



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

The Principal's Newsletter March 2017





From the Principal

Who would have imagined it? In 1977, two small independent schools in the Essendon area amalgamated in the cauldron created during the establishment of the Uniting Church in Australia. Essendon Grammar School had opened a second site in Keilor East in 1961. The Council of Penleigh PLC invited, in 1969, the Principal of Essendon Grammar School, Rev HR Stevens, to be also the Principal of Penleigh PLC. The existence of two schools with one Principal led first to the establishment of a coeducation senior college, then called McNab House, in 1973, and these arrangements were formalised as a single school in 1977.

I provide this brief history to contextualise one aspect of the school's theme for 2017. Some may recall that 2016 was the *Year of the Acrobat*. For 2017, the theme is *Plus*. At one level the idea is simple. It was forty years ago that Essendon Grammar School *plus* Penleigh PLC created Penleigh and Essendon Grammar School.

But there's much more to this year's theme. The school's aims include *adding* to our students' experiences. Our Head of McNab House, Mr Anthony Simmons, ably explained this in his first term letter. He wrote:

In mathematics, the '+' symbol represents addition – combining one or more elements to create a new and different result. The symbol '+' can also represent positive and in Latin the word 'plus' means more.

These ideas of adding and combining, positivity, and even simply 'more', are embedded in our approach at the school. The PEGS experience is a function of our Culture of Thinking plus a wholehearted approach to Care and Wellbeing; of a challenging academic environment plus an extensive co-curricular programme plus innumerable opportunities for enrichment and extension; of high expectations plus high support. Adding all these elements together creates a positive experience in which we can all achieve more.

Our focus on the idea of '+' and our call on all members of the school community is to focus on adding: to their effort; to their understandings, skills and dispositions; to their connections to and within the community; and to the depth and breadth of their learning experiences.

While this year's theme has surprised some, it has been embraced with great vigour by staff and students. There are numerous quips based on *plus* through this Newsletter. At the first assembly for school staff in January, I referred to Bruce Springsteen's recent autobiography. He wrote:

When the world is at its best, when we are at our best, when life seems fullest, one plus one equals three. It's the essential equation of love, art and rock'n'roll bands.

I must add that the same is true for schools. Our students regularly make one plus one equal three. This is not an arithmetic error. It is a statement about the compounding effects that are possible at schools.

Each morning as I walk to my office from the car park I pass the Year Nine locker area at McNab House. If I'm early enough, I pass a girl working cross-legged in front of her open locker. Her iPad is fixed upright inside the locker. On the screen is an image of a flickering fireplace. She completes her homework "in front of the open fire".

I mention this because parents often have little sense for what happens at school. Students are notoriously circumspect about their experiences. As teachers, we are entertained and inspired, on a daily basis, by your children. We see the *pluses* that are occurring in their lives. We know that 2017 will *add* to their experiences. I know our students will have many *positives* during the year.

Tony Larkin

VCE Results 2016

The Class of 2016 achieved results that once again reflect the outstanding academic programme offered at PEGS. Five students achieved a perfect ATAR score of 99.95. These students were Rosemary Chen, Sohil Chhabra, Alec Leos, Madhavi-Priya Singh and Mark Yin. While the academic strength of these students has been evident for many years, they have also modeled generous commitment to our co-curricular programme as well as taking up additional opportunities. Within this group of five students, we have debaters, Firsts soccer and tennis players, the Leader of the Chinese Orchestra, members of the school Choir, Orchestra, Infinity Vocal and Infinity String ensembles, the editor of our student magazine, members of the Social Justice Group, the student speakers at the launch of the Anthology and One School Day, and representatives who were awarded places at

the National Youth Science Forum and the Harry Messel Science School. It is a significant achievement to have had five students so heavily involved in school life produce such outstanding academic results.

In total, twenty-two students achieved an ATAR of 99 or above. These students, in addition to those with a perfect ATAR, were Isaac Tang, Samuel Maio, Kelvin Burke, Manasha Kumarasiri, Michelle Pan, Ethan Kreutzer, Hua Li, Claire Taranto, Anna Rindfleish, Jacob Abdunour, Adrian Limone, Joshua Woodyatt, Hon Yi Ng, Giordan Perez, Kyle Zsembery and Andrew Tan.

The results of the entire cohort were again strong. Our median study score of 36 and the percentage of students achieving study scores of 40+ (26%) saw the school ranked nineteenth in the list of schools published by major newspapers. The school ranked third for the number of 40+ scores achieved in English and second for the number



of 40+ scores in Mathematical Methods and Specialist Mathematics, demonstrating our strength in core programmes. PEGS also ranked first for the number of 40+ scores in French.

Other statistics of note were:

- 25% of PEGS students received an ATAR of 95.00 or more
- 44% of students – over 100 students – obtained an ATAR of 90 or more
- Perfect study scores of 50 were obtained on twelve occasions in English (Manasha Kumarasiri, Mark Yin), Further Mathematics (Andrew Carlini), Health and Human Development (Matthew Williamson), Mathematical Methods (Kelvin Burke, Matthew Cheah, Sohil Chhabra, Maurice Cutajar, Madhavi-Priya Singh), Physics (Kelvin Burke) and Specialist Mathematics (Alec Leos, Isaac Tang)

The strength of our VCE results saw 66% of students being offered their first preference and 21% of students being offered their second preference. There was a slight increase in the number of students heading to The University of Melbourne (32%) and Monash University (24%). RMIT (18%) and LaTrobe (10%) also remained popular choices for our students. Arts, Commerce/ Business and Health Science courses were the courses selected by most of our students, at 21%, 19% and 18% respectively.

The class of 2016 made very generous contributions to both the school and the wider community and we have admired their willingness to take on challenges. They should feel proud of their accomplishments and are to be congratulated on the manner in which they balanced their commitment to all areas of school life.

