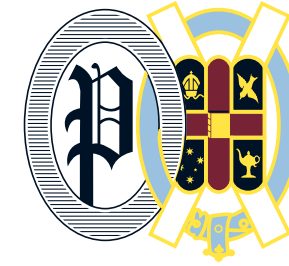


PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

The Principal's Newsletter June 2017



From the Principal

While the school has been celebrating the fortieth anniversary of the amalgamation of Essendon Grammar School and Penleigh PLC, there are other anniversaries and new successes in 2017 that also deserve celebration.

At the Former Students' Association's annual Football luncheon, members of the 1977 team were joined by their coach, Mr John Birt, to celebrate the first victory of the PEGS First XVIII against Assumption College and its first AGSV football premiership. Although the school had to wait another fourteen years for its second premiership, its tally of football premierships is now eleven.

More recently, PEGS won another AGSV tennis premiership – its first since 2015 – late in Term One this year. Other successes have been in areas as diverse as chess, the DaVinci Challenge, Maths competitions and the various +Music concerts. Regular Twitter feeds has meant that the school community is alert to hundreds of other student events.

The school is also celebrating the twenty-fifth anniversary of the foundation of its Chinese Orchestra. Students from our Chinese Orchestra have performed across Australia as well as in China, Singapore and Taiwan. The Chinese Orchestra is one of the school's admired initiatives.

The incredible popularity of this year's Thinking Seminars has been a credit to the organisers. At the recent Premier's Awards, four students from the Class of 2016 received awards. This included two students receiving prestigious Top All-Rounder VCE High Achiever awards. No school had more awardees and only one other school had multiple recipients.

At an individual level, two Year Twelve students have distinguished themselves at the national level. There's been the long-anticipated selection of Matthew Cheah in the Australian Mathematical Olympiad Team to compete in Rio de Janeiro in July this year, and Cameron Rayner, who was recently selected to captain the Australian Institute of Sport's AFL team.

We know that success is rarely this public. One should remember the private successes of our students – the good Mathematics test result, an art work that exceeds a student's intention, the performance of a difficult instrumental piece, selection in the cast of a play, the mastery of a French poem or the successful completion of an oral presentation. These are the daily successes that mark our students' time at the school.

It's only midyear. There will be many more successes for our students as they move towards the daily and special events that will populate Terms Three and Four. PEGS will undoubtedly remain a vibrant place to work, to play and to think. This is the joy that the school provides to every member of its community.

Tony Larkin

School Leaders

The school provides numerous formal leadership roles to its senior students including captaincy positions for its Firsts teams as well as leadership positions for its drama, dance, public speaking, chess and major music groups. These students attend the school's leadership seminars, leaders' luncheons and the annual Colours lunch.

The school wishes all of these leaders the best for 2017. I am confident that they will lead their teams or ensembles with distinction throughout the year.

Tony Larkin

Our athletics captains are not announced until Term Three just prior to the athletics season. With this exception, our school leaders for 2017 are:

Boys' sport:
 Badminton – Leon Yeung
 Basketball – Tom Aylett
 Cricket – Harry Fisher
 Cross country – Matthew Sostaric
 Hockey – Lachlan Saporito
 Football – Cameron Rayner and Riley Scarce
 Soccer – Jack McKernan
 Swimming – Carlton Baillon
 Table tennis – Josh Cai
 Tennis – James Woernle
 Triathlon – Will Devers

Girls' sport:
 Badminton – Theresa Nguyen
 Basketball – Claudia Armato
 Cross country – Georgina Clarke
 Hockey – Charlotte Tarpey
 Netball – Chloe Coffin
 Soccer – Danielle Anderson and Stacey Hymer
 Softball – Jacqueline Roberts
 Swimming – Charlee Liddell and Ella Stathis
 Tennis – Alana Capo
 Touch Football – Tessa McKenna
 Triathlon – Georgina Clarke
 Volleyball – Tia Lynch

Music:
 Chinese Orchestra – Allen Xiao
 Concert Band – Tessa McKenna
 Guitar Ensemble – Trung Nguyen
 Head Chorister – Amber Condell
 Orchestra – Kenneth Huynh
 Stage Band – Ethan Ellul

Other leaders:
 Chess – Amber Condell
 Dance – Vani Datta
 Drama – Amber Condell and Allen Xiao
 Public Speaking – Rachel Kirby



2016 Premier's Awards

The Premier's Awards are held annually and acknowledge Victoria's most outstanding VCE students. Our school was again recognised for the quality of its academic programme. Four students from the Class of 2016 received awards.

Sohil Chhabra and Alec Leos were two of the twenty-five students in Victoria presented with the top All-Round VCE High Achiever award. This award is given to students who have achieved study scores of 46 or higher in at least five VCE studies. Sohil and Alec both studied English, Mathematical Methods, Specialist Mathematics, Chemistry and Biology and a foreign language - Sohil studied German, Alec studied Latin.

Two other students received individual subject awards. Maurice Cutajar was acknowledged as one of the state's top seven students of Mathematical Methods and Ethan Kreutzer was recognised for his outstanding performance in German.

Each of these students, as well as achieving outstanding VCE results, has been an outstanding role model for their peers through commitment to all aspects of school life.

Kate Dullard
Head of Infinity Centre



Teachers learning from teachers

In last term's newsletter, I read about the response of Year Eight students to a thinking routine that I also use in my Year Eleven English class. The routine is one learnt in sessions with Ron Ritchhart from Harvard University.

As well as providing continuity for students who will use similar tools in different classrooms, these routines also provides teachers with the chance to reflect on and refine their practice through discussions with colleagues.

Teachers have the chance to observe the use of routines through "teacher labs" where groups of teachers from each section of the school attend different classes and refine their own practice by observing how routines and strategies are applied in other classes.

While you might think an Accounting teacher will not learn much from watching an English class, in fact, watching the way a routine or strategy is applied to help students stay engaged or develop collaboration skills can be very educative.

The "Save The Last Word" routine was observed and discussed in a recent "teacher lab" at the Infinity Centre. Students found the routine valuable as it helped them to articulate their ideas and to appreciate different perspectives during the discussion of a text. Teachers were able to use this feedback and their notes to refine the routine in their classrooms.

Research suggests that this type of collaboration and dialogue translates to improvement in student learning. It is important that, as teachers, we commit ourselves to ongoing improvement to promote lifelong learning. PEGS is a learning community for its staff as well as its students.

Kate Dullard
Head of Infinity Centre



Learning approaches

The Junior School (girls), like all sections of the school, creates an environment in which students are engaged in their learning in meaningful ways. Personalised learning opportunities that are tailored to levels of readiness ensure each individual feels valued, supported and challenged.

Differentiation is a teacher's response to learners' needs and is a feature of every teacher's practice. It requires the use of assessment to identify student strengths and guide decisions on how learning can be improved for each student. It involves the selection of appropriate resources and exposure to a variety of learning strategies.

Feedback is a key element to personalised learning. Time is provided for students to reflect on their learning so that they can value the process as well as their performance. We discuss the strategies which may or may not have been successful and encourage the students to take ownership of their progress.

Our learning community embraces a growth-mindset; it fosters a healthy attitude towards learning and a resilience that is essential for success. Students are encouraged to approach challenges as learning opportunities and to view mistakes as indicators of areas for growth.

Reiterating the sentiments of the esteemed psychologist Carol Dweck, a Year Three student recently said, "I just can't do it *yet*. I might need to try a different strategy and it might take more practice, but I will get there." The power of *yet* cannot be underestimated.

Julie Neylon
Deputy Head of Junior School (girls)



Early literacy at kindergarten

In Term Two, our kindergarten children participated in rich play-based learning that promotes literacy development. Engagement in language experiences prior to school is important in forming the brain connections that help with language, thinking and understanding.

Before young children learn to read and write, they need to learn about sounds, words, language, books and stories. In Cottage 49, children have been learning and practising how sounds blend together to form words. They have sung along to the video *Ants in the Apple Alphabet Phonics song: Ants in the Apple a a a, Ben's big boot b b b ...*

In Cottage 51, through the medium of poetry, children have learnt *Like a leaf or feather in the windy, windy, weather*. This has also been presented to the children in print. When they visualise the words, it helps them to begin to identify letters and words.

In Cottage 53, also with a focus on autumn, the children have enjoyed the storybook *Leaf Man* by Lois Ehlert. They have created their own leaf man (or lady) and have created their own stories. Dani Yarak's Leaf Man took an adventure to the zoo:

Leaf Man lived in the garden at my old house. One day there was a really big wind that blew him across the city to the zoo. He stopped at the monkeys and then the lions, tigers, leopards and a cheetah.

These rich learning experiences have exposed the children to the key aspects of literacy through everyday life experiences.

Carmen Shiu, Catherine Stone, Katie Thomson and Pam Hocking
Kindergarten educators



Student leadership

At our Middle Schools, there are many young men and women with ideas and conviction. The House programme in both sections provides an important arena for students to develop and exercise their leadership skills, to give voice to their ambitions and to take action to influence their world. These attributes are vital for students to flourish.

As an example, at McNab House, each House consults with its members before adopting a charitable cause. This helps to raise student awareness and support for various activities. In addition, each House assumes responsibility for planning and delivering an assembly for students in their section.

