Early Learning Centre and are now preparing to graduate as members of the Class of 2026.

I asked them what they would tell future generations about being a Collegiate student.

Hwee Lin spoke of the joy she had experienced throughout her school years, recalling that she loved school so much she disliked the holidays! Emma described Collegiate as her second home, reflecting on the sense of belonging and the friendships formed across different year levels.

When I asked Hwee Lin how Collegiate had prepared her to contribute to the world beyond school, she shared a wonderful story. As a Year 5 student, she had been encouraged and coached in orienteering by an older Collegiate student from the Class of 2021. Just the previous week, at our alumni reunion, she had reconnected with this former student.

What struck me was Hwee Lin's desire to now be that person for someone else. Having benefited from the generosity and encouragement of those who came before her, she wants to offer the same support to those who follow.

Emma reflected on the Christian heritage of Collegiate and the meaning of the hymn the girls were about to share. She spoke about placing her faith and trust in God and the reassurance that, in the experiences and challenges of everyday life, she is not alone.

As we have explored our strategic theme of Celebrating with Gratitude this term, we have been reminded that gratitude is more than appreciation for what we have received. It is also an invitation to respond with generosity.

Emma and Hwee Lin captured this beautifully. Their reflections reminded us that education is not simply about what we gain for ourselves, but how we use our opportunities and experiences to make a difference for others.

As we farewell the Class of 2026, I am deeply grateful for all they have contributed to Collegiate. They leave with our affection, encouragement and confidence in the contributions they will make to the world.

We are shaped by those who have gone before us, enriched by those who share the present with us, and inspired by the possibilities we can create for those who follow.

Principal
Dr Julie Wilson Reynolds

Leading the way in 2027



Back row: Alice Cowley, Stella Chalke and Evie Brammall
Middle row: Stella Moore and Lillian Tso
Front row: Deputy Principal Mr Ben Green, Jemima Burbury, Ruby Sutherland, Alex Gould, Principal Dr Julie Wilson Reynolds and Acting Head of Senior School Mr Andrew Robinson.

At St Michael's Collegiate, student leadership is an important opportunity to make a positive contribution to the School community. Each year, students are invited to put themselves forward for a range of leadership positions, with the process designed to identify students who demonstrate the qualities and values of an effective Collegiate leader.

Leadership is not about perfection. Rather, it is about courage, integrity, compassion, service, self-awareness and a genuine commitment to others. The School seeks well-rounded students who can act as positive role models, collaborate with others and contribute meaningfully to the life of the School.

The selection process is comprehensive. Students begin by submitting an application outlining their leadership aspirations, values, involvement in School life and the contribution they hope to make. All applicants then participate in an interview with a panel, with shortlisted Head Prefect candidates progressing to a second interview with the Principal, Deputy Principal and Head of Senior School.

Applications are considered holistically against five key areas: role modelling the School's values, participation and commitment, community service, leadership potential, and the trust and respect of peers and staff. Each of these areas contributes equally to the overall selection process, ensuring that leadership is considered in the context of a student's broader contribution to the School.

For some positions, students also have the opportunity to share their ideas and vision through speeches and a student and staff voting process. This gives the School community a voice in the selection of its future leaders.

Being selected as a 2027 Student Leader is a significant achievement and reflects not only a student's leadership potential, but also the trust placed in them by their peers and staff. It is an opportunity to represent Collegiate, serve others and help shape the School community in the year ahead.

Head Prefect: Ruby Sutherland
Deputy Head Prefect - House: Alexandra Gould
Deputy Head Prefect - Adlatum: Jemima Burbury
Academic Prefect: Stella Chalke
Community and Culture Prefect: Lillian Tso
Expressive Arts Prefect: Evie Brammall
Faith and Service Prefect: Alice Cowley
Sports Prefect: Stella Moore

Dundas House / McPhee House
Sister House Prefect: Lilly Duff
Year 12 Deputy Dundas House: Laney Coad
Year 12 Deputy McPhee House: Anabia Jafery
Year 11 Deputy Dundas House: Zara Jones
Year 11 Deputy McPhee House: Emily Hardie



Kilburn House / Mitchell House
Sister House Prefect: Genevieve Strutton
Year 12 Deputy Kilburn House: Lucie Bignell
Year 12 Deputy Mitchell House: Phoebe Innis
Year 11 Deputy Kilburn House: Cordelia Davey
Year 11 Deputy Mitchell House: Ava Vanderplas



Montgomery House / Reibey House
Sister House Prefect: Matilda Richardson
Year 12 Deputy Montgomery House: Darcy McShane
Year 12 Deputy Reibey House: Lilly McMahon/ Rachel Mackie
Year 11 Deputy Montgomery House: Maggie Blight



Rivers House / Stevens House
Sister House Prefect: Francess Goulding
Year 12 Deputy Rivers House: Grace Burbury
Year 12 Deputy Stevens House: Vacant
Year 11 Deputy Rivers House: Leila Joscelyne
Year 11 Deputy Stevens House: Bridgette Lindsay



We congratulate all students who put themselves forward for leadership and warmly congratulate our 2027 Student Leaders. We look forward to seeing them embrace their roles with courage, integrity and compassion, and to the contribution they will make to our School community.

Matilda Jr. Takes the Stage

The curtain may have closed on Collegiate's City Campus production of Matilda Jr., but the memories of five extraordinary performances will remain. Bringing together students from Years 4 to 10, the production welcomed more than 1,200 audience members across five sold-out performances. From the young performers who brought Roald Dahl's much-loved characters to life to the musicians, creatives and backstage crew, Matilda Jr. was a true celebration of collaboration, creativity and courage.

In the following profiles, we take a closer look at three of the students who stepped into the spotlight to bring these memorable characters to life — Ruby Hughes as Matilda Wormwood, Audrey Green as Mrs Wormwood and Emily Hiscock as Mrs Trunchbull.

What was your role in Matilda Jr.?

Ruby: I played the role of Matilda Wormwood

Audrey: I had the pleasure of playing Mrs Wormwood. She is a very self-absorbed, fluffy, flamboyant and tizzy character. I really enjoyed stepping into her role.

Emily: I had the incredible opportunity to play Agatha Trunchbull, the iconic headmistress in *Matilda Jr.* Trunchbull is the main villain of the show; she's cruel, slimy, intimidating and completely ruthless. Bringing her to life on stage was an experience I will never forget, and I am incredibly grateful to have played such an infamous role.



Ruby Hughes

What did you enjoy most about being part of the production?

Ruby: I most enjoyed how everybody was a team and we all worked together.

Audrey: The moments I enjoyed most were during our first costume run. It was exciting to see everyone energised and become their characters. It really brought the team together and made it feel like the show was coming together.

Emily: The incredible sense of community within the cast was one of my favourite parts of the experience. During rehearsals, I got to work alongside some of the most talented performers I've ever met, and I'm so grateful I got to meet so many amazing people.



Audrey Green

By the time the shows were coming up, the actors, backstage crew and everyone involved had become like one big family. I loved getting to know everyone across Years 4 to 10, from the jokes and handshakes to dancing backstage and cheering everyone on. I even ended up adopting the nickname "Trunch", which eventually stuck and became what almost everyone called me.

And, of course, I can't forget one of my favourite honours. It's not every day you get to call your Principal a "maggot" in front of the whole school!



Emily Hiscock

What was the most memorable moment for you?

Ruby: The most memorable moment for me was seeing the set for the first time.

Audrey: A memorable moment from the production for me was *Revolting Children*, as it is a whole ensemble item. However, for me personally, a moment that I loved was my ballroom scene with Rudolpho. There was so much humour and vibrancy.

Emily: The final show is a moment from the production that will stay with me forever. As a cast and crew, we all lifted our performance to a whole new level, making it such a great way to finish the production on a high.

The audience was also phenomenal, and seeing so many familiar and friendly faces from across the Collegiate community made the final show feel even more special. This support was something we experienced throughout every show, with people constantly coming along, filling the theatre and cheering us on.

Knowing that so many people from our community were there to support us motivated me to give my best performance. While saying goodbye to the show was definitely difficult, it made me realise just how many great connections and memories had come from the experience, and I know they will stay with me forever.

What is something you learned or a skill you developed through being part of the production?

Ruby: A skill I learned whilst performing is that, if you mess up and cover it well enough, nobody will know.

Audrey: I developed lots of skills from the production process, one being the importance of time management. This was an important skill when endeavouring to balance academic commitments, exam preparation, work, cocurricular and sporting activities, whilst also fulfilling my commitments to the best of my ability regarding the *Matilda Jr.* schedule.

Emily: Working on such a large-scale production was something I wasn't very familiar with, and it definitely pushed me outside of my comfort zone. The scale of the show, from the massive set to the high production quality, made everything feel much more professional and serious than what I had experienced before.

On top of this, I had to manage being sick while performing and make sure I maintained my voice throughout the shows. Although this was challenging, it taught me how important it is to look after yourself, while also being prepared and responsible.

Most importantly, the experience taught me to have confidence in my abilities, believe in myself and be kind to myself, especially when things don't go exactly as planned. Even when I was sick, I still believed I could give my best performance, and this helped me push through the challenges and not let them hold me back.

What will you take away from your Matilda Jr. experience?

Ruby: I learned that you can be friends with anybody, no matter what grade they are in.

Audrey: *Matilda Jr.* marks my first musical at St Michael's Collegiate and what an iconic and memorable production I'm sure it will be. I love all aspects of the performing arts, in particular performing for a live audience. However, the new connections formed across multiple year levels will be something that will remain with me long after the show.

Emily: I will take away thousands of happy memories of all the fun, laughter and moments we shared throughout the production. Even though it is now over, I am leaving with so many new connections, friendships and familiar faces.