Kate Dullard
Head of Infinity Centre



Friendship

The single best childhood predictor of adult adaptation is not IQ, not school grades, but rather the adequacy with which the child gets along with other children.

KidsMatter, Everyone needs a friend

Making friends is an important part of a child's social and emotional development and overall wellbeing. In the early weeks of the kindergarten year children form new relationships, build connections and begin to practise the skills associated with friendship. This is nurtured through both planned and spontaneous moments of play when children learn from each other.

Children learn, for example, to take turns, to include others' ideas in play and to respect how other children may be feeling. They become more confident as they become familiar and comfortable at Kindergarten, more compassionate and respectful towards others and ultimately empathic. The outcome of this process happily aligns with the school's theme of *Plus* by adding to their sense of belonging to and connections within the community.

While it may be a simple concept, learning a friend's name is a goal when commencing at Kindergarten.

Pam Hocking

Director of Kindergarten





Coding for Year Sevens

Early in the term our Year Seven students commenced a study of Coding to improve their skills for this technological age. Lead by the school's IT educators, our students were enthusiastic and excited about the opportunity to learn how to code. They were able to explain the purpose and importance of coding. Many were excited about being able to create their own Apps and games.

Their first activity was to hide a table tennis ball somewhere in the school grounds and create a list of instructions (directions) to allow another group to find it. After this activity, they were able to appreciate the need for a precise sequence of commands. Afterwards they had their first attempt at coding using their iPads and the Swift Playgrounds App. The room went quiet as the students used their problem-solving skills to advance through different levels. Coding activities will be continuing in Year Seven throughout the year.

Ben Lehtonen
Year Seven Student Coordinator



Building resilience

The start of each year provides the opportunity for teachers to work on strategies to develop resilience in their students. New routines, relationships with peers and teachers and the challenge of unfamiliar learning can sometimes throw even confident students into a tailspin.

The difference between the students who bounce back easily and those who can't recover from frustration or anxiety is resilience. Resilience comes from students' beliefs and attitudes about themselves and their control over their world. The mitigating, internal factors that support resilience, a sense of humour, self-efficacy, optimism and flexibility, are traits that teachers and parents can support.

When a student comes to us with a problem, we help her deconstruct it and encourage an analytical approach. How big is this problem? Can you fix it yourself? This doesn't necessarily minimise a student's concern but it builds the ability to solve problems and encourages self-belief.

The notion of self-belief starts at Prep when our youngest students are encouraged to make choices and are helped to articulate their outcomes. In subsequent years, this extends to homework, co-curricular activities and friendship choices.

We should not protect or shield our students from failures and challenges. They need these experiences both at school and in everyday life. Different lenses can often give students perspective and, in turn, help them to mature and be less egocentric.

Teachers have many opportunities to observe students at work and play, and we see the development of student resilience as a vital partnership between teachers with parents.

Christine Hallman
Head of Junior School (girls)





Thinking @ Gottliebse House



The school's commitment to a culture of thinking continues to drive staff professional learning and development at every campus. Staff from all sections practise thinking routines in workshops facilitated by Ron Ritchhart from Harvard University, while others are doing an on-line learning project on Visible Thinking through Harvard University. Teachers have taken this learning into their classrooms. Here's a story from Gottliebse House.

It's Period Four and Year Eight students are out of their chairs, contemplating an important question. They are using a thinking routine called Four Corners. They are silently placing themselves around the classroom in a physical spot that reflects the degree of their agreement or disagreement with the proposition that "Everyone should be equal". It seems a simple question but in reality, it begs to be qualified, defined and wrangled to reflect myriad contexts ... something that silently committing to a corner of the room does not immediately permit. It is then that the thinking takes off, as students explain their views, listen to others' reasoning and have the opportunity to alter their allegiance if they are convinced by a counter viewpoint. It is a powerful visual and physical exploration of thinking, opinion and reasoning, which energises and galvanises opinions and ignites deep passions and feisty debate.

Teachers are continuing to learn more about the culture of thinking and are applying what they learn to drive the thinking that happens in the classroom, making it dynamic, engaging and visible to our students.

Caroline Horton Andrews
Head of Gottliebse House



Bystander Code of Conduct

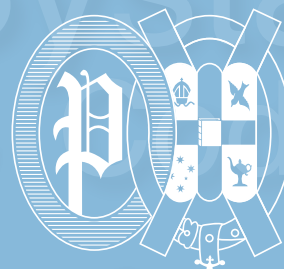


As part of the Leadership Programme at the Infinity Centre, students are encouraged to consider actions they can take that will enhance their environment. Last year, two Year Twelve students started a discussion about the role of bystanders when negative behaviours occur. They formed an action group, that met during lunchtimes and included Infinity Centre and Middle School students and teachers, to develop what is now called the Bystander Code of Conduct. While there was staff involvement, the Bystander Code of Conduct really emerged from the ideas and discussions of the students.

Christian Georgianos, Kristie Nguy and Ruby Humphreys (Year Twelve) launched the Code of Conduct at assemblies in Term One. When they spoke to students and staff, they said their aims were “to make school life easier by promoting a healthy and safe environment without needless distractions and discomfort” and to “build a community ... where nobody feels they are alone and without support”. Students have been encouraged to sign the Code of Conduct to pledge their support for maintaining a safe and supportive school community.

