

REPORT

IMPACT

6102

SHAKESPEARE  
773B

AS A RURAL AND REMOTE  
SCHOOL WE OFTEN FIND  
IT DIFFICULT TO ACCESS  
SUCH VALUABLE  
PROGRAMS. A HUGE  
THANK YOU FROM US.

“The teaching artists were incredible at  
engaging our students and I was blown  
away when I participated in workshops how  
engaged our students were; not an easy feat.”

Angie Bush, Acting Principal,  
Nyngan High School NSW

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# 135,524

AUSTRALIANS ENGAGED IN A BELL SHAKESPEARE  
PERFORMANCE OR PROGRAM

# 88%

FEDERAL ELECTORATES  
REACHED

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# 744

SCHOOLS EXPERIENCED A BELL SHAKESPEARE  
PERFORMANCE OR PROGRAM

# 2,102

STUDENTS WATCHED OUR  
LIVE STREAMED PRODUCTIONS

# 81,066

STUDENTS AND TEACHERS REACHED

# 1,333

INDIVIDUALS PARTICIPATED IN OUR  
HEARTS IN A ROW PROGRAM

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## MENTORED

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# 30

REGIONAL  
TEACHERS RECEIVED  
YEAR-LONG MENTORSHIPS

# 14

STUDENTS PARTICIPATED  
IN OUR WORK EXPERIENCE  
PROGRAM

# 4

JOHN BELL  
SCHOLARSHIP RECIPIENTS  
FROM REGIONAL AREAS

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## EMPLOYED

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# 42

ARTISTS

# 29

CREATIVES

# 28

TEACHING ARTISTS

# 21

TECHNICIANS

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OUR PROGRAMS WERE DELIVERED IN EVERY STATE AND TERRITORY

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# WELCOME TO OUR 2019 IMPACT REPORT



Bell Shakespeare was born out of the desire to bring Shakespeare's work to audiences all over Australia and our programs in education and community outreach are at the heart of this.

In 2019 we reached more than 81,000 students and teachers through activities ranging from in-school performances by The Players, student masterclasses and workshops, in-theatre and live streamed mainstage performances, Artist In Residence programs, Juvenile Justice programs, the John Bell Scholarship and the incredible Regional Teacher Mentorship.

Our geographic range was significant. We engaged with schools, communities and theatre audiences in every state and territory, reaching 88% of Australian federal electorates, including many drought-ravaged regions.

Having a national presence and reaching people across Australia is logistically and financially complex, and it simply would not be possible without the commitment and generosity of many. We thank our wonderful donors, corporate partners, and our incredible trusts and foundations for their support, as well as the Commonwealth Government through the Australia Council for the Arts, the Department of Communications and the Arts and the NSW State Government through Create NSW. We also thank all the teaching artists, teachers, students and communities whose passion for Shakespeare's work has been so inspirational in 2019.

We hope you enjoy this report and we look forward to continuing to share our work, and the timeless impact of Shakespeare with you.

A handwritten signature in black ink, appearing to read 'Gill Perkins'.

Gill Perkins  
Executive Director

A handwritten signature in black ink, appearing to read 'Peter Evans'.

Peter Evans  
Artistic Director

# THE PLAYERS: IN-SCHOOL PERFORMANCES

Fun, interactive, high-energy Shakespeare.

The Players are Bell Shakespeare’s touring ensemble of actors taking Shakespeare to primary and secondary students across Australia. Their in-school performances are an engaging mix of contemporary commentary and Shakespeare’s original text; giving insight into the plays, characters, themes and their ongoing relevance. Each 50-minute performance includes a post-show Q&A session with The Players.

## 2019 HIGHLIGHTS

In 2019, The Players delivered 452 performances to schools in every state and territory. We were delighted to premiere three brand new plays written by Head of Education Joanna Erskine; *Words, Words, Words*, *Shakespeare: The Human Experience*, and a collaboration with Andy Griffiths - *Just Romeo and Juliet!*

## OUR REACH

<b>54,597</b> <b>STUDENTS</b>	<b>452</b> <b>PERFORMANCES</b>
42,081 SECONDARY	308 METROPOLITAN
12,516 PRIMARY	144 REGIONAL

## IMPACT

<b>95%</b> of teachers would recommend in-school performances to other schools	<b>81%</b> of teachers said in-school performances improve students’ understanding of the play/s
<b>94%</b> of teachers said in-school performances provide students with an important live experience	<b>91%</b> of teachers said in-school performances improve students’ understanding of the language and techniques of the play/s
<b>89%</b> of teachers said in-school performances made Shakespeare more accessible for students	<b>100%</b> who used the online classroom resources found them valuable for classroom teaching and further student learning

We would like to give special thanks to our National Schools Partner:



“Wow what amazing performances! We are so grateful that your Players came up to perform. Our students were thrilled, enthralled and deeply moved. Many of our students had never seen a live performance before and walked away feeling privileged to have seen Bell Shakespeare as their first. One student even said ‘I didn’t know Shakespeare was so cool!’ and ‘I can’t wait until we do Shakespeare for real in Year 10’. Thank you for bringing Shakespeare’s body of work to life. Your Players created a living canvas of empathy, professionalism and deep engagement. It was sensational! We are looking forward to seeing you again next year.”

Monique Werda, Teacher at Keebra Park State High School, Southport, QLD.

“The Players bring the language of Shakespeare to life in a tangible way that connects to the lives of students, helping them to recognise the relevance of literature beyond the here and now. This helps students to make connections to their own lives and begin to recognise the importance of studying texts such as Shakespeare as well as contemporary texts. Thank you so much for enabling our students to have this opportunity. These experiences broaden our students’ horizons in the world. ”

Nicole Tainsh, Teacher at Granville East Public School, NSW



Top: The Players © Monique Johnstone  
Bottom: The Players © Clare Hawley

# STUDENT WORKSHOPS

A playful and powerful approach to ensure deep learning and engagement with Shakespeare.

Specialist teaching artists guide primary and secondary students through a two-hour practical workshop to physically engage with Shakespeare’s language and characters. Through a blend of English and Drama strategies, students are up on their feet speaking aloud, decoding and unpacking Shakespeare’s language, themes and exploring character’s intentions. Student Workshops are an immersive exploration of Shakespeare promoting critical and creative thinking and a practical experience of the plays.