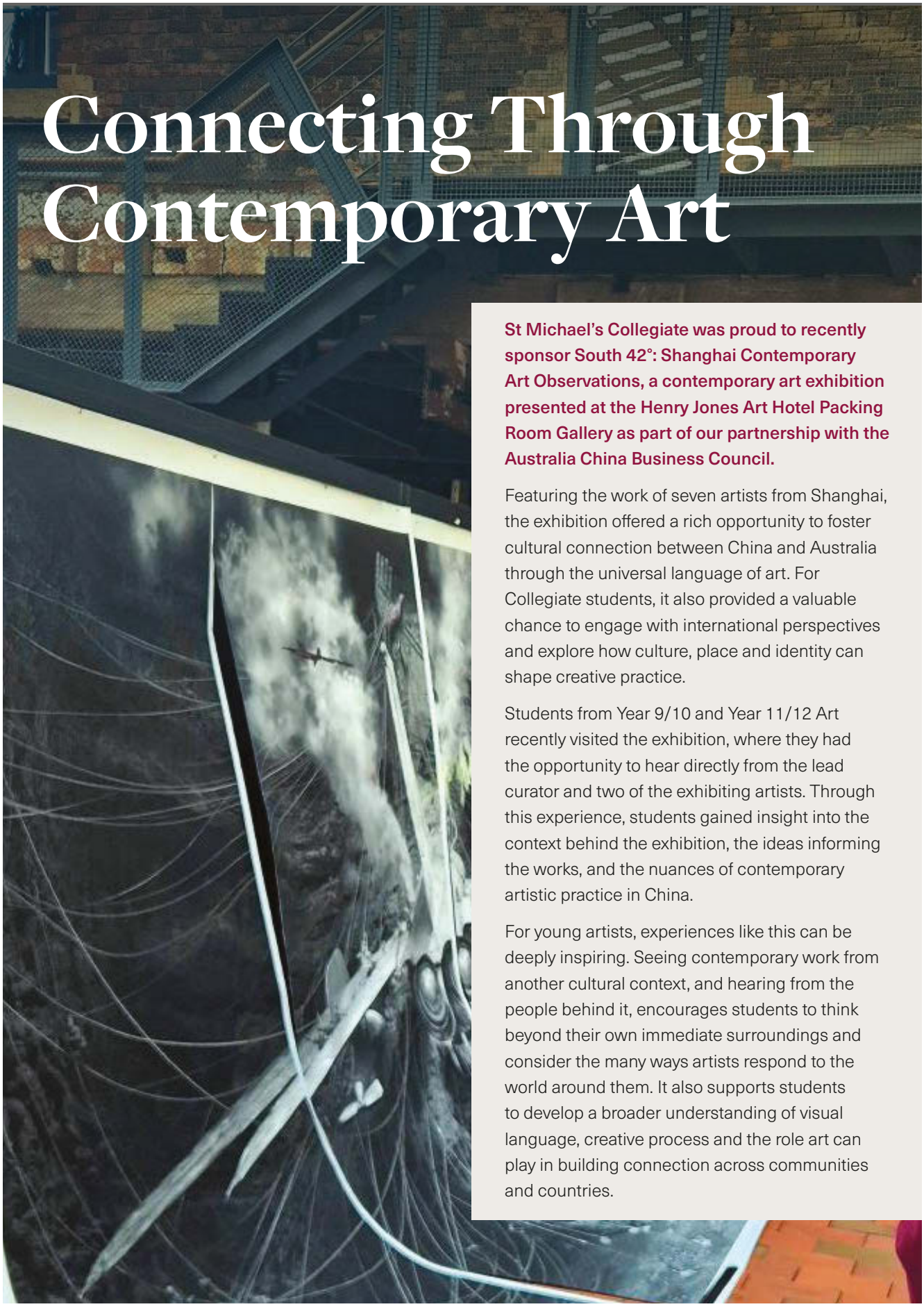
Not only do I have a new handshake and slick-back tutorial engraved in my memory, but I also have the knowledge that, to many, I will forever be known as "Trunch" or even "Trunchy".

Above all, *Matilda Jr.* has given me a real sense of belonging and has shown me that I am part of a community that will always support me, encourage me and show up for me.



Matilda Jr Performance

Connecting Through Contemporary Art



St Michael's Collegiate was proud to recently sponsor South 42°: Shanghai Contemporary Art Observations, a contemporary art exhibition presented at the Henry Jones Art Hotel Packing Room Gallery as part of our partnership with the Australia China Business Council.

Featuring the work of seven artists from Shanghai, the exhibition offered a rich opportunity to foster cultural connection between China and Australia through the universal language of art. For Collegiate students, it also provided a valuable chance to engage with international perspectives and explore how culture, place and identity can shape creative practice.

Students from Year 9/10 and Year 11/12 Art recently visited the exhibition, where they had the opportunity to hear directly from the lead curator and two of the exhibiting artists. Through this experience, students gained insight into the context behind the exhibition, the ideas informing the works, and the nuances of contemporary artistic practice in China.

For young artists, experiences like this can be deeply inspiring. Seeing contemporary work from another cultural context, and hearing from the people behind it, encourages students to think beyond their own immediate surroundings and consider the many ways artists respond to the world around them. It also supports students to develop a broader understanding of visual language, creative process and the role art can play in building connection across communities and countries.

Collegiate Head of Visual Art and Design, Dr Lou Bloomfield, said the exhibition was “a wonderful way to engage our students with cultural connections from Shanghai.”

“This was an inspiring exhibition that added value to the students’ art practice,” she said. “Hearing from the lead curator and two of the artists provided valuable insights into their work, the context behind the exhibition, and the nuances of contemporary artistic practice in China. It was a fantastic opportunity for students to engage with international perspectives and deepen their understanding of contemporary art.”

As a school, Collegiate values opportunities that connect students with the world beyond the classroom. Supporting South 42° reflects our commitment to fostering curiosity, creativity and global understanding, while strengthening meaningful connections between Australia and China.











Beyond the Bell: Building Connections Beyond School

What comes next after school? For Year 12 students, the answer can feel both exciting and uncertain. University, apprenticeships, traineeships, employment, a gap year or even entrepreneurship can all be part of the journey — but knowing where to begin is not always easy.

In Term 3, St Michael's Collegiate launched Beyond the Bell, a mentoring program designed to connect Year 12 students with experienced adults who can share their knowledge, experiences and insights into life beyond school.

At its heart, Beyond the Bell is about connection. Students have the opportunity to learn from someone who has already navigated the transition from school into the wider world, while mentors can share the lessons, unexpected turns and experiences that have shaped their own journeys.

The program is not tutoring, counselling or work experience. Instead, it provides a space for students to ask questions, explore possibilities and develop their confidence and professional skills. Mentors are encouraged to share their experiences honestly, listen actively and ask questions rather than simply provide all the answers. Their role is to guide, not direct.

The first meeting focuses on getting to know one another. Students can share their interests, favourite school experiences and career ideas, while mentors talk about their own education and training, what they wanted to do when they were at school and the unexpected twists that have shaped their careers.

The second meeting opens the conversation further, encouraging students to think broadly about the possibilities ahead. Whether they are considering university, an apprenticeship, employment, a gap year or another pathway, the emphasis is on exploration rather than decision-making.

For our students, Beyond the Bell provides an opportunity to look beyond the familiar world of school and hear first-hand from people with different experiences and perspectives.

Students may also choose to continue the relationship through a third meeting, allowing conversations to develop naturally around their individual interests and goals. This might include discussing professional skills, workplace expectations, networking, life after school or opportunities that their mentor believes could be worth exploring.

For our students, Beyond the Bell provides an opportunity to look beyond the familiar world of school and hear first-hand from people with different experiences and perspectives. For mentors, it is a meaningful way to reconnect with Collegiate and support a young person as they navigate an important period of change.

Ultimately, Beyond the Bell is not about finding the perfect answer or deciding on a career path. It is about helping students ask better questions, develop confidence and gain insight from people who have walked the path before them. Sometimes, the most valuable outcome of mentoring is simply a meaningful conversation that helps a young person believe in their future.

