

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

March 2020





From the Principal

I am delighted to present to you the first edition of *Altior et Sapientior* for 2020. As you move through these pages, you may notice that many of us are writing about transition. The beginning of a new school year provides us with the opportunity to imagine new possibilities, form new friendships and try our hand at new things. It also can bring about some fear and anxiety as we approach new situations and leave behind the things that had become comfortable to us by the end of the year before.

Our teachers understand well that students often need extra support at the beginning of a new school year, and they are working hard to show students new to a particular class, year level, or the school, that they are known, valued and supported. Students are also assisting us in this process and it has been wonderful to see students embrace the buddy programmes, and to hear new Year Seven students describe the welcoming environment that they have found within our school gates. The support of parents is also integral to a smooth transition and I am grateful for your support of our transition activities this term. So while we have a focus on transition and change, we also provide a continuity of experience for students who will move through the school and find themselves well-supported by their peers and by the staff as they take on new challenges. These relationships and experiences provide opportunities for growth, contribution and connectedness.

Our theme for this year is 2020: Vision. When I think about our school, I think about a culture of thinking, care and wellbeing, that engages, empowers and excites us in the pursuit of learning. I hope you get a sense from reading this publication of how our activities, on a daily basis, illustrate our commitment to such a culture.

Kate Dullard

Responding to the challenge

The articles in this edition of *Altior et Sapientior* reveal much of what we all love about being part of the PEGS community. The diversity of experiences on offer and the outstanding level of care provided by our staff help students to feel safe and valued at school.

This sense of belonging and security has been so important in helping our students navigate the challenges that events of recent weeks have provided. We have seen our students working hard to adapt to the transition to home learning that has been required as a result of the COVID-19 situation, and this has been a wonderful reminder of their resilience.

I would like to acknowledge the efforts of our staff during this period, who have again demonstrated their commitment to student learning and wellbeing. They have been adaptable, collaborative and creative, as they have worked together to make the transition to home learning as smooth as possible, providing reassurance and support to students along the way.

I would also like to thank our parents and caregivers for the support you have offered the school for offering us trust, support and flexibility through this period.

As we move into the holiday period, I offer everyone in our community my very best wishes for a safe and restful Easter break.

Kate Dullard





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VCE Results 2019

The 2019 VCE results once again provided us with much to celebrate. The dux for boys, Douglas Heal, achieved a perfect ATAR score of 99.95. The duces for girls, Shambhavi Srivastava and Audrey Tran, achieved an ATAR score of 99.75. Sebastian Paz, (99.90), William Bucknall and Nisal Malagalage (99.85) and Gopal Singh (99.80) also achieved outstanding results.

The dux for boys, Doug Heal, was a keen debater who represented the school in the DAV competition. He was also the Captain of the First Basketball team. Shambhavi Srivastava represented the school at the The National University of Singapore Science Summer Camp. She was also involved in Infinity Strings, Infinity Vocal, Senior Choir and Symphony Orchestra. She has also played netball, badminton, chess, and was involved in public speaking. Audrey Tran was involved in Synthesizer Ensemble, Symphony Orchestra and also played badminton for the school. These students modelled generous commitment to our cocurricular programme, demonstrating that a PEGS education can offer students the chance to excel academically while enjoying a broad range of experiences. All three students were holders of full school colours.

A total of 26 students received an ATAR of 99 or above. Our median study score was 35 and the percentage of students achieving study scores of 40+ was 22%. Our median ATAR was 87.35.

Perfect study scores of 50 were obtained on ten occasions, in the following subjects:

Biology: Martin Nguyen
Chemistry: Gopal Singh, Chanith Wijeratne
English: Abigail Kozman,
English Language: Nisal Malagalage
Literature: Mirella Wong
Mathematical Methods: Douglas Heal
Physical Education: Zachary Thomson
Physics: Douglas Heal

Thirty-nine teachers across twenty-two different subjects assessed VCAA exam papers in 2019, and the school continues to regard this as a valuable professional learning exercise.

Tertiary Selection

Sixty-eight percent of students were offered their first preference and twenty-two percent of students were offered their second preference. Ninety-eight percent of our students were offered their first, second or third preference.

The University of Melbourne again was the most popular destination for our students (28.5%), followed by RMIT (23%), Monash University (20%) and La Trobe University (10%). For the first time in recent years, Health Science was the most popular area of study for our students, with 22% entering courses in this area. This was followed by Commerce/Business (21%), Arts (14%), and Science (11%). Engineering courses increased in popularity (10%), as did Law (8%).

Kate Dullard



Douglas Heal



Shambhavi Srivastava



Audrey Tran

Welcome Mr Kyle Moffitt

At the start of the 2020 school year, we were very pleased to welcome our new School Chaplain, Mr Kyle Moffitt. Born in California, Mr Moffitt came to Australia in 1995 to study archaeology at ANU in Canberra. He then worked for a time as an archaeologist, travelling all over Australia, including a position with Santos in the oil fields of Central Australia.

After hanging up his trowel in 2004, Mr Moffitt completed his teacher training at Charles Sturt University. He taught Science (his favourite is Chemistry) Geography and History for 16 years. He then returned to tertiary study, this time enrolling at Parkville's University of Divinity, from which he obtained his Theology Degree and completed his Masters on mimetic theory and Ned Kelly.

Mr Moffitt is excited about his new role. He is looking forward to working with Reverend Janet Munro to articulate a Christian message in our school, where diversity and unity co-exist. Mr Moffitt's aim as a classroom teacher of Religion is to articulate a Christian message, of being loved and cared for, while maintaining absolute respect for each students' heritage and culture. As a Science teacher, he values both a scientific understanding of religion and appreciates how the stories of the Bible help students connect with deeper truths about justice, mercy and their own place in God's Kingdom.