## 2019 HIGHLIGHTS

In 2019, two new workshops for primary students were launched – *Shakespeare Adventures: Magic & Mayhem* and *Lovers & Tyrants* – taking young students on a thematic journey across Shakespeare’s canon.

4,921 students participated in a variety of tailored workshops that focused on the needs of each individual school. Fifteen Regional Access Workshop tours were completed, providing complimentary workshops to 1,046 students across 45 schools and regional theatres in the Northern Territory, New South Wales, Victoria, Western Australia, Queensland and Tasmania, to prepare them for viewing our production of *Much Ado About Nothing*.

## OUR REACH

<b>4,921 STUDENTS</b>	<b>170 WORKSHOPS</b>
128 SCHOOLS	59% METROPOLITAN WORKSHOPS
	41% REGIONAL WORKSHOPS

“A beautiful blend of energy, humour and knowledge”

Kathie Donovan, Applecross Senior High School, WA

“They didn’t falter from fantastic, even for a millisecond! There was an amazing array of activities and students were extremely happy and engaged with the texts. This is a phenomenal program, I honestly can’t use enough superlatives here! Thank you so much for sending it our way, please pass on our thanks to your donors, it would have honestly meant the world to some of our students”

Bianca Scott, Teacher at Nyngan High School, NSW





Workshop in Geraldton © Michelle Bambling

# ARTISTS IN RESIDENCE

## A creative immersion for the entire school community

Artist in Residence programs enable our teaching artists to take up residency in a school community for one to two weeks or up to a full term of activity. Designed in partnership with each school to be an intensive unit of study, a whole school celebration of Shakespeare or even fully staged productions of Shakespeare's plays.

These residencies address a range of student needs including increasing literacy levels, self-confidence, self-expression, critical and creative thinking, public speaking and communication skills. Engaging with schools for extended periods allows us to build teacher capacity and deepen student engagement, participation and even attendance.

## 2019 HIGHLIGHTS

In 2019, our teaching artists delivered a total of 14 Artist in Residence programs in New South Wales, Victoria, the Northern Territory, South Australia and, for the first time, Shanghai, China.

27–31 May saw the delivery of our Artist in Residence program at Wellington College International Shanghai. Workshops were delivered for Years 6–8 on *The Winter's Tale*, *Romeo and Juliet* and *A Midsummer Night's Dream*, and included three teacher training sessions. Due to the school's focus on oracy for both students and teachers, we delivered sessions for teachers and student prefects to develop skills in public speaking, presentation and self-confidence.

An Artist in Residence program was delivered at Wiley Park Girls High School in partnership with clinical psychologist Dr Danielle Einstein. The program aimed to identify and provide coping mechanisms for triggers for anxiety and depression in Years 11 and 12.

2019 marked our first residency at Nyngan High School, building on our recent Players performances and the participation of Drama teacher Bianca Scott in our 2016 Regional Teacher Mentorship. An early career teacher, and the sole drama teacher at the school, this residency enabled her to extend her own skills and professional learning, and engage her students, reinforcing and reinvigorating the work in the classroom, and providing deeper and more long-lasting impact for both students and teachers alike.

"We met a student at Nyngan High School from Indonesia with hardly any ability to speak English. She battles with racism on a daily basis. Nevertheless, she decided to audition for us with a monologue from *A Midsummer Night's Dream* – such bravery! She performed Helena's monologue in her native tongue and it was hilarious and clear and moving and free and the class cheered and clapped."

George Kemp, Teaching Artist,  
Nyngan High School residency

## 14 RESIDENCIES

8 WERE MADE POSSIBLE THANKS TO PRIVATE SUPPORT

## 1,327 STUDENTS

18% REGIONAL, 34% INTERNATIONAL, 47% METROPOLITAN

## 69 TEACHERS

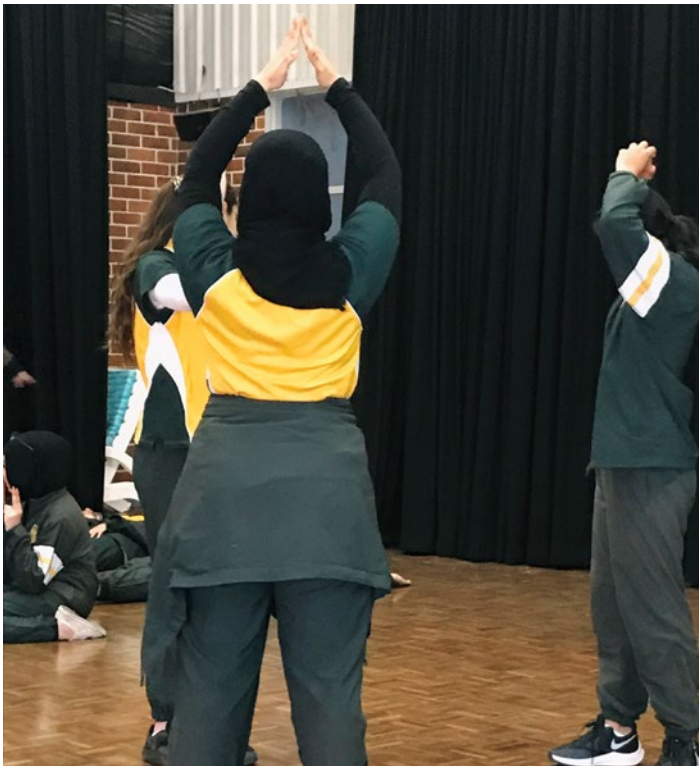


“Our students worked with these highly trained actors to explore Shakespeare in a much more physical and dynamic way. This was crucial for furthering their understanding of the texts they are studying. By performing Shakespeare, by using their voices and their bodies to give life to the words, they will now be able to interpret his works much more fully than they ever could by simply reading them. By exploring Shakespeare with confidence and physicality, our students have gained an invaluable experience while having a lot of fun in the process.”

Penny Lewis, English Teacher,  
Wellington College International Shanghai

“Your vision, continuous reflection and attention to detail helped to customise the program for our students and their unique cultural and socio-economic backgrounds in a way that was not patronising or tokenistic. To see our girls perform their thoughtful pieces and to know the process they undertook to develop their ideas and understandings around envy and technology was very moving for me. Infinite thanks for helping us realise this vision - it is always humbling to hear student ‘voices’ and to do so through creative modalities is engaging and powerful for the students involved, their audiences and community.”