In Term One, Limerock House focused on International Women's Day. Very recently, Park House emphasised "Accepting responsibility", a key theme from the school's "Care and Wellbeing" pillar. Presentations from staff and students highlighted the importance of caring for the environment, at an individual level, by recycling waste and, at a global level, by supporting the work of The Great Barrier Reef Foundation. These are examples of how our House leaders work thoughtfully and strategically with staff and other students to prepare and deliver opportunities for students to lead and learn.

The work of the House leaders at Gottliebsen and McNab Houses provides numerous examples of student leadership that hopefully other students will follow.

Anthony Simmons
Head of McNab House





What is the greatest invention of the last 2000 years?

According to educationalist Howard Gardner, it is not the printing press or the Internet (or even the fidget spinner) that has been critical in helping us to answer the most fundamental questions about the world and ourselves but, rather, it has been specific disciplines – Literature, Mathematics, Science, History and the Arts, to name a few – that have been most important to human progress.

These disciplines lie at the heart of the school's academic programme. It makes sense that they underpin the core and elective subjects of our curriculum and that we spend a good deal of our time *thinking about* each of these subjects, how they work and what they tell us. Our Culture of Thinking recognises that each discipline is not only a body of knowledge; it is also a way of knowing. Our students learn not just what each discipline has learned, but also *how* it has conducted that learning: how each discipline approaches the essential questions of life, how it collects and assesses evidence, and how it provides supporting reasons for its conclusions. In this manner our students are learning to *think through* the disciplines: learning to apply, transfer, adapt and create their understanding in new and innovative ways.

Literature is more than words; Mathematics is more than formulae; Science is more than facts; History is more than dates; "the arts" more than movement, sounds and images. Each of these disciplines represents a way of thinking and a way of knowing, and in learning *in, about* and *through* each of these disciplines/subjects, our students are developing as thinkers who can do more than just answer questions about what is already understood, but pose their own questions about what is the next thing worth understanding.

Anthony Simmons
Head of McNab House



Form Assembly at Middle School

One of the many ways in which we promote the wellbeing of students is through Form Assemblies. These twenty-minute daily sessions provide a valuable opportunity for each form group to explore topics that relate strongly to development of self and relationships with others. Time can be devoted over a number of days or weeks to topics of particular relevance to a year level or to that particular group of students.

Conversations that have been especially productive and beneficial to students this year include the importance of sleep and developing identity. Guided by their Form Teacher, one class of Year Ten boys examined the research around sleep, looking closely at how much sleep teenagers need, how much they get, some reasons for inadequate sleep and ways to develop better patterns of sleep. They were astonished by the findings and are now better equipped to influence their own sleep routines. Other classes looked at Identity and Sense of Self, comparing the façade that they might present to the outside world with the encouragement of greater self-awareness and inviting honest exchanges about the factors that influence how they see themselves and how they present to others in their group, family and community.

These are only two examples of the way Form Assembly time is directed to promoting reflection and discussion about things that have a real bearing on wellbeing and are of great relevance to students as they mature and develop. The programme continues to expand, taking its direction in response to student need.

Caroline Horton Andrews
Head of Gottliebsen House





Maths Camp

Travelling to Lake Eildon for Maths Camp, I felt a sense of anticipation. I knew that our teachers would have prepared a programme that would challenge and extend us individually and foster collaboration and cooperation with fellow Middle School Maths enthusiasts.

Each day involved a mix of Maths sessions and outdoor activities. Our Maths sessions comprised a learning component followed by the solving of complex Maths problems. Outdoor activities included canoeing, archery and volleyball to provide a healthy balance to the academic work. Teachers and camp staff provided support, guidance and encouragement. It was a welcome change to be out of the classroom and in the inspiring, scenic surroundings of Lake Eildon.

The camp culminated in an exhilarating Maths Relay Challenge that pitted six teams against each other and drew on all of the skills we had used over our three days at camp. The relay emphasised the importance of logic, quick processing speed and team collaboration.

On the bus journey back to Melbourne, I reflected on my experience at Maths camp. It consolidated and extended what we have learnt at school and emphasised the importance of persistence when confronting serious problems. I enjoyed the logic behind every problem, the challenge of questions with unequivocal answers and the satisfaction of finding solutions and searching to see the application of Maths to everyday life.

William Moustis
Year Ten



Medieval Day for Year Eight

Year Eight History is much more than dates, battles and lists of kings. It is a study of life during medieval times. Because, living in Australia in 2017 can feel a long way from the muddy villages, knights and barbaric punishments of the Middle Ages, earlier this term, all Year Eight students enjoyed a day of medieval activities. The interactive sessions considered “crime and punishment” (including a demonstration of the stocks and the use of rotten vegetables) through to medieval Japan. A highlight was certainly “the tournament” where our students got the chance to go one-on-one with a fully armoured medieval knight, attacking with their choice of “sword” or “axe” instead of opting for the practical option of running away. We learnt how Hollywood gets sword fighting all wrong; how heavy armour worked for and against medieval fighters; and how some warriors could, as Shakespeare puts it, cut a man “from the nave to th’ chops.” These experiences offered students a chance to engage in new and exciting ways and helped them to empathise with the past and those who lived it.

Hilary Tieri
Year Eight History Teacher
(with input from **Connor O’Brien** and **Kaile Huang**, Year Eight)



Chinese culture for Year Seven

On Thursday 27 April, the Year Seven students of Chinese participated in a series of Chinese cultural activities. The session began with a lion dance in the gymnasium where students performed basic leg and arm gestures. Breaking into groups, students took turns performing for other students. While some groups played Chinese instruments, others performed the lion dance movements they had learnt. Next, groups attended paper cutting and Chinese medicine sessions. Students were asked to choose six medicines from various bowls and to list and describe the health benefits of the chosen medicines that aim to help various organs and bodily systems such as the heart, liver, spleen, lungs, kidneys and stomach as well as blood circulation and respiratory systems. Every participant enjoyed these experiences and left with a new sense for Chinese culture.

Adam Faggianelli
Year Seven



The drought has broken

While Reynolds House had not lifted the House Cross Country cup for Junior School (boys) since 2005, it did so with style in 2017.

The new brother-sister house arrangements may have been influential. Reynolds has been teamed with Chaucer House for girls. Chaucer has a reputation for considerable success at house events. Some have suggested that the Reynolds boys have learnt a new, steely-resolve from their all-conquering Chaucer partners. Very vocal support from fellow Reynoldians helped with the quest for the cross-country silverware.

Reynolds was certainly very keen to stall Rose House's efforts to secure a second consecutive House trophy following domination by Rose in the pool during Term One. At the cross-country event, Reynolds's captains, Maximus Carta and Harrison Pourounidis, led superbly. Before the final event, for 12/13 Years, Elliott House led by two points, however, Reynolds dominated the top-ten finishers and won the day overall by over sixty points.

The contest now turns to the final carnival, Athletics. We wish all competitors well. The House competition at the Junior School (boys) is both vibrant and engaging.

Craig McFarlane
Head of Junior School (boys)

Year Ten camps

The school reintroduced Year Ten camps at Eildon this year. The three-day/two-night camps focused on social responsibility. Activities were designed to prompt discussion and draw links to this theme. The activities specifically focused on developing greater critical and creative thinking and ethical responsibility as well as better social and personal behaviour.

Year Ten is a crucial time to explore social responsibility as students are immersing themselves in co-curricular activities as well as sporting clubs, part-time work and social events while also accommodating increased academic demands.

Activities on the first and last days of camp saw students exploring decision-making processes and being accountable for their actions. Elements of social teaching from the “Rock and Water” programme were used.

A rogaining activity introduced students to the programme. The results determined various options for the rest of their stay in an attempt to highlight the consequences of both sound and poor decision-making. Students spent the second day working in teams to explore social responsibility via a range of outdoor tasks and initiatives.

Evening sessions focussed on activities such as lantern stalk and teacher-led discussions. On the final morning, students took part in a yoga session, enjoyed a sunrise lake walk or cooked for the group. The themes and challenges of the camp were reviewed just prior to departure. It is our hope that students returned to school better prepared to take on the rest of Year Ten and beyond.

Paul Crouch
Camp Manager



Hume Valley School at camp

With the completion of the extension of the school camp and new accommodation wing, the school has been looking for ways to share its Eildon site with the community. The facility was recently offered to Hume Valley School for a four-day camp. The school caters for the individual needs of students with mild to moderate intellectual and physical disabilities.

The work done by this school and its staff for the north-west community is incredible and admirable. Hume Valley School is well known to many of our students through their volunteer work in the 9ERS programme.

Together, the Hume Valley School and PEGS camp staff developed a programme to provide a unique and valuable experience for our visitors, including problem solving, communication, social responsibility and teamwork.

Over four days, twenty-three students, thirteen girls and ten boys, ranging in age from twelve to sixteen took part in a variety of activities including yabbying, indoor games, lantern stalk, shelter building, damper making, archery, canoeing and rock climbing.

As the students met new challenges, many highlights and achievements were witnessed and, additionally, our camp staff enjoyed enormous intrinsic rewards and rich professional learning experiences while working with students with special needs.

Words could never do justice to the raft of highpoints experienced by everyone involved and our school community should be very proud of its commitment to this venture.

Colin Cooper
Camp Supervisor

Paul Crouch
Camp Manager



The Comedy of Errors

In the spirit of the Year of “+”, there can be no doubt that audiences who attended the production of *The Comedy of Errors* were treated to “more” than they bargained for! While the theme of identity – or perhaps, mistaken identity – forms the central conceit of this, one of Shakespeare’s earliest plays, the cast of students from Years Nine to Twelve, working under the direction of Mr Justin Murray, took this theme to a new level in an innovative, unique and energetic interpretation.