Kate Dullard
Head of Infinity Centre

Bystander Code of Conduct



I understand that:

- I am a member of a larger community where everyone has the right to be and feel safe and respected
- my actions affect others, directly and indirectly
- if I choose to be a passive bystander, I'm sending a message that harmful behaviour is ok

I am committed to supporting a safe and respectful environment by:

- speaking and acting in a way that makes others feel safe and respected
- taking positive steps to support someone who is being bullied or hurt, verbally, emotionally or physically
- finding opportunities to laugh and have fun, but understanding that if behaviour is hurting people, it's not 'just a joke'
- behaving on social media in the same way I would behave in the 'real world'
- acknowledging and supporting kindness and good behaviour





Leadership Day at Infinity Centre

On Sunday 5 February, 130 senior students walked into a Leadership Seminar not knowing exactly what was going to happen. Matt Kershaw, the CEO of yLead, greeted us. He explained that leaders are not necessarily people with a badge or title but those with the courage to do things, to change others and to make the world better.

Dancing was the first of many practical activities that gave us opportunities to demonstrate our creativity and ingenuity. Though not immediately obvious how this related to leadership, Matt used the notion of making a great pizza to explore the notion of building ideas and projects from a sound base. Towards the end of the day, groups competed to come up with ideas on how we, as leaders, can work with our peers to make the school an even better place. Matt also highlighted the need to strike a balance between having ideas and realising them.

Matt was a highly entertaining presenter who used stories to illustrate his ideas. It was his humour that kept us listening, even on a Sunday morning and the day hopefully will inspire us to turn into action our dreams to be people of influence.

Trung Nguyen
Year Twelve



Additions at the Essendon Campus



Our Year Four boys have moved into the new Year Four Centre at the Essendon Campus with much excitement. They are enjoying a stimulating and vibrant space complete with large TV screens, Apple connectivity and bright colourful surrounds. With two large breakout areas for group work and purpose-built lockers, the centre has been a terrific addition to our campus.

The accompanying library renovation has also been well received. The library is now more spacious with better light and the boys are enjoying the new nooks and quiet spaces for reading.

A complement to this new precinct is our improved school entrance. The wider, light-filled space has provided a passive recreation area including lawn and gardens between the library and the administration building. It doesn't stop here; the refurbished and extended canteen is another important addition to the campus that is being enjoyed by our Junior School boys.

Craig McFarlane
Head of Junior School (boys)



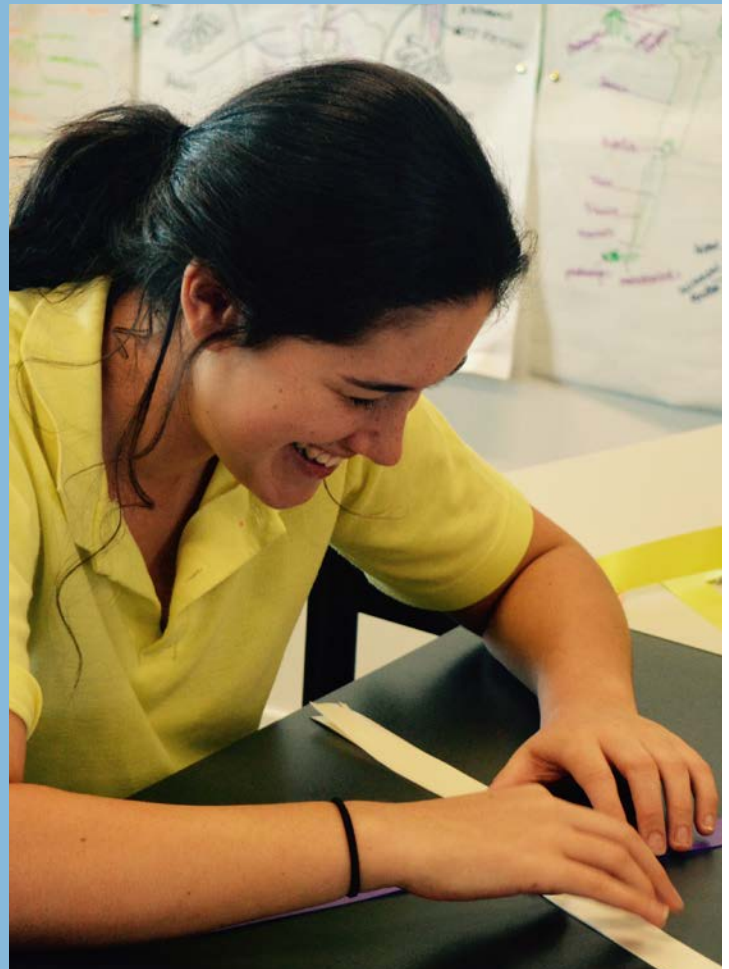
Community connections

Wellbeing is nurtured by mutual respect and a strong sense of connectedness.

The Queensland Government has partnered with Brisbane artist Maryann Talia Pau to form the One Million Stars to End Violence project (www.onemillionstars.net). This project invites communities to join in the conversation of ending violence across the world and to weave one million stars by July 2017. The stars will then be featured in an installation at the 2018 Commonwealth Games on the Gold Coast.

The students at McNab House have committed themselves to making PEGS a stellar weave community; we aim to contribute 10,000 stars. This project has proved to be an invaluable learning experience. Our students have mastered a new skill and formed meaningful connections with their peers, staff and the wider community. We encourage everyone at the school to weave a star and start a conversation about respectful relationships.

Amanda Stephens
Year Nine Coordinator



Y-Challenge at McNab House

Self, Skills and Service is one of the compass points for the 9ERS programme that is offered at McNab House. The Y-Challenge community involvement programme is one of its important elements. Students volunteer their time and skills to various community groups over five consecutive weeks.

One of this year's destinations is the Furlong Park School for Deaf Children. The school's Deputy Principal, Ms Maria Burgess, has provided McNab House students with the opportunity to learn some basic Auslan before attending this placement. This is an important addition to our students' skill set. We are confident that our students will enjoy this learning experience and the opportunity to contribute to their local community.

