

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

The Principal's Newsletter June 2016





From the Principal

Several weekends ago the school's senior staff met for an intensive session further to develop its responses to the school's strategic plan. It was obvious that the school has numerous ambitions for its students. As such, conversations led the staff to develop a set of key understandings in regard to care and wellbeing.

While most of these understandings are a reflection of the school's already outstanding work on student care and wellbeing, there is still merit restating and clarifying them. The school's work in these areas is extraordinary. Only this year, the school's extensive student coordination system was further expanded in both Middle Schools. In addition, psychologists, chaplains, teacher and integration aides, special education teachers, Disability and Special Needs Coordinators and a speech therapist provide additional support for our students.

I am sometimes surprised when told that the school's focus is academics. This is a narrow and inaccurate description of the school as it dismisses the extent of the school's direct and indirect commitment to student care and wellbeing through a myriad of proactive wellbeing programmes as well as the richness of student experiences and the sense of connectedness provided by the school's expansive range of co-curricular activities.

At the start of each year, at the information nights for Year Seven parents, I pose the question, "What does the academic success of our students tell you about the school?" One part of my answer is "our students must be enjoying their education". Enjoyment is a vital ingredient of success, and satisfaction and connectedness are critical to enjoyment at school. Our students know that their school cares for them and has their wellbeing at heart.

The school will be announcing its key understandings in regard to care and wellbeing at the start of Term Three. These understandings will operate in parallel with the school's culture of thinking. It will now be even clearer that a Penleigh and Essendon Grammar School education rests on two strong, unambiguous pillars – its commitment to care and wellbeing and its culture of thinking.

Tony Larkin

What sort of learners do we want our students to be?

As part of the school's commitment to a culture of thinking, a group of teachers from Prep to VCE are collaborating on a project under the guidance of Ron Ritchhart from Harvard University. Ron has challenged us to consider 'What sort of learners do we want our students to be as a result of their time with us?' This enormously important and exciting question goes to the heart of teaching and learning.

To answer it, we are reviewing academic research and introducing new thinking routines and practices into our classrooms. As a group, we have revelled in the opportunity to meet with colleagues from across the school to exchange ideas, share experiences and reflect on our teaching objectives and practices.

As an example of how the core question can be approached, I pursued the question by asking students in my Year Ten Science class to integrate strategies that would enhance their ability to reason with evidence in their practical reports. This approach enabled students better to substantiate their conclusions. In Year Eight English, Mrs Caroline Horton Andrews has looked at ways to assist students to formulate claims, provide relevant support for their opinions and develop their discussion skills. This has helped students to think more critically about how and why they have formed certain views and opinions in connection with their learning.

This collaborative approach has enabled teachers across the school to reflect on their individual practices and to share their understandings with colleagues. The core question confirms the pivotal role of teachers in guiding and supporting students to become effective thinkers; young people who are ready for the challenges of the 21st century.

Sheri McGrath

McNab House teacher and Coordinator for The University of Melbourne Network of Schools





Studying flight principles

Early in Term Two, Year Ten students of the Science unit 'Aerodynamics and Flight Principles' relocated to the Qantas Melbourne Flight Training Centre in Airport West.

This annual field trip provides our students with a unique insight into aspects of the aviation industry rarely experienced by those external to it. Jointly designed by Qantas personnel and the school's Science teachers, the training day is closely aligned with the PEGS curriculum and incorporates both theoretical and practical components.

The classroom component, delivered by Senior Instructor Tim Reid, reinforced the scientific, technological and engineering principles that make flight possible. The concepts included the four forces of flight, modes of providing thrust, design features of commercial aircraft, the fuelling of flight and the physiological impact of flight on the human body. Students were then able to put theory into practice, undertaking B737-400 Flight Simulator rotations, again under the expert instruction of Tim Reid. Sitting in the co-pilot's seat, students were guided through takeoffs and landings on Melbourne Airport's Runway 16. Aeronautical phenomena such as wind shear and stalls were experienced. As they altered thrust or deployed flaps, our students were able to experience Newton's Laws of Motion from within a cockpit.

These days provide an invaluable opportunity for contextualised and personalised learning and they highlight the social, technological and commercial significance of the Australian aviation industry. Mr Ash Youssef and Captain Stephen Gist, both from Qantas, have been critical to providing these extraordinary experiences for our students.

Alexandra Abela
Year Ten Science Facilitator







Bradman, Chaucer, Dorset, Elliott, Limerock, Park, Reynolds and Rose

These eight Houses have incited loyalty from Junior and Middle School students over decades as they have competed in spirited rivalry in sport and other activities.

At the moment of enrolment, each student is allocated a House, often the House of an older sibling or parent. Students support their Houses at a range of events including carnivals, tournaments, debates and charity drives. The feeling of community in each House is fostered as older students mentor the younger ones and as younger students aspire to leadership positions in their Houses.

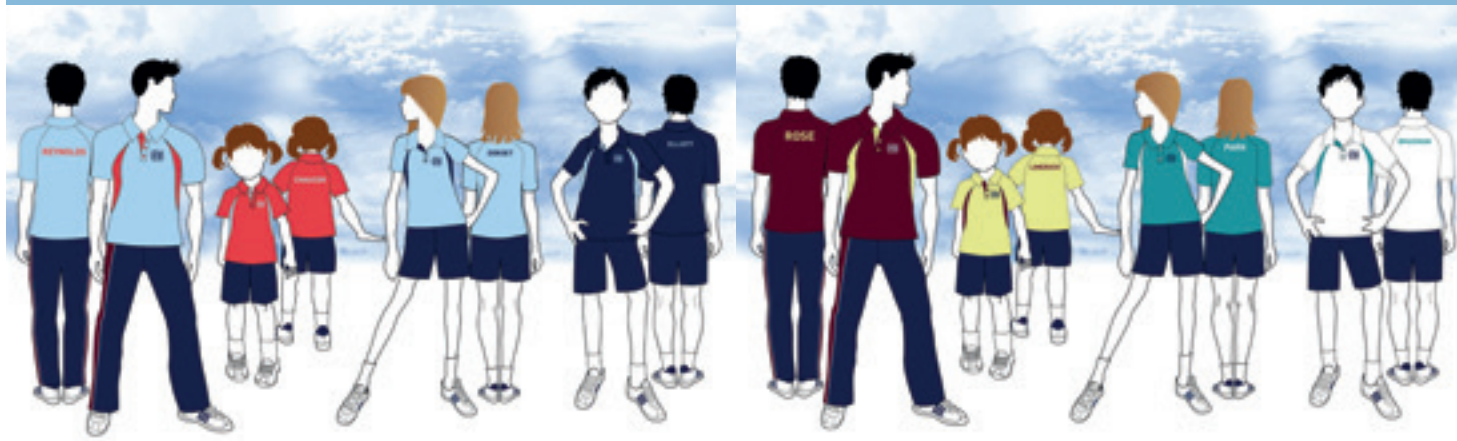
With the Middle School (girls) at McNab House, joining the Middle School (boys) at Keilor East, there is opportunity to broaden the House programme at the Middle Schools. To facilitate this, we are linking individual Houses at the girls' section with boys' Houses. While many House activities will remain unchanged, there will be new House activities in which girls and boys will participate together.

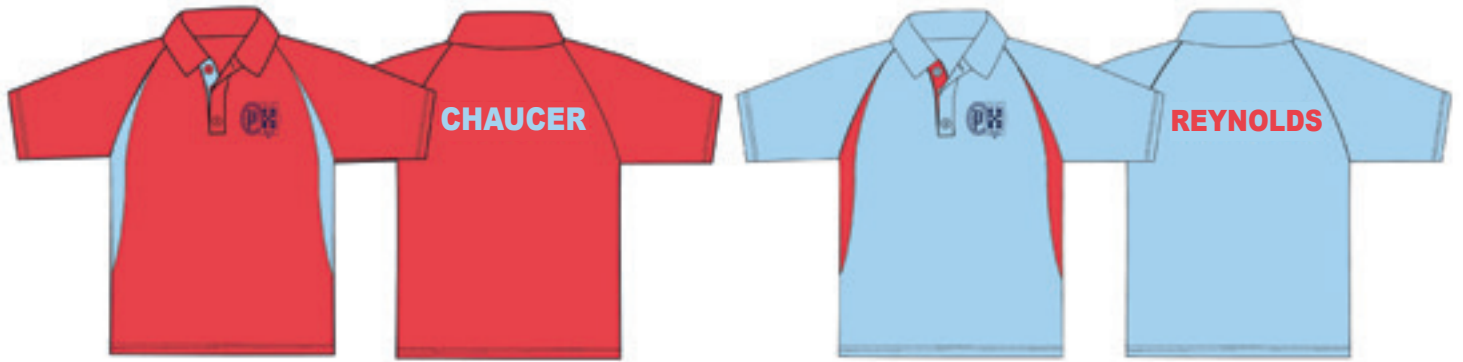
The brother/sister Houses will be:

- Chaucer and Reynolds
- Dorset and Elliott
- Limerock and Rose
- Park and Bradman.

We are already organising activities in which the girls and boys can participate together. New House tops will be available from Noone Imagewear for all Junior and Middle School students from the middle of this year. These tops will help students to identify the brother/sister houses. It is expected that the full introduction of new House tops will occur by the commencement of the 2018 school year.