Performed in the round, Shakespeare’s language and plot were surrounded by symbols representing the excesses of the 1980s – Choose Life T-shirts, bold colours and big hair – all set to an iconic soundtrack including Cyndi Lauper, Wham and Spandau Ballet. In this production, characters were fluid, kaleidoscopically multiplied with disregard for gender and role and identified only by coloured T-shirts. In fact, as one character explained, “It’s all about the T-shirts!”

Congratulations are extended to Mr Murray and the cast of over thirty students, many of whom took on the challenge of directorial, choreographic and script-editing duties. While their hard work may have had audience members “nonplussed” at times, it also had them thoroughly entertained and, literally, dancing in the aisles!

Peter Bohmer
Director of Performing Arts



Utopia visitors

Rosie and Karen Bird had come a long way from their *murra*, their home in Mulga Bore, 200 kilometres north-east of Alice Springs, but in other ways they were right at home as artists-in-residence at PEGS for one week in May.

Upon seeing the sign at the Infinity Centre honouring their adopted grandmother, Emily Kame Kngwarreye, Rosie's one word was *konyea*, which roughly translates as "heart-felt".

Karen is continuing the tradition of dot paintings from the Utopia region. "It was amazing to watch her paint," said Zephyr Hooke (Year Eight). "Karen just about finished a piece in one lesson. It was really cool to spend time with them." Karen paints the Alparra seed dreaming, a plant that only grows in their homeland and is used for skin rashes. Around four hundred students had the rare opportunity to work and paint with them.

Rosie and Karen also attended a Social Justice forum at the Uniting Church Centre with some Year Ten students. On the way to the forum, Rosie asked: "What does ... 'justice' mean?" What a great question!

Charlie Worsfold (Year Ten), loved that Rosie and Karen's focus was on love, care, connection, home and family rather than property and possessions. He explained, "They loved showing me photos of their family and little nephews. They just love living life".

David Hall
School Chaplain

Thinking Seminars

Now in its seventh year, the Thinking Seminars programme has become a highly-anticipated part of the school calendar. Having presented an eclectic group of speakers including Kevin Sheedy, Jeff Kennett, Claire Bowditch and Tim Costello, we have enjoyed explorations of a broad range of experiences, interests and ideas.

This year's first two presenters were as inspiring as those in past years. Anh Do and Saroo Brierley captivated their audiences with their thought-provoking stories.

Anh Do spoke about his life as a refugee arriving in 1980 from Vietnam. From his family's struggle to survive on a leaky boat as they fled to Australia to an ultimately successful life as a husband, father, entertainer and author, Anh engaged the audience with his positive approach and resilience in the face of great challenge.

Saroo Brierley completely lost contact with his family at the age of five and lived on the streets of Kolkata until he was adopted by an Australian family. Determined to uncover his past, he embarked on an epic yet deeply personal journey of discovery. His heart-felt story reflected his strategic and persistent efforts to find his birth family.

Susan Alberti, our next Thinking Seminar presenter, will be speaking on Wednesday 9 August. She is a pre-eminent philanthropist, former Vice President of the Western Bulldogs and the inaugural ambassador for the Australian Football League's national women's competition in 2017.

We look forward to seeing you there.

Nina Bilewicz
Vice Principal



Beaucoup plus de musique!

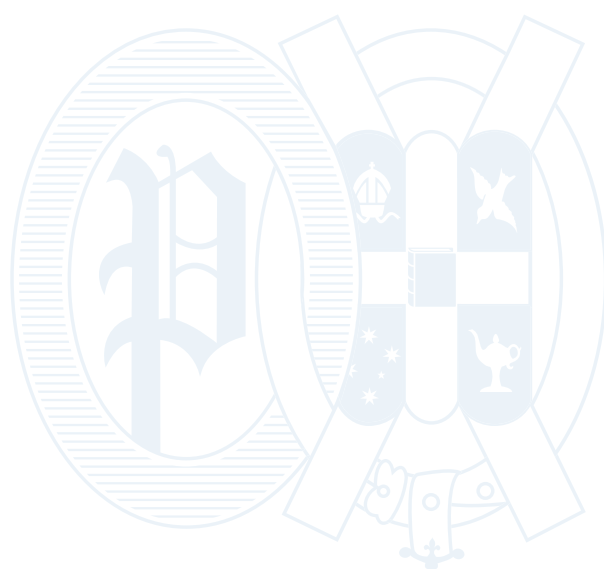
The four hundred (plus) members of the audience for *+Music 1* (Tuesday 16 May) and *+Music 2* (Monday 22 May) were rewarded with *beaucoup plus de musique* (a lot more music).

Both concerts presented compact programmes incorporating three ensembles only. Such programmes can lack variety but our conductors built contrasts by providing an innovative repertoire.

+Music 1 began with the Jazz Ensemble. Its customary informality, courtesy of improvisation, formed an appropriate introduction to the series. The Chinese Orchestra followed with some enchanting pieces. Allen Xiao's extraordinary dizi (flute) solo in *The Journey to Suzhou* was a highlight. The finale saw the youngest-ever Concert Band grace the stage. Given their comparative inexperience, the performance was remarkable. Their final item, a medley of Ennio Morricone film music, most notably *The Good, The Bad and The Ugly*, brought the audience to its feet.

+Music 2 commenced with the warmth of the Infinity String Ensemble. Their item *Spring Breezes* featured Kenneth Huynh (violin) and Caroline Lee (harp). The Senior Choir welcomed the audience with a traditional Maori *waiata* (welcome song) that was complemented by islander choreography. The Guitar Ensemble provided a scintillating conclusion; their final piece, Lynyrd Skynyrd's *Freebird*, was a huge hit with the audience. Christian Georgianos and Kaspars Svolmanis replicated the famous guitar solo.

Peter Chaplin
Director of Music





Georgina Clarke

Our triathlon captain Georgina Clarke is also the captain of the Victorian triathlon team. Georgina has competed in triathlon for six years and has been selected for the state team five times.

Georgina's involvement in PEGS sport is extensive. She competes for the school in athletics, swimming and cross country and has recently been appointed captain of our girls' Cross Country team. In athletics, she is the reigning AGSV Under 17 1500m champion.

Beyond school, Georgina has competed in the Surf Lifesaving State Championships where she won silver medals for the 2km beach run and 2km ocean swim and a gold medal for the 5km beach run. Georgina is an outstanding athlete who has been an extraordinary ambassador for the school.

Catherine Lane
Director of Sport

Cameron Rayner

Cameron Rayner, along with Riley Scarce, is a co-captain of the PEGS First XVIII football team. Last year Cameron was selected for the AIS AFL Academy Squad. During the Easter holiday break, Academy players were divided into two teams to compete in a curtain raiser prior to the AFL Carlton vs Essendon game. Cameron was chosen to captain one of these teams. He provided a best-on-ground performance and is attracting interest from AFL recruiters.

The school is eagerly anticipating his play during this year's AGSV competition. We wish him well for his potential career in football.

Clay Illman
Coach, First XVIII



AGSV tennis premiers

Sport does not always produce the expected result. It was, however, clear very early in the 2017 summer season that PEGS and Ivanhoe Grammar had the two best tennis teams in the competition.

The home-and-away clash between the teams was decided in controversial fashion at Melbourne Park when PEGS lost the final match in a tiebreaker.

Both teams, not surprisingly, won their way through to the Grand Final. It seemed like it was going to be "Groundhog Day". Our boys were again slow out of the blocks and after the doubles rubbers, we had conceded a 5-3 score line.

As our anxiety rose, it was great to see the collective spirit of squad members, including the players not selected for the Grand Final. Their voices could be heard at every court and the decibel level of this support increased as the games progressed.

Our boys seized the momentum with wins in five of the next six games. This lessened the pressure on Matthew Woerndle (Year Ten) who was again playing the final game. Matthew had to win three games to secure the premiership. He steamrolled to an 8-4 victory and the premiership cup returned to PEGS.

Congratulations must go to our coach, Mr Patrick Henson, our team manager, Ms Natalie Still and the whole squad - James Woerndle (captain), Tyson Barfoot, Luke Caluzzi, George Dimidis, Huy Le, Rowan Mendis, Hamish Neo, Arden Poklar, Marcus Stathos, Matthew Woerndle and Lachlan Zsembry.

Christopher Clark
Coordinator of Sport (boys)





Fencing success

Fencing was re-introduced at the school last year and continues to attract interest with ten students new to the sport in this year's squad. Sunday 21 May was the first day of competition this year. Six junior (lower secondary) and two senior teams competed.

Two of our teams won medals. Mirella Botros, Aditi Eranki, Amelie Portis and Amy Todd won a silver medal and Liam Perumal, Will Siafalis-Tsiatsios and Matteo Redvers won a bronze medal. These are extraordinary results from young fencers with little competition experience. The future of fencing at PEGS is in good hands. Touché.