Peter Gibson
Head of Student Futures and Growth













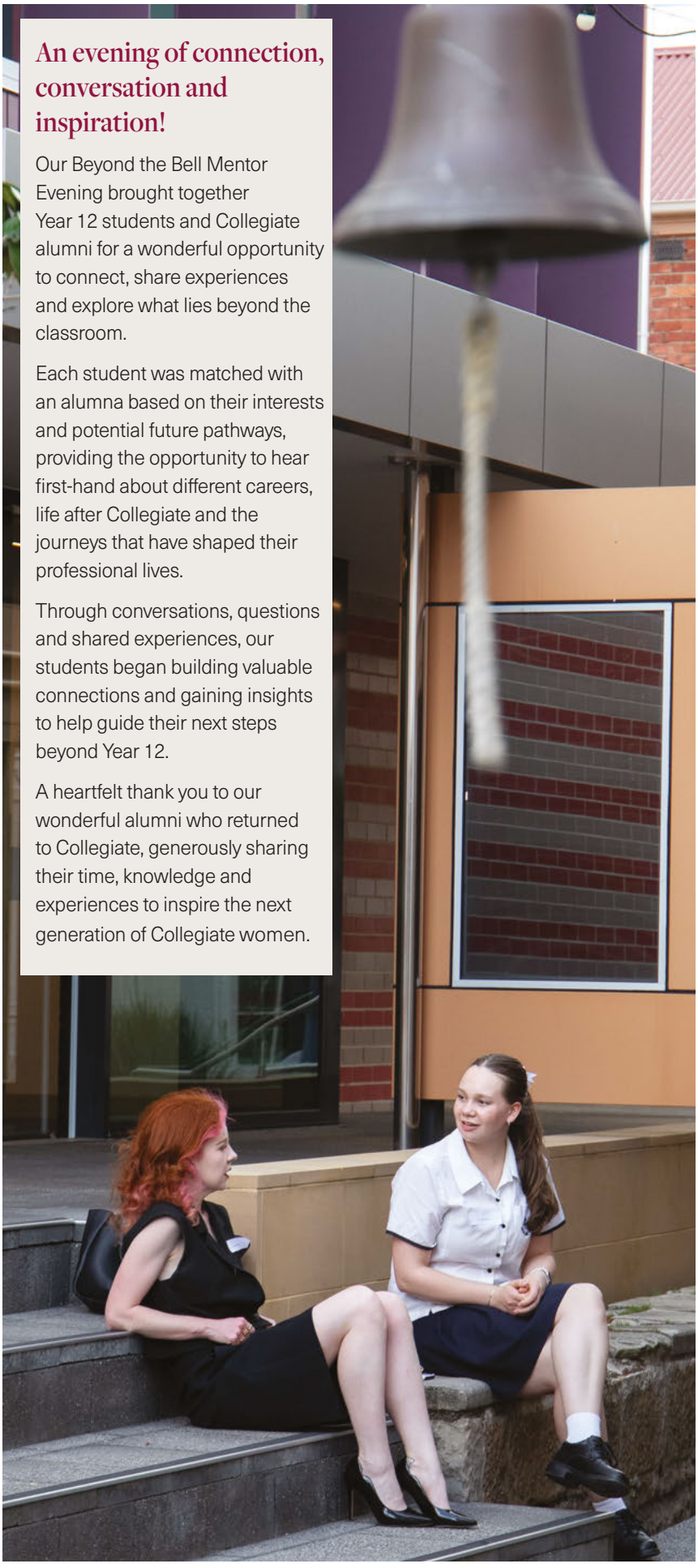
An evening of connection, conversation and inspiration!

Our Beyond the Bell Mentor Evening brought together Year 12 students and Collegiate alumni for a wonderful opportunity to connect, share experiences and explore what lies beyond the classroom.

Each student was matched with an alumna based on their interests and potential future pathways, providing the opportunity to hear first-hand about different careers, life after Collegiate and the journeys that have shaped their professional lives.

Through conversations, questions and shared experiences, our students began building valuable connections and gaining insights to help guide their next steps beyond Year 12.

A heartfelt thank you to our wonderful alumni who returned to Collegiate, generously sharing their time, knowledge and experiences to inspire the next generation of Collegiate women.



Finding Our Voice: Public Speaking at Collegiate in 2026

2026 has been a wonderful year for public speaking at St Michael's Collegiate, with students across the Middle and Senior Schools embracing opportunities to challenge themselves, develop their confidence and, perhaps most importantly, find their voice.

Debating has enjoyed one of its biggest years in recent memory, with eight teams competing across Year 7 to Senior divisions and more than 50 students involved. Our Senior team progressed to the semi-finals, while our Year 7 team celebrated a fantastic achievement in winning its division.

These results are certainly worth celebrating, but the real value of debating extends well beyond the competition itself. Of course, developing the confidence to stand in front of an audience, construct an argument and deliver it with conviction is important. However, debating also provides a wonderful opportunity for students to connect across year levels, learn from one another and develop meaningful leadership skills. Our Senior debating leaders have been particularly generous with their time, mentoring and coaching younger students throughout the year. It is this sense of community that makes debating at Collegiate so special.

Earlier in the year, Jaida Vanderplas, Ruby Sutherland and Chloe Bedford represented Collegiate in the Lions Youth of the Year competition. With its emphasis on leadership, community contribution, academic achievement and public speaking, the competition provides students with an authentic opportunity to develop skills that extend well beyond school. From formal interviews to speaking before an unfamiliar audience, the experience mirrors many of the challenges students will encounter in university, employment and life beyond Collegiate. Congratulations to Ruby, who progressed to the regional finals.

Our involvement in the Rostrum Voice of Youth Public Speaking Competition was another highlight. More than 25 students put themselves forward for selection, with 14 representing Collegiate at the regional competition. A particular congratulations goes to Hwee Lin Yee, who was selected to represent Tasmania at the National Finals in New South Wales. This was a wonderful achievement and a fitting recognition of Hwee Lin's outstanding contribution to public speaking throughout her years at Collegiate. Thank you to Adam Shaw for his commitment to coordinating and coaching students through the competition.

Across all three programs, there is something worth recognising beyond the results. Public speaking is not simply about producing polished speeches or winning debates. It is about having the courage to share an idea, the humility to listen to others and the willingness to step outside one's comfort zone.

A sincere thank you to the many teachers, student leaders and families who have supported these opportunities throughout 2026. Most importantly, congratulations to every student who put their hand up, gave something a go and contributed to such a positive year.

Jack Reed
Head of English and Languages



Chloe Bedford, Ruby Sutherland and Jaida Vanderplas



Hwee Lin Yee and Chloe Bedford


Hwee Lin Yee with the State Shield as the winner for Tasmania in Rostrum

Collegiate, the new home of the da Vinci Decathlon

In 2027, St. Michael's Collegiate are delighted to be the new host of the State da Vinci Decathlon event. Last year, more than 12,000 students from Years 5 to 11 were involved in the annual da Vinci Decathlon, across Australia, New Zealand and the United Kingdom.

The da Vinci Decathlon: Where Curiosity Meets Collaboration

Leonardo da Vinci never believed that art, science and engineering belonged in separate boxes. The da Vinci Decathlon carries that conviction into modern schools, challenging students to think across disciplines and to solve problems no single subject can answer.

The da Vinci Decathlon is an academic competition inspired by the legacy of Leonardo da Vinci.

Established by Knox Grammar School in 2002, the competition has the purpose of celebrating the academic strengths of gifted students in a way that mirrors the spirit of the Olympic Decathlon.

What started as a local event has since grown. Events are now held annually in several Australian states, including Tasmania, with the nationals in Sydney. The competition has also gone international, with the International da Vinci Decathlon held at Trinity College, Oxford, in 2024.

Why It Matters

The Decathlon's value lies in what it asks of students. The tasks emphasise higher-order thinking, problem solving and creativity rather than recall. Because every challenge is tackled as a team, students learn to listen, delegate, negotiate and trust one another's strengths. They also meet unfamiliar problems under time pressure, building the adaptability and resilience that serve them long after the final school bell.

The event rewards diverse strengths too. The mathematician, the writer, the builder and the strategist each get a stage, which broadens how students define being "smart." For many, discovering a hidden talent in code breaking, poetry or cartography is the most memorable reward.

The Student Experience

Students compete in teams of eight across ten disciplines: Engineering, Mathematics and Chess, Code Breaking, Art and Poetry, Science, English, Ideation, Creative Producers, Cartography and Legacy. In a single round, a team might decode a cipher, write a poem and solve an engineering problem.

The competition unfolds over a full school day, as students move through the papers, divide tasks according to their strengths and support one another. Each event is its own mini challenge, so a difficult paper never defines the day. Teams reset and begin again.

For educators, the Decathlon is a reminder that deep learning is rarely solitary or siloed. For students, it is an invitation to be curious as Leonardo was.

Why is celebrating academic challenge and excellence so important?

The values enshrined in the da Vinci Decathlon reflect the value Collegiate educators place on intellectual talents, effort, and curiosity encourages a growth mindset, where the process of learning is seen as an exciting journey rather than just a means to an end. By acknowledging academic achievement, we hope to inspire students to pursue their passions, think critically, and strive for innovation.

Collegiate have been successful in this competition since it began in Tasmania. Over the years we have taken various teams to National competitions to take part in this challenge, and we can't wait to be the new home of the
da Vinci Decathlon!

2027 da Vinci Decathlon Theme: Connections

Mandie Ellis
Year 6 Mentor/Year 8 Humanities

Charting Her Own Course

From growing up on Bruny Island and developing a passion for surfing to working as a Second Officer aboard a 140-metre vessel off the coast of Western Australia, 2016 Head Prefect, Lizzie Stokley, has certainly charted her own course. Her love of the ocean and adventure has taken her around the world, while her passion for surfing has led to achievements both in and out of the water. Alongside her maritime career, she has also built her own jewellery business, Luna Collections, using her creativity to help fund her surfing and travel adventures. Her story is one of embracing opportunities, stepping outside her comfort zone and having the courage to pursue a life shaped by the things she loves.