Santina Rizzo, Wiley Park Girls High School, NSW



Wiley Park Girls High School © Nicole Cervonaro



Teaching Artists Jane Mahady and George Kemp  
at Nyngan High School, 2019 © George Kemp

We would like to give special thanks to the following foundations for their support:



SCULLY FUND



WeirAnderson  
FOUNDATION

## EMPOWERING YOUNG WOMEN THROUGH SHAKESPEARE

BY MEL DODGE, TEACHING ARTIST



Moorefield Girls High School © Joanna Erskine



Women in Shakespeare, Moorefield Girls High School © Joanna Erskine

It was an amazing experience delivering our Women in Shakespeare Residency at Moorefield Girls High School in 2019. We had a group of 18 young women, and the idea was to inspire them, but I came away feeling inspired too!

We explored Shakespeare's female characters over a 10 week term, culminating in a group collaboration to reimagine, write and perform a new scene in which one of the characters has agency and power over her own narrative.

From the outset we could see these young women were open to having their expectations challenged. We explored character, text, physical ensemble work, improvisation and creative writing. By week 10, we had a cohesive ensemble and it was beautiful to see them supporting each other.

Conversation is at the heart of this residency. It is illuminating having frank conversations with young women, about what life is like for them. We focused on a few key themes – jealousy, power vs. powerlessness, betrayal, prejudice, speaking your truth and what it means to be a woman

The individual moments of connection were truly special. A young, very studious girl was given the opportunity to perform some of Desdemona's lines. She poured her soul into it. I was able to say 'Trust yourself. Your instinct is great. You have something special and you can do this.' Hopefully those words resonate with her long beyond 10 weeks.

Before our final class, two of the students said 'Everyone should get to do this. It was so much fun. I actually looked forward to coming to school.' After, one student asked 'How did you have the patience to work with us?' We replied: 'Because we care. We want you to connect and we want you to do your best.'

We would like to give special thanks to the following foundation for its support:



## BRINGING SHAKESPEARE HOME

BY OLIVER HARRIS, 2019 PLAYER



Oliver Harris at Rowena  
Public School © Monique Johnstone

The highlight of being an actor with Bell Shakespeare's Players in 2019 was the week we performed for schools in North-West NSW. I grew up between Collarenebri and Rowena, so to return as an actor with Bell Shakespeare meant a lot to me.

Because of the generosity of the Scully Fund, we were able to spend a week visiting Coonamble, Walgett, Collarenebri, Rowena, Moree and Wyallda. At our first show in Coonamble, we performed *Just Romeo and Juliet!* to kids from two local primary schools. It is a fun play with lots of chances for young audiences to get involved. One student thanked me for pulling her up during the show. She said she would never normally do something like that, and felt more confident to jump up again if the opportunity arose. It's little things like this that make what we do so meaningful.

In Moree, a handful of senior students spoke with us after our performance, confessing they loved performing but didn't think it was a realistic career path because of where they lived.



The Players at Rowena  
Public School © Monique Johnstone

All three of us in the cast were from regional areas so we were able to give them some practical advice and encourage them to go for it!

For me, the most special moment was performing at my old primary school in Rowena. It was a very surreal experience - a dream of mine I never thought would happen. As a child I never saw any programs like this one.

Access to the arts for young people in regional Australia is becoming increasingly difficult. Almost every school we went to during our 6-month tour told us we were the highlight of their year. It was a privilege to connect these young people with Shakespeare's stories.

We would like to give special thanks to the following foundation for its support:

**SCULLY FUND**

# JUVENILE JUSTICE

Our renowned Juvenile Justice program gives young men and women access to empowering and transformational learning.

Each program uses a Shakespeare play as a focus to empower young offenders and develop their literacy, vocabulary, confidence, self-expression and self-reflective skills, teamwork, empathy and critical and creative thinking. Practical workshops culminate in a performance by detainees for an invited audience of staff, fellow detainees, friends and family of the participants.

Our teaching artists focus on plays that address particular relationships, themes, moral dilemmas and behaviours pertinent to the detainee group. We work with these disenfranchised young people to teach them that playing a role, staging a play and Shakespearean content in itself is challenging – but it is a challenge they can meet, conquer and be proud of. Exploring personal choices and challenges through these classic stories and characters can have a powerful and deeply moving impact on participants.

## 2019 HIGHLIGHTS

This year we delivered five Juvenile Justice programs in New South Wales and Victoria. We reached Cobham Juvenile Justice Centre for the first time, joining programs returning to Reiby, Parkville, Malmsbury, and Frank Baxter Juvenile Justice Centre.

Our work in 2019 did not stop at delivering the programs themselves; we also paved the way to continue delivery in the future, and perhaps even expand. We trained three new teaching artists to deliver the program in future and, at the end of the year, held our first juvenile justice content development and training day with five teaching artists in our Sydney rehearsal room.

We also continued to share Grumpy Sailor's 2017 documentary *Kings of Baxter* with audiences, including a screening at the National Portrait Gallery in Canberra. The documentary follows the challenges and triumphs of teaching artists and participants at Frank Baxter Juvenile Justice Centre.

**76 STUDENTS**

**5 CENTRES**

We would like to give special thanks to the following foundations for their support:



SCULLY FUND

“It is a unique joy to see a worker and a detainee find a moment to relate to each other over their shared perspective of *Macbeth*’s motivations. It’s actually very hard to describe. It’s when a young teacher shares something about herself in a conversation about the treatment of young women in Europe in the 16th century and you see the realisation dawn on a young man’s face that this is a human being sitting in the circle with him, with thoughts and beliefs, and fears, and a life outside of this system that they have to navigate together everyday.”

Huw McKinnon, Teaching Artist

“I love this program and working in Juvenile Justice. They are normal kids who have had tough lives. That’s it. It has affected me to the point that I am currently in my second year of studying social work and hope to continue working creatively with young people in these kinds of spaces.”