Amanda Stephens Year Nine Coordinator and **Philippa Buchanan** Year Nine Student Coordinator







Peer Support @ Gottliebsen House

To assist Year Seven boys commencing at Gottliebsen House, Year Ten students run weekly peer support sessions. I interviewed Thomas, from Year Seven, and Sebastian, his Year Ten mentor, to learn their thoughts about peer support.

What have you enjoyed most about the peer support programme?

Thomas (Year 7): I have found having an older student to talk to about student life at Gottliebsen House really reassuring. Whenever I, or other students, need help with something we can go to a Year Ten student and ask them about it.

Sebastian (Year 10): Getting to know someone in Year Seven and remembering what it was like to be in Year Seven.

What are some of the topics that you have covered in the programme?

Thomas: I have learnt about organizing my folders, locker and most importantly my time. The Year Tens have also reassured us that it is normal to be challenged by the new experiences of Year Seven and that building regular routines at home will assist us with finding a nice balance between home learning and leisure time. They have also demonstrated to us the features of PEGSpace and how it can be used to find information about our subjects and co-curricular activities.

Why has it been useful to talk to a Year Ten student about Year Seven?

Thomas: I understand that they have completed Year Seven recently and know exactly the challenges and changes when adapting from primary school. For example, when we complete goal setting activities they can guide us and give us feedback about whether our goals are achievable or even advice on how to reach them.

From the perspective of a Year Ten, what have you learnt from mentoring?

Sebastian: We need to remember that Year Seven is completely different to primary school and how to deal with this difference. For example, exam pressures take a few years to understand. We need also to learn how different kids respond to pressure and encourage the boys to work hard, be creative, don't be afraid to get things wrong and do what is necessary to be as successful as they can be.

Have you brought anything from your own peer support experiences three years ago while in Year Seven to your mentoring style?

Sebastian: I want the Year Sevens to understand that there are new challenges but not to let these challenges overwhelm them; nothing is impossible. This is something I would like my buddy to keep in mind.

Rodney Clarke
Year Ten Coordinator

National Computer Science School

Tracey Le and I were selected to attend the ten-day National Computer Science School (NCSS) at the University of Sydney during the summer holidays. We were given the chance to meet experts from the technology industry and visit technology companies such as WiseTech, Atlassian and Google.

In lectures, we were split into two streams: the embedded stream and the web development stream. The embedded stream focussed on BBC micro:bit, and experimenting with its various features. We moved to incorporate other circuits into this system and learnt how a basic CPU works. Our final project involved creating activities with micro:bit.

In the web development stream, we worked on the development of a social networking site. The group was split into teams, each working on a different aspect of the site; from the design and web functionalities, to server and database considerations, to a customised programming language.

In the evenings, we participated in a newspaper tower building contest, trivia games, a scavenger hunt, cryptography challenges, programming competitions and drama challenges. NCSS is a rewarding and amazing experience for any student interested in computer science and technology.

Matthew Cheah
Year Twelve

Science is the best!

We have just returned from the 2017 National Youth Science Forum (NYSF) and we find ourselves lost for words, not knowing where to start when recounting our amazing adventure during the January break. Being surrounded by two hundred of Australia's most enthusiastic science and mathematics students at Australian National University was a life changing experience. It entirely altered our outlook on the world and the opportunities available to us. At the NYSF, we developed as individuals capable and ready to tackle the challenges facing our planet through the application of STEM (Science, Technology, Engineering and Mathematics). The enthusiasm and passion for science that was shared with us was infectious.

NYSF students explored their passions and interests by attending specialised lectures, visiting various laboratories and building lasting connections with actual researchers and scientists. This occurs while having a tremendous amount of fun and making friends and lasting memories.

The NYSF is a diverse and challenging programme which aims to develop Australia's young scientists by sparking curiosity and motivation. We are forever grateful for the support of local Rotary Clubs and our school.

Sheldon McCunnie, Amber Condell, Dewmi Abeysirigunawardana and Leon Yeung
Year Twelve





House Co-Captains and Vice Captains for 2017

House Competition

— a report from an insider

The House competition at McNab House is synonymous with a few things – losing your voice, never losing your sense of fun. It was these aspects of House that last year's leaders cultivated through their inclusive organisation of all major House events, commitment to charity and, ultimately, relentless enthusiasm.

House is firmly cemented as a lively component of school life, providing opportunities to explore and excel in areas outside of the academic curriculum. It also allows us to take affirmative action in the wider community. Last year, for example, Chaucer House supported charities such as HoMie, Lort Smith, Lentara UnitingCare and SIDS and Kids.

2016 was a stellar year for Chaucer. We won the swimming and athletics carnivals, the Year Seven da Vinci Decathlon, the soccer Round Robin and the student-teacher Talent Show. Chaucer had the honour of being the inaugural recipients of the Meg Benney Shield and, with our brother house Reynolds, the McMaster Cup.

These victories directly attest to the spirit of every single girl who put her name down to swim, cheer, debate, paint or participate in whatever challenges came her way, including moments where girls volunteered to step in for housemates in emergencies or as last minute changes.

We are indebted to the teachers who have supported events, particularly the House Activities Coordinator, Ms Kaloudis, and the House advisors. Each House team is looking forward to taking House spirit further in 2017.

Mirella Wong
Chaucer House Co-captain (2017)





Camp Open Day 2017

Positive Behaviour



If you ask students at Gottliebsen House what they like most about school, “being with my friends” is a frequent response. However, human nature is fickle and adolescence is challenging, tension sometimes occurs between students; testing friendships, causing hurt and sadness and even occasionally developing into negative verbal and physical exchanges. I have seen times when frustrations, hurt, fear of being excluded, a desire to impress peers or some other powerful force affects the behaviour of a student. He can change in a flash from being mild-mannered, respectful and in control of his emotions, to acting in a way that does not meet the expectations of the school community and, therefore, attracts a response.