When asked what he hopes to achieve at PEGS, Mr Moffitt speaks with passion of the ongoing development of the Social Justice Programme, which encapsulates the values articulated at Church Services. He hopes students will think deeply about the purpose of these programmes as they participate, to help them become more aware, more ethical, and to become better human beings in relation to each other and their own faith backgrounds.

Caroline Horton Andrews
Head of Gottliebsen House



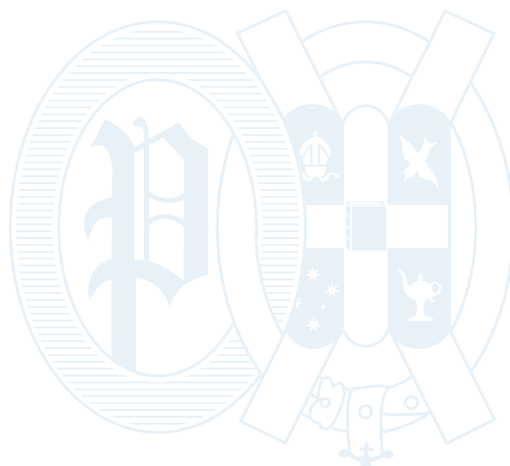
Parent events at Larkin Centre

Over Term One it has been a pleasure to host parents at two separate events. Our Year Eleven parents were invited to a breakfast in early February where they were provided with information on the Larkin Centre and the processes and procedures that are in place to support their sons and daughters. During the event Senior Coordinator Mr Andrew Depetro and Student Coordinators, Mr Chris Christies, Mr Simon Hookins and Mr Tony Stephenson, all spoke on different aspects of the Year Eleven programme. It was pleasing to see such a large number of parents attend and take the time to meet with coordinators and tutors. It was also a good opportunity to hear from School Psychologist Ms Hannah Nikkerud regarding some challenges that students may face this year and the increased opportunities to show independence that they will be afforded.

On 17 February we provided an opportunity for our Year Twelve parents to attend a session focused on the wellbeing of our students in their final year of schooling. Senior Coordinator Mr Anthony Quirk delivered a presentation outlining some of the challenges and opportunities that will be available to students. School psychologists Mr Alex Stephenson and Ms Hannah Nikkerud presented on ways that parents could best support their children as they wrestle with the challenges of VCE. Some key messages included ways to show support, but not save students and how to motivate students rather than apply unnecessary pressure.

It is through events such as these and the ongoing conversations that we have with our parent community that we ensure strong partnerships are formed so that we can help work towards the best outcomes for all Penleigh and Essendon Grammar students.

Tim Watson
Head of Larkin Centre



New Head of Larkin Centre

At the beginning of this term, we were very pleased to welcome Mr Tim Watson, our new Head of Larkin Centre, to our leadership team. Mr Watson's immediate past role was Deputy Principal at Lauriston Girls' School and he was previously their Director of Curriculum and Pedagogy. He comes to us with great experience in student wellbeing, student leadership, curriculum and assessment.

Mr Watson has been busy getting to know staff and students at the Larkin Centre, through teaching his Year Eleven English Class, hosting morning teas with senior students, and by watching different teams in action at Saturday sport. He has been thoroughly impressed by the commitment students have shown to their studies thus far. Mr Watson has also really enjoyed witnessing student leadership in action through attending meetings with the Feminist Collective, PEGS= and the Social Justice Group.

I hope you will take the opportunity to introduce yourself to Mr Watson when you see him at school events, as he is very much looking forward to getting to know all members of our community.

Kate Dullard





Celebrating Women and Girls in Science

Studies have shown that if you can increase engagement of girls in STEM subjects at a primary school level, they are much more likely to continue studying STEM regardless of external pressures. Accordingly Year Five and Six students at Junior School (girls) celebrated International Day of Women and Girls in Science, with the day focussed around Engineering, the E in STEM.

Our guest, Melanie Anderson, a local civil engineer, who has managed aspects of large infrastructure projects such as the Bolte Bridge and the Burnley Tunnel, was able to illuminate ideas about what engineering is and how diverse and interesting a career choice it can be. After a short presentation, the girls were required to follow the Engineering Design Process in a group project.

Year Five groups had to plan and build a spaghetti tower that could support the weight of a marshmallow, while Year Six groups created a safe vessel that would ensure a water balloon could be dropped from a balcony and not break. Even though some balloons didn't survive and some towers came crashing down, the girls gained powerful insights into ingenuity and persistence, as well as the importance of considering STEM as a career.

Year Six student Jasmine, rushed home to announce to her parents that she had changed her thoughts about her career to engineering, much to their surprise and delight.

Jessica Thomas

Year Five Teacher, Junior School (girls)

Year Six visits Canberra

A trip to Canberra has been an exciting experience for our year Six boys and girls for the past three years.

The last week in February saw the Year Six girls head off on the annual Canberra trip, accompanied by their class teachers, Ms Hawksworth, Ms van Noorden and Mrs Chadwick, and led by Mrs Neylon (Deputy Head of Junior Girls) and Mrs McLeod (Year Five and Six Coordinator).

The trip provided students with first hand experiences of our government system as they visited Government and Parliament Houses, allowed them to walk in the footsteps of Australia's pioneering leaders of Federation as they explored the history of Old Government House, and to learn about the planning behind the decision to make Canberra our nation's capital at the National Capital Exhibition Centre. The girls dreamed big as they explored the facilities at the Australian Institute of Sport and shared the AIS dining room with elite athletes.

The Governor General spoke to the girls about lunching with the Queen and her Corgis in London, and having entertained the President of Israel at a lunch at Government House that day. Our local Member of Parliament, Mr Bill Shorten, also chatted with the girls at Parliament House, and listened to the issues that are important to them, which included climate change and plastic waste.

On the final day, the girls were excited to have the father of one of our students captain our flight back to Melbourne.