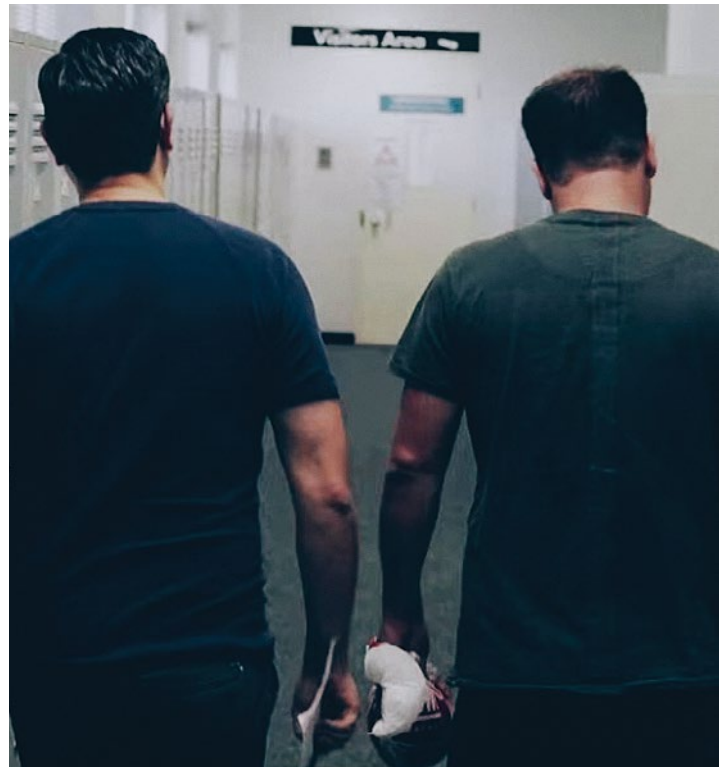
Felix Jozeps, Teaching artist

“*Macbeth* was our focus for the residency in Malmsbury Juvenile Justice Centre. One of our introductory exercises is centered around a roll of toilet paper, much to the amusement of the students. We hand it round the circle and ask them to take as many squares of paper as they think they need, without explaining where the activity is heading. Invariably, some kids will take 20 sheets, thinking they’re being funny. Some will take only 1 or 2. We then explain that for every sheet they’ve taken they have to tell us one thing about themselves. For many, this is very confronting and you can see the difficulty etched on their faces. But it’s important as it encourages them to communicate something positive about themselves. It’s a simple introductory exercise but never fails to create genuine, trusting connection, especially as we the facilitators also share things about ourselves.”

Jane Mahady, Teaching Artist



Left: Teaching artist Training Day © Jennifer McGrath



Right: Production still from *Kings of Baxter* produced by Grumpy Sailor Productions

# HEARTS IN A ROW

Celebrating 15 years providing theatre experiences for all.

Hearts in a Row gives people from socio-economically challenged schools and community groups the opportunity to be transported to another world through Shakespeare's timeless words. It enables those who might otherwise not have the chance, to experience one of our mainstage productions. The experience is enriched by an exclusive pre-performance talk from one of our teaching artists, providing context and points of engagement for participants.

## 2019 HIGHLIGHTS

In 2019 we welcomed eight Hearts in a Row groups to enjoy performances of *The Miser* and *Much Ado About Nothing*, at the Sydney Opera House, Arts Centre Melbourne and Canberra Theatre Centre. This included our longstanding partners The Wayside Chapel, Big Issue, The Asylum Seekers Centre and Milk Crate Theatre. We also welcomed a new partner, Rebus Theatre for Social Change. Each group received tickets, a program and drink voucher, and a pre-show talk from a Bell Shakespeare Teaching artist. In addition, Hearts In A Row enabled us to provide complimentary or subsidised tickets to 30 schools in New South Wales and Victoria.

### 2 PRODUCTIONS

THE MISER, MUCH ADO ABOUT NOTHING

### 3 VENUES

SYDNEY OPERA HOUSE, ARTS CENTRE MELBOURNE, CANBERRA THEATRE CENTRE

### 27 PERFORMANCES

### 4 STATES AND TERRITORIES

PARTICIPATING GROUPS CAME FROM NSW, VIC, ACT AND SA

### 1333 STUDENTS AND COMMUNITY GROUP RECIPIENTS

"When life does not go your way, love triumphs. A lovely play to inspire those facing hardship and loneliness."

Jensen, Wayside Chapel

"I seldom get the chance to see such a quality performance. I fell on hard times due to unemployment and am very grateful for the opportunity to attend *Much Ado About Nothing*."

Anonymous, Wayside Chapel



## RECIPIENTS

### SCHOOLS

Ambarvale High School, **NSW**  
 Aurora College, **NSW**  
 Blacktown Girls  
 High School, **NSW**  
 Cabramatta High School, **NSW**  
 Cambridge Park  
 High School, **NSW**  
 Cecil Hills High School, **NSW**  
 Centennial Park School, **NSW**  
 Crookwell High School, **NSW**  
 Fairfield High School, **NSW**  
 Gilmore College for Girls, **VIC**  
 Heywood and District  
 Secondary College, **VIC**  
 Ignition Theatre - Melbourne  
 Polytechnic, **VIC**  
 John Berne School, **NSW**  
 John Therry Catholic  
 High School, **NSW**  
 Kangaroo Inn Area School, **SA**  
 Kempsey Adventist  
 School, **NSW**  
 Kogarah High School, **NSW**  
 Laverton College, **VIC**

Lilydale Heights  
 Secondary College, **VIC**  
 Nepean Creative  
 and Performing Arts  
 High School, **NSW**  
 Strathfield South  
 High School, **NSW**  
 Warrawong High School, **NSW**  
 Western Heights  
 Secondary College, **VIC**

### COMMUNITY GROUPS

Milk Crate Theatre, **NSW**  
 Powerhouse Youth Theatre  
 Fairfield, **NSW**  
 Rebus Theatre, **ACT**  
 The Asylum Seekers  
 Centre, **NSW**  
 The Big Issue, **VIC**  
 The Big Issue, **NSW**  
 The Big Issue, **ACT**  
 Wayside Chapel, **NSW**



“It was so nice to be recognised and rewarded for the work we do. We were able to treat some of the vulnerable people we work with (who are aspiring actors), and give a little back to our volunteer board who put in so much of their time to help us work towards our vision and mission. Everybody loved it and got so much out of the private talk about the play afterwards. THANK YOU!”

Ben, Rebus Theatre for Social Change

The team from Rebus Theatre for Social Change attending a performance of *Much Ado About Nothing*, 2019 © Lucy Matthews







# JOHN BELL SCHOLARSHIP

## A launchpad to the stage for regional teenagers.

The John Bell Scholarship gives young people aged 16–18 years old from regional and remote Australia a one-on-one audition masterclass with a Bell Shakespeare teaching artist. Four students are selected for an intensive week of training, observation and mentorship in Sydney at Bell Shakespeare HQ with some of Australia's leading artists. We continue to mentor these talented young people as they finish school and embark on their chosen careers.