On these occasions, I think it is important to distinguish the boy from the behaviour and recognise that while the actions may not be acceptable, the student remains a valued member of the Gottliebsen House community and it is because people here care about him and are here to support him, that we really want him to learn from the experience and make better choices next time. Our response to negative behaviour may involve a consequence – such as a detention, but it will also be educative. Our response may also involve a structured conversation with others, allow students to clarify events and to understand people’s responses, develop empathy and, where possible, restore relationships.

What I hope our response will absolutely always achieve, is to reinforce that we value every student and care about his wellbeing. In addition, it should confirm our commitment to a safe and secure learning environment where physical harm is not tolerated and where we support students who make mistakes to reflect on that behaviour and to make better decisions in the future.

Caroline Horton Andrews
Head of Gottliebsen House



French Tour

Don't get me wrong! The idea of staying in a foreign country away from my friends and family terrified me. I had never been away from home for such a long time. I am a creature of habit but this experience taught me to adapt to new and sometimes challenging situations and I learned many new things about the French and their culture. I stayed in Grenoble situated in the French Alps and it was freezing! My host family was super. We shared many interests and experiences I will cherish forever.

The exchange was followed by a tour of the South of France. We had an absolute ball in Nice. In Monaco we felt like the rich and famous and in Cannes we hid behind our movie star sunglasses! One of my favourite places was the quaint town of St Paul de Vence where Van Gogh painted. We then visited Antibes where Picasso produced many works now housed in the Picasso Museum there.

My time in France will always remind me of the wonderful family who hosted me and the great times I spent living in Grenoble. Overall the experience was extremely enriching and it was wonderful to spend time with my peers and the fantastic supportive staff who accompanied us on the tour.

Lucie Reuter
Year Eleven

During their six week stay in the South of France the students pushed new personal, social and academic boundaries. Expectations of what they would be capable of achieving shifted dramatically. As little as three weeks into the tour, students observed a notable difference with their listening skills and spoken French. They were able to comprehend at a deeper level and engage more confidently in conversations on a range of topics. Students reported being able to understand Maths, Science and History classes taught in French. Some were asked to present to politics classes in French about Australian politics and culture.

When asked to reflect on the experience many students commented that the challenges of this tour had made them more independent and resilient. In addition to accelerating their language proficiency, they had formed solid friendships with their host families. The common theme was that the exchange provided them with a unique experience.

Devon Lomanowicz
French Coordinator, Gottlieb House



D'autant plus!



For our six Music Leaders for 2017, it will definitely be a year of *pluses*. They are required to lead their peers, possess musical strengths and assist their conductor in a number of practical ways. Ethan Ellul (Stage Band), Kenneth Huynh (Orchestra), Trung Nguyen (Guitar Ensemble), Tessa McKenna (Concert Band), Allen Xiao (Chinese Orchestra) and Amber Condell (Choir) not only exhibit a number of personal pluses but will be important players when the Music Department produces its major concert series in Term Two.

Embracing the school theme of *Plus*, the tri-series, entitled *+Music*, will present two shorter concerts on Tuesday 16 and Monday 22 May and, in compliance with the application of plus meaning more, a longer concert on Monday 26 June. The first concert will feature the Jazz Ensemble, Chinese Orchestra and Concert Band and the second will include the Infinity String Ensemble, Choir and the Guitar Ensemble. The concluding concert will bring the Synthesizer Ensemble, Infinity Vocal Ensemble, Percussion Ensemble, Stage Band and Orchestra together.

In addition, (yes, that's another plus), each concert will include some extra items during stage breaks. These additional items will only be revealed on the night of the concert. So, if any of this is causing you to feel a little nonplussed, in the words of the French, d'autant plus (all the more reason) to book a ticket and follow our Music Leaders to see what the *plus* is about!

Peter Chaplin

Director of Music



Great Heights



The PEGS Drama Ensemble has recently had a fantastic time creating a unique dramatic experience, *Great Heights*, an episodic spoof of serial dramas. The series began life as the workshop *Serial* where the idea was to create a number of short ten-minute episodes, to be performed during lunchtimes for whomever wanted to turn up. It's fair to say we underestimated the demand for free lunchtime entertainment.

The group considered various genres before deciding to send-up Australian soap operas. Four families were created – “Aussie battlers”, share-house students, a yuppie household with two same-sex couples and a recently arrived refugee family from Afghanistan – and placed on the fourth floor of an apartment building.

The response was overwhelming. With very little advertising, Episode One: Pilot saw 160 students pack the theatre with more than sixty students being turned away. An encore performance was organised and subsequent episodes have also seen huge audiences. There was even a “fan page” where audience members discuss theories about potential storylines and various cliffhangers. There were also some surprise cameos, both from students and staff.

I wish to thank the twenty or so students who helped create this project and the hundreds of students and staff who have come to performances.

Justin Murray
Director



New sport uniforms

Distinctive new uniforms have recently been introduced for our sporting teams. Items are now available from the school uniform supplier, Noone Imagewear and details of the requirements for each sport are published on PEGSpace. Team members will have two years to transition to the new uniform.





Volleyball Nationals 2016

Eight excited Year Seven girls embarked on their first Volleyball Nationals on Monday 5 December 2016. Isabella Brown, Megan Huynh, Charlee Kemp, Ella Hough, Victoria Day, Casee Gazelle, Gabriella Korn and Emily Kostandinov joined another 240 teams at MSAC with high hopes for five successful days of volleyball.