Lois McLeod

Year Five and Six Coordinator, Junior School (girls)

Reading together

Early in Term One, all students and staff participated in World Read Aloud Day. All members of the leadership team selected heartwarming texts, such as *The Very Hungry Caterpillar* by Eric Carle and *Mopoke* by Philip Bunting, to share with students across the entire campus. Squeals of delight and mesmerised faces could be heard and seen across all classrooms as we shared in enjoyment of such timeless classics.

On 14 February our students had the opportunity to participate in Library Lover's Day, which was hosted by library staff, Frances Eames, Deb Van Echteld and Lynne Vero. Students participated in a variety of activities including card making, listening to their teachers share their favourite books and going on a 'blind date' with a new book from the library. One of the highlights of the day was a visit from Dr Dog who shared the children's classic, *Dr Dog* by Babette Cole. In addition, all staff participated in a book exchange, whereby staff members shared their favourite childhood books and wrote a short review.

Finally, towards the end of the term, a number of staff participated in Literature and Latte, a webinar run by the Primary English Teaching Association Australia. The webinar focused on quality children's literature that is best suited to primary classrooms and Jennifer Asha explained ways that these texts can be embedded into our already rich and diverse curriculum.

We are tremendously excited for the year ahead and look forward to participating in further reading based ventures, such as The Premier's Reading Challenge.

Meredith Adams

Deputy Head of Junior School (boys)

Welcome to Prep

Whilst tears may have been held back and the struggles of detachment apparent, our new 2020 Prep boys displayed strength and bravery crossing the threshold into their new world.

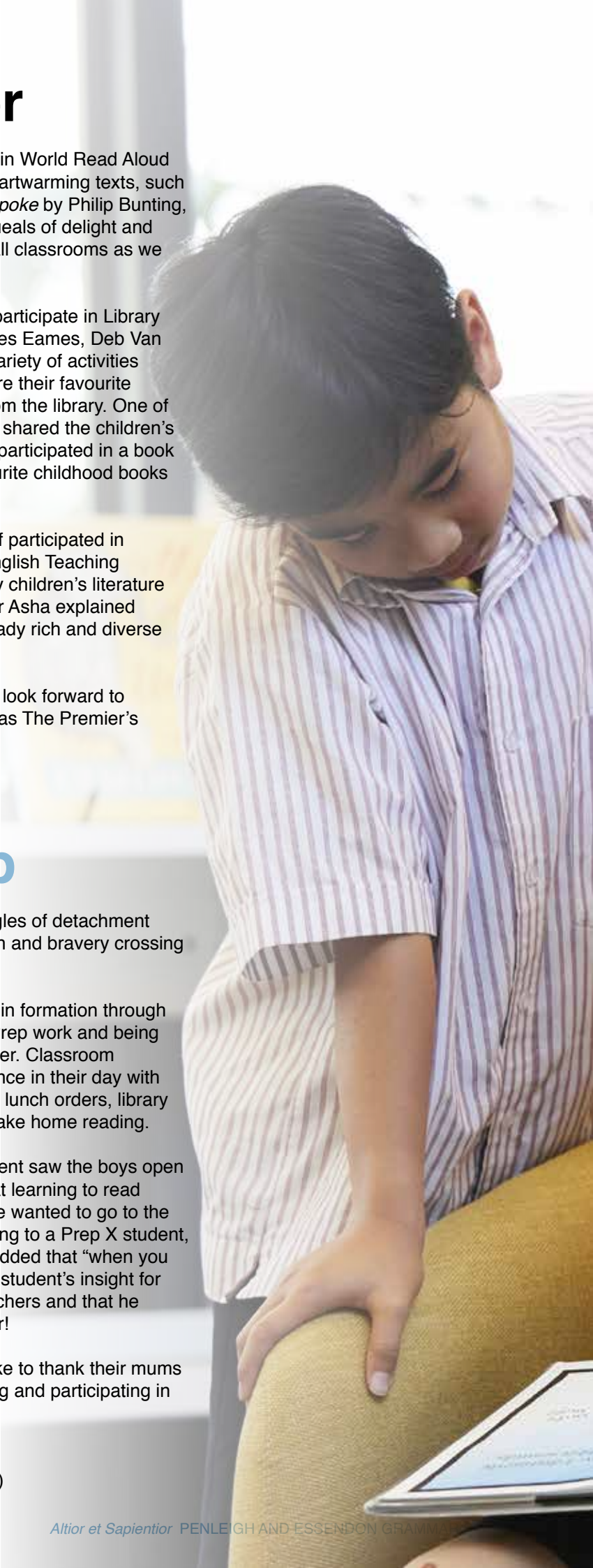
Nervous butterflies in their tummies were soon flying in formation through the front door as they were eager to get involved in Prep work and being Prep students in their classroom with their new teacher. Classroom expectations and routines now have a marked presence in their day with the boys willingly informing parents of where to place lunch orders, library returns and the process involved in organising their take home reading.

An obvious growth in trust, confidence and engagement saw the boys open up about their 2020 school vision. Some believed that learning to read would help them achieve their dream job, whilst some wanted to go to the art room to create new things to help people. According to a Prep X student, school this year would be very good for him, but he added that "when you get bigger, the good things get more better". Another student's insight for 2020 was the desire to learn lots of stuff from his teachers and that he would have to stay here for a long time.... like forever!

At the end of their first term 2020 Prep Boys would like to thank their mums and dads for attending the Parent Information evening and participating in the Literacy and Numeracy Workshops.

Sandi Whillas

Prep and Year One Coordinator, Junior School (boys)





Developing Self-efficacy in Junior School

This term Year Six girls had the time of their young lives on a class trip to Canberra, a real journey of learning and self-efficacy. Valuable lessons included practising their decision-making in management of feelings and new experiences and their regulation of time.

Development of students' ability to make decisions begins with a variety of strategies implemented from the first days in Prep. Inclusive and cooperative classrooms allow teacher and peer modelling, self-verbalisation, and frequent positive feedback emphasises a student's self-efficacy. Students with high self-efficacy enjoy challenges and tolerate failure.