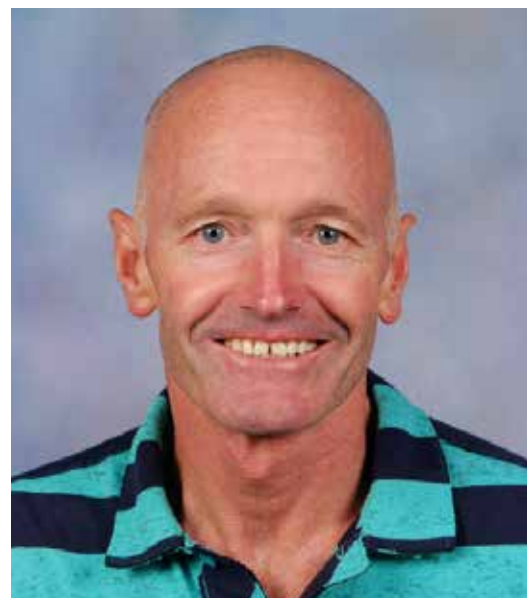
Catherine Lane
Director of Sport

Farewell to the coach

In 2006 Mr Baddeley encouraged the school to introduce triathlon to the sports programme. With nine State Championships in ten years and the selection of numerous students as state representatives, he is one of the school's most celebrated coaches. The triathlon team has grown from eighteen students in its first year to eighty students in 2017.

We wish Mr Baddeley well when he moves to Beijing at midyear to continue his teaching career.

Catherine Lane
Director of Sport



Community Engagement at the Infinity Centre

It is increasingly the case that our senior students have been considering more than just SACs and life after PEGS. In an era where Millennials are widely criticised for their inward-looking, egocentric approach to life, it is pleasing to see that our students have both created and taken up opportunities to display their social consciousness. The Social Justice group has been involved in a winter clothing and sock drive, tutoring refugees and tree planting, among other things. Over \$1400 was raised to provide ongoing sponsorship to Miriam Sinyau at the School of St Jude in Tanzania.

The Royal Children's Hospital (including Variety) and Diabetes Victoria have also been supported. PEGSequals again observed IDAHOT Day, raising awareness and showing support for members of the LGBTQI community. Other students were involved with Eddie's Backpacks, an organisation supporting foster kids. The Feminist Collective raised funds for The Fistula Foundation, a group coordinating treatment for preventable and debilitating childbirth injury.

The Big Blue Bonanza, an evening of student-arranged and performed music, is fast becoming a tradition at PEGS. This year's event raised all most \$7,000 for beyondblue. This event is typical of many other activities; it is a combination of fundraising and awareness raising.

In total, students at the Infinity Centre have raised over \$12,000 already this year. While charity is an end in itself, students are also developing valuable leadership talents, including communication, negotiation and organizational skills.

Given the workload of the VCE, we must also recognise that students are learning effective time management. Their commitment to others is indeed laudable and we look on as they become the rounded individuals that are the pride of PEGS.

Anthony Quirk
Year Twelve Coordinator
Infinity Centre





United Nations Youth Voice National Finals



Liefke Davey, Alecia Gianiotis and I participated in the 2017 United Nations Youth Voice National Finals in Hobart earlier this term. Here, we were challenged to research and analyse some of the greatest problems in Australian as well as global societies. Our task was then to develop innovative, tangible and creative resolutions. In our speeches, some prepared, some impromptu, we discussed a myriad of issues, from closing the education gap to stimulating interfaith dialogue to the sustainability of volunteerism to achieving inter-generational equity.

UN Voice provided a unique learning opportunity. We met passionate young people from around Australia. We explored picturesque Hobart and its landmarks. Engaging workshops and controversial speaker panels invited us to consider, debate and reflect on the key issues affecting our community, our nation and our world. We even had the chance to pass on our ideas to the Australian UN Youth representative for the United Nations.

Particular congratulations go to Alecia who progressed to the Grand Final, making her one of the top five participants in the competition. The UN Voice competition was an enriching experience. It was also incredibly empowering - a reminder that the power to enact change, whether small or great, still remains with individuals.

Stella Le
Year Eleven

Evatt in Schools competition

For the politically minded, the Evatt in Schools competition - a United Nations Youth Association event - was an opportunity to debate and discuss the world's most pressing issues. In pairs, we were allocated a country in the UN Security Council which we would represent in two major points of discussion: nuclear disarmament in the Middle East and a secret topic, digital surveillance. We were required to vote for, against or amend a 'solution' to these problems in the form of UN resolutions according to the needs and views of our nations.

We needed to channel our political and diplomatic skills as we learnt about other countries and who would be our allies in the debates. During 'Caucus' time Room 3 became a bustling centre of international power struggles as we attempted to collect signatures supporting our amendments and understand the motives of fellow members in the Security Council.

Impromptu questions about our countries' position on a resolution or being drilled on our propositions required that fast thinking and snappy rebuttals became second nature as we manoeuvred through the tricky minefield that is world politics. The end result was as dramatic as the process. There was a successful solution for nuclear disarmament but the proposition on digital surveillance was defeated by the veto powers of France and the United States. There was great disappointment among the smaller nations.

Overall, the experience was an intriguing insight into the discussions occurring in the Security Council daily.

Manisha Permuna-Arachchi
Year Eleven



From the Archives Brigid Cooper Archivist

PEGS is Forty - From 1977

A snapshot of sport in the Penleigh and Essendon Grammar School 1977 Speech Night program sees significant participation by students in a range of school sports.

Penleigh girls had represented the school in the Southern Districts Sports Association (SDSA), for many years. 1977 saw a continuation of this involvement. In Athletics "the school team showed good competitive spirit." In Netball the girls were commended for their "effort and enthusiasm which was apparent throughout the netball season." The Swimming team faced strong opponents and the Softball team required "a lot of work" to raise the standards. The Tennis teams, however, were pleased to reach "4th place in the Aggregate Cup".



The 1977 Football First XVIII Team - joint AGSV Premiers with Assumption College and Marcellin College. (PEGS Archives [PH00349])

*Back L-R: Steven Radford, Anthony Natoli, Colin Lukies, Mark Adamson, David Jones, Jeff Price, Craig Knox, Rick Aylett
2nd L-R: John Nicolis, Donald Stevenson, Peter Dudderidge, Rick Seirer (C), Glen Sampson (VC), Howard Swinton, Frank Budge, Peter Miller
Front L-R: Cameron Grant, Paul McNamara, Mark Aylward, Brad Maney*

Essendon Grammar School had joined the Associated Grammar Schools Victoria (AGSV) in 1958. In Athletics "our AGS record for 1977 was highlighted by some startling individual performances although as a team we lacked back-up strength." In Basketball the boys "fielded five teams from Under 13 to Open." The AGSV Cricket First XI team "won 3 games, lost 3 games and had 2 draws." Hockey produced "a most unusual season due to extremely adverse weather conditions affecting the playing surfaces of both the grass and granalytic pitches." Fencing students competed favourably in the Victorian Championships. Soccer competed for only the second time fielding Under 14 and Under 15 teams. The Swimming team "showed considerable enthusiasm and determination". "Tennis had" a very good year indeed, only losing to Mentone in the first round and coming second equal with Peninsula.

The Volleyball team not only won a Premiership in the University High Region Open Competition, but team member, Brook Ramage, became "both Under 17 and Under 20 Australian team member", as well as representing Victoria along with Gary Wakeling, Peter Clayden, Jon Philpin, Colin Murphy, Stephen Lake, Katherine Ridley, Prudence Pearson, Dianne McDonald, Leone Ramage.

AGSV Football also gained some fame, with the First XVIII defeating Assumption College for the first time since joining the AGSV. To give some idea of the power of the Assumption team in 1959 ACK 54.38 (362) def EGS 1.1 (7). Juxtapose those numbers with the 1977 score of EGS 7.4 (46) def ACK 5.15 (45) and you will see why the team was very proud to become joint AGSV Premiers with Assumption College and Marcellin College that year.

Memorial Service at the Keilor East RSL



Connecting directly with the Year Ten History theme of Rights and Responsibilities of Freedom, four Year Ten students took part in the annual "Pompey" Elliott Memorial Service for the 58th/32nd Infantry Battalion Association at the Heinz Reserve in Keilor East.

Held this year on the 100th anniversary of the Second Battle of Bullecourt, the Memorial Service honoured Lieutenant Rupert Vance "Mickey" Moon, a member of the 58th Battalion, who was awarded a Victoria Cross for "most conspicuous bravery" despite being wounded four times in the course of the battle and whose leadership "was largely instrumental in the successful issue against superior numbers, the safeguarding of the flank of the attack and the capture of many prisoners and machine guns."

Year Nine trumpeter, Saskia Paxton, played the "Last Post" and "Rouse/Reveille" with confidence and sensitivity.

The Memorial Service is a great opportunity for local community involvement and to support the school's ongoing partnership with the 58th/32nd Infantry Battalion Association through the Shrine of Remembrance. Many former students of St Thomas' Grammar School, one of PEGS' predecessor schools, served with the 58th Battalion in World War I, including: Arthur Craven, John Ellis, Noel Gibbons, Hume Gilchrist, Bob Griffiths, Paul Jacobson, Ru Jacobson, Ronald Letten, Roland Ransom, Lewis Reynolds, and Alfred Young.



PEGS Chaplain Mr David Hall stands by while Year 10 students, Lachlan Gollant and Emmanuel Hayes, pay tribute to Victoria Cross winner Lt Rupert Vance "Mickey" Moon.

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 4 business events in 2017. The two remaining events are:

- 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@pegs.vic.edu.au

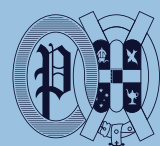
We look forward to you joining the PEGS Business Network in 2017!