Nina Bilewicz
Vice Principal









House competition in the Middle Schools

The aim of the school's House programme is to engage the students in the life of the school, to create a sense of community, to provide opportunities for leadership and to give students the chance to build and apply their various skills.

The colour and vitality of the House athletics carnivals exemplified the best of House activities. House leaders and staff worked hard to create and organise events that bring students together. The community spirit was evident through the colourful banners and lively chants created by the students. Teachers certainly played a role in nurturing this House spirit; some wore tutus in their house colours and one even went as far as dressing in a blue dog costume. We congratulate Chaucer (McNab House) and Bradman (Gottlieb House) for winning their respective athletics carnivals.

There has also been a food drive for Lentara and support for the Lort Smith Animal Hospital. The quantity of donated items is confirmation of the generosity of our students and their families. These projects help to develop a sense of connectedness with the wider community.

We look forward next term to creating further opportunities for our students from both Middle Schools as they work together.

David Christopher and Anna Kaloudis
Middle School House Activities Coordinators





Kingergartens visit the Essendon Traffic School

The children from Cottages 49, 51 and 53 recently attended the Essendon Traffic School. The education sessions at the Traffic School aim to promote, develop and reinforce safety skills near traffic.

The excursion was an interactive hands-on experience. The children role-played as riders and pedestrians. This involved practising the use of the different types of crossings and an awareness of traffic lights.

The Traffic School provided a valuable opportunity for the children to build on their knowledge of road safety and assisted them to become safe and active participants in their communities. Related activities, songs and stories further enhanced the experience when the children returned to the kindergartens.

Anne Maree Florussen
Director of Kindergartens (Acting)



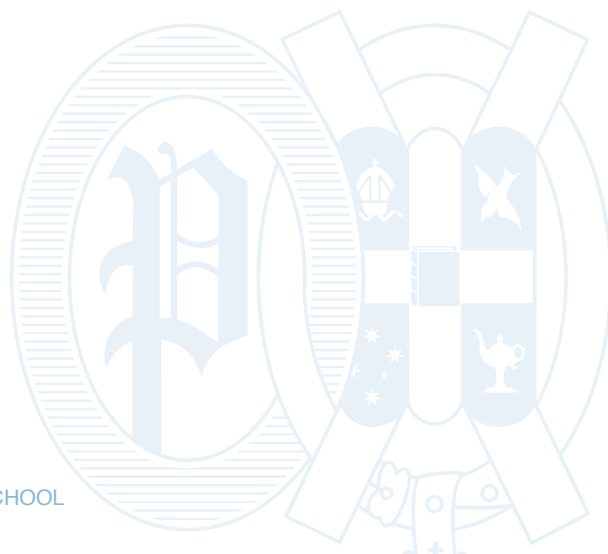


Premier's Awards

Four PEGS students were in elite company on Thursday 28 April this year when the top VCE students of 2015 were presented with Premier's Awards for their outstanding study scores. Edward Kline-Marantelli and Thao-Mi Bui both achieved a Premier's Award for History: Renaissance Italy, while Luka Zubcic and Hasaru Kariyawasam's awards were presented for Latin and French respectively.

These students, as well as working incredibly hard in these areas over a number of years, all demonstrated a passion for their studies, worked closely with their teachers and sought to achieve a deep understanding of the subject matter. Teachers who attended the ceremony in support of the students were delighted to be able to congratulate them on such an outstanding achievement.

Kate Dullard
Head of Infinity Centre



Chess at the Junior schools

In Year Three, chess is part of the curriculum for our students. In addition, it is offered as a co-curricular activity at both Junior school campuses with a focus both on the development of chess skills and a love for the game. The school recently hosted a round of the Chess Victoria Zonal State Championships in the Ian Morton Centre at our Essendon Campus. This was the first taste of competitive chess for our students and teams from both campuses performed very well.

Final results were:

First: PEGS Essendon Campus

Second: PEGS Moonee Ponds Campus

Third: Lowther Hall.

Both PEGS teams will now proceed to the State Championships later in the year. William Cheah (Year Two) was the day's Individual Champion, winning all seven of his matches.

Craig McFarlane

Head of Junior School (boys)



Da Vinci Decathlon

Leonardo da Vinci (1452-1519) was famous for his creativity as well as his problem solving and higher order thinking skills. On Monday 16 May, twenty-four Year Seven students set out to follow in his footsteps at the da Vinci Decathlon competition.

PEGS had three teams of eight at the competition - Atticus, Arthur and Mannie. The teams were set tasks in ten categories. For example, in English, students had to write an essay and analyse an extract from *The Hobbit*. In Art and Poetry, we had to produce a three-dimensional picture. In Engineering, we had to use five straws and five Paddle Pop sticks, two pieces of paper and seeds to make a solar flying machine. Team Arthur won this challenge by creating a traditional Japanese kusudama out of paper.

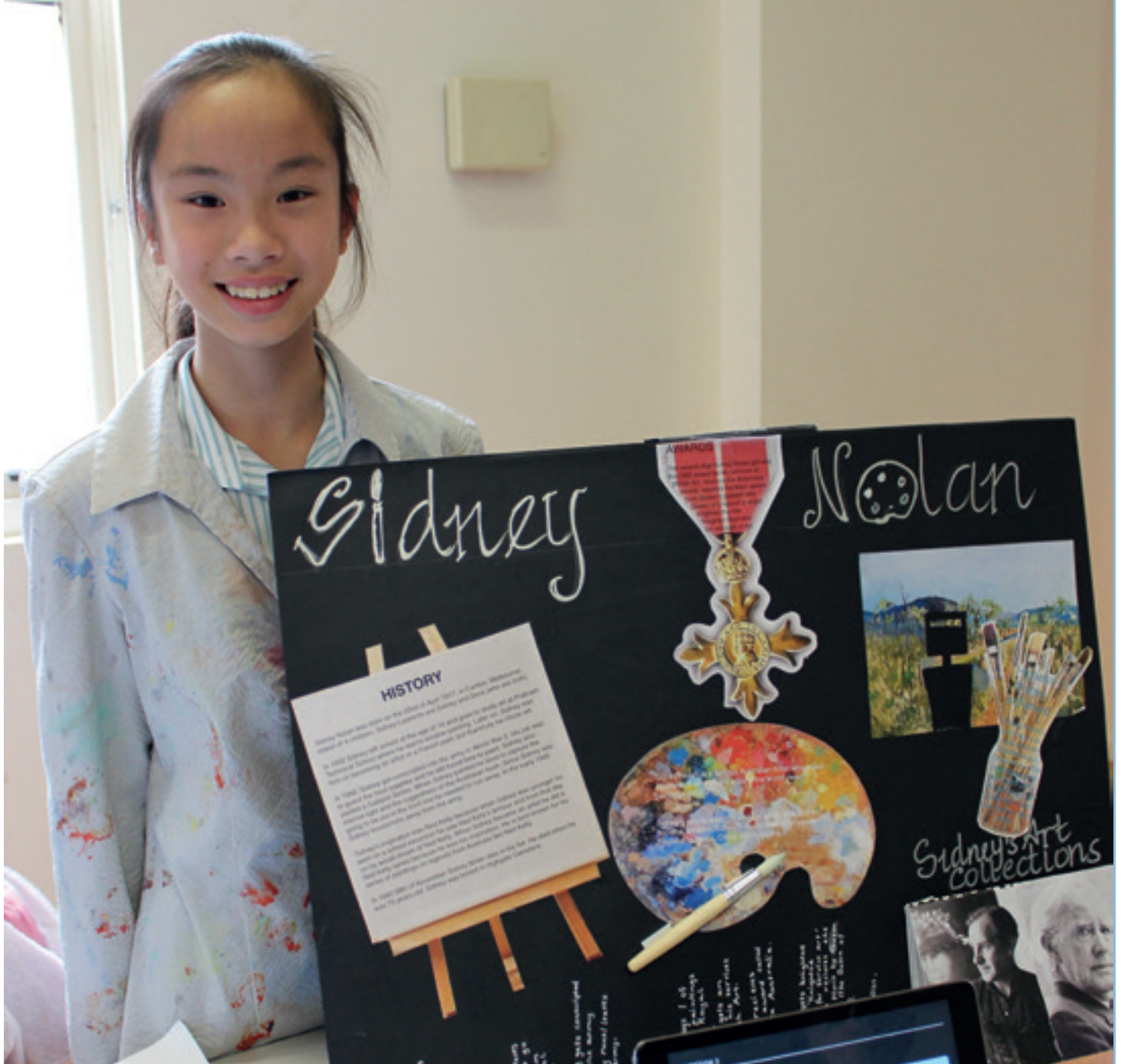
After a day of blood, sweat, tears and cakes, the school emerged with some great results. Team Mannie came second overall, with Team Arthur third. PEGS won five out of the ten categories: English, Science, Philosophy, Art and Poetry and Engineering.

Overall, the da Vinci participants had an amazing journey through Leonardo da Vinci's world. We highly recommend the programme to anyone and everyone. It was challenging; but most of all, it was really fun!