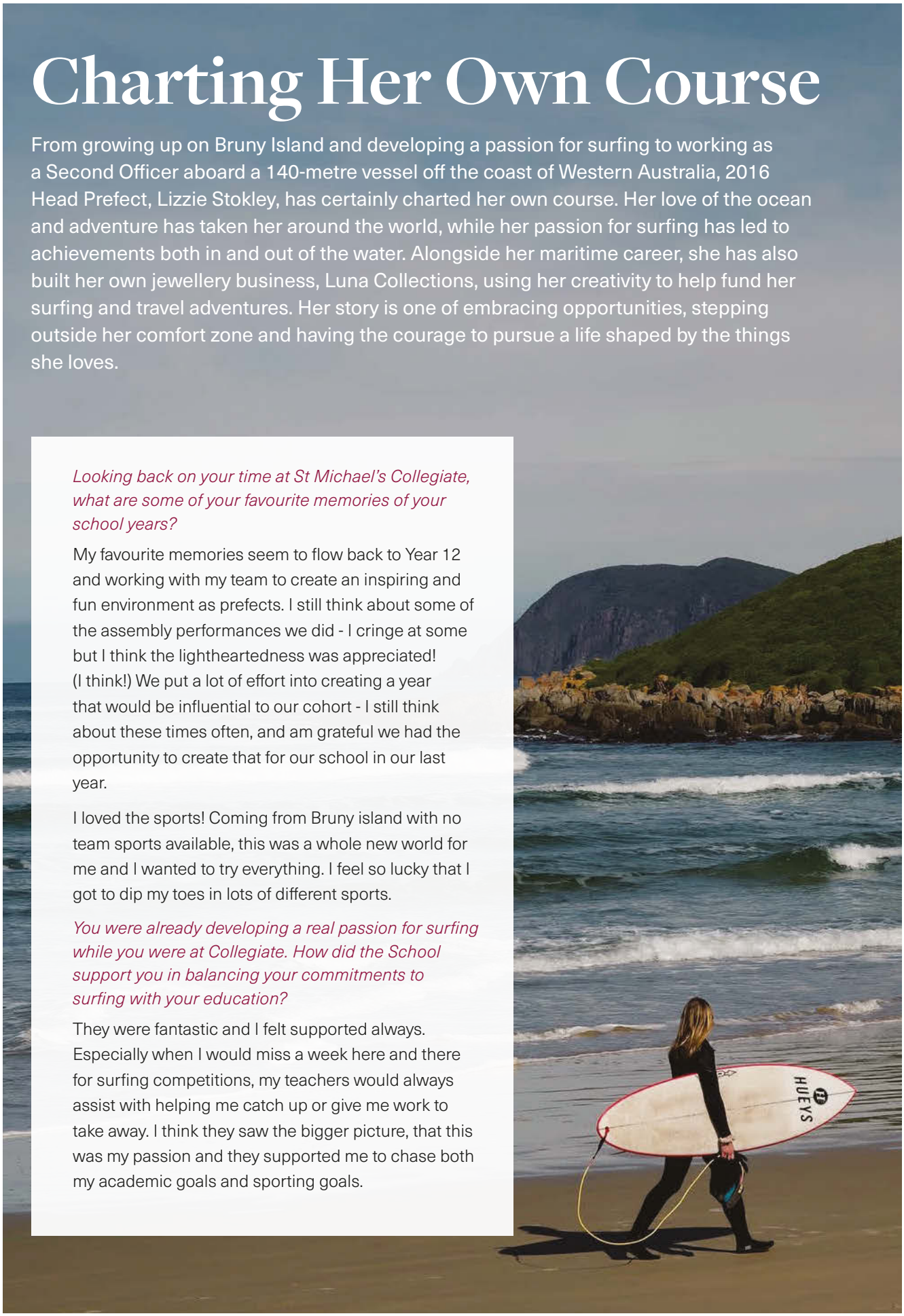
Looking back on your time at St Michael's Collegiate, what are some of your favourite memories of your school years?

My favourite memories seem to flow back to Year 12 and working with my team to create an inspiring and fun environment as prefects. I still think about some of the assembly performances we did - I cringe at some but I think the lightheartedness was appreciated! (I think!) We put a lot of effort into creating a year that would be influential to our cohort - I still think about these times often, and am grateful we had the opportunity to create that for our school in our last year.

I loved the sports! Coming from Bruny island with no team sports available, this was a whole new world for me and I wanted to try everything. I feel so lucky that I got to dip my toes in lots of different sports.

You were already developing a real passion for surfing while you were at Collegiate. How did the School support you in balancing your commitments to surfing with your education?

They were fantastic and I felt supported always. Especially when I would miss a week here and there for surfing competitions, my teachers would always assist with helping me catch up or give me work to take away. I think they saw the bigger picture, that this was my passion and they supported me to chase both my academic goals and sporting goals.





Working at sea has been an incredible learning experience



Bringing her creativity and craftsmanship to life

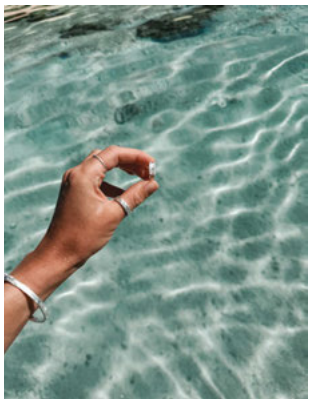
Collegiate encourages students to explore their interests and discover their own strengths. Do you think your time at the School gave you the confidence to pursue a path that was a little different from the traditional one?

To be completely honest, I didn't have any idea that a career in maritime existed when I was at school, it just wasn't on my radar. Though Collegiate did set me up with drive, ambition, and a feeling that I can actually do hard things if I put my mind to it - this has been a profound benefit in my career to date, being in a male dominant career, I often utilise these strengths to achieve what I want to achieve. So overall, yes definitely - it helped me develop the confidence and determination to keep progressing in the maritime world. It assisted me with the ability to keep persistent with hard tasks also. I just completed my first swing working as Second Officer on a 140m ship out of Onslow WA, working month-on month-off - this has been great learning and also is sea-time for my future study/tickets... and I have plenty of time to make jewellery on my month off; and surf, of course ! But each time I am faced with a challenge, I know I am equipped with the attitude to give it a red hot go. Collegiate definitely instilled a good mindset when it comes to facing challenges.

You have built a wonderfully diverse life around surfing, adventure, working on the water, jewellery-making and travel. Did you always imagine your life would take this kind of direction when you were at school?

I did not! As the gloom of end of Year 12 approached, I realised I actually did not know what I wanted to do for a career, which is a scary thought as a student. I knew I wanted to try hard academically to be able to give myself the option of careers, but I didn't know what I wanted to do. As I travelled after I finished school, this is where the light bulb moments started appearing... I discovered the world of maritime, and it just clicked. I wanted to





Luna Collections

drive big boats, study for my masters certifications, gather seatime and travel to do so. I also realised that travelling for surfing competitions is a very expensive life, so this is where the entrepreneur in me decided to create my jewellery business, Luna Collections, to fund my endeavours. The perfect fit ! But it took me a bit of life experience, trial and error, to realise this. I wouldn't change a thing, I think my pathway isn't the typical one, but I am very happy how it has turned out.

Was there something about growing up in Tasmania—and particularly your experience at Collegiate—that shaped your love of the outdoors and adventure?

Absolutely ! I have always been an outdoors girl, growing up on a farm on an island - that was how I found entertainment. I think other Tasmanians would agree we have an abundance of opportunities around us for adventure, we are so lucky. The Outdoor Education program at Collegiate was fantastic. I have such fond memories of the opportunities we were given; rock climbing at Freycinet was my favourite! I can't believe I got to do that at school! So awesome.

You have spoken in the past about the importance of finishing your schooling while pursuing your surfing ambitions. How important was that balance to you at the time, and how do you view it now?

Yes absolutely. I think this is important for anyone eager to try to make a career in sport. It may work out, or it may not. I knew that when I finished school I wanted to travel and compete where I could, but I knew it is very, very hard to make it to a level where you begin to make an income, and it may not happen. I wanted to get the experience though, and travel the world. Knowing you have a backup (I believe) is really important. I noticed this a lot competing in World Qualifying Surfing competitions when I finished school, a lot of athletes did not have their schooling to fall back on, and became stuck in the future when pro surfing didn't work out. I have no regrets on competing! It was so worth it. But I was also realistic. Get out there and do it, but leave yourself with options.

What did your school years teach you about resilience, confidence or having a go at something even when you might not know where it will lead?

So much! I said it all throughout school, and I still stand by the fact that Collegiate is a world of opportunities. Coming from Bruny Island Primary School (with 2 people in my grade), I got to Collegiate and was faced with a massive change. It was very overwhelming at first, but then it became very exciting to me; I had a crack at pretty much all sports! And also tried hard in my studies, because I knew I was extremely fortunate to have this opportunity on a scholarship. Due to this attitude to try everything I was always 'having a go'. I was often uncomfortable and out of my comfort zone.. but I think it is extremely important to do things that make you feel scared; these moments of fear challenge us and make us grow, in my opinion.

What would you say to a current Collegiate student who has a passion or dream that sits outside the traditional pathway?

I would say never lose that dream. To follow a dream in life is something that not everyone gets to do. If you want longevity in your chosen path or career, follow your passions. Life is too short.

What does "success" mean to you now, compared with what you thought it meant when you were a student at Collegiate?