2017 Welcome and Entrepreneurship Event

The 2017 Welcome and Entrepreneurship event kick started our year together with a great gathering of PEGS business community members at the RACV Club. Nine Network News Anchor Brett McLeod (1980) hosted the morning in great style as we discussed the Entrepreneurship and Business journey of three very talented and successful guest speakers.

Travis Knipe (1996), Co-owner and CEO of StarRez, shared his business insights and experiences of international expansion. Continual disruption within the fast moving technology sector was a key message. Carolyn Blackman, Director of award winning horticulture business, Vivid Design, shared her unique story. Carolyn took up an apprenticeship in Year Ten and has gone on to drive a business that has won 19 gold medals at the Flower and Garden Show and service major clients such as the AFL. Jason Wyatt, Co-Founder and Managing Director of Marketplacer, engaged the room with his story, from starting Bike Exchange with less than \$15,000, to becoming Telstra Business of the Year in 2012 and developing world leading software to run some of the most successful online marketplaces globally.

Plenty of opportunities for networking, exchange of business cards and introductions continued throughout the morning. A number of the school's affiliated clubs were represented, with members of PEGS Cricket, Football and Soccer Clubs in attendance.



PEGS BUSINESS NETWORK

Former Students' Association News

Alumni Spotlight Jordan Leask, Class of 1996

Jordan Leask is Co-Founder and CEO of TIXSTAR. He started the PEGS Business Network, which helps the alumni community to connect in business and provides career opportunities.

What have you been doing since leaving PEGS in 1996?

I studied a Bachelor of Business (Marketing) along with a Grad Diploma in Sports Business at Victoria University before eventually working in the sports and entertainment industry. My career has involved working in sales, marketing and commercial roles at Etihad Stadium and the Essendon Football Club amongst others.

I am currently Co-Founder and CEO of TIXSTAR – the marketplace for premium sports and entertainment experiences. We work with businesses and consumers to provide the easiest way to find and book packages to events and experiences for any occasion.

I have remained involved in the PEGS community since finishing school, including playing with PEGS Football Club in the VAFA for 15 years.

In 2013, I helped start the PEGS Business Network which is now a key part of the PEGS community providing business events, networking and career opportunities.

During your time as a student at PEGS, what did you like most? Was there anyone who inspired you?

I am very grateful for my experience at PEGS, I loved the sporting aspect of the school and was fortunate enough to play both First XVIII Football, First XI Cricket, Swimming and Athletics. Sport is so important in teaching teamwork, communication, work ethic, goal setting, how to deal with setbacks etc. There were some great teachers who instilled certain values and knowledge and the encouragement and support provided were important for me growing up.

What inspired you to choose a career in business and sport?

It is where my passion and interest lie - business but more so sport. I knew I wanted to work in the industry but didn't know exactly what I wanted to be for a few years. It's fast paced and high pressure at times, but doing something your passionate about makes it much easier.

What advice would you give to young PEGS alumni?
Understand who you are first-what excites you, what you are passionate about and what you would love to do. Once you have that self-awareness then go after it! And stay involved in the alumni community; it will benefit you in the long run.

What do you do in your spare time?
I prefer to spend time with my family.



Annual Football Lunch

Almost 200 guests attended the Annual PEGS Football Lunch on Friday 26 May. Marking the 40th anniversary of the first victory by PEGS over Assumption College, coach John Birt and members of the 1977 premiership team were in attendance. Media personality Tony Leonard officiated as Master of Ceremonies with guest speakers David King, John Birt and Michael Hurley. Following lunch, guests assembled on the oval to watch the PEGS First XVIII take on Assumption College.

With Assumption kicking with a reasonable wind in the first term, a strong start defensively was always going to be important for PEGS. While we allowed four goals and a two-point deficit for the term the result could be seen as a win.

Enter the second term where the PEGS boys were able to attack the scoreboard with great frequency, creating a match-winning lead from a barnstorming five-goal term. PEGS were able to first consolidate, then build on their lead in the second half. It was the teams fourth straight win and it saw PEGS back inside the top two.

Josh Kemp starred, booting two goals early in the game and winning a mountain of the ball in the contest and around the ground. He was ably supported by fellow midfield stars Cameron Rayner and Curtis Taylor. Harrison Fry continued his strong showing, with his forward pressure causing havoc. His class with ball-in-hand, including a goal from 50 metres was a highlight. Harry Minton-Connell was also a key figure in the victory, booting two first half goals to help his side get the early advantage.

Final scores: PEGS 18.7.115 def. Assumption 12.7.79.

Clay Illman
PEGS First XVIII Coach



2017 Office Bearers

President	Mr Anthony Simpson
Treasurer	Mr Mina Pitliangas
Secretary	Mrs Lisa Leask
General Committee	Mrs Tanya Caruso
	Mr Dominic Cerantonio
	Mrs Brigid Cooper
	Mr Darryn Hartnett
	Mr Jordan Leask
	Mrs Leigh Philpot
	Mrs Jenny Wakeling
	Ms Nicole Ward

PEGS Junior Hockey Club welcomes new players

The PEGS Junior Hockey Club currently has a number of teams playing in the Hockey Victoria Winter Competition and we are always looking for new players.

Under 10 and Under 12 teams play on Saturday morning and Under 14 and Under 16 play on Friday night. The season consists of 14 rounds (including some byes) followed by the final series. We play against other clubs at a variety of venues in the northern and western suburbs.

The teams train one night per week although attendance is not compulsory. No experience is necessary and all children are welcome. We have opportunities for players in the following teams:

- Under 10 Girls
- Under 10 Mixed
- Under 12 Mixed
- Under 14 Mixed
- Under 16 Mixed

If you have any enquiries please phone Duncan Kelly on 0419 525 682.



FSA Functions 2017

- 10 Year Reunion** – Saturday 29 July
- 20 Year Reunion** – Saturday 26 August
- 30 Year Reunion** – Saturday 21 October
- 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

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

Leon Hadj ('97) and Erin Rhoads, a son, Finn Hadj, on 21 March 2017

Deaths

Nannette Estelle Stewart (nee Shankland) (Penleigh 1949 -1954) [1954 Prefect; Vice-Captain Park House], daughter of Annie and Irvine (Dick) Shankland (StTGS c1911), sister of Mrs Barbara Barton (Penleigh 1954 -1957) and Mrs Heather Hollaway (Penleigh 1954 -1958), on 12 April 2017, aged 79.

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

Friends of PEGS

Mother's Day Stall

A highlight on the Friends of PEGS calendar is always the Mother's and Father's Day Stalls and this year was no exception. There was a great lead up to the event with many wonderful parents generously giving their time to pack goods and prepare the Mother's Day Stalls. This was followed by two enjoyable days at the Junior School campuses, selling to very keen and canny shoppers. Gifts were carefully and enthusiastically chosen then taken home to surprise Mum on Mother's Day. The event was once again enjoyed by both students and parents with a difficult choice as to whom had the biggest smile. The FOPEGs hopes all Mums enjoyed their special day and we thank you for your continued support.

Jane Carbone
Committee Member



Gala Dinner

The Friends of PEGS are looking forward to hosting the inaugural Gala Dinner on Saturday 12 August, celebrating 40 years since the amalgamation of Penleigh PLC and Essendon Grammar School. The venue for this event is The Melbourne Pavilion, Kensington. Tickets are \$150 per head which includes a three course dinner, beer, wine and soft drink as well as a band. We look forward to everyone attending what should be an amazing evening.

John Antonopoulos
President



PEGS Community Report 2016

Our Philosophy

Penleigh and Essendon Grammar School, a Uniting Church school, is dedicated to the provision of an academic curriculum and a broad co-curricular programme which encourages in each student the development of intellectual curiosity, respect for the traditions of scholarship, the realisation of his or her artistic and recreational potential and the practice of Christian values.

Our Objectives

The school is committed to a curriculum that encourages excellence through the nurture of intelligence, creativity, independence and perseverance. It promotes the view that a student's academic achievement is enhanced by her or his enjoyment of school and engagement in school life.

Penleigh and Essendon Grammar School encourages all students to participate in Australian life as proud and responsible citizens. It is committed to create an environment of mutual respect and support amongst the staff and students.

The objectives of the School are:

- To create an environment where students are safe and where teachers and students can work in harmony
- To foster a love of learning
- To develop in all students a critical awareness of their own experiences
- To assist students in their spiritual, intellectual, emotional, social and physical development
- To nurture an appreciation of the intrinsic value of education and knowledge
- To encourage in students the traits of self-confidence, independence and perseverance
- To encourage each student to achieve his or her potential in all activities
- To engender a sense of responsibility and respect for other people
- To ensure a high level of literacy and numeracy
- To develop an aesthetic and creative sense and to foster an appreciation of cultural and artistic endeavours
- To provide a community in which students may choose to embrace Christian values and attitudes
- To provide students with a knowledge and understanding of their history and the Australian experience
- To develop an appreciation of leisure time and the capacity to use it productively
- To provide a range of activities so that all students have the opportunity to discover their talents and their worth
- To prepare students for their transition to tertiary study or work through personal development and vocational guidance
- To encourage in all students an appreciation of their natural environment.





Board of Management

Mr B Henderson, *Chairman*

Mr D Whiting, *Vice Chairman*

Mr G Aplin	Rev P Blacker	Mr D Cerantonio
Mr C Clausen	Dr E Dapiran	Mr P Davey
Mrs B Deery	Mr R Gottliebsen	Mrs M Kinton
Mrs W McMaster	Mr P Phelan	Dr D Pitkin
Mr A Smith	Dr S Tsang	

Chairman’s Message

The Board referred to 2016 as a “quiet year” after six years overseeing major construction works in all parts of the Keilor East campus. This statement proved to be laughingly inaccurate.