Elsie Howe and Anna Nguyen

Year Seven





Year Six Biography Fair

The Year Six Biography Fair was an opportunity for the girls to celebrate and share with parents and friends some of their work from the previous six weeks.

Prior to the Fair, the girls worked very hard on a biography unit with a historical focus. They were required to choose a famous Australian and investigate that person's life and legacy. They developed inquiry questions, conducted research, learnt and applied the structure and features of a biography text and created visually engaging, multi-modal materials for their stand at the Fair. At the Fair, the girls took on the role of their biography subjects by dressing like them, engaging with visitors and answering questions about their lives.

This unit has not only enhanced the girls' inquiry, research and literacy skills, but it has facilitated their understanding of Australian society and the many historical figures who have contributed to it.

Jillian Fenton
Year Six teacher, Junior School (girls)

Maths camp 2016



Few events in the school calendar generate as much wide bemusement as the school's annual Maths camp. Operating for close to twenty-five years, a group of about thirty students from Years Nine and Ten spend three days in May studying material that allows these students to participate in the Enrichment Stage of the Mathematics Challenge for Young Australians. This programme is sponsored by the Australian Mathematics Trust and, at PEGS, is overseen by Mrs Joanna Carasavidis and Mrs Teresa Sessa.

The focus of the programme is not topics studied in class but other areas of mathematics, and their applications, which require heightened levels of abstract thinking and mathematical insight. Students are introduced to topics that many adults will remember with fondness from their university studies. The diversity of the topics is impressive. They include, but are not limited to, proofs by contradiction and induction, different number bases, Diophantine equations, congruence (triangle properties) and congruences (remainder arithmetic).

The long weekend is punctuated by recreational activities to ensure that students sustain their mental acuity despite seven extended sessions of mathematical investigation. Student enthusiasm for the Maths camp has never waned over the decades. It remains a quirky but important event every school year.

Tony Larkin





Thinking deeply about Maths

We were fortunate to be among 71 young mathematicians brought to Canberra during the summer holidays to “think deeply about simple things,” in the words of our tutors. Over the course of two weeks, we were introduced to the topics of Number Theory, Projective Geometry, and Topology.

Days were scheduled to the minute. Our first lecture was interesting, to say the least. We were taught how $2 + 2 = 1$, and that parallel lines do in fact meet. Basically, every fundamental rule of school maths had been broken within 24 hours as we were introduced to the basics of Pure Mathematics, and this theme persisted throughout the fortnight as our eyes were opened to a new world of things that don't actually exist.

We survived the first week of work and corny Maths jokes, only to be confronted by the daunting concept of Topology. Statements like ‘It passes through itself in three dimensions, but not in the fourth dimension,’ and ‘a cube is a sphere’ were correct statements for a week, causing great confusion for all. Despite our initial doubts, the National Mathematics Summer School was an experience that we will never forget and that exceeded our expectations by far.

Jacob Abdulnour, Sam Maio and Hua Li
Year Twelve







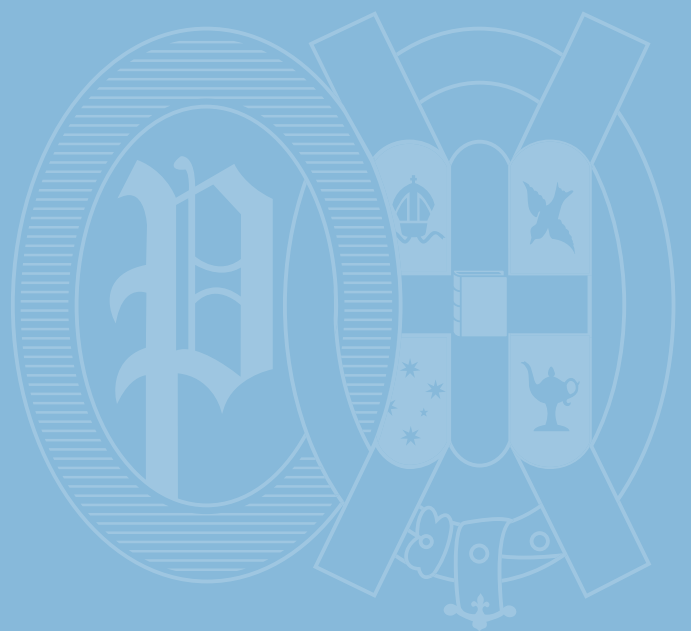
Eildon Camp

Whilst hidden in the beautiful Australian bush, the importance of our school camp at Eildon should not be overlooked. For decades it has been a place where students face challenges, grow as individuals and cement relationships. Additionally the camp programme aims to develop qualities such as confidence, creativity and resilience to equip our students with skills that will serve them well in other walks of life.

We have come some distance since the first Year Ten group camped in tents in 1984. Consistent with other campuses in recent times, the Eildon Camp is on the move. With a view to expanding our programmes to cater for our students and provide bold and challenging experiences, new building projects have started to take shape. The first phase provided new staff accommodation. This was completed in early February. Currently work is underway for a new student accommodation wing and an extension of the main dining/recreation building. It is fair to say that the place is currently changing every day. A hive of construction is taking place.

The school is fortunate to have staff at Eildon with a genuine passion for Outdoor Education. The Camp Manager, Paul Crouch, and his team are full of fresh ideas and a wealth of experience. Their care, positivity and skills provide our students with fantastic camp experiences. While our Eildon Camp is on the move, it remains a unique and inestimable component in the greater PEGS experience.

Colin Cooper
Camp Coordinator





Community leadership

In 2016 the school launched the Community Leadership Programme, which encourages students to develop their interpersonal and leadership skills through engagement with community organisations.

Many students have already made significant contributions to a variety of community organisations and have found it a valuable and rewarding experience. Alexa Stronghillis has been coaching a junior team at her local netball club. Alexa believes such contributions are valuable because it's a recognition that 'we've all been able to take something from our community'.

While Alice McEvoy has been a volunteer surf-lifesaver, she noted that volunteering in a soup kitchen for homeless people was a more powerful experience as she felt her perspective had been broadened and her interpersonal skills developed.

Listening to people's stories is what Erandi Banneyake has enjoyed most while tutoring young refugee students and volunteering at her local St Vincent de Paul Opportunity Shop. She finds that while it can be tricky to juggle this alongside the demands of Year Twelve, there is a sense of personal fulfilment that comes from knowing she has made a contribution to society.

Carlton Baillon has volunteered at community events like the Weetbix Kids Triathlon and the Colour Run, but completed the bulk of his hours on the community project during the World Challenge trip to Vietnam. For Carlton, the rationale for volunteering is simple: 'Not everyone is as fortunate as us, so it doesn't hurt to give back every now and then. And most of the time it is a lot of fun'.

Kate Dullard
Head of Infinity Centre





First Thinking Seminar

On Tuesday 10 May, the Penleigh and Essendon Grammar School community was privileged to attend a seminar at the HR Stevens Music Auditorium with Professor Peter Doherty as the guest speaker. Professor Doherty was awarded the 1996 Nobel Prize in Physiology or Medicine for his research into the immune system that led to an understanding of how Killer T cells recognise not only antigens but also MHC proteins in order to destroy infected cells in the body.

It was a once in a lifetime opportunity to hear Professor Doherty speak about working in research facilities, the journey of his revolutionising discovery and how it affects each and every one of us. As students currently considering our future career pathways and the fields of work that interest us, this seminar was a valuable insight into some of the opportunities in the domain of medical research and the broader spectrum of science.

Penny Goode

Year Eleven



UN Youth Voice National Finals



In recent times, society's underestimation of young people has become more prominent. We have recently seen Hillary Clinton asking young voters to articulate complex issues, such as student debt, with emojis!

At the UN Youth Voice National Finals in mid-April we learned that young people are intelligent, engaged members of society who must be given a voice to advance prevailing issues. For a week, we were introduced to new ways to tackle pressing issues when forty delegates from around Australia provided solutions, in speeches, about homelessness, climate change and ethical trade.

We were exposed to advocates and speakers who shone a light on how we can make a genuine difference. They taught us that ideas are in abundance but it is the ability to bring ideas to fruition that is most crucial.

Alongside passionate, like-minded individuals, we discussed issues that affect Australian society, such as indigenous rights, mental health and gender equality. We even had the opportunity to submit our suggestions to the federal government from the perspective of approaching these issues at a policy level.

Through themes of advocacy, policy and research, we learnt how we can put our words into action, whether it be through politics or, for now, through school initiatives. It was a realisation; our youth does not hinder us but helps us bring new and significant contributions to the society we will shape.

Liefke Davey (Year Ten) and **Mirella Wong** (Year Nine)





Fencing returns

After a hiatus of more than twenty years Fencing has returned to PEGS. Twenty-nine students in Years Seven to Eleven have chosen Fencing as their Winter Sport. Boys and girls can train together during the week and compete alongside each other in Junior and Secondary competitions over six Sundays for the season. Their coach, Mr Anthony Snelling, has expertly guided this enthusiastic group of students through the art and protocols of this highly disciplined sport.

In 2016 our school community celebrates the Year of the Acrobat; in which we recognize the skills and learning dispositions of flexibility, dexterity, logical-thinking, concentration and daring. In the Year of the Acrobat, Fencing is yet another example of our students engaging their thinking skills of persistence, curiosity and strategy as part of their learning experiences.