## 2019 HIGHLIGHTS

In 2019, our teaching artists travelled to regional areas in every state and territory to audition a record 185 students for the John Bell Scholarship.

Thanks to the Coca Cola Australia Foundation, we were able to award an additional fourth scholarship in 2019.

### 2019 RECIPIENTS

**Hanna Bourke** Emmaus College, Rockhampton QLD

**Grace Ebelebe**, Darwin High School, NT

**Stella Gavey** Scots All Saints College, Bathurst NSW

**Promise Mudzingwa** Guilford Young College, Hobart TAS

We would like to give special thanks to the following foundations for their support:



Our auditions reached regional locations in every state and territory including:

### NSW

Bathurst, Dubbo, Tamworth,  
Wagga Wagga, Port  
Macquarie, Newcastle,  
Lismore, Griffith, Nowra,  
Moree, Warrallda

### NT

Alice Springs, Darwin

### VIC

Ballarat, Warrnambool,  
Malmsbury, Warragul

### WA

Bunbury, Geraldton, Mandurah,  
Karratha

### TAS

Burnie, Riverside, Hobart

### QLD

Gold Coast, Toowoomba,  
Mackay, Rockhampton, Cairns,  
Charters Towers, Innisfail,  
Townsville, Atherton

### SA

Mount Barker, Kyancutta,  
Renmark



“Even if you don’t want a career specifically in performing Shakespeare, if you have a passion for acting this is such an amazing opportunity to be able to experience the professional industry and gain knowledge to develop as a performer.”

Hanna Bourke, Emmaus College, QLD



Images @ Jennifer McGrath

Top: John Bell giving a Masterclass to Grace Ebelebe,  
Middle: Winners in a Monologue Masterclass with Associate Director James Evans,  
Bottom left: Recipients in a Movement Masterclass with Nigel Poulton  
Bottom right: Founding Artistic Director John Bell, Grace Ebelebe, Hanna Bourke,  
Promise Mudzingwa, Stella Gavey, and Artistic Director Peter Evans

# WORK EXPERIENCE

## First-hand insight into a career in the theatre.

Students from across Australia are brought together at Bell Shakespeare HQ in Sydney where they are given an all-access pass to life in the theatre. Students engage with all departments of the Company to foster a broad understanding of an arts organisation. We then invite these students to share their own vision for the Company, where they imagine, design, cast and market a Bell Shakespeare season.

## 2019 HIGHLIGHTS

2019 was the third year of our Work Experience program. 14 outstanding students were brought together and gained insight into every facet of how the company works.

### 2019 RECIPIENTS

**Olivia Bartha**, Morisset High School NSW  
**Morgan Clyne**, Hunter Valley Grammar School NSW  
**Ariel Dzino**, Norwood Morialta High School SA  
**Diya Goswami**, Baulkham Hills High School NSW  
**Libby Hoyle**, Parkes High School NSW  
**Adele Louchart-Fletcher**, Narrabundah College ACT  
**Ishka Maat**, St Philip's College, Alice Springs NT  
**Zach Millstead**, Yeoval Central School NSW  
**Amelia Morice**, St Patrick's College, Launceston TAS  
**Alexandra MacDonald**, Mt St Patrick College Murwillumbah NSW  
**Rafael Partos**, Newtown High School of the Performing Arts NSW  
**Georgina Saad**, MacKillop College, Port Macquarie NSW  
**Elliot Shute**, Blackburn High School VIC  
**George Snow**, Registered Home Education, Huonville TAS



Work Experience 2019 @ Sally Buckingham



“It was one of the best weeks of my life. I learnt so much while I was there and I am so grateful to have had this opportunity. It was a truly fantastic experience, thank you so much for the wonderful opportunity I hope that one day I am able to work at Bell Shakespeare.”

Georgina Saad, MacKillop College, NSW

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Work Experience 2019 @ Sally Buckingham

# REGIONAL TEACHER MENTORSHIP

The 2019 Regional Teacher Mentorship saw 30 teachers from across Australia travel to Sydney to experience a 4 day workshop with Bell Shakespeare.

We were very excited to receive many applications this year which noted that previous winners of the Regional Teacher Mentorship (RTM) had been their inspiration to apply. Several of these former RTM winners have been touring to local schools delivering professional learning and encouraging teachers to apply for the mentorship. These applying teachers said they would not have had the confidence to apply had they not had the previous RTM recipient's encouragement.

## 2019 HIGHLIGHTS

This year's Mentorship included two new opportunities for participants. Teachers had voice sessions with Bell Shakespeare's Voice and Text Coach, Jess Chambers, who worked with them on looking after their voices, techniques for managing vocal stress and tension, and general vocal wellbeing. Teachers then also met with Bell Shakespeare Board Member and public education advocate, Jane Caro, who provided advocacy and advice on how to make impactful change in their schools and communities.

### 30 TEACHERS

### 6 STATES AND TERRITORIES

"Bell Shakespeare's Regional Teachers Mentorship is an unmatched professional development opportunity for regional, rural and remote teachers and Teachers Mutual Bank are proud partners of the program. We believe that teachers are pivotal in inspiring and cultivating the next generation to achieve great things and it's important to us that geographical circumstances do not prevent teachers, their students and their communities from accessing the best opportunities and support available."

Alan Waugh, General Manager, Teachers Mutual Bank

This program is only possible thanks to the generous support of Teachers Mutual Bank and the Australian Government through the Department of Communications and the Arts.



“I discovered that my best teaching might still be in front of me. I found that in an area that I felt quite confident teaching, I still had a lot to learn about delivery.”

Stephen Jeffs, Traralgon College, VIC

“I learned that Shakespeare isn’t to be placed on a pedestal - rather I feel like I now have permission to only study sections, play around with the scripts. Freer to make it work for my students, rather than try to make my students work for it.”

Melanie Stephens, Warialda High School, NSW

“I learned that there are some amazing things happening around Australia in all our schools. I learnt that there is a huge community of people who want us to be better at what we do. I learnt that my age should never interfere or be an excuse for what I want and love to do.”