“Quiet” at Penleigh and Essendon Grammar School meant new, enlarged classrooms for students in Years Two, Five and Six at the Moonee Ponds campus, it meant a new Year Four centre as well as changes to the library and canteen at the Essendon campus and, at the Eildon camp, an expansion that included the doubling of staff and student accommodation areas and an extension of kitchen and recreational facilities.

This ongoing process of regeneration and extension of school facilities has occurred with little impact on students, staff or parents. While some suggest that these are narrow indicators of school’s work to educate its students, the performance of our students on independent measures, such as NAPLAN and the VCE, continued to be at the incredibly high standard that the school has set over many years.

The school’s staff has continued to work implementing the school’s twin pillars of a Culture of Thinking and Care and Wellbeing. Posters articulating these key understandings are on view across the school. Together they provide a theoretical framework that guides the school’s practice and a set of actions that confirms its effectiveness. This marriage of theory and practice provides a sound and successful foundation for the school.

In addition to this work, the school’s efforts to increase student engagement and to improve communication with parents signal its keenness to improve our learning community. Parental use of PEGSpace has doubled in the last twelve months. This Community Report summarises many measures of the school from 2016, including the achievements of our students, their engagement with various school programmes as well as many of the intellectual, cultural and social activities that are central to the PEGS experience.

I hope you enjoy reading our 2016 Community Report.

Bruce Henderson
Chairman

The PEGS experience: 2016

With an enrolment of more than 2300 students at campuses situated in Essendon, Keilor East and Moonee Ponds, PEGS offers a rigorous academic programme, encouraging a love and respect for the challenges of learning whilst remaining sensitive to individual abilities and circumstances. A framework of cultural, spiritual and sporting activities promotes student engagement and supports our aspirations for the development of mature, socialised and discerning young adults.

PEGS has been affiliated with the Uniting Church in Australia since 1977 and offers the fundamentals of a Christian education to all students. Religious Education classes are an intrinsic component of the curriculum for all students from Prep to Year Nine. Students at every level are required to attend services of worship at Commencement, Easter and Mid-year, with Year Twelve students also attending a Valedictory Service. The school celebrates the end of each school year and the approach of Christmas with a Carol Service to which all families are most cordially invited.

During 2016 statements summarising the foundation for Care and Wellbeing in the school community were published and others defining our Culture of Thinking were updated. Together these statements summarise our goals and actions to foster learning and wellbeing.

The school is delighted to have been welcomed into the University of Melbourne Network of Schools and to work collaboratively with researchers at the university and with staff in like-minded schools. Membership of this network provides opportunities to improve understanding of how students learn, with our immediate attention focussing on Writing and more particularly, developing students' ability to reason with evidence. The focus of the project is training teachers to diagnose student needs, develop appropriate interventions and evaluate outcomes.

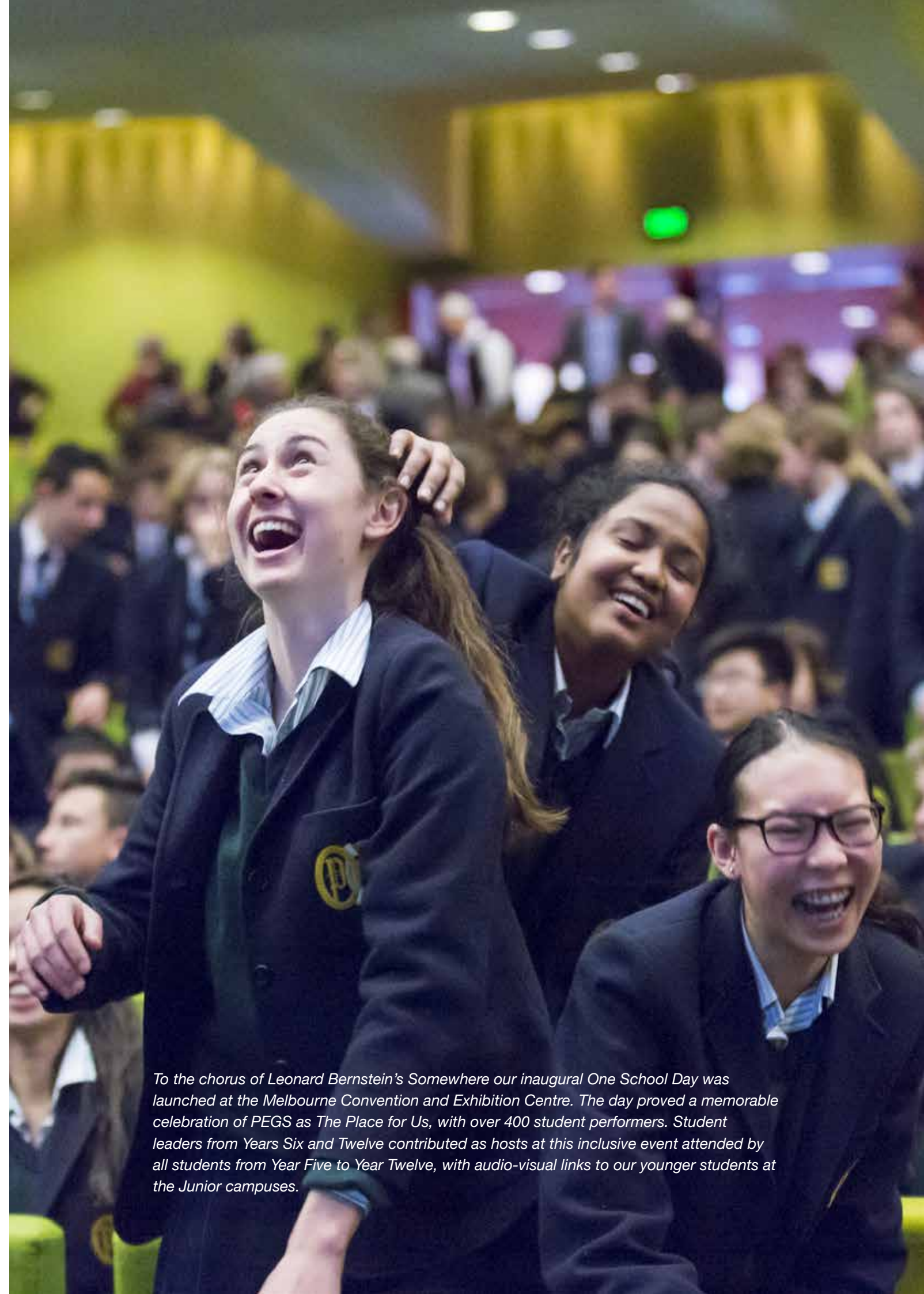
Collaborative investigations under the guidance of Dr Ron Ritchhart from Harvard University have also continued to be a valuable professional development opportunity for many staff members and to augment efforts to make the processes of learning and thinking visible. Translations of observations into specific strategies to enhance student learning are ongoing.

Development of the Parent Portal on the school's intranet site, PEGSpace, has dramatically improved communication between parents and the school. The site provides access to Sectional information and newsletters, classroom news, a function identifying due work, details of co-curricular programmes and school policies, as well as ease in amending student details, including change of address and medical status. A redesigned website also offers a new face to the community at large, including links to enrolment procedures and scholarship applications.

The focus of our building programme shifted from Keilor East to the Essendon and Moonee Ponds campuses in 2016. Additional classrooms and repurposed spaces at both campuses became available progressively from the beginning of the school year and students have enjoyed the bright new rooms and updated technology which includes large screen televisions and speakers for assisted hearing.

Growth at Eildon Camp has kept pace with the increased numbers of students anticipated by major building works at each campus. Eildon Camp now boasts two accommodation wings and an extended and refurbished main building and the first double camp, providing accommodation and outdoor experiences for two class groups simultaneously, took place in Term Four of 2016.

PEGSfest, held in Term Three, presented an exciting opportunity for the school community to sample the breadth of experiences offered to students in the performance and studio arts. Activities included the launch of Anthology 2015/16, providing a celebration of student writing, and various events encouraged creative explorations from flash mobs and street art to student film productions and theatre workshops.



To the chorus of Leonard Bernstein's Somewhere our inaugural One School Day was launched at the Melbourne Convention and Exhibition Centre. The day proved a memorable celebration of PEGS as The Place for Us, with over 400 student performers. Student leaders from Years Six and Twelve contributed as hosts at this inclusive event attended by all students from Year Five to Year Twelve, with audio-visual links to our younger students at the Junior campuses.

The PEGS experience: students in focus

Curriculum and academic achievement

The school encourages excellence through the nurture of intelligence, creativity, independence and perseverance. It offers its students a range of learning activities suitable to their developmental levels and a breadth of subjects appropriate to their needs and abilities.

VCE results

All 245 candidates successfully completed the VCE.