Amanda Stephens
Year Nine Coordinator, McNab House



Leaping into music

Although camouflaged by its Latin equivalent, *salientes in musicam*, this year's major concert series is better understood under the turn of phrase, *leaping into music*. Although the title is an indelible reference to the school's 2016 theme, Year of the Acrobat, the phrase could be applied both metaphorically and spiritually to the hectic performance schedule in the past few weeks. During the first seven weeks of Term Two, the Music Department has produced no less than twelve individual concerts. Aside from the first two of the tri-series *salientes in musicam*, which took place on Wednesday 18 and Thursday 19 May, these have included eight instrumental department concerts and two recital evenings for our VCE Music Performance students. While the busy and demanding schedule has no doubt occasionally tested the mettle of both performers and audience, the plethora of opportunities has ensured that our young musicians have definitely, in both quality and quantity, leapt into music.

Peter Chaplin
Director of Music





A Tale of Two Witches



School students by day, witches by night. Drama students rehearsed tirelessly for nearly three months to present Roald Dahl's *The Witches*.

After auditioning in early February, a cast of twenty-one students, from Year Seven to Twelve, was selected. Led by our director Ms Lauren Barnes the ensemble embarked on a journey into the fantastical world of Roald Dahl. As the weeks passed, the cast forged new friendships across year levels as they prepared for production week.

The cast was delighted to present the show to full houses over three evenings. Some impressions from the cast were:

As the only Year Twelve in the cast, I felt privileged to watch this dynamic group of younger students develop from drama enthusiasts into accomplished performers. For some, The Witches was their first production. For me, it was sadly my last performance at the school. I speak for the entire cast when I say that participating in The Witches was a rewarding and incomparable experience that will live on through the friendships and memories that were made. The future is bright for drama at PEGS.
Lauren Haber, Year Twelve

The play included lots of morals such as "it doesn't matter who you are or what you look like as long as someone loves you" and "always stay brave even in the toughest situations". A lot of teamwork was needed.

The performance was much more than just actors on a stage. We had the support of magnificent teachers as well as a backstage crew. As one of the Year Sevens in the play, and being new to the school, I learnt a lot about theatre craft and would encourage everyone to give drama a try. Something magical might just happen! William Tonks, Year Seven

The Witches introduced many students to drama. We expect to see many of these students on our stages during the years ahead.

Peter Bohmer
Director of Performing Arts



PEGS Golf Team Victorious

On Friday 6 May three boys from Gottliebsen House represented the school at the Victorian Schools Under 17 Golf Team Championships at the Metropolitan Golf Club. Kyle Novacek (Year Ten), Jack Nibbs (Year Nine) and Nathan Page (Year Seven) finished the day by holding the VSTC Shield aloft for the first time since our students began competing. They were A Division champions ahead of over forty other schools.

The competition was played under the Stableford format with the two highest scores combined to give a total points tally. Kyle scored 36 points playing off a handicap of 5, Nathan had 34 points (handicap 1) and Jack 32 points (handicap 7). The boys played extremely well in challenging conditions with a strong northerly wind.

As all players will still be Under 17 next year, the team is planning to return to defend its title. Nathan, by finishing equal third, has qualified to represent Victoria as a member of the Under 17 State team to compete at the National Championships in Adelaide in August. It was indeed a great day for golf at PEGS.

Huw Lewis
Teacher-in-Charge



Nathan Page - AGSV Golf Champion 2016

Nathan Page a member of the PEGS golf team competed at the recent AGSV, APS & BAS combined golf event at the prestigious Royal Melbourne Golf Club. Playing off a mightily impressive handicap of two, Nathan carded a 2 over par 75 'off the stick' around the tough lay out.

This saw him tie for equal first place on the day with three students from APS schools. Nathan was the best performing AGSV golfer on the day and it was the first time in seven years that an AGSV student was a winner of the event.

What makes the achievement even more significant is that Nathan became one of the youngest ever winners in the 27-year history of the event and also shot the lowest ever score by a PEGS student. We congratulate Nathan on this outstanding achievement.

Chris Clark
Coordinator of Sport (boys)

Footys4all donation

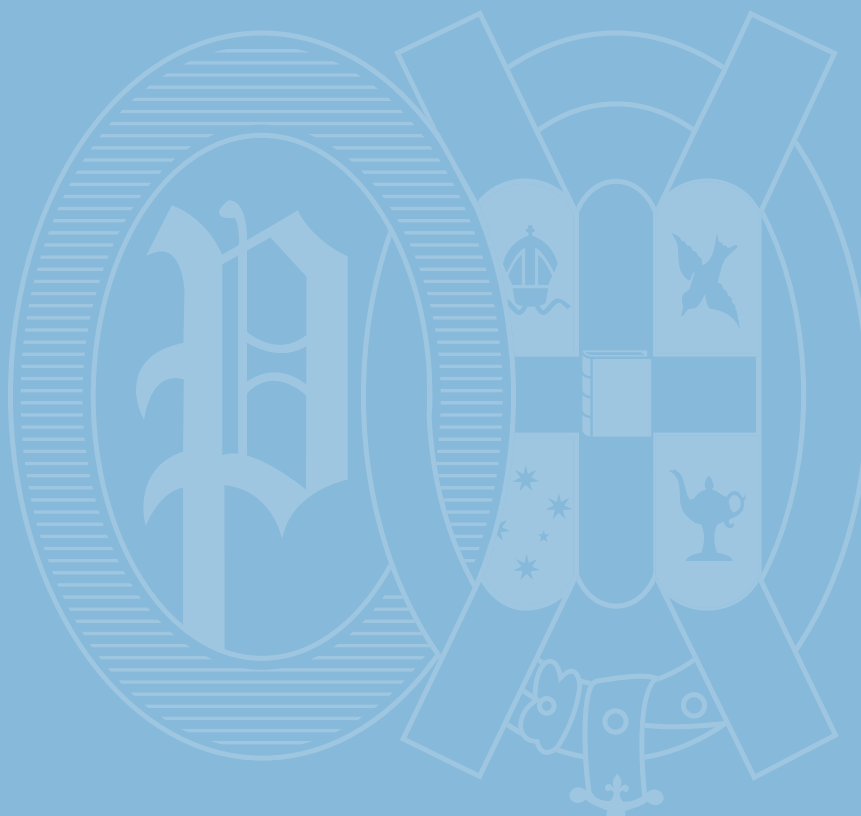
In 2016, Infinity Centre students have been looking for ways to develop leadership and connect with the broader community. Each year students from Year Twelve organise commemorative hoodies. While not part of the school uniform, the hoodies do contribute to the identity of each Year Twelve group. With the addition of a small surcharge to the cost of each hoodie, students raised \$479 that they have donated to Footys4all.

The Footys4all Foundation has an ongoing partnership with the Michael Long Learning and Leadership Centre (MLLLC). Based in Darwin, the Centre brings young aboriginal people in from remote areas to provide them with educational and football experiences. The school's donation will allow Footys4all to send footballs to thirty-three young people at the MLLLC and each child will take them back to their remote communities as a replacement for the plastic soft drink bottles they now use as they cannot afford real footballs.

Footys4all knows that Michael Long, a former PEGS parent, and his son, Jake, who attended our Junior School, will be very pleased to have the school supporting them in their endeavours to provide support to aboriginal children from remote areas.

Anthony Quirk

Senior Year Twelve Coordinator





National tennis champion

Keona Mendis commenced at PEGS earlier this year in Year Eight. She is currently ranked seventh nationally among Australia's under-age tennis players and is ranked the number one player in her age group in Victoria. Her overall national ranking in all women's competitions is 243. In April, she played in the Australian 14 and Under tennis championships in Adelaide. After five tough preliminary matches, Keona won a closely fought final 6-4, 6-4. This is an outstanding achievement. The school is keenly anticipating being able to follow Keona's play in the 2016/17 AGSV/APS season.

Catherine Lane
Director of Sport

Swimming success

In recent years Junior School girls have been consistently high-achievers in swimming, and this year has been no exception with eight students competing at the School Sports Victoria State Swimming Championships held during April.

The 2016 squad started its journey in November last year. Further trials occurred in February to compete at the EDPSSA Swimming Carnival. After strong results at this event, members of the squad progressed to the Division Finals in March. Once again, many team members had excellent results, and were invited to the Western Metropolitan Regional Finals in Geelong. A number of our swimmers progressed to the State Finals.

The school is very lucky to have a strong culture of swimming, with lessons beginning in Prep and continuing until the end of Year Three. This is where many of our students begin their love of competition swimming. Congratulations to all the students who competed at all levels of competition throughout the swimming season. In particular to the State Finalists, for all of the hard work that has delivered such a great result!