Helen Johnson, Yeoval Central School, NSW.

“It’s made me even more determined to keep fighting for the kids that push us away, say they can’t or won’t do it, because they need it more than anyone else.”

Kelly Keegans, Newton Moore Senior High School, WA

“The Regional Teacher Mentorship has been an absolutely life-changing experience for me and has sparked a newfound passion for Shakespeare. Thank you so much for this opportunity!”

Kate Dyer, Casuarina Senior College, NT



# PROFESSIONAL LEARNING FOR TEACHERS

## 2019 HIGHLIGHTS

Each year we deliver professional learning sessions for primary and secondary teachers at schools around Australia.

These tailored sessions build teacher confidence and capacity to deliver innovative and engaging Shakespeare units for their students.

In 2019, our professional learning sessions helped build teachers' capacity in places as far afield as Gordonvale (Queensland), Adelaide (South Australia), Darwin (Northern Territory) and Nyngan (regional New South Wales).

At Arts Centre Melbourne we provided professional development for teachers who brought students to attend *Macbeth*, our schools specific production. The event gave educators the opportunity to discuss teaching *Macbeth* with the production's co-director, Huw McKinnon.

Another highlight was the opportunity to facilitate workshops in Melbourne and Western Sydney for teachers who work with culturally and linguistically diverse students, both primary and secondary. We also delivered professional development for teachers at Moorefield Girls High School (Kogarah, NSW) as part of our Women In Shakespeare program.

In 2019, our professional learning program extended to our own teaching artists too. We held a continuing professional learning development day at Bell Shakespeare's Sydney headquarters with six of our juvenile justice teaching artists and an additional day for 10 teaching artists in their first three years of teaching for teaching artists based in NSW, QLD and VIC.

**122 TEACHERS**

**77% METROPOLITAN TEACHERS**

**33% REGIONAL TEACHERS**

**32 SCHOOLS**

"The session was interactive and entirely practical, providing useful and engaging strategies to implement in the classroom, particularly with students of linguistically-diverse backgrounds."

Kathleen Quintal, Strathfield South High School, NSW

"It was great and really hands-on. I thought I already had all the tools when it came to teaching Shakespeare but this session taught me so much"

Cindy Phan, Bass High School, NSW

We would like to give special thanks to the following foundations for their support:



PACKER FAMILY  
FOUNDATION

# CREATIVE RESIDENCIES AND EMERGING ARTISTS

Bell Shakespeare is proud to support artists at all stages of their careers.

In 2019 we welcomed Resident Voice Coach Jess Chambers, thanks to the Intersticia Foundation with whom we celebrated 5 years of partnership in 2019. Through her residency Jess was able to provide support across the Company from actors on the mainstage, to The Players, and for teachers through the Regional Teacher Mentorship program.

In addition, The Simon Lee Foundation provided valuable support for emerging West Australian artist Violette Ayad, who was one of our 2019 Players.

“This has been such a great opportunity for me, as a recent graduate, to get to perform Shakespeare every single day. It has allowed me to really practice my craft and get better by performing in front of an unforgiving audience every day. Students will tell you if you are not doing a good job! It has been an incredible source of improvement for me as an artist.”

Violette Ayad, 2019 Player

“Being able to devote more time to working with actors, helping them unpack Shakespeare’s language and bring it to life is crucial for Bell Shakespeare particularly as the Company champions diverse casting that accurately reflects the gender and cultural make up of Australia.

One of the highlights for me was working with teachers through the Regional Teacher Mentorship program. Teachers don’t usually have formal voice training as part of their education but their effectiveness in the classroom can be radically transformed when they have the opportunity to learn how to apply vocal techniques and skills in their daily work.”

Jess Chambers, Resident Voice Coach



We would like to give special thanks to the following foundations for their support:



# MAINSTAGE PRODUCTIONS

Providing access to performances at the Sydney Opera House for students Australia-wide via dedicated schools performances and live streaming.

## 2019 HIGHLIGHTS

Bell Shakespeare performed three mainstage productions in 2019: *The Miser* in Sydney, Melbourne and Canberra; *Titus Andronicus* in Sydney; and *Much Ado About Nothing* in 27 locations across the country.

We also performed a dedicated season of *Macbeth* for schools in theatres in Sydney and Melbourne. Selected schools' matinees were followed by Q&As with the cast, giving students direct access to unique and valuable insights. To increase the opportunity for regional and remote schools to access this important production, we live streamed one performance of *Macbeth* from Sydney Opera House. Classrooms from 44 schools across Australia tuned in, from Tom Price, WA to Townsville, QLD.

## OUR REACH

### IN THEATRES

**16,888**

STUDENTS AND TEACHERS  
VIEWED IN-THEATRE  
PERFORMANCES

**1208**

STUDENTS SAW A  
PERFORMANCE FUNDED BY  
HEARTS IN A ROW

**217**

SCHOOLS VIEWED AN  
IN-THEATRE PERFORMANCE

### MUCH ADO ABOUT NOTHING TOUR

**42**

REGIONAL ACCESS  
WORKSHOPS

**45**

SCHOOLS

**1046**

STUDENTS ATTENDED A  
REGIONAL ACCESS WORKSHOP

**2658**

STUDENTS SAW A  
PERFORMANCE OF OUR  
NATIONAL TOUR

### LIVE STREAM

**2102**

STUDENTS TUNED INTO A LIVE  
STREAMED PERFORMANCE

**67**

CLASSROOMS

**44**

SCHOOLS



"This is a wonderful opportunity for regional schools to experience Shakespeare at a low cost for our students."

Hellene Underwood-Ninacsics,  
Hastings Secondary College, NSW

"It is such an invaluable experience for our rural kids. They are studying *Macbeth* this term, it was so timely! Our faculty 'shouted' the students to the performance and provided them with popcorn and lollies. There is no way we would've been able to offer them this opportunity otherwise. Thank you!"

Carly McMahon, Narooma High School, VIC



Top: *Macbeth* @ Clare Hawley

Bottom: *Much Ado About Nothing* @ Clare Hawley

# THANK YOU



Without the generosity of donors, partners and supporters, Bell Shakespeare would be unable to deliver its wide range of services, support and activities. This funding underpins everything we do, both artistically and through our education and outreach programs.