These exceptional girls not only demonstrated their killer serves, big blocks and great back court passing but they worked exceptionally well as a team. Supporting each other through the highs and lows of the week, they became a well-oiled machine that eventually progressed to the grand final. Playing Kew High School for the gold medal, they fought hard until the final point but were unfortunately unable to achieve their dream. They went home still incredibly happy with their performance and with silver medals around their necks.

Catherine Lane
Director of Sport



Australian Schools Basketball Championships

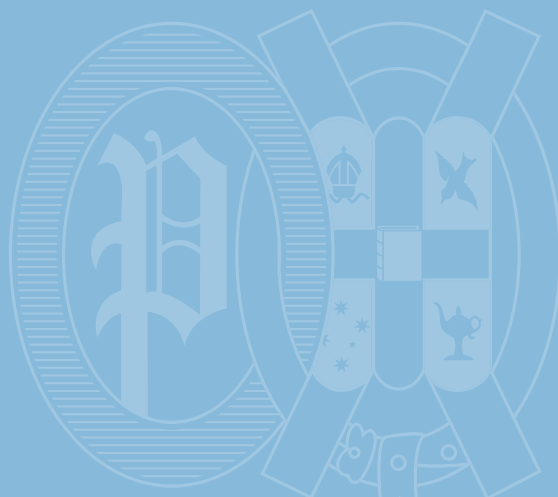
During the first week of December, two PEGS teams took part in the Australian Schools Basketball Championships held at the State Basketball Centre in Melbourne. Over 350 teams competed in the tournament. Our Firsts boys' team played in the Under 20 competition and our Development Squad competed as an Under 15 team. Both teams encountered stiff opposition.

Our Under 20 team won a place in the Grand Final for their division against Willetton Senior High School from Perth. The boys were competitive for three quarters but fell away in the final quarter to lose by 16 points.

The Under 15 team had been well prepared by former Olympian and long-time PEGS coach Mr Ray Tomlinson. Despite only three boys with representative experience, the team only narrowly missed the semi-finals on a countback.

Congratulations are extended to both teams and their coaches.

Chris Clark
Sports Coordinator (boys)



From the Archives

Brigid Cooper Archivist

PEGS is Forty - From 1977

It is forty years since Penleigh Presbyterian Ladies' College and Essendon Grammar School amalgamated to form Penleigh and Essendon Grammar School. The lives of students did not change dramatically in 1977. In fact, there is no mention of the amalgamation in the school's twin 1977 Yearbooks - *The Black Watch* and *The Triune*. The combined school name was not used extensively until the late 1980s. Many locals still talk, even after forty years, about "Essendon Grammar" or "Penleigh" when referring to the school. The PEGS Archives holds various images from 1977. These include the inflatable "cover" at the new school pool at the Essendon campus. David Burton (Year Seven) made the following observations in *The Triune*:

Gone are the days of waiting out in the cold for your turn to swim with our new bubble covering the pool.

The first attempt to blow it up occurred ... after the May holidays. The air to hold the cover up was pumped ... through three fans. In case of emergency, [if] the motors fail or a rip occurs in the material, there are six large beams to hold it up. To stop air coming out ... a revolving door has been installed.

... there are also bad [points] about the cover. One of these is that the slightest sound makes an echo. Another problem is that ... our pool is heated and, therefore, there is a lot of steam.

To find the advantages, I asked Mr Fox, the PE teacher, about the effect it had on his lessons. He said, "It has meant that we can swim all year round and ... train during the winter."

The first attempt to blow up the cover was unsuccessful due to a split above the door. It was disappointing for everyone, including the cameramen from Channels Two and Nine. [The bubble] was fixed after a few days.

PEGS Archives is interested in hearing from anyone who has photographs from 1977, particularly casual photographs of students. Thank you to those who have already shared their class photographs.



*Junior students having swimming lessons under the new bubble at the Raleigh Street pool.
(PEGS Archives [PH04260])*

Former Students' Association News

Alumni Spotlight Leonard Macdermott, Class of 1928

Leonard Macdermott attended Northern Grammar, now PEGS, and completed his final year at the school in 1928. Len celebrated his 100th birthday on 11 November 2016. His son, Ian, has provided the following responses.

What have you been doing since leaving Northern Grammar in 1928?

Len attended Melbourne Grammar after leaving Northern Grammar in 1928. After school Len joined the Metropolitan Gas Company completing various jobs, mainly clerical. He was in the Air Force in World War 2 then rejoined the Metropolitan Gas Company. Len moved to ICI working in the purchasing area before moving to South Australia in 1951 to take up fruit growing.

During your time as at Northern Grammar, what did you like most?

Len particularly enjoyed sport. Len's awards and sports prizes included:

1924 Special Prize in the Lower School for Scripture - Form I and Sports Prize in the Flat Race and the Potato Race - Form I

1925 Sports Prize in the Flat Race and Potato Race - Form II

1926 Third in Form - Form IIIb

1927 Sports Prize for the Flat Race and the Potato Race - Form IV

Tell us about your 100th Birthday celebrations.

Len celebrated his 100th Birthday with a lunch for thirty people at the Kooyonga Golf Club. The guests included family members, friends from Waikerie and his neighbours from the Kalyra retirement village.

What is your biggest accomplishment?

Len's biggest accomplishment was being on the Board of Waikerie Cooperative Producers and the committee of the Agricultural Bureau of SA. Len is particularly proud to have been awarded life membership of the Agricultural Bureau of SA.

What advice would you give to young PEGS alumni?

Do the best you can in whatever job you get.

What do you do in your spare time?

Len enjoys making wooden toys. He believes everyone needs an occupation, no matter how old they are.