Our students have frequent opportunities to test their problem-solving skills. They are encouraged to see that mistakes are steps to growth, and success is deeply tied to persistence and resilience. Practising a striking skill in PE, learning tables, working out how to apply a technique in Art, creating a series of sequenced dance steps with a group, all require persistence and resilience and are as valuable in developing self-efficacy as tackling advanced concepts in mathematics or unpacking a difficult text.

Teachers often share stories about their own journey to self-efficacy and students enjoy learning that they, also, are less than perfect. Of course parents remain their child's most significant models and children love to hear their parents speak about strategies that guided them to self-management. Such conversations have the added bonus of strengthening relationships with children.

Christine Hallman

Head of Junior School (girls)





Good citizens

Excitement abounds as the Junior School boys return to school each year. That eagerness, however, is often tinged with a sense of nervousness as the boys ponder their new teacher, a different classroom and the prospect of not sitting next to their closest friend. Thankfully, initial concerns settle quickly as the boys and their teachers set about creating a classroom climate that is conducive to learning, where everyone is valued, respected and cared for. Working collaboratively with their peers and teachers, the boys set about writing classroom rules that help to develop a harmonious and industrious classroom.

In Prep Z, Miss Williams and the boys read some stories about school then made a list of ideas that would make their class shine. Some of their classroom rules are:

- Move safely around the room and school;
- Keep our hands and feet to ourselves so everyone is safe;
- Try our best and have fun.

In the middle and upper primary years, the boys are exposed to the various school policies in assembly and their classroom. Our Behaviour posters are displayed in each classroom and are discussed by the boys alongside the Code of Conduct and Bystander Code of Conduct.

In Years Three to Six all boys recently completed a writing activity describing what the Bystander Code of Conduct means to them.

Lin wrote, "If I am an upstander, I would cancel a bad situation by being a buddy, speaking up and telling the teacher. I would offer someone an 'out', such as a game to play".

Thomas S wrote, "The Code of Conduct is important because it keeps people safe and encourages people to be an upstander".

In Years Five and Six the boys use their own iPad at school and with that comes the responsibility of good cyber citizenship. To complement class discussions and activities, the boys watched a play titled 'Buddies' that focused on cybersafety, resilience, empathy and building respectful relationships. In a further commitment to responsible online behavior, the boys reviewed our electronic communication policies and signed a declaration agreeing to be a safe, responsible and ethical user of digital technologies.

These sorts of initiatives by the boys and their teachers help create an environment in which every student feels safe, valued and supported.

Graeme Sharman
Head of Junior School (boys)



Camp Open Day

On Sunday 1 March the school hosted the biennial Open Day at our Eildon Camp in the foothills of the beautiful Victorian High Country. It was the most stunning start to Autumn possible. PEGS families rose early and drove through picturesque country Victoria, many of them stopping in Yea for a coffee and cake, no doubt.

In recent years, Eildon Camp has undergone its largest redevelopment since the original build in 1985. Many visitors would have noticed the changes: 'Wattle Wing', 'The Hub' and a refurbishment of 'Wombat Wing' were all part of the improvements. However, it is the people that make the camp experience special. Our Outdoor Education staff live on site and are on hand at all times. They are motivated and engaging educators who take great pride in the camp and its programmes. Many other PEGS staff members volunteered their services to make the day possible.

Picnics, canoeing, archery, yabbing and barge rides on Lake Eildon were all part of the day. Free coffee from the coffee van went down a treat while music from our talented Stage Band reverberated across the bush setting. The sounds and sights of parents, students and staff spending such a happy time together made for a wonderful school day.

I would like to acknowledge the magnificent effort of the Eildon team to execute such a successful day. To Paul Crouch, Stephen Collins, Bonnie Morris, Jess Rose, Brad Hanrahan, Luke Vincent and Marisa Hodge, thank you for all your hard work.

Colin Cooper
Camp Coordinator



Starting Year Seven

Year Seven students share their ideas as they begin their journey at Gottlieb House.

Matthew Hoang

What's your favourite thing about school so far?

So far school has been enjoyable but my favourite thing so far is Art Prac. I love drawing, using my imagination and of course listening to music.

In form assembly, what is the best thing you've done so far?

Form assembly is always filled with laughs and games but the best thing I've done so far is Kahoot. I love making up nicknames and answering questions.

What surprised you the most about starting Year Seven?

Something that really surprised me was how I've been welcomed and accepted into the school. The majority of people I've met have been very kind and helpful.

What is your advice to others about settling in at a new school?

I think you need to try to meet different people and try different things.

Ethan O'Dea

What's your favourite thing about school so far?

My favourite thing has to be how welcoming everyone is. The start was very overwhelming but soon I was pretty relaxed and calm.

In form assembly, what is the best thing you've done so far?