Congratulations to our finalists:

Mikayla Donohoe, Alexandra Dobell-Hall, Victoria Dobell-Hall, Laura Stevenson: First, 11 years 4 x 50m Relay

Laura Stevenson: Fifth, 11 years 50 m Butterfly
Charlize Buna, Victoria Dobell-Hall, Amy Avram, Marcy Stathis: Second, Open Medley Relay

Alyce McFarlane, Charlize Buna, Amy Avram, Marcy Stathis: Second, 12 years 4 x 50m Relay

Brett McQueen

Sports Coordinator, Junior School (girls)



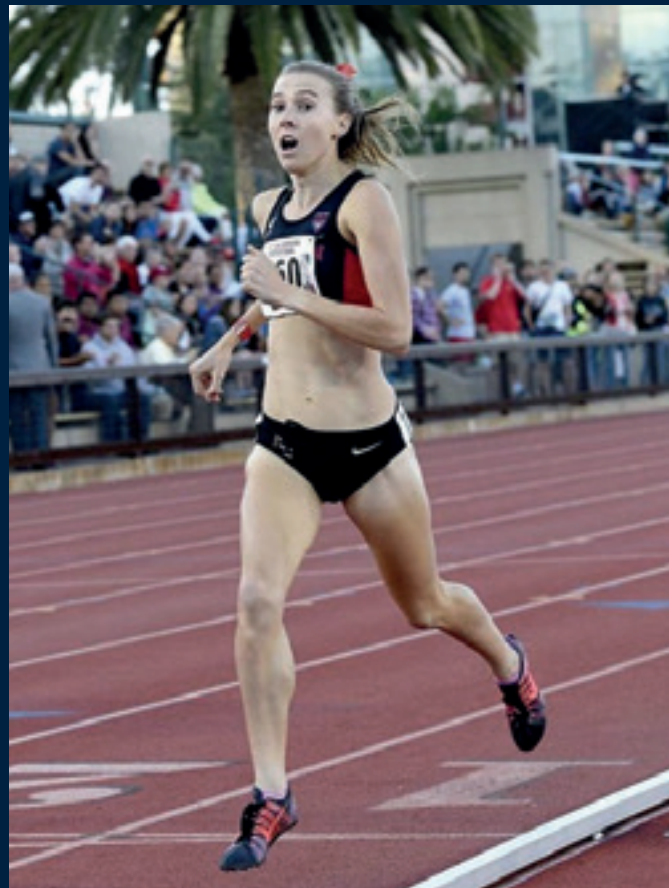


Linden Hall Class of 2009

Linden Hall was the PEGS Athletics captain in 2009 and also a valued member of the cross country team. She still holds the AGSV record for the Under 17 and Open 1500 metre events. After school, Linden moved to Florida State University for her tertiary education and to pursue her athletics career. Many of us have been following her progress with great interest.

At an Invitational meet at Stanford University on 1 May this year, Linden smashed her personal best time at 1500 metres with an Olympic qualifying time of 4 minutes 4.47 seconds. She made further gains on 29 May when she recorded a new personal best of 4 minutes 1.78 seconds at a meet in Eugene, Oregon. These great results are fantastic recognition for all her hard work. We look forward to seeing Linden compete for Australia in Rio de Janeiro in August this year. I am sure the whole school wish her well and will be watching her race.

Catherine Lane
Director of Sport



Luis Leeds

Luis Leeds, who attended Year Ten in Gottliebsen House in 2015, has claimed victory in Round Eight of the British Formula Four Championships. Luis has signed with the Red Bull Junior team for the 2016 season. The victory places Luis second overall in terms of championship points. We wish Luis continuing success for the remainder of the season.

Ben Johnson
Year Ten Coordinator, Gottliebsen House



PEGS Community

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.

Report 2015

Board of Management

Mr B Henderson, *Chairman*

Mr D Whiting, *Vice Chairman*

Mr G Aplin
Mrs B Deery
Dr D Pitkin

Rev P Blacker
Mr R Gottliebsen

Mr C Clausen
Mrs M Kinton

Dr E Dapiran
Mrs W McMaster

Mr P Davey
Mr P Phelan

Chairman's Message

After years of construction in all corners of the Keilor East campus, it was expected that 2015 would be a year when normality would return to the school. In reality this is never the case at a school. The focus turned to preparing for the introduction of additional classes in 2016 at both the Junior and Middle Schools. While the new facilities at Keilor East were built in anticipation of these changes, attention was turned to the Junior Schools with the expectation that there would be three classes, rather than two, at two additional year levels in 2016.

While the Year Five and Six Centre at the Essendon campus, completed in 2011, ensured the readiness of this campus for these changes, considerable work was anticipated at the Moonee Ponds campus both to integrate the existing primary and secondary buildings as a Junior School only and to reconfigure facilities into three-classroom units at each year level.

The changes have indirectly flowed into other areas. Extra church services have been scheduled at St John's Uniting Church in Essendon to accommodate additional class groups. The school camp, already in use every week of the year, has needed extension. Again, this work was anticipated. Planning occurred in 2015 and construction of new staff accommodation and additional student accommodation and the expansion of the main recreational/dining building are occurring in 2016.

The status quo at Penleigh and Essendon Grammar School is change. Beyond the physical changes, new programmes are being added to an already extensive list. One obvious example was the restructuring of Year Ten Science in 2015. Instead of one year-long course for all Year Ten students, the school developed five semester-long units with the expectation that students would study at least two of these units so there is no diminution in student exposure to scientific concepts. The units, which are themed, provide the necessary background for the study of Biology, Chemistry and Physics at senior levels. Interest in this initiative has been so widespread that it prompted the British government to have one of its leading science educators visit the school.

While the Board has been alert to all of the changes occurring at the school, it has been comforted by the determination of its senior staff to continue to support our students in every possible way. The priorities of a culture of thinking and student wellbeing, as articulated in the Strategic Plan launched in 2015, will be critical to the school's future. Student connectedness with the school remains a critical concept.

This Community Report summarises many school measures from 2015 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 their time at PEGS. I hope you enjoy reading our 2015 Community Report.

Bruce Henderson
Chairman

The PEGS experience: 2015

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.

The building programme at the Keilor East campus was successfully completed and the Middle School (girls) have occupied their new home at McNab House from the beginning of the 2015 school year. The girls have been delighted by the additional space and colourful surroundings and enjoy the opportunities for recreation and socialising with students at the adjacent Gottlieb House with whom they share library, sports and recreational facilities.

Long term plans for upgrades and increased student numbers within each Section continued with work commencing at the Essendon and Moonee Ponds campuses to repurpose and upgrade classrooms in preparation for additional classes at each campus from 2016.

Following the introduction of iPads for general use in the classroom in the Middle School in 2014 which greatly increased the range of resources and modes of learning available to students, extension to the Junior School was investigated further in 2015. During a pilot programme using iPads on a one-to-one basis at Year Five level, opportunities for students to record their investigations, explain and share learning with their peers were appreciated and the ability of students to work at their own pace and level of complexity were evident.

Updates to data systems, including the introduction of PEGSpace, the school's learning management system, is transforming the way students and their families communicate with the school. Access to an electronic Diary and the Due Work function, also introduced in 2015, assist students and parents to view work being set and manage study requirements.

What will humans of the future look like? Is biomimicry the answer to cheaper and safer commercial flights? Are all medicines potentially toxins? And for that matter, are all toxins potentially medicines? Big questions became the norm with the introduction of new Science units for Year Ten students. The new units provided students with the opportunity to select their own Science pathways while they explored themes in Medicinal Chemistry, Aeronautics and Flight Principles, The Rise of Robotic Humans, Life at the Extremes and Crime Scene Investigation.

Students at every Section reflected on the sacrifice and courage of those who have served their country in times of war during the centenary commemorations of the Gallipoli landing. Selection as Shrine Young Ambassadors is a proud achievement for five Year Nine students from McNab House. The students' role is to act as leaders and representatives of future generations at the Shrine.

The move to McNab House had been eagerly anticipated by Middle School girls. "we were not disappointed. On the first day of school we were dumbfounded by its vivid colours, endless space, marvellous architecture and bright classrooms. Where the Moonee Ponds campus was familiar and comfortable, this was brilliant and open for exploration," recalled Shraddha and Isha (Year Nine) in Yearbook 2015

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

221 candidates successfully completed the VCE.