Len Macdermott (second row, kneeling next to pole, with white shirt) in this Northern Grammar School photograph from 1926 at Raleigh Street, Essendon. (Donor: Mrs Wendy McMaster (nee Williams) [PH04380])

Former Athletics Captains

On Saturday 11 February, I was fortunate to be involved in Usain Bolt's Nitro Athletic event. My family and I were able to mingle with the athletes over the four hours of competition. The highlight was meeting Usain, having photographs taken and obtaining his signature.

As we are both former PEGS Athletics Captains, I was also keen to meet Linden Hall (Class of 2009) and congratulate her on her selection into the Australian team for the Rio Olympics 2016 where she performed extremely well, making the semi-final of the 1500m and placing 13th overall. She is now only a second away from the Australian record.

My athletics career continued after school, reaching fifth in Australia in 2005 in the 400m, before slowing down whilst I had my three children. I now compete with my husband (whom I met at the Stawell Gift) in the professional athletic circuit, which culminates each year at Stawell over Easter.

The World Championships, which are in London in July will be Usain Bolt's last international appearance. My family and I have had tickets booked to this event for almost a year. Linden, who has a very bright future in athletics, will be aiming for this as well as the Commonwealth Games in 2018. We will be watching her progress with great interest.

Anna Pasquali (Deery) Class of 1996



PEGS Business Network

The PEGS Business Network is dedicated to providing business, networking, industry insights and opportunities for the broader PEGS Community. This includes former students, parents and current students.

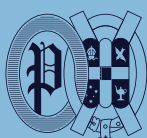
The network is available for the PEGS community to assist in business and introductions along with employment and career opportunities.

There are four business events in 2017:

- Friday 31 March, 7am-9am, RACV Club – 2017 Welcome and Entrepreneurship
- Friday 23 June, 7am-9am, RACV Club – Finance and Economic Outlook
- Friday 22 September, 7am-9am, RACV Club – Leadership, Innovation and Technology
- Friday 24 November, Time and Venue tbc – Networking Drinks

If you would like further information or to book via phone/email please contact the PEGS Business Network Coordinator, Lisa Leask on 03 9016 2181 / lisa.leask@peg.vic.edu.au

We look forward to you joining the PEGS Business Network in 2017!



PEGS BUSINESS NETWORK

2016 Golf Day

The Penleigh and Essendon Grammar School Former Students' Association Golf Day was held on Monday 12 December at the Northern Golf Course in Glenroy.

Over eighty participants, including school suppliers, staff and current and former students, enjoyed a great day. The overall winner of the Ambrose competition was a team including former students Aaron Leask and Mark Stephens. Runners up were a PEGS staff team and third place went to the Noone Imagewear team.

Thank you for the support of school suppliers who made the event possible as major sponsors for the day. These included Arthur Reed Photos, Fuji Xerox, Grant Thornton, Noone Imagewear, McIlldowie Partners, Reflex Technology Group, National Australia Bank, NGS Super, Premier Office National, Rider Levett Bucknall and Toyota Finance.

We would also like to thank the businesses that supplied prizes on the day including A Grade Cleaning, ARG Planning, ASCOT Security Services, Calder Park Property Services, Campion Education, Nelson Alexander Real Estate and Rendina Real Estate.

The proceeds of the day will be used to fund new goal posts at the school's Keilor Park sports grounds.

Special thanks for the organisation of the event are extended to Lisa Leask.

Mina Pitliangas

Treasurer
Former Students' Association



*Winning Team,
Aaron Leask, John Stephens, Mark Stephens and Adam Hicks*

FSA Functions 2017

AGM – 1 May

10 Year Reunion – Saturday 29 July

20 Year Reunion – Saturday 26 August

30 Year Reunion – Saturday 21 October

Football Lunch – Friday 26 May

Hockey Breakfast – TBC

Golf Day – Monday 11 December

For more information on these events, or to assist with your upcoming reunion, please email fsa@pegs.vic.edu.au

Private Functions

Golden Girls' Luncheons

12 July and 8 November

Botanical Hotel, 169 Domain Road, South Yarra at 11:30 am. Contact Judith Ross on 0417 538 335 for more information.

PEGS Business Network Functions

Finance + Economic Outlook

– Friday 23 June

Leadership, Innovation + Technology

– Friday 22 September

Networking Drinks

– Friday 24 November

For further information please contact the PEGS Business Network Coordinator, Lisa Leask on 03 9016 2181 / lisa.leask@pegs.vic.edu.au.

LinkedIn:

PEGS Business Network's specific purpose is to connect former PEGS Students and Alumni in business, creating business opportunities for all members while also keeping in touch with and contributing to the greater PEGS Community.

To request membership, please login to LinkedIn and search for '**PEGS Business Network**'

Facebook

If you have a **Facebook** account, please search for **PEGS Former Students' Association** and **PEGS Business Network** and 'like' our pages.

Announcements

Births

Chris Carr ('99) and Ally Seok, a daughter, Sophie Kate, sister for Edward and Alexander, on 9 May 2016.

If you have any information you'd like to share, please send an email to Lisa Leask at lisa.leask@pegs.vic.edu.au

Welcome to Friends of PEGS

The Friends of Penleigh and Essendon Grammar School (FoPEGS) is the parent association at the school. FoPEGS provides opportunities for strengthening the school community across campuses by organizing events for parents to socialise and network. Fund raising activities have provided significant contributions to many important school projects, and last year these included purchase of a new 57-seater school bus and upgrades to sound and lighting equipment at the HR Stevens Music Centre.

In 2016 FoPEGS organised Mother's and Father's Day stalls at the Essendon and Moonee Ponds campuses and hosted a number of events which were attended by parents across all Sections of the school. These included an Outdoor Movie Evening, a Trivia Night - Hawaiian Style and the End of Year Ladies Event. The annual Craft Market, held in Term Four, is always an important and happy occasion on the school calendar.