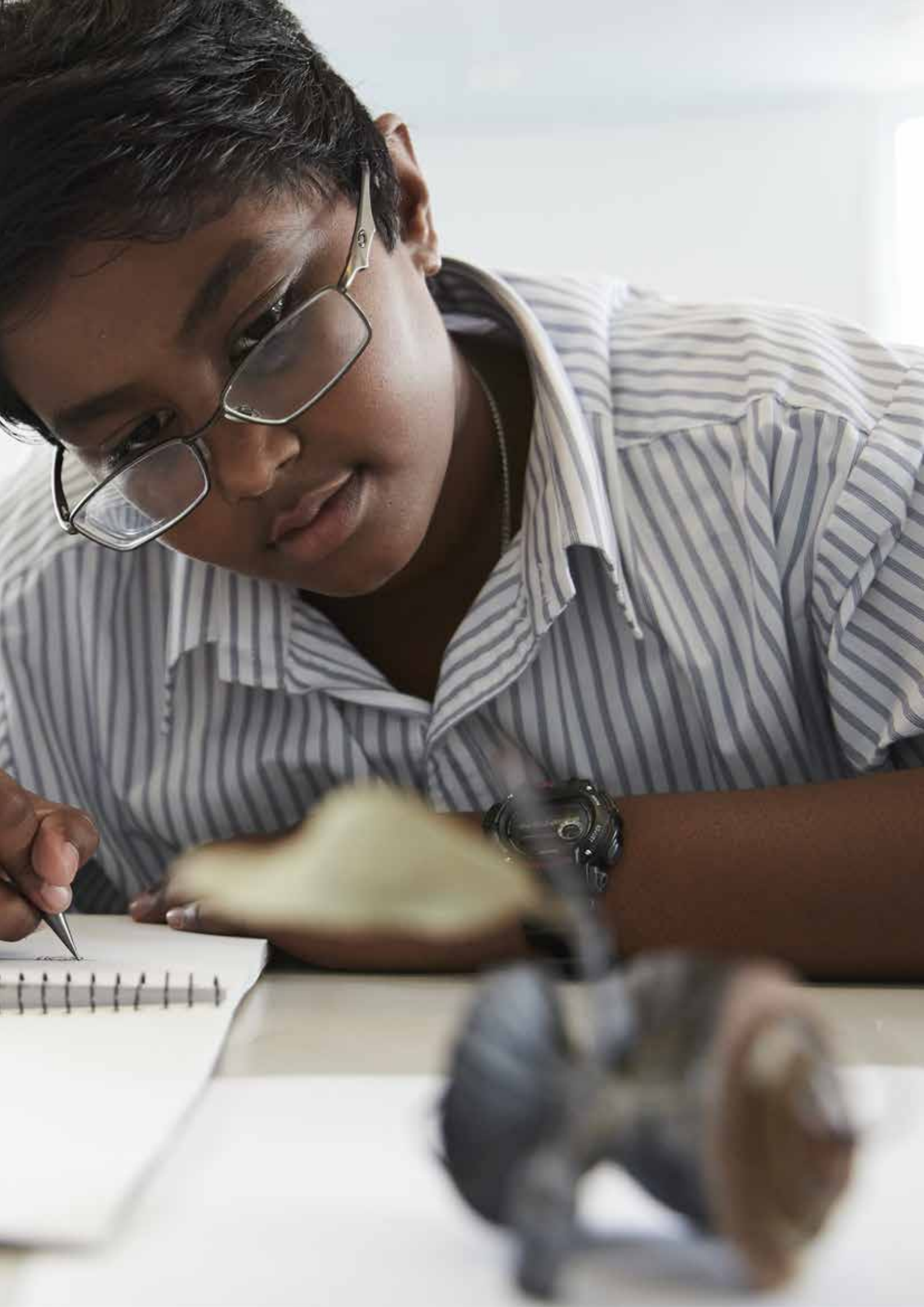
The best thing we've done in homeroom would be playing Kahoot and having a good laugh with everyone.

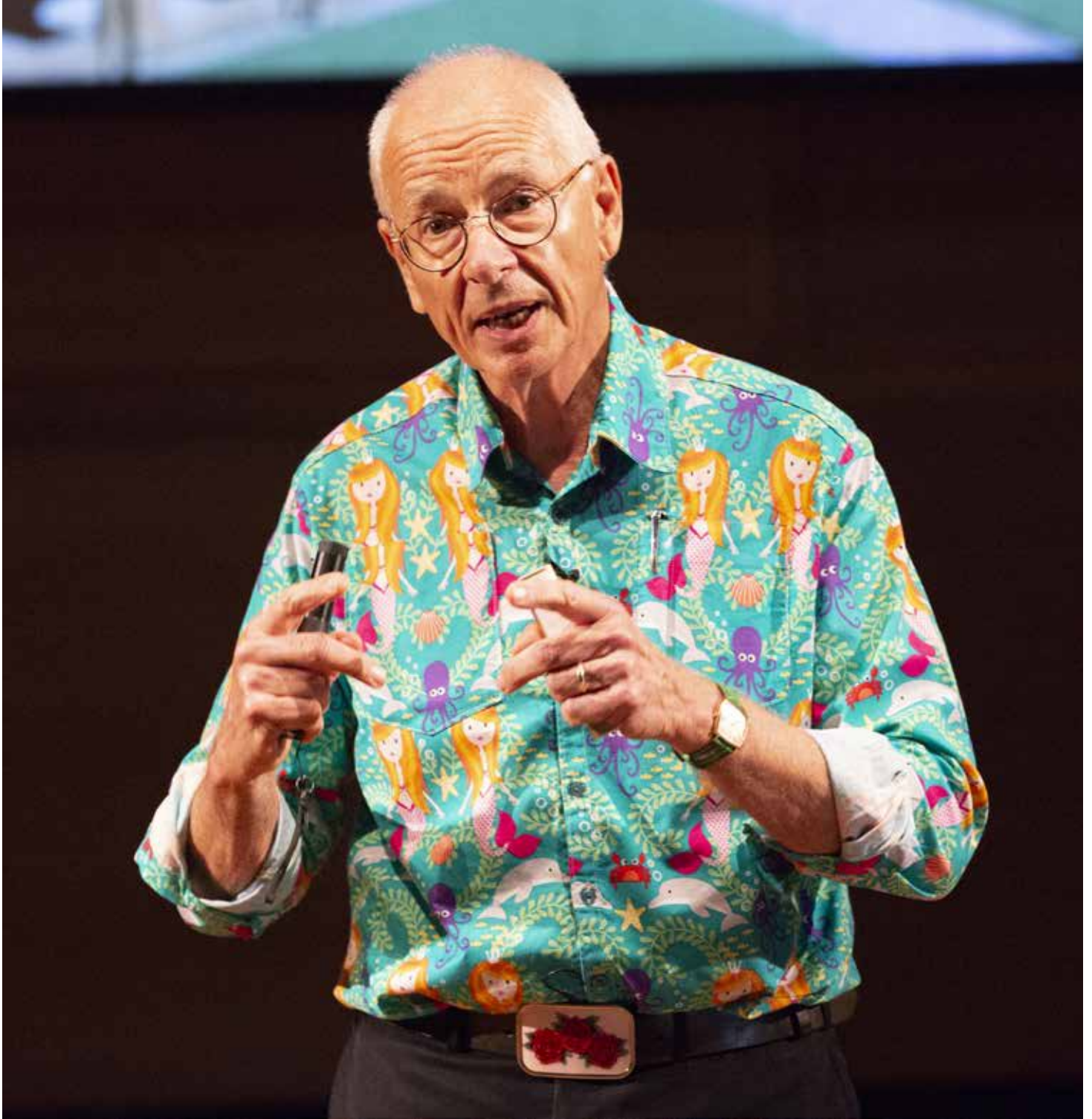
What surprised you the most about starting Year Seven?