In 2019, Bell Shakespeare received much-needed support from private donors, trusts and foundations. We were delighted to welcome 271 new donors to the Bell Shakespeare family. We are deeply grateful for every contribution which supplies vital funds to support core operations (Supporting Cast) and to deliver education and outreach programs to schools and communities throughout the country who wouldn't normally have the opportunity (Sharing Shakespeare).

Special thanks to the Neilson Foundation, whose generous support underpins much of our learning and outreach work. In addition, our longstanding partner The Scully Fund enabled us to deliver a fully subsidised Players tour to remote NSW with a residency at Nyngan High School. The Crown Resorts Foundation and Packer Family Foundation continue to ensure we can make our programs accessible to teachers and students who wouldn't normally have the opportunity.

2019 marked 20 years of partnership with Foxtel, who created and screened a raft of interstitials celebrating Bell Shakespeare's work in regional communities. Other major partners Teachers Mutual Bank (Regional Teacher Mentorship Partner) and Wesfarmers Arts (Perth Season Partner) continued to provide vital support. We were also pleased to welcome back La Trobe Financial as our Premium Company Partner.

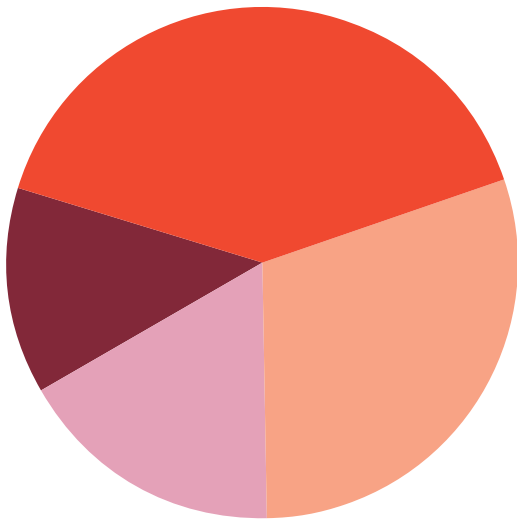
We thank and applaud all of those whose vital contributions, whether large or small, make our work possible.

A handwritten signature in black ink, appearing to read 'Debra'.

**Debra Reinecke**  
Head of Development

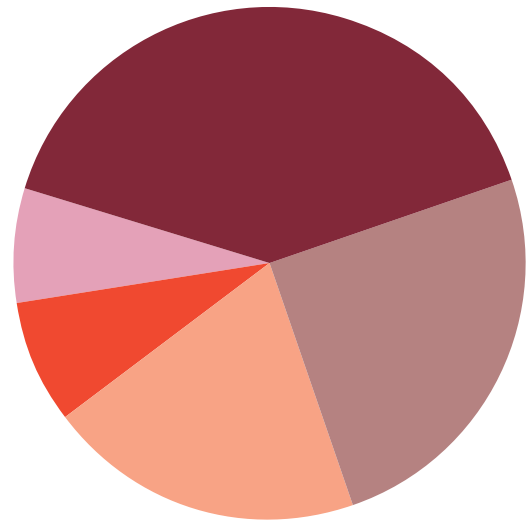


## INCOME



**40% BOX OFFICE**  
**30% PRIVATE SUPPORT**  
**17% CORE GOVERNMENT INVESTMENT GRANTS**  
**13% OTHER SUPPORT**

## PHILANTHROPIC GIFTS



**40% SUPPORTING CAST**  
**20% SHARING SHAKESPEARE**  
**25% GALA AND EVENTS**  
**8% CAMPAIGNS AND WEB SUGGESTED DONATIONS**  
**7% ARTISTIC DIRECTOR'S CIRCLE**



# THANK YOU TO OUR TEACHING ARTISTS AND PERFORMERS

## TEACHING ARTISTS

DANNY BALL	ABBIE-LEE LEWIS
GEORGE BANDERS	MICHAEL MCCALL
CAITLIN BERESFORD-ORD	SHARNI MCDERMOTT
JULIA BILLINGTON	JANE MAHADY
RAY CHONG NEE	HUW MCKINNON
JACK CRUMLIN	SARAH OGDEN
ALEX CHALWELL	VANESSA O'NEILL
MEL DODGE	JESSICA PATERSON
EMILY EDWARDS	MERIDETH PENMAN
OLIVER HARRIS	PAUL REICHSTEIN
TERESA JAKOVICH	MATILDA RIDGWAY
FELIX JOZEPS	ANTHONY TAUFÄ
SOPHIE KELLY	CHRISTOPHER TOMKINSON
GEORGE KEMP	JANINE WATSON
THOMAS LARKIN	

## THE 2019 PLAYERS

VIOLETTE AYAD  
JEREMI CAMPESE  
EMILY EDWARDS  
JAKE FRYER-HORNSBY  
OLIVER HARRIS  
JEM LAI

## MACBETH CAST

ALEX CHALWELL  
LAURA DJANEGARA  
EMMA JACKSON  
ROBERT JAGO  
FELIX JOZEPS  
RUSSELL SMITH  
STEPHANIE SOMERVILLE  
MARIA TRAN

## THE MISER CAST

JOHN BELL  
MICHELLE DOAKE  
HARRIET GORDON-ANDERSON  
ELIZABETH NABBEN  
SEAN O'SHEA  
JAMIE OXENBOULD  
RUSSELL SMITH  
DAMIEN STROUTHOS  
JESSICA TOVEY

## TITUS ANDRONICUS CAST

JANE MONTGOMERY GRIFFITHS  
MELITA JURISIC  
JOSH PRICE  
DANIEL SCHLUSSER  
GRACE TRUMAN  
JAYNA PATEL  
TARIRO MAVONDO  
TONY RAY RAY  
CATHERINE VÄN-DAVIES

## MUCH ADO ABOUT NOTHING CAST

VIVienne AWOSOGÄ  
DANNY BALL  
MANDY BISHOP  
MARISSA BENNETT  
WILL MCDONALD  
ZINDZI OKENYO  
DUNCAN RAGG  
PAUL REICHSTEIN  
SUZANNE PEREIRA  
DAVID WHITNEY



# THANK YOU TO OUR SUPPORTERS

## FOUNDING BENEFACTOR

The late Anthony Gilbert AM

## PRINCIPAL BENEFACTOR

La Trobe Financial

## LIFE MEMBERS

Ilana Atlas AO  
John Bell AO OBE  
Tim Cox AO & Bryony Cox  
Martin Dickson AM & Susie Dickson  
Graham Froebel  
Virginia Henderson AM  
David Pumphrey

## INFINITE SPACE

Thank you to our Infinite Space capital campaign donors who are helping us build a future for Bell Shakespeare.