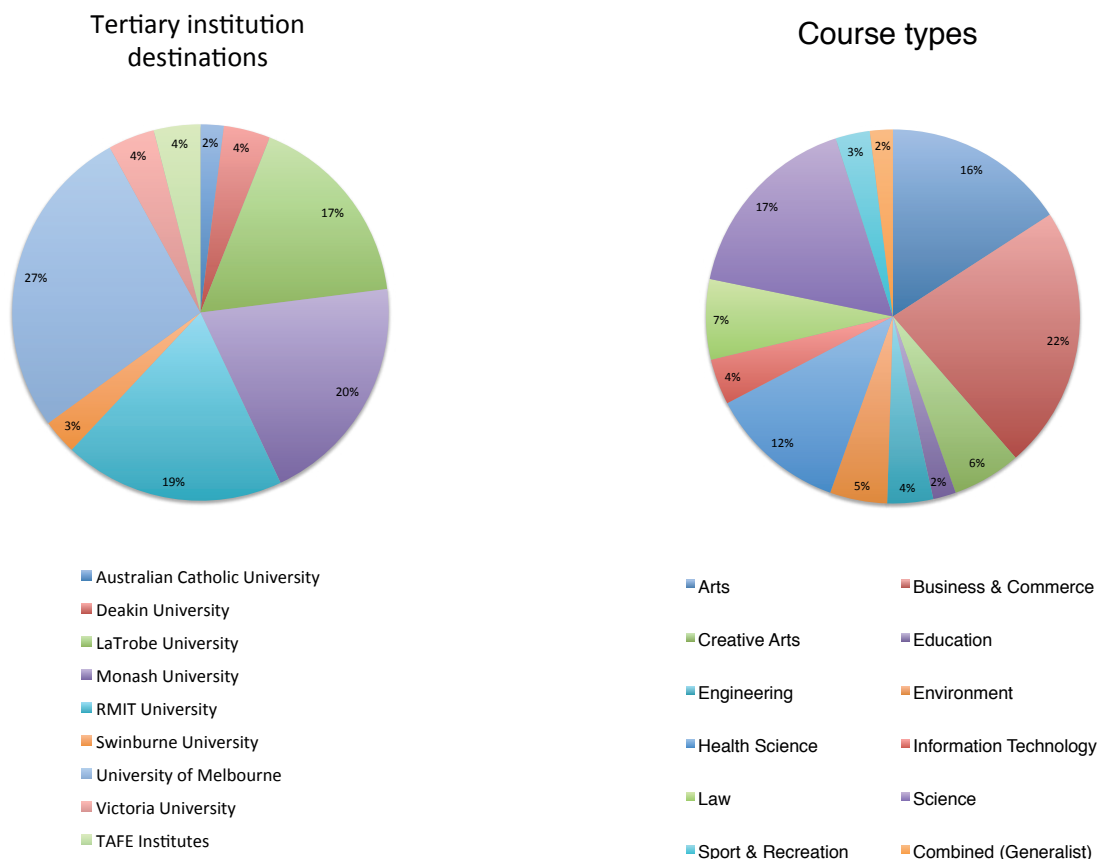
All VCE subjects are scored out of 50 and, in each subject, less than 8 per cent of candidates obtain a score of 40 or above. At PEGS 26 per cent of all study scores were at or above 40. This result was unchanged from 2014. The median study score was also unchanged from 2014 at 36 out of the possible score of 50. Perfect scores of 50 were recorded on 15 occasions and in the following subjects: Accounting, Biology, Chemistry, English, History: Revolutions, French, Further Mathematics, Mathematical Methods and Physical Education.

The median ATAR score at PEGS was 88.85, placing over 50 per cent of our students in the top 11 per cent of the state. Two students achieved the highest possible ATAR score of 99.95, three students achieved a score of 99.85 and a total of 28 (or 13 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.

One student was awarded a University of Melbourne National Scholarship. Four students received Premier's Awards as Top VCE Achievers: two in History: Renaissance Italy and one each of French and Latin. Two students were selected for inclusion in the VCAA Season of Excellence series: one in film and one in music composition.

The University of Melbourne remains the most popular tertiary destination for our students and Science, Commerce and Health Science were the most popular tertiary courses. 97 per cent of applicants received an offer for one of their first three tertiary course preferences.

Destinations of students completing VCE in 2015 are summarised below:



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 2013 to 2015 is recorded in Table 1.

Table 1: Percentage of PEGS students achieving national minimum standards

| | Reading | Writing | Spelling | Grammar and Punctuation | Numeracy |
|---------------|------------|------------|------------|-------------------------|------------|
| Year 3 | | | | | |
| 2015 | 100 | 100 | 100 | 100 | 100 |
| 2014 | 100 | 100 | 100 | 100 | 100 |
| 2013 | 100 | 100 | 100 | 100 | 100 |
| Year 5 | | | | | |
| 2015 | 99 | 100 | 100 | 100 | 100 |
| 2014 | 100 | 100 | 100 | 100 | 100 |
| 2013 | 100 | 100 | 100 | 100 | 99 |
| Year 7 | | | | | |
| 2015 | 99 | 99 | 99 | 100 | 100 |
| 2014 | 100 | 99 | 100 | 100 | 100 |
| 2013 | 100 | 100 | 100 | 99 | 100 |
| Year 9 | | | | | |
| 2015 | 100 | 98 | 99 | 99 | 100 |
| 2014 | 100 | 100 | 100 | 100 | 100 |
| 2013 | 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 2015 | 432 | 441 | 419 | 438 | 405 |
| PEGS 2015 | 496 | 471 | 479 | 490 | 454 |
| Year 5 | | | | | |
| State 2015 | 510 | 489 | 504 | 506 | 501 |
| PEGS 2015 | 552 | 512 | 544 | 558 | 545 |
| Year 7 | | | | | |
| State 2015 | 548 | 523 | 549 | 538 | 541 |
| PEGS 2015 | 616 | 570 | 610 | 621 | 621 |
| Year 9 | | | | | |
| State 2015 | 588 | 570 | 584 | 568 | 593 |
| PEGS 2015 | 645 | 618 | 633 | 628 | 670 |

Victory for the PEGSponentials team in the University of Melbourne School Maths Olympics was only the beginning. The team of five students from Years Ten to Twelve was invited back on campus to compete in the University Maths Olympics. Pitted against more than 20 teams comprising undergraduate and postgraduate students and academic staff, PEGSponentials finished in a remarkable third place. "We worked as a team on questions of increasing difficulty. It was exciting to compete in such prestigious company," said Matthew (then Year Ten).

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 English

EAA English Competition (Years 8 and 10 only) – 10 High Distinctions, 45 Distinctions

In Mathematics

National Mathematics Summer School - 6 participants

Australian Mathematics Competition – Prudence Award, 4 Year Level Prizes, 27 High Distinctions, 149 Distinctions

The University of Melbourne BHP Billiton School Mathematics Competition – 4 Outstanding Awards, 8 Certificates of Merit

The University of Melbourne School Maths Olympics – First place

Computational and Algorithmic Thinking – 4 High Distinctions

Maths Talent Quest (Primary) - National level awards: 2 Awards (including most outstanding primary entry), 1 High Distinction. State level awards: 4 High Distinctions, 8 Distinctions

Maths Games Day – First place Year 10

In Science

CSIRO Scientists in Schools Program – 6 participants

National Youth Science Forum - 4 participants

Professor Harry Messel International Science School – 1 participant

Australian National Chemistry Quiz – 3 Certificates of Class excellence (100%), 58 High Distinctions, 62 Distinctions

Big Science Competition (Years 7 - 10) – 45 High Distinctions, 106 Distinctions

In Languages

CLTAV Chinese Speaking and Performance Competition – 2 Prizes

CLTAV Chinese Reading Award – 2 Prizes, 4 Medallions

Concours Berthe Mouchette – 2 First Prizes

AGTV Poetry Competition – 8 prizes

Goethe Poetry Competition State Final – Year 10 First Prize; Year 12 equal Seconds

Indonesian Language Teachers Association Competition – 5 prizes, 3 finalists

For three nights in August audiences were transported to Neverland in the school's first junior musical, Peter Pan JR. We marvelled as Peter and friends took flight, thrilled to the Indians' war dance and cheered the Lost Boys in battle with Captain Hook and his pirate crew. For Dana (then Year 8), the role of Captain Hook was her first experience of music theatre. "It was fun being up on stage but the best part was making new friends with students in other year levels", recalls Dana.

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 2015 included:

In the Performing Arts

Music: Major events in the music calendar were three concerts celebrating the Year of Light at PEGS: the primary concert, *Light Music* and two secondary concerts, *Shades of Light* and *A Little Light Music*, each informing a variety of links between light and music. The biennial Concerto Concert provided an additional highlight in Term Four.

Drama: Three new productions were presented in Term Two. *Little Fish* explored issues of transition from primary to secondary school with a cast of students from Year 8 to Year 12. A double bill followed, with *Grace* exploring the complicated issue of asylum seekers and *Pushing X*, a live documentary devised and presented by Year Twelve students and dealing with video games and their culture. In Term Three a series of short plays written and directed by students and reflecting the breadth of issues and concerns faced by young people was presented in a double bill with the 2015 Sketch Show, again written by students.

Dance: *Tectonic Shift* was performed in Term Three by the Dance ensemble and examined our interactions with the natural and built environment. The production relied heavily on the creative contributions of the students in the group.

The Musical: *Peter Pan Jr* provided the opportunity for a cast of fifty students from Years 6 to 8 to showcase their talents as actors, dancers and singers in the school's first junior musical production. Performed over three nights at the Darebin Arts Centre in Term Three, the production delighted audiences and provided a joyful and enriching experience for the performers and crew.

In Sport

Boys' Tennis: AGSV Premiers

Girls' Touch Football: Premiers

Triathlon: State Schools' Champions on the seventh occasion in the past eight years

36 students selected as representatives in AGSV combined schools' teams.

In Public Speaking

UN Youth Voice Victoria: First, Junior Division; First, Senior Division; three students in National finals.

Student surveys

The biennial survey of students across Junior, Middle and Senior Sections is planned for 2016 and will investigate Student Satisfaction and Quality of Teaching.

An exit survey of Year Twelve students examined perceptions of the effectiveness of school practice. Results at PEGS were comparative to scores for the consolidated benchmark from 83 independent school samples with a global satisfaction score for PEGS of 7.74 compared with the reference score of 7.96.