How quickly I learnt how to read the timetable and how lucky I was to have the one person I know in my homeroom.

What is your advice to others about settling in at a new school?

Don't be afraid to put yourself out there. If you hide in the corner you won't make any friends and you'll always be worried





Thinking with Dr Karl

At the conclusion of a summer when community concerns about our environment and climate change were rapidly overtaken by apprehension about a global health crisis, it was understandable that tickets to the year's first Thinking Seminar on 3 March, featuring science communicator Dr Karl Kruszelnicki AM, should be at a premium.

Dr Kruszelnicki did not disappoint his audience. In a fast-paced presentation Dr Karl summarised current work and future directions for computers, engineering and materials, medical and biosciences, fundamental particle science and the environment. In addressing the environmental and medical challenges we face, Dr Karl assured his audience that technical solutions lie within the grasp of our scientists, with the goodwill and financial backing of our community and support of our leaders to implement change. Future scientists in the audience could be inspired by the possibilities Dr Karl sketched with such enthusiasm.

Helen Dapiran
Coordinator of Publications

Collective teacher efficacy

Educational research confirms that when teachers work together to reflect on and improve their practice, student learning is enhanced. Teachers need to be provided with opportunities to share their knowledge of effective teaching, and channel this into collaborative planning, implementation and evaluation of teaching interventions. This has long been the approach at PEGS, and in 2020, we maintain our commitment to building collective teacher efficacy through a range of opportunities.

This year, a group of teachers will again be working with Ron Ritchhart, from Harvard University's Project Zero. These teachers will select a focus area, and work together on implementing interventions that are designed to promote behaviours that support a culture of thinking. This group, consisting of about 30 teachers from Junior School to VCE, discuss their practice, explore questions and strategies and help to create continuity of experience for students as they move through the school by developing their understanding of what good thinking and learning looks like at all levels within the school.

Terri Campbell, from the University of Melbourne, will also be working with us again this year on developing student writing. These sessions involve teachers from different year levels and faculties right across the school, who are investigating strategies for improving student writing across the curriculum.

In 2020, we are also fortunate to have enlisted the support of Bronwyn Ryrie-Jones, who is working with staff on the developmental model of learning; essentially, working on strategies to help students to understand where they are at, where they need to go next, and how to get there. This focus promotes self-efficacy, which has important links to student wellbeing.

These professional learning opportunities help us to develop a shared understanding of what excellent practice looks like and to create a common language for us to describe this practice. This has important benefits for students, both in terms of their learning and the continuity of their experience as they move through the school.

Kate Dullard







Starting Secondary School

Starting Year Seven was an exciting yet nerve-racking experience. I had come from a relatively small primary school of only 450 students. I had to navigate around the school, find my classes, introduce myself to all of my teachers and make new friends which was the most challenging of all as I only knew one fellow student from my primary school. The Year Seven coordinators and co-curricular programme played huge roles in helping us make new connections.

The Da Vinci Club gave us the opportunity to participate in activities including trivia, puzzles and entertaining games. This gave students a chance to form friendships as most of the activities involved group communication.

Fast Friending involved asking other students questions about themselves so that we could learn something new about someone. We rotated around the room every two minutes so that we could learn more about at least ten people. This was a really fun experience.

Saturday morning sport also allowed me to be part of a team and to make new friendships. I chose tennis for my summer sport but there are many options to choose from such as volleyball, swimming and touch football.

Given the activities and opportunities that have been provided, my first few weeks at PEGS have been exciting. I feel very welcomed into the school community and I am ready to launch into my first year in secondary school.

Kate Hannan
Year Seven

Belonging

Developing a strong sense of belonging is central to happiness and success in our lives. It encompasses a person's sense of identity; the relationships they develop and their understanding of the ways in which they belong within their community and to the wider world.

The Early Years Learning Framework (2008, p.7) suggests that 'children belong first to a family, a cultural group, a neighbourhood and a wider community'. At PEGS Kindergartens, we are part of each child's 'wider community' and play a vital role in nurturing the development of the child's sense of belonging. We see a strong sense of belonging as being fundamental in each child's learning and development, influencing children in who they are (being) and who they become (becoming).

Throughout Term One, our kindergarten teachers and educators reflected on "What does a sense of belonging look like in the first weeks of kindergarten?" We observed the relationships that were developing and documented the children's interactions and conversations with one another. Some common threads deriving from this research included the similarities and differences between us (what connects us yet maintains our individuality), feelings and emotions (identifying and labeling our emotions) and how to treat each other respectfully, and being treated the same in return (using safe, gentle and kind hands).

Nurturing a strong sense of belonging within our kindergartens supports the children's development as active participants and builds a strong connection to the PEGS community. This sense of belonging is something that shapes who children are and who they are becoming.