**“I could be bounded in a nutshell and count myself a king of infinite space...”**

*Hamlet, Act 2, Scene 2*

### THE DREAMERS

Special thanks to our major donors for giving us the space to dream.

Ilana Atlas AO & Tony D'Aloisio AM  
Dr Kimberly Cartwright & Charles Littrell  
Kevin Cosgrave  
Martin Dickson AM & Susie Dickson  
Lachlan & Rebecca Edwards  
Kathryn Greiner AO  
La Trobe Financial  
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The Low Family Foundation  
Nick & Caroline Minogue  
Dr Anne Reeckmann & Dr Gary Holmes  
Julia Ritchie  
Ruth Ritchie  
Jann Skinner  
Gene Tilbrook  
Alden Toevis & Judi Wolf  
Anonymous

### THE NOBLES

Dr Brett Archer  
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Sarah Lowe  
Bruce Meagher & Greg Waters  
Peter & Felicia Mitchell  
Serow-Neijts Family  
Kenneth Reed AM  
Alice Tay & Warwick Gresty  
Helen Williams AC

### WE HAPPY FEW

Special thanks to our We Happy Few giving circle who supported us in the early days and have come together to support the Infinite Space capital campaign.

Sandra & Bill Burdett AM  
Tim Cox AO & Bryony Cox  
Michael S Diamond AM MBE  
Jim & Sue Dominguez  
Bill Hayward OAM & Alison Hayward  
Virginia Henderson AM  
Timothy Pascoe AM & Eva Pascoe  
Lady Potter AC CMRI  
David & Jill Pumphrey  
Charlie & Sandy Shuetrim  
George & Sabrina Snow  
Ezekiel Solomon AM  
Anonymous

We would also like to thank our donors who contribute up to \$1,000 – every gift makes a difference to what we are able to achieve.

## LEGACY GIFTS

We remember and honour those who have generously supported Bell Shakespeare through a bequest.

The late Brian Timothy Carey  
The late Anthony Gilbert AM  
The late Catherine Guy

## LEGACY CIRCLE

We honour and thank our supporters who have notified us that they intend to leave a gift in their will, allowing us to plan for the future with confidence and continue to touch the lives of millions of Australians.

Linda Herd  
Dr Anne Reeckmann & Dr Gary Holmes  
Dr David Howell & Sarah Howell  
Bruce & Natalie Kellett  
Jane Kunstler  
Diane Matthews  
Anonymous (11)

## ARTISTIC DIRECTOR'S CIRCLE

Thank you to our 2019 Artistic Director's Circle members who are passionate about the process of making theatre and are supporting and observing this year's mainstage and education seasons.

Darin Cooper Foundation  
Lachlan & Rebecca Edwards  
Jinnie & Ross Gavin  
Shannon Finch  
David & Deborah Friedlander  
Linda Herd  
The Low Family Foundation  
Sam Sheppard  
Alden Toevs & Judi Wolf

## ANNUAL GIVING

We are incredibly grateful for our annual donors who contribute essential funds, via Supporting Cast and Sharing Shakespeare, to the cost of our core operations. This ensures that we are able to focus our efforts on finding new ways to create, collaborate, educate on the mainstage and beyond including the life-changing opportunities provided through our learning and outreach programs nation-wide.

### \$50,000+

Tom & Elisabeth Karplus  
Sue Maple-Brown AM

### \$20,000+

Robert Albert AO & Libby Albert  
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Andrew Sisson AO

Sally White OAM

### \$10,000+

Dr Susan Pugh & Professor Michael Bennett  
Susan Burns  
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Alden Toevs & Judi Wolf  
Anonymous

### \$5,000+

Dr Brett Archer  
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 Anonymous (4)

### \$2,500+

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 In memory of Armon Hicks Jnr  
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 JB Were  
 Vincent Jewell  
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 Michael Sloan  
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 Peter Sturrock  
 Monica Wight  
 Anonymous (4)

### \$1,000+

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Mike Thompson  
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 Annie & Anthony Whealy QC  
 George M Wilkins  
 Helen Williams AC  
 Anonymous (15)

#### \$500+

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 Sally Basser  
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 Dr Neal Blewett  
 Rosanne Brand  
 Rick Burrows  
 Richard Campbell  
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 Yola & Steve Center  
 Tim & Phillipa Christian  
 Daniel & Laura Crennan  
 David Cullen & Karen Evans-Cullen  
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 Mark & Sandra Dorney  
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Lady Potter AC  
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Robin Syme AM & Rosemary Syme  
Margaret Tilley  
Suzanne Tzannes & Ross Tzannes AM  
Dr Peter White  
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Anonymous (11)

We would also like to thank our family of donors who contribute up to \$500. Every gift makes a difference to we are able to achieve.



*Just Romeo and Juliet!* world premiere © Elizabeth Carr

# THANK YOU TO OUR PARTNERS

We are grateful for our partners who help us deliver our education and outreach programs across the country, with special thanks to our National Schools Partner, Foxtel, and Teachers Mutual Bank for their support of the Regional Teacher Mentorship.

## PARTNERS



Premium Company Partner



National Schools Partner



Perth Season Partner



Regional Teacher Mentorship Partner

## TRUSTS AND FOUNDATIONS



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PACKER FAMILY  
FOUNDATION

SCULLY FUND



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## GOVERNMENT SUPPORT



Australian Government  
Department of Communications and the Arts

The Company is assisted by the Australian Government through the Australia Council, its arts funding and advisory body, and by the NSW Government through Create NSW.

## VENUE AND HOSPITALITY PARTNERS

Thank you to our venue and hospitality partners for kindly providing complimentary drink vouchers to our Hearts In A Row groups at Sydney Opera House, Arts Centre Melbourne, and Canberra Theatre Centre.





# GET IN TOUCH

Your support is vital for Bell Shakespeare to continue making an impact in schools and communities. To find out more or to discuss how you can support our work please contact:

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0420 756 022

[giving@bellshakespeare.com.au](mailto:giving@bellshakespeare.com.au)

SYTSKE HILLENIOUS

ANNUAL GIVING MANAGER

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Christopher Doyle & Co.

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