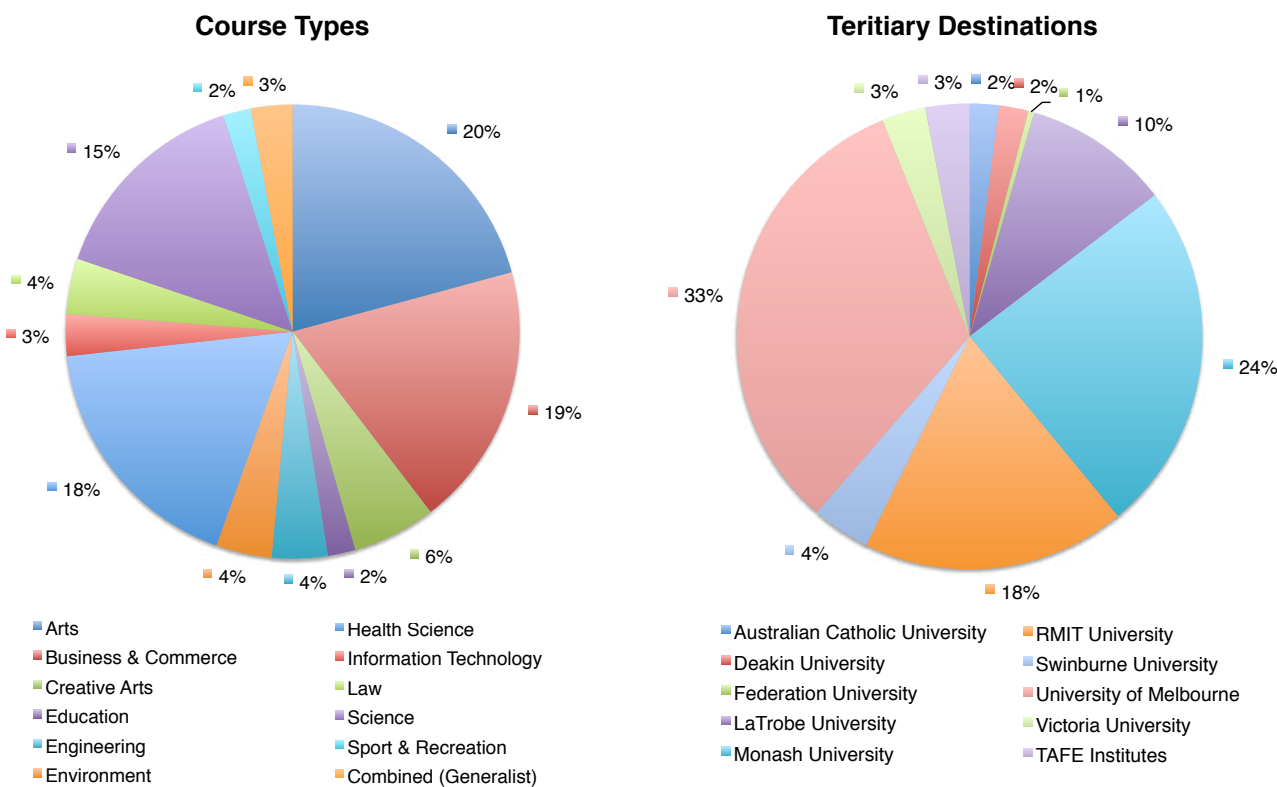
Five students achieved the highest possible ATAR score of 99.95, and a total of 22 (or 9 per cent of our students) were placed in the top one per cent of students in the state, with ATAR scores of 99 or above. The median ATAR score at PEGS was 88.00, placing over 50 per cent of our students in the top 12 per cent of the state.

All VCE subjects are scored out of 50 and, in each subject, less than 8 per cent of candidates statewide obtain a score of 40 or above. At PEGS 26 per cent of all study scores were at or above 40. This result matched that of 2015. The median study score was also unchanged from 2015 at 36 out of the possible score of 50. Perfect scores of 50 were recorded on 12 occasions and in the following subjects: English, Further Mathematics, Health and Human Development, Mathematical Methods, Physics and Specialist Mathematics.

Seven students were awarded National Scholarships by the University of Melbourne. Four students received Premier's Awards acknowledging outstanding performance: two as Top All-Round VCE High Achievers, one for Mathematical Methods and one for German.

The University of Melbourne remains the most popular tertiary destination for our students and Arts, Commerce/Business and Health Science were the most popular tertiary courses. 66 per cent of our students were offered their first tertiary preference and 96 per cent received an offer for one of their first three tertiary course preferences.

Destinations of students completing VCE in 2016



Literacy and numeracy benchmarks

Students in Years Three, Five, Seven and Nine participated in the annual National Assessment Programme – Literacy and Numeracy (NAPLAN) tests. The percentages of students who met the national minimum standards in reading, writing, spelling, grammar and punctuation and numeracy remain close to 100 per cent at all levels. Comparison of results from 2014 to 2016 is recorded in Table 1.

Table 1: Percentage of PEGS students achieving national minimum standards

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
2016	100	100	100	100	100
2015	100	100	100	100	100
2014	100	100	100	100	100
Year 5					
2016	99	100	100	99	100
2015	99	100	100	100	100
2014	100	100	100	100	99
Year 7					
2016	100	100	100	100	100
2015	99	99	99	100	100
2014	100	99	100	100	100
Year 9					
2016	100	98	99	99	100
2015	100	98	99	99	100
2014	100	100	100	100	100

PEGS median scores are compared with State medians in Table 2. Our scores are well above the State average in all components of the test programme.

Table 2: Comparison of State and PEGS median scores

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
State 2016	442	445	428	437	406
PEGS 2016	476	472	464	503	454
Year 5					
State 2016	509	485	501	501	501
PEGS 2016	549	516	529	572	558
Year 7					
State 2016	545	535	542	546	551
PEGS 2016	599	573	603	606	615
Year 9					
State 2016	584	573	584	576	587
PEGS 2016	636	620	630	635	652

2016 was the most successful year in our Junior Schools’ long involvement in the Maths Talent Quest. More than sixty students completed projects and the work of twenty-eight students reached the state finals. Our boys and girls investigated topics as diverse as the shelf life of bread to the cost of Lego in different countries. Among our exceptional entries, the national prize for a joint entry in Year Three tracked toys that became landfill and the best individual entry in Year Two investigated water usage in the home. We are proud to be one of only five schools to receive a National Outstanding School Award.



When I first found out the musical for 2016 was *Urinetown*, I wasn't particularly convinced that it was the musical for me because, to paraphrase one of the main characters in the show, "a bad title and bad subject matter can kill a show pretty quick!" However I couldn't have been more wrong!it wasn't long before we all began to fall in love with the musical and its witty humour, a love that only grew as we learnt and rehearsed the songs and scenes.

Tessa, Year Eleven
(aka Hope Gladwell, *Urinetown: The Musical*)



Standardised tests and competitions

PEGS students participated in a number of standardised tests, national competitions and notable forums with many distinguished achievements. These included:

In Mathematics

National Mathematics Summer School – 6 participants
Australian Mathematics Competition – Prudence Award, 8 Year Level Prizes, 41 High Distinctions, 152 Distinctions
The University of Melbourne BHP Billiton School Mathematics Competition – Senior Division: Second Prize, 6 Outstanding Awards, 8 Certificates of Merit
Australian Computational and Linguistics Olympiad – State champion team
Maths Talent Quest (Primary) – National Outstanding School Award;
Individual awards – National level: 2 awards (Year 2 individual entry and Year 3 group entry), State level: 6 High Distinctions, 28 State finalists
Australian Informatics Olympiad – 2 awards
Australian Problem Solving Mathematical Olympiad – 6 medallists.

In Science

CSIRO Scientists in Schools Program – 7 participants
National Youth Science Forum – 4 participants
Australian National Chemistry Quiz (Years 7 - 12) – 14 High Distinction Excellence Awards, 37 High Distinctions, 78 Distinctions
Big Science Competition (Years 7 - 10) – 50 High Distinctions, 74 Distinctions.

In Languages

75 students were finalists or place getters in state level competitions
CLTAV Chinese Speaking and Performance Competition – 2 Awards
CLTAV Chinese Reading Award – 2 Awards, 4 Medallions
French: Concours Berthe Mouchette – 2 Awards
German: AGTV Poetry Competition – 5 Awards
Indonesian Language Teachers Association Competition – 5 Awards.

Co-curricular participation

The busy co-curricular calendar enhances student enjoyment of school and engagement in school life. Students have the opportunity to participate in a wide range of co-curricular activities including music, drama, dance and sport. In the secondary school they participate in two seasons of sport – a summer sport and a winter sport.

Highlights of 2016 included:

In the Performing Arts

Music: major events in the PEGS music calendar were a series of three concerts inspired by the school's Year of the Acrobat theme and entitled *salientes in musicam*: two performed by senior and one by junior students. Additional performance opportunities included instrumental department concerts and recitals focussing on VCE students' repertoires. The annual Carol Service held in St Paul's Cathedral in the final week of the school year again showcased the talent and commitment of Senior and Junior Choirs and brass and string players.

Drama: with a cast of 21 students from Year Seven to Year Twelve, the dramatisation of Roald Dahl's *The Witches* in Term Two introduced many students to drama and delighted audiences with its innovative production.

Dance: (a)Spire was performed as a fitting finale to PEGSFest by the Dance ensemble. The students themselves devised the show which examined the ways we aspire to achieve our goals. They brought a creative energy to the project which proved to be an exhilarating testament to their efforts.

The Musical: *Urinetown: The Musical* provided a new look at the genre with its mix of satire, environmental politics and postmodern musical pastiche. A cast of 32 players and eight musicians brought the good folk of Urinetown alive to audiences over four nights in July.