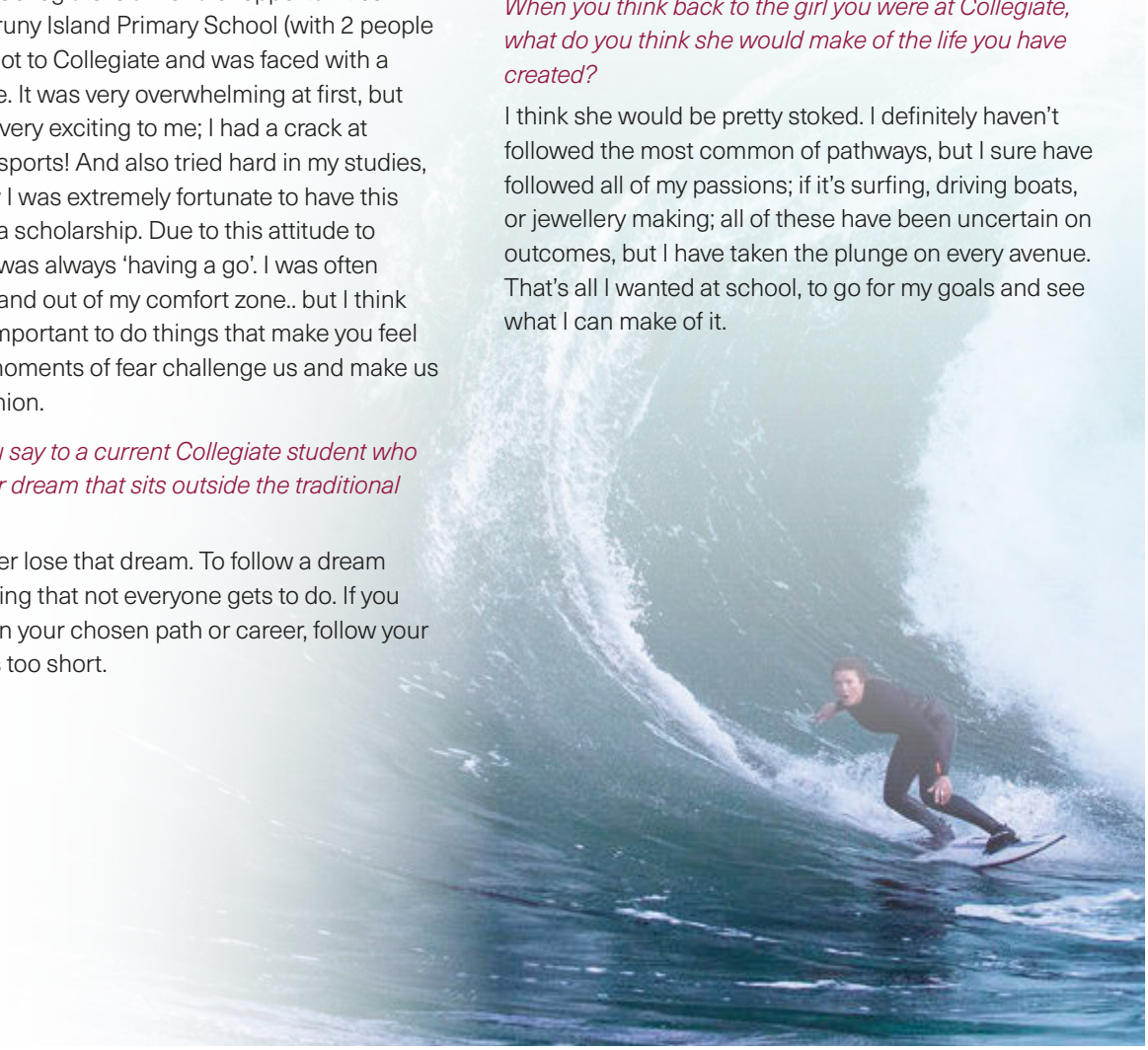
As a student, I guess I saw a much smaller picture... But after seeing a lot more of life, my view now is that successfulness means happiness. If you can be happy and proud within yourself; how you treat others, how you feel about your own decisions and actions, then I believe that is success. I think some people get caught up on other factors, which in the grand scheme of things don't matter at the end of your life. Be a good person to those around you, and within yourself. Money can't buy those values.

What do you hope your story might inspire in the next generation of Collegiate girls?

I think the main thing is take the plunge, go for the adventure, and fear is an opportunity to grow. Never be afraid of the unknown, or, tackling something that is 'male dominant' either - if it's a career in maritime like myself, or any other pathway that isn't conventional. I think girls can do anything, I have had that mindset my entire life. Never doubt yourself.

When you think back to the girl you were at Collegiate, what do you think she would make of the life you have created?

I think she would be pretty stoked. I definitely haven't followed the most common of pathways, but I sure have followed all of my passions; if it's surfing, driving boats, or jewellery making; all of these have been uncertain on outcomes, but I have taken the plunge on every avenue. That's all I wanted at school, to go for my goals and see what I can make of it.



St Michael's **Collegiate**

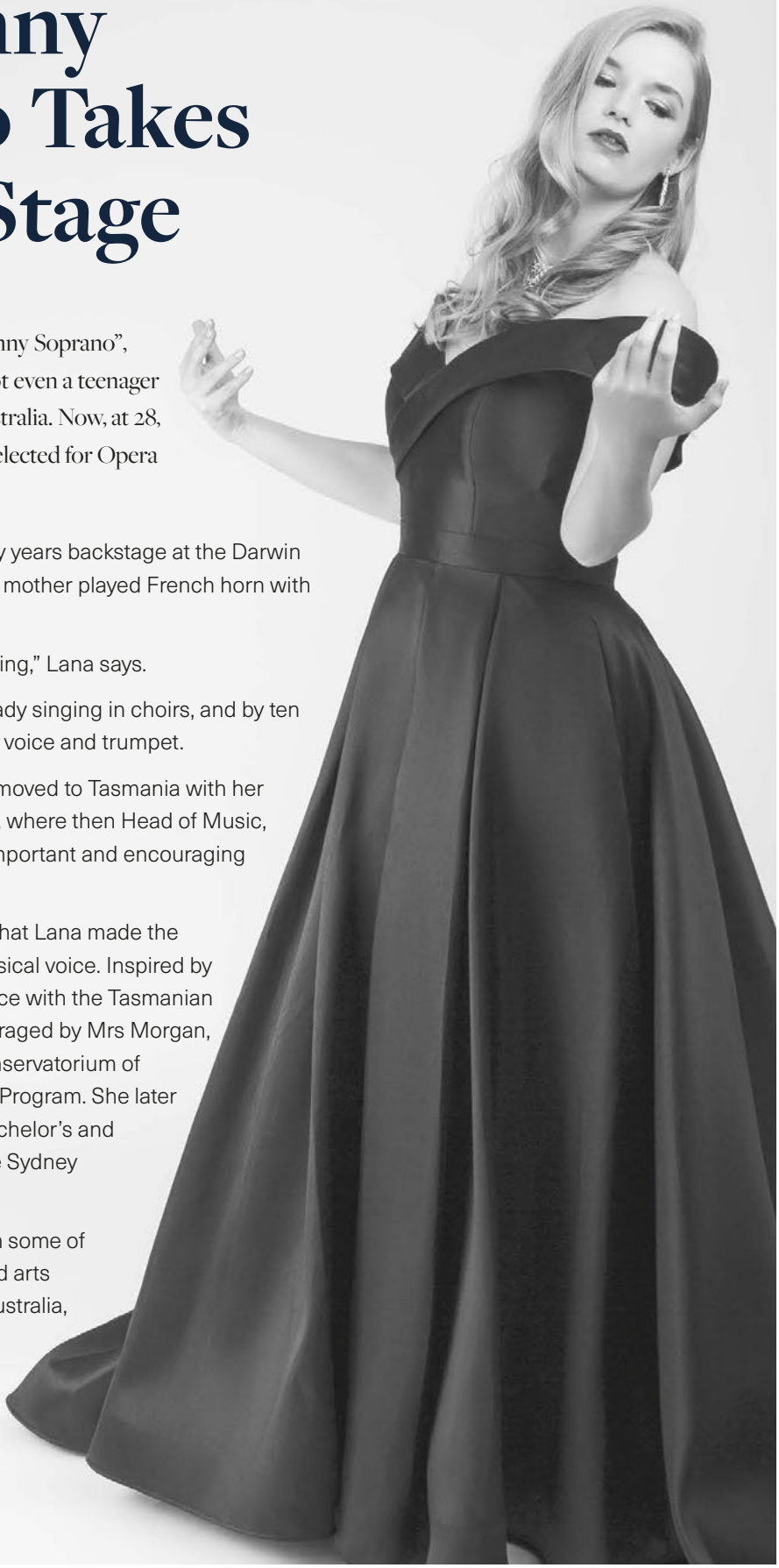
presents



COMING AUGUST 2027

Get ready for a night of all that jazz...

The Bunny Soprano Takes Centre Stage



Affectionately known as "The Bunny Soprano", Lana Kains (Class of 2015) was not even a teenager when she first sang for Opera Australia. Now, at 28, she is one of seven new recruits selected for Opera Australia's Young Artist Program.

Darwin-born Lana spent her early years backstage at the Darwin Entertainment Centre, where her mother played French horn with the Darwin Symphony Orchestra.

"Mum was always very encouraging," Lana says.

By the age of four, Lana was already singing in choirs, and by ten she had begun private lessons in voice and trumpet.

Luckily for Collegiate, Lana later moved to Tasmania with her family and enrolled at the School, where then Head of Music, Mrs Anne Morgan, became an important and encouraging influence.

It was after moving to Tasmania that Lana made the decision to seriously pursue classical voice. Inspired by Julia Lezhneva's 2014 performance with the Tasmanian Symphony Orchestra, and encouraged by Mrs Morgan, Lana entered the Tasmanian Conservatorium of Music through its High Achiever Program. She later went on to complete both her Bachelor's and Master's Degrees in Opera at the Sydney Conservatorium.

Since then, Lana has worked with some of Australia's leading ensembles and arts organisations, including Opera Australia, Pinchgut Opera, the Tasmanian Symphony Orchestra, Gondwana Choirs, Festival of Voices and the Royal Melbourne Philharmonic.

As part of Opera Australia's Young Artist Program, Lana will spend the next 18 months in a paid position with the national opera company, working alongside industry experts to develop her vocal artistry, stagecraft and professional practice. When asked what first drew her to opera, Lana is delightfully honest: the costumes were a major factor.

"I wanna get in those costumes!" she says. "I want to dress up like a princess or a vengeful goddess of the night! And then I want to get up on stage and sing that crazy music!"

Described as a compelling and versatile performer with a warm and enthusiastic presence, Lana's love of theatricality extends well beyond the opera stage. She enjoys attending Renaissance fairs — quite possibly also costume-related — and is fortunate to now work in the field she loves. Alongside her performing career, Lana has been teaching at Strathfield Girls High School and Queenwood School, and also runs her own private vocal studio.