This year our association will again host numerous events for school families and friends. We hope you will share in the activities to be announced or perhaps join the FoPEGS committee. New members are always welcome.

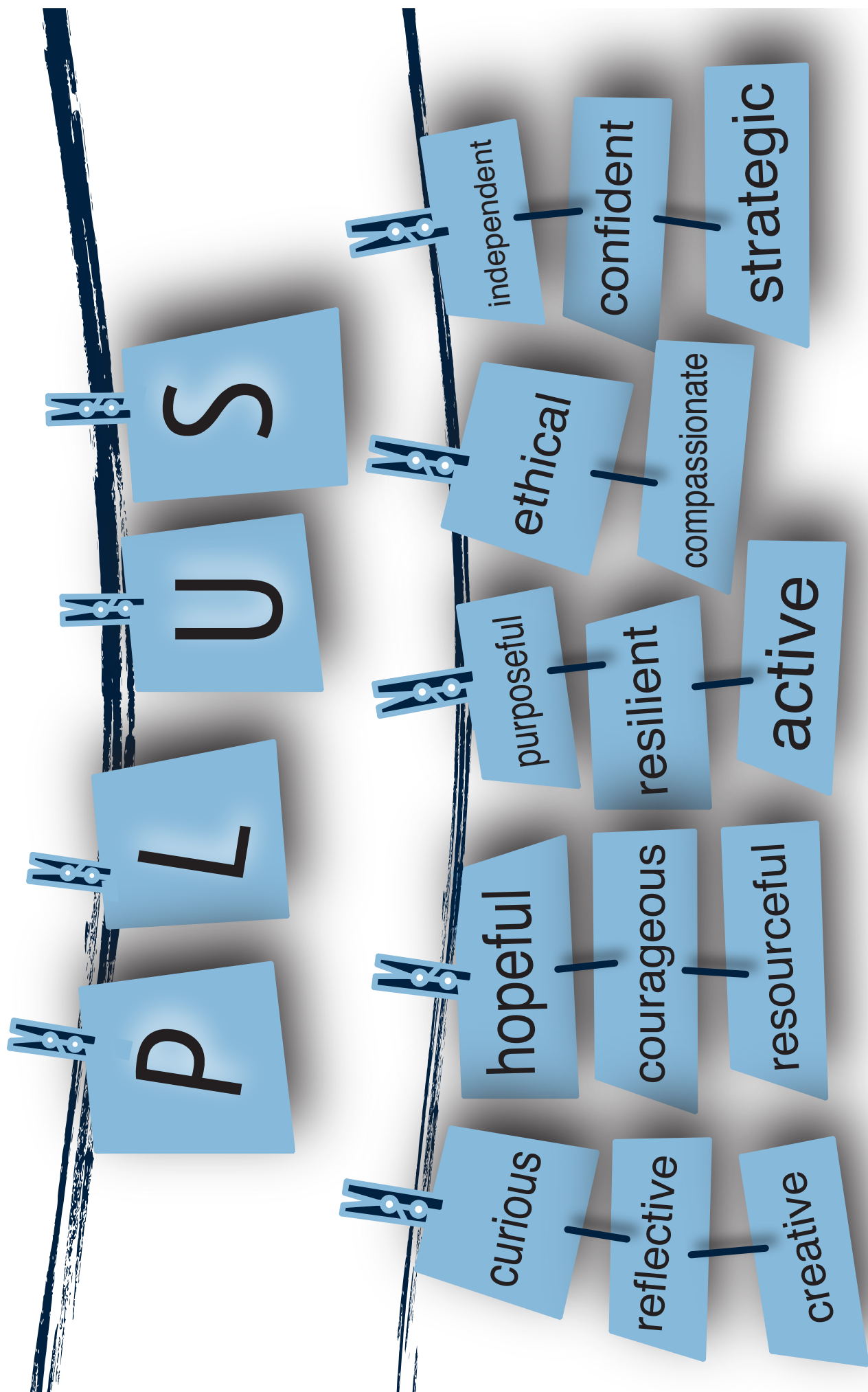
Lyn LoMoro

Former President FoPEGS



Ladies Event 2016 - High Tea

PENLEIGH AND ESSENDON GRAMMAR SCHOOL 1977 - 2017



2017 Dates for the Diary

April

19 April – Term Two begins
24 April – Piano Concert One
26 April – Vocal Concert
27 April – String Concert One
28 April – Big Blue Bonanza (Infinity Centre)

May

1 May – Woodwind Concert
2 May – Percussion Concert
4 May – Synthesizer Concert
8 May – Guitar Concert
9, 10 May – VCE Concerts
11-13 May – Drama Performance
16 May – Secondary School Concert One
17 May – Thinking Seminar Two
18 May – Brass Concert
22 May – Secondary School Concert Two
30 May – Suzuki Concert Two

June

21 June – Junior School Concert
26 June – Secondary School Concert Three

July

18 July – Term Three begins
31 July – Suzuki Concert Three

August

3-5 August – Musical Performance
7 August – PEGSFest commences
9 August – Thinking Seminar Three
15 August – One School Day
24-26 August – Drama Performances

September

1, 2 September – Dance Show
3 September – Concerto Concert
4 September – Suzuki Concert Four
6, 7 September – VCE Music Recitals

October

9 October – Term Four begins
10, 11 October – VCE Art/VCD/Media Show
12 October – Piano Concert Two
16 October – String Concert Two
19 October – VCE Music Concert (Yr 11)
24 October – Valedictory Dinner

November

2 November – Suzuki Concert Five
27 November – Junior Christmas Concert
29 November – Suzuki Concert Six and Break-up

December

11 December – Carol Service
20 December – School Receptions closes

Contact details: newsletter@pegs.vic.edu.au