Lauren Olcorn
Director of Kindergartens







Independent learners

The Pillars on which our Learning Programme is based make explicit reference to the importance of independence as a characteristic of a good learner, naming it as a key disposition, and identifying that good thinkers reflect on and manage their own thinking, and that everyone can take steps to improve their own wellbeing.

At the same time, students cannot be 'compelled' to be independent through rule or directive: rather, they need guidance, opportunities (many and varied), and encouragement and support to develop an independent approach to learning.

In the classroom, developing independence includes giving students increasing responsibility to manage their own learning: coaching them how to ask the right questions to further their thinking; giving them greater autonomy to manage their time at home; and providing greater control over their programme through increasing subject choice as they progress through the school.

Learning groups in the classroom, camps, changes to Form groups between year levels, and the 'Fast Friending' sessions run during lunchtimes all complement the Form, House and Cocurricular programmes to provide not only opportunities, but also strategies and structures, to support students in developing new and stronger friendships so that they can manage their own wellbeing.

A coach of a soccer team cannot play the game for the players, and nor can we learn for our students: indeed, this would undermine rather than develop their independence. Instead, we continue to provide guidance, opportunities and support for our students to practise independence, as they learn how to do things for themselves.

Anthony Simmons
Head of McNab House

Year 8 Parent Morning

Thursday 27 February saw a group of 40 curious and intrepid parents gather with a common purpose: unlocking the mysteries of their Year Eight daughter's brain!

After enjoying a delicious breakfast, parents gained a breadth of insight from members of the PEGS psychology team, Ms Hannah Nikkerud and Mr Alex Stephenson. Hannah introduced the concept of a 14-year-old neo cortex in terms of 'a bouncer who hasn't quite learned which thoughts are relevant and which aren't', explaining a range of sometimes bewildering, but very common, behaviours we may see in adolescent girls. Alex then complimented the science with a range of practical tips to help girls maintain a sense of connectedness and stability during this time of rapid-fire brain growth, including maintaining routine, family mealtimes, strong boundaries around device use and taking responsibility in the household (laundry and gardening, for example).

A robust Q & A session followed, with parents leaving feeling empowered and equipped to support their daughter in a year where, neurologically at least, the magic really happens!

Emily Atkins
Year Eight Coordinator, McNab House

How do we create the right culture?

The Middle School years are critical in terms of student development and learning. In addition to acquiring knowledge and skills, boys also navigate issues involving their identity, how they interact with others and how they see the world and find their place in it. Many words have been uttered and printed recently on the subject of boys' education and school culture, following the ABC's recent *Four Corners* programme about St Kevin's College. This has prompted me to think even more pointedly about what our boys at Gottliebse House need, and what they, as precious individuals, deserve.

Since late 2010, I have been responsible for leading staff in both the education and wellbeing of some 600 boys in Years Seven to Ten. Building a strong, positive culture is integral to all that we do at Gottliebse House. At the core is the belief that everyone is entitled to feel safe, valued and known, while at the same time expected to contribute to a positive and caring environment and also not to compromise the wellbeing of others. Perhaps positive school culture is not a product or a creation. Maybe, it's an environment; a set of circumstances and approaches that foster the development of staff and students who are caring and kind.

The right school culture is one that continually nurtures healthy self-esteem, compassion, gratitude, empathy and decency in students, as they negotiate the sometimes, torrid terrain of adolescence. Essentially, the approach relies on relationships. The Gotty House staff talk to and connect with teenagers; engaging in authentic conversations that masquerade as chat while actually forging bonds of trust and support. We invite parents to join these discussions and share their insights. Our psychologists provide strategies to assist boys to reflect, make better decisions, develop the strength to follow their convictions and to find alternatives to physical conflict and aggression. When they make mistakes, as they will, we are there for our students and they turn to us.

Programmes including camp, 9ers, daily form assembly and various workshops provide the time to explore these matters. Staff guide and support students to challenge stereotypes of what it means to be male and develop the capacity to feel comfortable about expressing compassion, empathy and vulnerability. There is no covert agenda to malign masculinity. Rather, the aim is to support the development of good people; people with the self-assurance to resist stereotypes, express their needs and feelings and develop emotional intelligence.

Fostering the right culture involves truths being spoken, honest and open conversations and persistence. While I believe in the culture that we are continually working hard to foster, I am not complacent. The commitment to the best type of school culture takes commitment and effort but so long as our Gotty House community has such a culture as its goal and motivation, for the benefit of all our community, we have the best possible chance of success.

Caroline Horton Andrews
Head of Gottliebse House





A student with long blonde hair is sitting on a concrete ledge outdoors. She is wearing a dark blue and white plaid shirt and dark shorts. Her legs are crossed, and she is looking down. The background shows some greenery and a grey wall.

Help for Koala Kids

Koala Kids is a volunteer-driven organisation that provides therapeutic resources, family support and engaging activities that make a difference to the lives of children and young people undergoing cancer treatment. This support is extended to patients' families and the staff who care for them in hospital. Limerock and Rose Houses of 2019 were truly inspired and deeply moved by the essence of this charity and wanted to support its vision of "we believe happy helps."

Mrs Mandie (the director of Koala Kids) spoke at our Limerock House Assembly, giving an overview of the heart-warming work the foundation does, and we stayed in touch last year. Together with the Rose Captains, we sold 300 orange ribbons at Gottliebse and McNab Houses, with the proceeds contributing to some \$3000 raised from the casual clothes day. Items such as colouring/activity books, pencil cases, stationery, puzzles and cards were also donated to the foundation. During the summer holiday, Hélène Sassine and I visited Mrs Mandie at the Koala Kids office and helped organise all the donations from PEGS, as well as wrapping Christmas gifts for distribution across the Children's Cancer Centres and nine regional hospitals.

Joulé Sassine
Year Eleven

UN Walk for Women

On Friday 28 February a group of 20 students, Mr Tony Stephenson and Ms Joanna Carroll attended the UN Walk for Women event hosted by Melbourne Grammar School in South Yarra. The event brings together students from a range of schools in order to raise money to help in the prevention of violence against women across the globe.