As in 2014, best practice areas were identified as Academic Programme, Learning Outcomes, Teacher Quality, and Resources and Co-curricular Opportunities.

The Big Blue Bonanza highlighted mental health issues and the work of beyondblue in an important student initiative on the Infinity Centre calendar. Year Twelve student Jared planned the evening to boost community spirit with a focus on music for enjoyment. More than thirty musicians and singers, a guest speaker, food vans, cupcakes, an audience of 400 and an overwhelmingly positive atmosphere combined to make the event an even greater success than Jared and his helpers had hoped.

Table 3: **Average attendance rate per year level**

| Primary | Percentage attendance | Secondary | Percentage attendance |
|----------------|------------------------------|------------------|------------------------------|
| Prep | 96 | Year 7 | 96 |
| Year 1 | 96 | Year 8 | 95 |
| Year 2 | 96 | Year 9 | 93 |
| Year 3 | 97 | Year 10 | 93 |
| Year 4 | 97 | Year 11 | 95 |
| Year 5 | 96 | Year 12 | 97 |
| Year 6 | 96 | | |

From a total of 214 students enrolled in Year Nine in 2012, 197 remained at PEGS in 2015, a retention rate of 92 per cent.

The PEGS experience: staff in focus

In 2015 the school employed 233 teachers in 217 full time equivalent positions and 120 non-teaching staff in 104 full time equivalent positions. All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers hold a teaching degree or higher qualification and (60) 26 per cent of teachers held a Masters degree or higher qualification. The staff retention rate was 91.9 per cent and staff attendance rate was 96.4 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. On average, each full time equivalent teacher completed 40 hours of professional learning and each full time equivalent nonteaching staff member completed 16 hours. Approximately 1.3 per cent of remuneration was invested in professional learning.

The professional learning programme continued its strong focus on developing a Culture of Thinking. In-house sessions were held regularly and teachers were also encouraged to attend targeted external professional learning activities that address their specific learning priorities.

Thirty-five teachers completed the Harvard University course, 'Making Thinking Visible'. Over the past three years, 135 teachers have completed this course. Another significant professional learning activity was Inquiry Action training led by Ron Ritchhart, in which thirty teachers worked in focus groups and completed 1102 hours developing strategies and routines for deeper thinking and learning experiences for students.

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 2015 195 staff members completed First Aid training, including CPR, Asthma and Anaphylaxis and 141 staff completed Perform CPR refresher training.

The staff completed over 1000 hours of ICT training. Improvement in staff ICT capability has assisted in many areas, such as the development and implementation of the Student Learning Management System in PEGSpace, and the expanded use of ipads, etexts and also in improving administrative functions such as electronic roll marking.

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

Staff Feedback

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 Occupational Health and Safety Committee and the Teaching and Learning Committee.

Feedback was also provided through induction interviews, annual Professional Learning planning and reviews and exit interviews. Some feedback from staff concerned class sizes in some year levels and this is being progressively addressed through the ongoing major building works programme. Staff members generally reported that they felt supported by the school, particularly in relation to professional learning.

Response to major building works was positive. Staff looked forward to further building improvements in line with the master plan. The introduction of a new leadership structure across both Middle Schools to provide additional support for monitoring and improving student educational and wellbeing outcomes was also well received.

Staff survey

The biennial survey of staff is planned for 2016. This survey measures staff satisfaction and perception of school effectiveness, teaching and workplace issues.

The PEGS experience: finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2015 was \$48.3 million and included \$33.8 million from student fees, \$14.2 million from government recurrent funding. Expenditure of \$47.1 million included salary and teaching expenses of \$39.7 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

Parent survey

The biennial survey of parent opinion is planned for 2016.

The ten-year journey from Kindergarten to Year Nine is a long and eventful one. This was recognized by Max and other students participating in the Year Nine Y Challenge visits to our kindergarten cottages. Each Thursday afternoon the children eagerly awaited the arrival of their Year Nine playmate. The kindergarten children relished the prospect of story reading, help with puzzles and games of hide and seek with a big friend. Max enjoyed the opportunity to join in the fun and the new perspective he gained about growing up in the PEGS community.





PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Strategic Framework 2015 – 20

VISION - Learning, thinking and engaging for an enriching present and exceptional future

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

VALUE PROPOSITION - Penleigh and Essendon Grammar School is an exceptional school that nurtures a culture of thinking and learning to develop fair-minded, creative, persistent, strategic and reflective individuals.

| Learning and Thinking | Care and Wellbeing | Engagement and Connection | Organisational Strategies |
|---|---|--|---|
| <p><i>A culture of thinking that inspires learning and the discovery of the dispositions for lifelong learning</i></p> | <p><i>A safe and secure environment where each person feels valued and supported</i></p> | <p><i>Relationships that provide opportunities for learning, contribution and connectedness</i></p> | <p><i>Resources and infrastructure to ensure long term sustainability</i></p> |
| Initiatives | | | |
| <ul style="list-style-type: none"> Learning – develop a differentiated and integrated academic programme from K–12 based on research evidence which acknowledges contemporary practice and evolving technologies and supports academic excellence and educational breadth Thinking culture – continue to embed a culture of thinking across the school, developing deeper levels of staff and student engagement with concepts, dispositions and behaviours Ethics – develop ethical behaviour and an understanding of Christian values along with a respect for other faiths and their beliefs Reporting and assessment – maintain approaches to reporting that integrate academic outcomes with commentary and assessment Data - develop a rich, data informed understanding of each student, actively tracked and integrated, to provide a learning profile that informs programme design and engagement strategies and improves learning outcomes | <ul style="list-style-type: none"> Wellbeing – review and develop the system of care with a contemporary, evidence-based programme that supports the social and emotional needs of students and staff and promotes “the PEGS experience” and the current and future well-roundedness of students Design – implement a data informed approach to programme and policy design to strengthen wellbeing across the school Curriculum – integrate the wellbeing programme into the core curriculum to provide explicit linkages between wellbeing, learning, thinking and performance Transition – develop and strengthen the system for student transition between year levels and sections Ownership – encourage the community to understand and exercise its responsibilities to the care and wellbeing of others and self Respect – strengthen and develop programmes on mutual respect Voice – seek student and staff input into the design and development of wellbeing programmes at the school | <ul style="list-style-type: none"> Communication – increase effective communication with and between students, teachers, parents and the local community to promote programmes, policies and practices and to engage stakeholders Feedback – develop and embed a culture of feedback across the school to improve or refine programmes, policies and practices and to seek advice for school initiatives Partnerships and networks – develop opportunities for networks both within and outside the school to enrich the learning of students, staff and parents and the wider community Contributions – engage staff and students in building connections with communities at a local, national and international level to raise social consciousness and facilitate authentic opportunities for learning and contributing to society | <ul style="list-style-type: none"> Financial responsibility – manage current and future financial pressures to ensure the school’s ongoing viability by the effective control of fees and costs Facilities – ensure that the school has the resources to maintain existing facilities and to provide for the educational needs of its students Funding – monitor carefully and respond appropriately to changes in government policy and funding Risks – ensure mechanisms are in place to monitor and reduce risks at the school Technology – invest in the development of technology that is purposeful and reliable to increase digital literacy and connectivity at the school and improve cost efficiencies Staff development – increase staff effectiveness to drive continued improvement in school performance and to ensure that the school remains a preferred employer |

From the Archives

Brigid Cooper Archivist

Jack Alexander Gunn

7 December 1921 - 17 February 2016

Jack Alexander Gunn, son of Helen and Alexander Gunn, attended St Thomas' Grammar School as a weekly boarder from age six in 1927. The Boarding House was in the home of the Headmaster, Gresham and Mary Robinson, who also happened to be Jack's great-uncle and aunt on his mother's side. Jack followed his great uncle when St Thomas' Grammar School merged with Northern Grammar School in 1934 to form Essendon Grammar School with Gresham Robinson as Principal. He remained at Essendon Grammar School until 1937.

"When I attended, the boarding house was in Essendon... I recall the grounds had a cricket practice half pitch for the boarders use... We all ate together, including Gresham and Mary, in the dining room where we were all threatened that, if we did not chew each mouthful thirty times, we would not live to a ripe old age as did some bloke who had his picture on the wall."

Jack also had connections with Carlton College, as his father, Alexander Donald Gunn, and his uncle, Angus William Gunn, were both students there under the direction of Gresham Robinson before both boys relocated to Geelong College.

During World War II, Jack joined the Royal Australian Navy and served until he contracted malaria in June 1945.

"HMAS SWAN was now based at Milne Bay (New Guinea) and for the next several months carried out escort and anti-submarine patrol duty, and as a fire support ship for military operations proceeding ashore... Given the extent of the area and the continuous activity of SWAN in operations it will be of no surprise that we became the target for the Japanese on various occasions."

We are very fortunate to have the many items Jack donated to the PEGS Archives over the years and also his recorded memories of school life, navy life and his recollections of his great uncle and aunt. Some sections of these memoirs have been published in recent years in the Former Students' Association newsletter.

"I remember that Uncle Gres smoked a pipe. He had a smoker's chair at the Hoddle Street house... This leather covered chair had a lot of inset buttons and those around the lower seat part were always half full of lost tobacco. He also had a very heavy leather overcoat which he nearly always wore when driving."