Reflecting on her time at Collegiate, Lana says many of the lessons she learned here remain deeply relevant in her life today. "As a sole trader and performer, I have to wear a lot of hats," she says. "I do my own marketing, manage my books and accounting."

One message that has stayed with Lana is the importance of resilience, and of women making opportunities for themselves — something that remains central to a Collegiate education today.

> "This is not an easy industry, so being resilient is very important," Lana says. "You get a lot of rejections."

When speaking about her time at Collegiate, Lana mentions Mrs Anne Morgan often, particularly her ongoing encouragement and the fact they still keep in touch today. Another familiar name that keeps coming up is our current Director of Music, Mr David Bird, who was Lana's trumpet teacher and has worked with her at Collegiate, in Darwin and through the Hobart Army Band.

Lana has also recently taken on some extra work supporting the instrumental program at one of the schools where she teaches. While she jokes that her "range is a bit shocking", she is excited to reconnect with the instrumental side of her musical life.

What stands out most when speaking with Lana is her deep passion for the arts in Australia. While opera is an artform that often encourages young performers to travel extensively, Lana says her time overseas has only strengthened her desire to contribute to Australia's own creative landscape.

"When visiting Europe, I had this moment where I realised I love the way we make music and art in Australia," she says. "I want to contribute to making our arts and culture the best it can be."

And finally, the question that has no doubt been on your mind from the very beginning: why "The Bunny Soprano"?

That is thanks to Lana's love of her two very photogenic pet bunnies, Diablo and Fae, who recently had their own glamour shoot.

We thank Lana for her time, her warmth and her continued connection with Collegiate. We cannot wait to see what costume she gets to wear next.



Operantics 2026 - Prima la musica



Lana's pet bunnies, Diablo and Fae

St Michael's Day: Remembering Our Beginnings

Each year, our Collegiate community comes together to celebrate St Michael's Day — a special day that connects us with our history, celebrates the community we share today and reminds us of the values and traditions that have shaped Collegiate across the generations.

The day begins with our Kindergarten to Year 12 students, staff and families gathering at St David's Cathedral for a special service of celebration and thanksgiving. It is a wonderful opportunity to pause from the busyness of school life and reflect on the story of Collegiate and the many people who have contributed to its journey.

A special part of this year's celebration was the presentation of generation badges to students whose families have attended Collegiate across two, three or even four generations. These badges are a lovely reminder of the enduring connections that exist within our community and the sense of belonging that continues to be passed from one generation to the next.

And, of course, no St Michael's Day would be complete without a cream bun! Following the service, students and staff enjoy this much-loved tradition — one that has its origins in the remarkable story of Sister Emily Ayckbowm, the woman whose vision and determination ultimately led to the founding of our School.

Born in England, Emily grew up witnessing the inequality between rich and poor in her father's parish in Chester. Deeply affected by what she saw, she dedicated her life to supporting those in need. In 1864, at just 28 years of age, she established the Church Extension Association, which provided practical assistance to disadvantaged communities through clothing, hospital work and fundraising.

Emily was particularly concerned about children living in poverty and believed that children could not learn if they were hungry. After moving to London in 1868, she established what became known as her 'bun schools'. Before their lessons, children were given a currant bun and hot tea. Once their immediate needs were met, they were given the opportunity to learn to read and write, while also receiving care and support.

It is this simple act of providing food before education that is remembered in Collegiate's St Michael's Day cream bun tradition.









In 1870, Emily received the religious habit and founded the Sisters of the Church, an Anglican religious community dedicated to serving God through teaching, education and care for children. She placed the Community under the patronage of St Michael and his Angels, establishing the connection that would eventually become part of our own School story.

Sister Emily went on to establish schools and orphanages in England and extend the work of the Sisters of the Church to communities around the world, including Canada, India, Burma, Africa, New Zealand and Australia.

In 1892, in response to a request from Bishop Montgomery, Mother Emily sent seven Sisters and five orphans from Kilburn in England to Hobart to establish a school. From this small beginning, St Michael's Collegiate was born.

More than 130 years later, St Michael's Day gives us an opportunity to reflect on just how far that small school has come. While Collegiate continues to evolve and look towards the future, the spirit of service, education and community that inspired Sister Emily remains an important part of who we are.

The Cathedral service, generation badges and, of course, the cream bun are more than simply traditions. They provide tangible connections to our past and remind us that we are part of a story that began long before us and will continue through the generations to come.

On St Michael's Day, we celebrate where we have come from, give thanks for the Collegiate community of today and look forward with hope and purpose to the stories still to be written.

In celebrating St Michael's Day, we honour those who came before us, give thanks for the community we share today, and look forward to the many stories still to be written.





St Michael's Day at Junior School







Year 3 sharing a St Michael's Day lunch with the Tremayne Ladies









St Michael's Day at City Campus



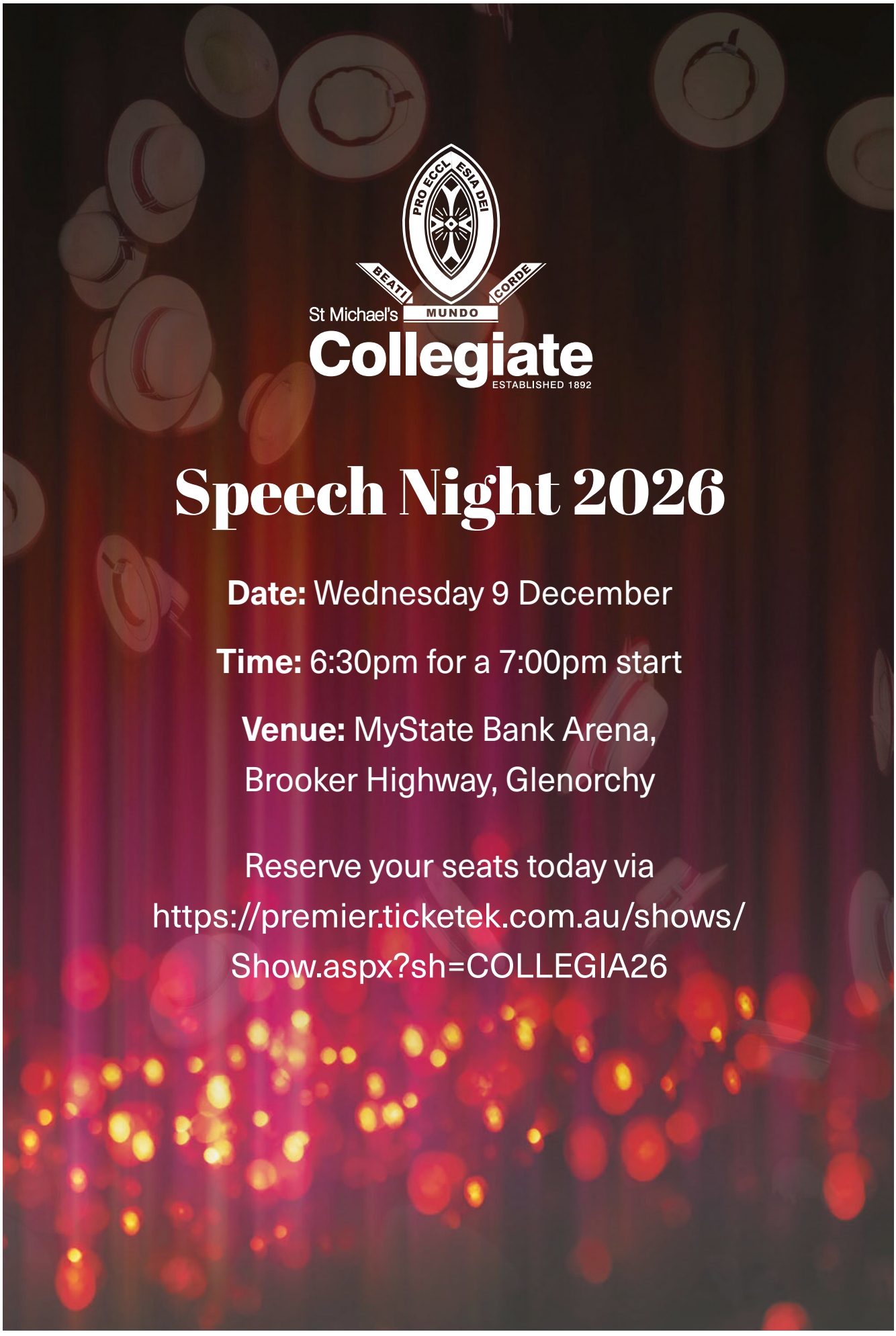











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CORDE
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St Michael's
Collegiate
ESTABLISHED 1892
Speech Night 2026
Date: Wednesday 9 December
Time: 6:30pm for a 7:00pm start
Venue: MyState Bank Arena,
Brooker Highway, Glenorchy
Reserve your seats today via
https://premier.ticketek.com.au/shows/
Show.aspx?sh=COLLEGIA26

Founders' Day: Celebrating the Women Who Started It All

Each year, Founders' Day gives us an opportunity to pause and reflect on the remarkable story of how St Michael's Collegiate began, and to recognise the women whose vision, courage and determination laid the foundations for the School we know today.

In 1892, a small group of Anglican women from the Community of the Sisters of the Church travelled from England to Hobart. Their journey was part of a wider commitment to serving communities through education, care and social outreach, but the Sisters also carried with them a particular ambition — to establish a school.

On 3 October 1892, their vision became a reality when they established a school in Hobart. What began as a small educational community would grow and evolve over the decades to become St Michael's Collegiate School.

The School was initially known as The Collegiate School, with the name formally adopted in 1893. In 1947, St Michael's was added to the name, reflecting the School's connection with its patron saint.