PEGSfest and One School Day offered many opportunities for participation. Open rehearsals were conducted by music ensembles, and One School Day included instrumental and vocal performances, dancers and acrobats and an encore of highlights from *Urinetown: The Musical*. Student film makers developed their ideas about the qualities of an acrobat, and, initiated by the Drama Ensemble, a student-developed serial drama entitled Great Heights took on a life of its own, playing to packed houses over lunchtimes.

In Sport

Boys' Soccer: AGSV Premiers
Triathlon: State Schools' Champions on the eighth occasion in the past nine years
36 students selected as representatives in AGSV combined schools' teams.

In Public Speaking

DAV competition: 2 Swannie Awards (Best Speaker for region and year level)
DAV Public Speaking (Years 7 and 8): 2 finalists
UNSC Evatt Trophy: 2 teams State finalists, Second place
UN Youth Voice: 2 national finalists. .

Student surveys

Students in Years Six, Eight and Ten completed the biennial LEAD survey of student satisfaction and quality of teaching conducted by Independent Schools Victoria. Results were compared with those reported for a reference group from 37 participating independent schools. A mean score of 8.20 out of a possible 10 for 'Overall satisfaction- I am happy to be at this school' was recorded for our students compared with a mean score of 7.68 for the reference group.

Students identified high levels of satisfaction with the academic programme offered and learning outcomes in basic skills, the responsibility offered them for their own learning and opportunities for development of thinking and reasoning skills. Students reported an inclusive and safe environment, they felt encouraged to try their best and reported close peer relationships. High scores in the quality of teaching component of the survey were recorded for Academic Rigour, Teacher/Student Rapport and Teacher Practice.

The LEAD exit survey of Year Twelve students examined perceptions of the effectiveness of school practice. Results at PEGS compared favourably with scores for the reference group from 40 other independent schools with a global satisfaction score for PEGS of 8.02 compared with the reference score of 7.93. Best practice areas were identified as Academic Programme, Learning Outcomes, Teacher Quality and Resources.

Attendance and retention

Enrolment from Prep to Year Twelve at the end of 2016 was 2384 and the average attendance rate was 95.8 per cent. The attendance rate was relatively consistent across all Sections of the school as summarised in Table 3. From a total of 224 students enrolled in Year Nine in 2013, 214 remained at PEGS in 2016, a retention rate of 95.5 per cent.

Table 3: Average attendance rate per year level

Primary	Percentage attendance	Secondary	Percentage attendance
Prep	95	Year 7	95
Year 1	96	Year 8	95
Year 2	96	Year 9	94
Year 3	96	Year 10	94
Year 4	96	Year 11	97
Year 5	95	Year 12	98
Year 6	96		

'The House competition at McNab House is synonymous with a few things – losing your voice, never losing your sense of fun and, as a member of Chaucer House, never losing!'

Mirella, Year Ten

For generations our girls have embraced strong affiliations with their Houses: Chaucer, Dorset, Park and Limerock and for more than thirty years our boys have enjoyed a similar rivalry between Bradman, Elliott, Reynolds and Rose Houses. Brother/sister House pairs now provide opportunities for an increasing range of activities in which girls and boys participate together. Inaugural winners of the McMaster Cup as the winning brother/sister House pair in 2016 were Chaucer and Reynolds.





The PEGS experience: staff in focus

In 2016 the school employed 244 teachers in 231 full time equivalent positions and 143 non-teaching staff in 116 full time equivalent positions. All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers held a teaching degree or higher qualification and 23 per cent of teachers held a Masters degree or higher qualification. The staff retention rate was 92.5 per cent and staff attendance rate was 97.1 per cent.

Professional Learning

Professional learning activities were available to all staff including teaching and non-teaching staff and all staff are required to complete a professional learning plan annually.

In total, 11,108 hours of professional learning was completed in 2016. On average, each full time equivalent teacher completed 5.5 days and each full time equivalent non-teaching staff member completed 1.6 days of professional learning.

Approximately 1.1 percent of remuneration was invested in professional learning.

The professional learning programme continued its strong focus on developing a Culture of Thinking. Twenty-four teachers completed the Harvard University course, 'Making Thinking Visible'. Over the past four years, 159 teachers have completed this course. Another long running programme was Inquiry Action training led by Ron Ritchhart. Twenty-eight teachers completed 810 hours of training and worked in focus groups to develop strategies and routines for deeper thinking and learning experiences for students. In-house sessions were also held regularly and teachers were encouraged to attend targeted external professional learning activities to address specific learning priorities.

Section based professional learning addressed learning and development needs and faculty based professional learning improved curriculum knowledge and teaching practices. Staff members were actively encouraged to attend targeted, external faculty association and educational sector conferences and seminars.

In 2016 staff members completed 1250 hours of First Aid training, including CPR, Asthma and Anaphylaxis and Perform CPR refresher training.

Training in ICT continued to advance staff ICT capability to develop and utilize the Student Learning Management System in PEGSpace and provide improvement in teaching digital literacy.

Five staff members undertook additional post graduate studies supported financially with a study assistance payment.

Staff Feedback and LEAD survey

Staff members had the opportunity to engage in feedback with the school leadership through individual discussions, staff meetings and various consultative processes including, but not limited to the OH&S Committee and the Teaching and Learning Committee.

Staff feedback was also sought through the biennial Staff Satisfaction LEAD survey, new staff induction surveys, annual Professional Learning planning and reviews and staff exit surveys.

Over 97 per cent of new staff members reported that they were satisfied or very satisfied working at PEGS overall, including satisfaction with recruitment and induction, support from colleagues, leadership and IT and the provision of tools and resources to meet their needs.

The majority of staff members leaving PEGS reported in exit surveys that their experience had been positive or very positive on all measures, including work conditions, OHS, staff wellbeing, professional development, leadership, teamwork, feedback and support.

All staff members were invited to participate in the LEAD survey measuring staff satisfaction and perception of school effectiveness, teaching and workplace issues. Data was received from 266 respondents, equating to a margin of error of 3 per cent, and results were compared with data from a reference group of 42 independent schools.

The survey examined school-based themes and more general workplace issues. In the school-based domain, the teaching staff reported high levels of satisfaction with teaching practice, the quality of teaching and learning offered, high quality facilities and resources and arrangements for student care and wellbeing.

In the workplace domain, the staff reported increased levels of satisfaction in the areas of staff morale, staff access to technology and opportunities for students to make appropriate use of computers, as well as the physical environment of the school, including maintenance of buildings and grounds. Overall satisfaction increased on all domains compared with the 2014 survey. Comparatively lower satisfaction ratings were related to communication and feedback.

The PEGS experience: finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2016 was \$52.6 million and included \$36.5 million from student fees, \$15.6 million from government recurrent funding. Expenditure of \$49.8 million included salary and teaching expenses of \$42.4 million and administrative expenses, general, maintenance, provisions and depreciation of \$7.4 million. The surplus of the School was used to finance its capital and IT infrastructure projects.

The PEGS experience: families in focus

History and tradition are important at PEGS, with a number of students representing the third and fourth generation of family associations with the school.

Activities arranged by the Friends of PEGS offered opportunities for social interaction for school families and their fund-raising contributed substantially to student amenities.

PEGS Former Students' Association encouraged regular distribution of information and a formal round of Class Reunions continued to be eagerly anticipated and well-attended by past-students.

PEGS Business Network provided business, networking, industry insights and opportunities for former students, current students and their families.

Associated sporting clubs offered students the opportunity to continue their association playing together in cricket, football, hockey, soccer and tennis teams.

The annual series of Thinking Seminars again introduced students and the wider community to the ideas of outstanding thinkers who represented diverse areas of expertise.

Parent survey

All parents were invited to participate in the biennial LEAD survey of satisfaction. Data was received from 669 respondents, equating to a margin of error of 3 per cent, and results across a range of domains were compared with data from a reference group of 42 independent schools.

Compared with the reference group, the perceptions of PEGS parents overall were most favourable with regard to the school's academic programme, the challenges offered to students in their studies and the resources provided for learning. When compared with results from prior surveys, improved satisfaction was evident regarding the physical environment of the school, including upkeep of the buildings and grounds, resources, opportunities for contact with teachers and the communication options offered to parents. There had been no reduction in satisfaction on any topic since the prior survey but opportunities for parental involvement remain an area for consideration.

Care and Wellbeing

Caring and developing wellbeing is fundamental to everything we do.

Everyone can take steps to improve his or her wellbeing.

Wellbeing supports and enables good thinking and learning.

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

Feeling valued and having a voice are vital for a person to flourish.

An effective partnership between school and home fosters care and wellbeing.

Physical, social, emotional, psychological and spiritual care enhances wellbeing.

We help each other to be purposeful, hopeful, active, resourceful, compassionate, confident, independent and resilient.

We help each other adapt to challenges, make good choices, solve problems and accept responsibility.

A thriving person will reflect on and manage his or her wellbeing.



Culture of Thinking

Developing good thinkers is an explicit and core goal.

Good thinking supports wellbeing, improves intelligence and leads to good learning.

A good thinker is courageous, creative, curious, ethical, persistent, reflective and strategic.

A good thinker can apply, transfer, adapt and create.

A good thinker strives for understanding, fairness and truth.

Good thinking is fostered by the culture of our school.

A good thinker develops his or her thinking through collaboration.

A good thinker will reflect on and manage his or her thinking.



2017 Dates for the Diary

July

18 July – Term Three begins

31 July – Suzuki Concert Three

August

3-5 August – School Musical

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

15 September – Term Three ends

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

13 December – Term Four ends

20 December – School Receptions closes

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