Jack passed away on 17 February 2016, aged 94, leaving his wife, Peggy, and their three children Heather, Bruce and Alastair and families.



Jack and Peggy Gunn on their wedding day in 1949. In the background his mother, Helen, supports the very elderly great aunt, Mary Robinson, widow of Gresham Robinson.

Donations

David Rogers sent a copy of correspondence between **Enid Shann**, wife of the Essendon Grammar School Principal **Frank Shann**, and David's mother, **Ina Rogers**, the school Bursar. The Shanns were guests at David's 21st Birthday.

PEGS Archives was delighted to receive a visit from Sandi Pullman, who presented us with her mother's Penleigh badges. **Ettie Pullman (nee Davis)** was a boarder at Penleigh Presbyterian Girls' School from 1932 to 1933.

Eve Park, who many will remember from her thirty-plus years as a PEGS staff member sent in an interesting collection of memorabilia, including newspaper clippings and photographs.

Thanks to former Essendon Grammar School student, **Peter Crump [Class of 1966]**, who visited the PEGS Archives recently in preparation for his 50 Year Reunion, and donated some historic items, including Triunes and a hat badge.

A hat badge on a hat band and an Ad Altiora Club Old Collegians' badge were discovered by Jennifer Williams, the daughter of **Valma Esther Griffiths (nee Shaw)**. Valda attended Penleigh Presbyterian Girls' School from 1929 to 1934.



Donated item from Peter Crump



Donated items with their owner, Valda Shaw, pictured in the whole school photograph in 1930. (Donor: Joan McNab [PH00118])



Former Students' Association

Alumni Spotlight

Megan Stapleton, Class of 2002

Megan Stapleton was awarded Life Membership of the Victorian Bands' League and a Spirit of Moonee Valley Award for her work in the local community.

What have you been doing since leaving PEGS in 2002?

In addition to the usual path of study then full time work, I've been keeping myself immersed in the community music scene. In 2012 I was elected President of the Victorian Bands' League – making me not only the youngest President in their history but also the first female to hold the position.

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

The music department was a huge part of my school life and it sometimes felt as though I spent more time there than in class! I'd have to say that the teacher who inspired me most was Mr Simmons. At the end of Year 12, as is tradition, I passed around a book for all my class mates and teachers to sign. Mr Simmons wrote the following note: "Concern for people other than yourself is (unfortunately) rare – but that makes it all the more valuable. Change the world"

In a sea of comments about 'thanks for the memories' and 'stay in touch', this comment really stuck with me. I try to apply those words to all areas of my life - taking an extra few moments to reach out to others. Fourteen years later those words still mean as much to me as they did when I first read them.

What inspired you to choose a career in music?

After studying at the University of Melbourne I wanted to find a career that allowed me to work full time but still keep my passion for music. I was really lucky to stumble into a career in music copyright that allows me to do both! Music copyright is a fascinating area that is constantly evolving as technologies change.

What advice would you give to young PEGS alumni?

Don't let anyone tell you that you are too young to achieve something. If you have a passion for something then speak out and get involved.

What do you do in your spare time?

The majority of my non-work time is spent at band rehearsals or band meetings but when I do finally manage to sneak some free time I love to cook and catch up on my reading.



PEGS Business Network 2016 Launch Event

With almost 200 attendees and a great sense of energy in the room, MC and renowned Nine Network journalist, Brett McLeod, introduced the event with tales of his experiences both at school and professionally. PEGS Business Network leader, Jordan Leask, outlined the objectives of the Network: connecting members for business opportunities, providing key industry insights and offering employment opportunities to the PEGS Community. Principal Mr Tony Larkin then reaffirmed the key role the network will play in the future for the school community.

Former students and industry leaders shared their knowledge and insights. WBP Property Group Executive Chairman, Greville Pabst outlined the current property market, detailing what is considered a solid property investment and forecast where the property market is heading this year and where opportunities will lie.

Konrad Spilva, CEO, Isobar Aus/NZ, shared the story of the launch of his digital agency in the early 2000's, its growth to one of the country's largest digital marketing agencies and purchase by the Mitchell Communications group. Konrad highlighted some key trends in both digital and social media marketing for small business.

Lisa Lawry, Essendon Football Club General Manager - People & Culture explained how she became a leader in the HR field. Lisa managed the Essendon Football Club workplace during the supplement saga and shared some valuable insight into actions she implemented to help manage internal stakeholders at the Club during this arguably most difficult period for an organisation.

The feedback from former students and parents of current students who attended the event has been overwhelming. We have a vibrant business community wanting to connect, create opportunities and learn from fellow members.

Don't miss our next event: Olympics and Business of Sport Breakfast on Friday 5 August 2016. For 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



50 Year Reunion Class of 1965/66

On Wednesday 20 April a group of eighteen past students of Essendon Grammar School gathered to celebrate the 50 year anniversary of their leaving the school in 1965 and 1966.

The function was held at the Kent Hotel in Carlton and was considered by all to be a most enjoyable event. Some of those in attendance had not seen each other since those final school days and it was very interesting to learn what everyone had done since leaving school. Many past events were recalled as if they happened yesterday and there were memorabilia on display in the form of school photos and copies of the school annual magazine, *Triune*.

A special highlight was the attendance of Mr John Birt, our Economics teacher and Football Coach. Mr Birt noted how a number of students had followed a career in Accounting! The night was over all too soon with most there looking forward to catching up with each other again in the near future.

Those attending: Neil Aplin, Will Campbell, Ralph Condie, Peter Crump, Russell Grant, Don Gross, Tony Haeusler, Bruce Henderson, Robert (Rob) Howie, Keith Kimpton, Peter McKerrell, Alistair McNab, Keith (Jack) Millar, John Milsom, David Mirams, Richard (Dick) Simpson, Bruce Smith, Peter Ward and Mr John Birt.

Bruce Smith
Class of 1965/66



2016 Office Bearers

| | |
|------------------|--------------------|
| President | Mr Anthony Simpson |
| Treasurer | Mr Mina Pitliangas |
| Secretary | Mrs Lisa Leask |
| Principal | Mr Tony Larkin |

| | |
|--------------------------|-----------------------|
| 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 |

Announcements

Births

Kate (née **Ferris**) ('05) and **Ben Williamson** ('03), a daughter, Emily Rose, sister for Macy Louise, on 18 September 2015

Lisa (née **Huynh**) ('02) and **Nhan Vo** ('01), a son, Carter, on 23 September 2015

Melissa (née **Kirby**) ('04) and Dean Giannakidis, a son, Jordan, on 28 February 2016

Marriages

Aaron Debono ('05) married Ashton George on 19 March 2016

Deaths

Jack Alexander Gunn (St Thomas' Grammar (1927-1933); Essendon Grammar (1934-1937)), on 17 February 2016, aged 94.

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



FSA Functions

| | |
|---------------------------------|------------|
| 10 Year Reunion – Class of 2006 | 30 July |
| 20 Year Reunion – Class of 1996 | 27 August |
| 30 Year Reunion – Class of 1986 | 22 October |
| Golf Day - 12 December | |

The 10, 20 and 30 year reunions will be held at The Leveson, Level 1, 46 Leveson Street, North Melbourne at 7.30pm.

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

Private Functions

Golden Girls' Luncheons

13 July and 9 November at Café Domain, 171 Domain Road, South Yarra at 11:30 am. Contact Judith Ross on 0417 538 335 for more information.

PEGS Business Network Functions

Olympics and Business Of Sport Breakfast – RACV Club
7.00am-9.00am 5 August

End Of Year Celebration - Venue TBC, Time TBC
25 November

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.



Friends of PEGS

Our new bus

The Friends of PEGS plays an important role in enriching the life of the school both by supporting a network of friendship within our community and by its contributions to special projects at PEGS. The recent purchase of a 57-seater bus, thanks to the generosity of our parents' association, is gratefully acknowledged. Travel between campuses and sports facilities, to Eildon Camp and for daily charter purposes ensures that our new bus is in constant use and we are very grateful for this very practical donation.



Movie Night under the stars

For the fourth year, the Friends of PEGS Movie Night family event was a great success. The movie aired was *House of Magic* which was thoroughly enjoyed by children and parents alike. With 200 bookings, the cooler weather did not hamper the enjoyment. Families came equipped with blankets and chairs, and the resident coffee van provided hot beverages to enjoy. The children excitedly purchased show bags, glow sticks and sweets!

Cherie Fox



Dates for the Diary

July

25 July – Suzuki Concert Three

27–30 July – *Urinetown: The Musical*

August

8–19 August – PEGSFest

16 August - Thinking Seminar Three: Libby Gorr

19, 20 August – Dance Show

29 August – One School Day

31 August – VCE Recitals

September

1 September – VCE Recitals

5 September – Suzuki Concert Four

October

4, 5 October – VCE Art/VCD/Media Show

13 October – Piano Concert Two

17 October – String Concert Two

18 October – Valedictory Dinner

24 October – Suzuki Concert Five

November

21 November – Junior Christmas Concert

23 November – Suzuki Concert Six and Break-up

December

5 December – Carol Service