The Sisters of the Church remained closely involved in the running of the School for more than 80 years, continuing their commitment to education and the development of young people until the administration of the School was transferred to a Board of Management in 1973.

While much has changed since those early days, the spirit of the Sisters' vision continues to be part of Collegiate today. Their commitment to education, service and the development of young women provided the foundations upon which generations of students have built their own stories.

Founders' Day is therefore more than a commemoration of a date in our history. It is a celebration of the people and ideas that shaped our beginnings, and a reminder that the Collegiate of today is part of a much longer story.

As we look towards our 135th anniversary in 2027, Founders' Day provides a particularly meaningful opportunity to reflect on how far we have come, honour those who came before us and consider the stories still to be written.



The Sisters of the Church

Founders' Day Celebrations 2026























2026 Winter Showcase

At the end of July, our Collegiate community came together for what is becoming a much-loved annual winter tradition — an evening of great food, good company and plenty of Collegiate spirit.

The event brought together students, families, staff, alumni and friends of the School for an opportunity to pause, connect and enjoy each other's company during the winter months. With plenty of conversation and laughter throughout the evening, it was a wonderful reminder of the strength of our community and the many connections that make Collegiate such a special place.

A highlight of the evening was a taster performance from the cast of Matilda Jr. With the much-anticipated production just around the corner, the performance offered guests a glimpse of the energy, talent and fun that would soon fill the Performing Arts Centre. The cast certainly made an impression, with the performance generating plenty of excitement and leaving many guests keen to secure their tickets and see the full production.

Adding to the creative atmosphere was a fabulous art exhibition inspired by the work of renowned British artist David Hockney. The exhibition showcased the incredible creativity and artistic talent of our students, with a vibrant collection of works bringing colour and energy to the evening. The exhibition was curated by Head of Visual Art, Louise Bloomfield, whose thoughtful direction provided students with an opportunity to explore Hockney's distinctive approach while developing their own creative ideas and interpretations.

The evening also featured a raffle organised by the Collegiate Parents and Friends Association, with some great prizes up for grabs. There was plenty of excitement as Collegiate Board Chair, Rosemary Callingham, drew the winners, adding another element of fun to the evening.

More than simply an event, our winter gathering is an opportunity to celebrate the people who make up Collegiate. From catching up with old friends to meeting new members of our community, enjoying the talents of our students and celebrating the wonderful creativity across the School, it was a memorable evening of connection and celebration.

We look forward to continuing this special winter tradition and bringing our Collegiate community together again next year.

















Grandparents' Day









Grandparents' Day is a very special tradition at St Michael's Collegiate, and indeed in schools across Tasmania. It is a time when we invite the grandparents and older role models in our students' lives into our school to celebrate the important part they play in our students' development, and to thank them for being present.

In our Junior School, grandparents arrived bright and early to visit their grandchildren in their classrooms. Students led their older friends through painting, drawing and craft activities before enjoying morning tea together. Visitors then travelled up to our City Campus to enjoy a preview of the Gladwyn Concert, take part in campus tours and share in a very busy lunch.

The benefits of grandparents and older friends in children's lives cannot be overstated, both for children and for grandparents themselves. Research has found that grandparents who are actively involved in the care of their grandchildren can experience improved mental health. For children, time spent with grandparents has been linked to emotional development, cognitive functioning and social adjustment in early adulthood. The lessons learned through grandparent-grandchild relationships, especially those connected to values, spirituality and moral development, can continue to shape young people well beyond childhood.

A study from the Institute for Engaged Aging at Clemson University in South Carolina concluded that past and present grandparent relationships remain significant into early adulthood. These results echo previous research showing that gratitude, respect and appreciation are important factors in the wellbeing of young adults. Even in the face of challenging family dynamics, participants cited lessons learned from their grandparents as significant building blocks in their current perspectives on life.

So when I am asked, "Why do we celebrate Grandparents' Day at Collegiate?", the answer is simple: because the relationships between grandparents, older relatives and significant older role models are deeply important in the lives of our students. They deserve to be celebrated, nurtured, and cherished.













A Morning to Celebrate

Our Senior School Campus was filled with conversation, laughter and plenty of warm connections on Thursday 3 September as we welcomed dads, father figures and special people from across our Collegiate community to our annual Father's Day Breakfast.

The morning was a wonderful opportunity to come together and celebrate the important people who support, encourage and cheer our students on. It was lovely to see so many families sharing breakfast and enjoying time together on campus.

A special highlight was hearing from Scott Harris from The SHE Foundation, our 2026 Year 12 chosen charity. Scott shared his story and spoke openly about the important work of the Foundation, giving our community a greater insight into the difference it makes in the lives of those affected by gynaecological cancer.

The morning also featured performances from two of our talented students, whose music provided a beautiful addition to the occasion and showcased the wonderful talents of our young people.

Thank you to everyone who joined us and helped make the morning such a memorable celebration. We are grateful for the many dads, father figures and special people who play such an important role in the lives of our students and in our wider Collegiate community.




















A Weekend of Reunion, Reminiscence and Connection

On 19 and 20 September, St Michael's Collegiate welcomed over 120 alumni back to School for our 2026 Reunion Weekend — a wonderful celebration of friendship, memories and the enduring connections formed during their time at Collegiate.

The weekend began on Saturday afternoon with alumni gathering for a School Tour and Cocktail Party. Led by our wonderful Year 11 and 12 student volunteers, the tours provided an opportunity for alumni to revisit familiar places, discover how the School has changed and share memories of what Collegiate was like during their own school days. There were plenty of laughs, stories and moments of recognition as past and present came together.

Following the tours, alumni gathered in Café 1892 for the Cocktail Party, where they were warmly welcomed by Principal Dr Julie Wilson Reynolds and Deputy Principal Ben Green. The Collegiate Singers then provided a special performance before leading alumni in the School Song.

For many, singing the School Song once again was a particularly moving moment. As familiar words and melodies filled the room, memories came flooding back, with some alumni visibly moved to tears. It was a beautiful reminder that while the School may change over the years, some traditions and connections remain.

Sunday morning brought alumni together once again for a Chapel Service conducted by Chaplains Kate and Océ Ford, followed by morning tea and the much-loved traditional cream buns. The morning provided another opportunity for old friends to reconnect, share stories and continue the conversations from the day before.

Across the weekend, we were delighted to welcome alumni spanning almost seven decades, from the Class of 1953 through to the Class of 2021. It was a wonderful reflection of the enduring sense of belonging that connects generations of Collegiate students.

The 2026 Reunion Weekend was a joyful celebration of the past, the present and the friendships that continue long after leaving School. It was a privilege to welcome our alumni home to Collegiate, and we thank everyone who travelled from near and far to be part of such a special weekend.


















View the full photo gallery of Reunion Weekend at **https://collegiate.tas.edu.au/reunion-weekend/**

Vale Patricia Warn, 1944-2026

I thought I knew my dear friend Patti Warn very well. After all, on my first day at school, she had shared her (already used) chewing gum with me, and we had been fast friends through the school and Uni years, both of us escaping Tasmania as you did in the 1960s and flatting together in Sydney. For those young and Americanised readers, that meant living in the same apartment, although I lived downstairs and Patti up, which meant that we met and mingled and mashed together some very interesting people in the arts and in politics.

However, after I had the privilege to be first to speak at the Celebration of her life, I learned that she had been very modest about her influence on Australian society. Yes, it is as important as that. Putting together the stories each speaker told revealed a fully rounded picture of someone who had used their influence to advance Australia fair, you might say.

After leaving school as Dux and Vice Head Prefect, Patti gravitated to the National Union of University Students while studying for her BA. As part of a delegation to Papua New Guinea, she formed strong ties with young people who were to be the crucial influences when the new nation was formed, and was able to be an important advisor when it came to how Australia approached the relinquishment of our colonial responsibility. It has worked out pretty well.

But first she worked on Four Corners as a researcher. Her skills recognised, she moved on. As Private Secretary to the Minister for External Territories, Patti's links with Papua New Guineans were extremely helpful in making the transition as unlike the British Empire's disasters in that field as possible. As Prime Minister, Gough Whitlam's media secretary, she had a box seat to watch the deception and filthy tricks that led to the demise of a tottering government.

Returning to Tasmania, she became Secretary of the ALP, Tasmania, and as I and my husband had also returned, a Board member of our Tasmanian Theatre Company. She was to run as the candidate in Bass for the Labor Party. Opposition to her took the predictable form of denigration as a woman, and because she was unmarried, warned the electors of Bass that they could be electing a - shock horror- Lesbian. Patti was not a Lesbian, just a single



woman. Yes, young women reading this, in those days it was considered to be such an evil thing, it was a perfect weapon to use against her. At least some things have changed for the better. She still managed to increase the vote, but not to get a win.

Back in Canberra, it is where her most important legacy was revealed. AIDS was ravaging communities in the early 1980s. Australian government, unlike many nations, partnered with those most likely to be affected: the homosexual community, sex workers, and drug users. There was no judgment, just effective policy. It worked. This, I heard for the first time at the Celebration of her life, was due to Patti's ability to persuade government to go early in its efforts to minimise harm from the deadly disease. Countless lives were saved due to this policy. Not many of us could claim something so important. Patti never did. She was a modest woman who never discussed this part of her work, behind the scenes, but it was clear from speakers that her influence was crucial in more than one sphere of government. She was perhaps our own Sir Humphrey. In the best possible way.

Gillian Unicomb (Hunter)



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

Janet French (Colebatch) (1960)

Passed away 15 June 2026. Beloved mother and mother-in-law of Stuart and Geraldine, David and Emma.

Janet was a Prefect 1961, member of the A Grade Hockey Team, A Grade Tennis Team for several years and was Collegiate's top swimmer at the time, swimming butterfly.

Sister of Helen Colebatch (1964).

Rosanne Fairfax McDougall (1955)

Passed away 27 May 2026

Loving wife of Malcolm McDougall (dec.) Loving mother of Rowena (1975) and Geoff, Angela (1977), Stephanie (1979), Cameron and Simon (dec.)

Rosanne was a member of the COGA Committee for many years and over time made many dressed dolls in old school uniforms. A great supporter of the Tremayne Club and along with her husband Malcolm donated a permanent prize for Speech Night - The Year 10 Rosanne and Malcolm McDougall Prize for Humanities.

Wendy Henry (Millington) (1961)

Passed away 4 June 2026

Much loved wife of Winston. Adored mother of Jim, Angie and Penny. Cherished grandmother of all her grandchildren.

Margaret Jones (Chalmers) (1956)

30 May 2026

Passed away peacefully, loved wife of Barry, mother and mother-in-law of Stuart and Christine, Ian and Kate. Gran to Annabel, Ariane and Oliver. Sister of Elizabeth Fenton (1960), sister and sister-in-law of Robin (1966) and Roland Gilbert.

Sally Spensley (Edwards) (1955)

Passed away on 13 June 2026.

Loved by her adoring husband John and children William, Lydia and Jonathan.

Class of 1960: Stories of Achievement

To mark the remarkable journey of the Class of 1960, alumna Gillian Unicomb has reflected on the lives and achievements of some of her former classmates. This is a personal collection of stories about women Gillian has known and whose lives and contributions she wished to celebrate. While it is not intended to be a complete account of the achievements of the Class of 1960, these stories offer a glimpse into the diverse and interesting paths taken by members of this special cohort, and the many ways in which they have made their mark throughout their lives.

With the recent death of Patti Warn, it was remarked upon that there were a number of women from that particular class, small as it was, who made their mark, internationally, nationally and here in Tasmania. These are some of them.



Anne Cutler

Anne became an important and groundbreaking researcher. She was a pioneer in her field, her work focused on the human listener's recognition and decoding of spoken language, noting that these are shaped by language specific listening experiences. Valedictory comments after her death in 2022 noted that she shaped the field as it is known today. Her work received the Spinoza Prize of the Netherlands Organisation for Scientific Research, the highest distinction in science in the Netherlands. Other accolades included election to fellowship of the British Academy and the Royal Society amongst many others. Post doctoral work at the Massachusetts Institute of Technology and the University of Cambridge led to her appointment as Director of the Max Planck Institute of Psycholinguists, headquartered in the Netherlands. Her research is summarised in her 2012 book *Native Listening: language experience and the recognition of spoken words*.



Roslyn Phillips (Langlois)

Ros was a gifted classical pianist, recognised in Australia and the US who could and would play any tune by ear, as she did right up until her death in 2025. Beginning her career by winning the state final of the prestigious Concerto and Vocal Competition, she was a frequent soloist with the TSO. Celebrated as a solo recitalist, she also worked with many of Australia's top musicians and was heard nationally in radio broadcasts. After completing her Master's degree she and husband John went to the USA where she worked as director of piano studies at the Masterworks Festival in Indiana. She played in recitals at the Kennedy Centre, Bruckner Hall and St Pauls, Haymarket amongst many. Having toured as featured artist around the world, she returned to Tasmania, where John had a ministry. Christian belief was central to their life. The concerts they created, and in which of course Ros played, held at the church, St Georges, in Battery Point, were legendary. Ros finally succumbed to Parkinsons disease, glorying that she would be with her God.



Nola le Fevre (Kelly)

Nola was a supremely gifted musician from a small child onwards. At about the age of 11, she won a scholarship to the Royal Academy of Music in London, which she took up when she was older. As a pianist, she won almost every award at the Hobart Eisteddfod competitions. She is recognised today through a dedicated memorial award at that competition. Leaving Tasmania for England to further her career, the highlight was a recital at the Royal Albert Hall. Fame and fate are fickle, and Nola never reached the heights that her talent indicated. She taught piano at Collegiate for a while when she returned from London. She later lived in Sydney, teaching piano until her untimely death from a brain tumour.



Rita Trappes (Whitehouse)

Rita Trappes Whitehouse was an intellectual. Happiest listening to good and groundbreaking music or reading the latest cutting-edge novel before going back to her beloved Charles Dickens, she, oddly for her, did not go to University. Fascinated by medicine, she did not become a doctor, (there was no course in Tasmania in those days) and instead rose through the nursing ranks. But it was in her later years Rita, who would far rather read a book than run around a track, became one of Tasmania's top athletics coaches, using that brain of hers to work on each of her athletes' particular physique to get the best out of them. She was honoured by the Athletics Society of Tasmania with the Merit Award in 2010.



Gillian Hunter (Unicomb)

After a brief academic career as a tutor at UTAS, Gill became a professional actor, working out of Sydney in radio, TV and stage. She gained national recognition in the Reg Livermore show on ABC TV, Crackerjack, although her fondest memories are working with her hero Mac on the legendary Children's Hour. Returning to Tasmania, she helped her husband set up the Tasmanian Theatre Company, which employed local actors and brought in international shows. She recently acted in the film "Ancestry Road", shot in Tasmania and which reportedly is doing well in the USA right now.

Lynne Cooke (Geeves)

Lynne found her calling in life when she joined the family's real estate firm on Hobart's Eastern Shore in 1980. Eight years later she moved to Queensland where she opened an L J Hooker Agency in Brisbane's leafy Clayfield suburb.

After only 4 years she moved with her husband to Sydney. Following a short period of time working out of L J Hooker Double Bay Lynne was appointed Regional Manager for Sydney's North Shore and Southern Sydney stretching to and including Canberra.

In 2000 Lynne was promoted to Director, Sales and Marketing for the Hooker Corporation, Australia and International.

She retired back to Hobart in 2006.



Patti Warn

Beginning her career at Four Corners as a researcher, Patti moved rapidly into the political sphere, working for Gough Whitlam. She moved back to Tasmania to become Secretary of the Labor Party and to stand as the candidate for Bass. She did not win but increased the vote exponentially. Working behind the scenes for a number of Ministers in the Australian Government, she was instrumental in shaping Australia's response to the AIDS epidemic, saving thousands of lives.



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

Lisa Pennington Lisa Pennington (Class of 2007) has been recognised for her outstanding contribution to the legal profession, receiving the 2026 Tasmanian Women Lawyers Association Achievement Award. A former Collegiate Dux, Lisa is a Crown Prosecutor specialising in criminal law and has worked with both Tasmania Legal Aid and the Office of the Director of Public Prosecutions. Her practice includes complex cases involving sexual assault and family violence, and she regularly appears in the Supreme Court of Tasmania.

Lisa's commitment to supporting vulnerable members of the community also extends beyond the courtroom. She has served on the Board of the Sexual Assault Support Service (SASS) since 2020 and is now its Deputy Chair, contributing her legal expertise to an organisation providing specialist support and advocacy for victim-survivors of sexual violence. Earlier this year, Collegiate Legal Studies students had the wonderful opportunity to see Lisa in action in court – a memorable experience to witness a former Collegiate student making her mark in the legal profession.

Jarin White (Class of 2017) is using her legal expertise to advocate for some of the most vulnerable members of our community. An honours-qualified lawyer from the University of Tasmania, Jarin has worked with the Tasmanian Refugee Legal Service since 2021, providing legal support to people navigating migration and asylum processes, with a particular focus on victims of family violence. Her work has contributed to successful visa outcomes for refugee and migrant women experiencing family violence and persecution.

Jarin's commitment to advocacy extends beyond her legal practice. In 2026, she served on the Be Hers Board and, as a Policy Officer, worked with key stakeholders including Tasmania Police and government departments to help strengthen support for those who may struggle to have their voices heard. Her work is a wonderful example of using knowledge, compassion and courage to make a meaningful difference in the lives of others.

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

www.facebook.com/collegiatealumniassociation

@collegiateAlumniAssociation

Collegiate | Celebrating 135 years

In 2027, St Michael's Collegiate will celebrate 135 years of educating, inspiring and connecting generations of young women.

To mark this milestone, we are collecting 135 stories from across Collegiate's history—stories that capture the people, places, friendships, traditions, experiences and moments that have made Collegiate what it is today.

Perhaps you remember a favourite teacher, a lifelong friendship, a school production, sporting triumph, House event, mischievous moment or a lesson that stayed with you long after you left school. Perhaps your Collegiate story is about someone who made a difference to you, or a moment that shaped the person you became.

Tell us your story

Your memories may become part of our 135th anniversary celebrations and help create a lasting collection of the stories that connect generations of the Collegiate community.

It can be as short or as detailed as you'd like. Tell us about a person, place, memory, tradition or moment that has stayed with you.

Share your story today by using the link below.

https://collegiate.tas.edu.au/community/alumni/135-stories/



THE COLLEGIATE PRESS CREDITS

Editors: Zoe Geard, Leanne Balmforth

Designer: Leanne Balmforth

Data Management: Deb Betts
debbie.betts@collegiate.tas.edu.au

Proof Reader: Sharron Hewer, Lisa Sutherland

Contributions to this Issue:
Leanne Balmforth, Tristan Gardner (Photographer), Zoe Geard, Peter Gibson, Sharron Hewer, Diane Palmer, Shecani Piscitelli, Gillian Unicomb and Dr Julie Wilson Reynolds.

COLLEGIATE SCHOOL

STMCAA (St Michael's Collegiate Alumni Association)

@collegiatealumniassociation

Collegiate Alumni Association

Street Address
St Michael's Collegiate School
218 Macquarie Street, Hobart TAS 7000

Postal Address
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