This was the first year that Penleigh and Essendon Grammar has participated in the event which is supported by over 40 schools and involves over 1000 students. The student-led initiative began a number of years ago and initially involved just independent schools from the inner South-East. Over the past few years the event has grown to involve a broader group of schools.

All the students that participate donate to the UN charity and then walk the four kilometres around the Tan. The event culminates at Melbourne Grammar School with a sausage sizzle and various stalls for students to congregate.

The initiative at PEGS has been driven by the Feminist Collective as part of their broader set of goals around highlighting issues that women face both in Australia and globally. It was wonderful to see both male and female students take up the challenge of supporting such an important cause.

Tim Watson
Head of Larkin Centre



Teaching the Human Story

History and Politics teacher, Amanda Stephens is a Gandel Holocaust Studies Program participant 2020 at The International School for Holocaust Studies at Yad Vashem, Jerusalem.

Teaching the Shoah and antisemitism is a challenge, both academically and emotionally. Educational units studied during the programme included literary responses to the Holocaust, The Auschwitz Album, Return to Life and Righteous Among the Nations. The most humbling sessions were those led by survivors; men and women, determined to share the events of the Holocaust and their rich life experiences.

Shulamit Imber, Pedagogical Director at Yad Vashem, spoke to teachers about the educational philosophy underpinning pedagogy at The International School for Holocaust Studies. She reflected that historians teach about the past; educators give it meaning. We are charged with the difficult task of rescuing the individual from the six million Jews murdered in the Holocaust and to make our teaching one that celebrates the human story. She uses the model of safely in, safely out for students and educators alike. This is a challenge which faces each of us every day in our classrooms.

In a speech at the Opening Ceremony of the New Holocaust History Museum at Yad Vashem, in 2005; Elie Wiesel reflected on this challenge: "My good friends – we never try to tell the tale to make people weep...If we decided to tell the tale - it is because we wanted the world to be a better world – just a better world and learn and remember..." He went on to conclude: "We must become the Messengers, Messengers."

Teachers and students are charged with the responsibility of becoming the Messengers for the victims, the survivors and future generations.

Amanda Stephens

History and Politics Teacher, McNab House

National Youth Science Forum



As our NYSF journey began with a flight from Melbourne to Brisbane, we were filled with excitement as well as a little nervousness. We knew very little about what was to come.

After a rigorous selection process Year Eleven students were drawn from all around Australia and other countries to attend. Participants resided at St Lucia campus at the University of Queensland for the ten days of the forum. We were made to feel at home, with hilariously funny and warm-hearted staff supporting us the whole way through. Activities in the Doherty special interest group were eye opening, and we were privileged to be able to engage with cutting-edge health and medical science research. In group Oliphant students observed the operation of prototype quantum computers and attended biomedical engineering lectures.

We made strong connections and expanded our social network. Interacting with like-minded people who were interested in wide ranging STEM fields was enriching. Our horizons were broadened with new opportunities for careers in STEM introduced to us. We were told, "oh, the places you'll go". NYSF was a wonderful opportunity, and we are excited to see what follows.

Christopher Seoud and Rakshan Chandu
Year Eleven





A person with a large blue backpack is hiking through a dense jungle. They are wearing a dark long-sleeved shirt and dark pants. Another person in a red shirt is partially visible in the foreground on the right. The background is filled with lush green foliage and trees.

World Challenge: Borneo

The World Challenge trip to Borneo at the end of the 2019 school year offered almost three weeks in a new country with a group of 16 people who were also pretty new to me.

The trip provided some very funny and memorable moments and also some challenges. We spent time working with an environmental group, Batu Puteh Community Ecotourism Co-operative, time exploring the city of Kota Kinabalu and its markets and five days hiking around Long Pasia.

The hike was probably the biggest challenge for everyone - in the jungle, attacked by leeches, slipping over, climbing hills, bitten by mosquitoes, etc. But we had a legendary guide named Lait who hacked a path for us through the jungle with his machete and would tell us vaguely if we asked how long to go, "5, 10, 25 minute". Although it was a physical and mental challenge, Lait kept us happy and conquering the trek left us with a great feeling of accomplishment at the end.

When I look back at the trip, the things I remember are the moments shared with others in my group, including time spent playing cards or staying up late, and the great new friends I made. I would definitely recommend the experience to others who are keen to try something new and get out of their comfort zones.

Gemma Howe
Year Eleven





Dance

Anybody walking past the Drama Theatre recently could not help but be distracted by the sound of thumping beats. The fun and funky rhythms pounding from the door have been coming from the refurbished PEGS Dance programme. It is an afterschool and weekend co-curricular activity, where a large group of students from Year Seven to Twelve meet to step, jump and shake. They have trained together since the latter part of last year and now confidently perform a number of hip hop, breakdance, contemporary and Broadway routines.

Also experiencing great success in Dance, is VCE student Jackson Coombs. As part of his senior studies, Jackson completed an industry-standard Vocational Education and Training Certificate. The routine he presented for his assessment was so impressive, the judges invited him to perform it again at the Top Dance national showcase held at the Melbourne Recital Centre in February.

At the event Jackson, and a small group of elite dancers, demonstrated their skills to a packed house. He was debonair in his captivating performance of a 1940's style tap solo and looked to be enjoying the experience.

VCE Chief Assessor Lisa Woolley noted Jackson's mastery of "complex rhythmic patterns" and complimented his "easy style". We know that behind the scenes, it has taken many years of dedicated study and practice for Jackson to be able to make highly athletic movements look second nature and congratulate him on his accomplishments.

Jessica Gorlin
Director of Performing Arts



Ensembles and Concerts

This year the Music Department has consolidated ensemble offerings to broaden the opportunities for students. We are encouraging all students who learn an instrument at school to join the right ensemble for them and get involved in making music with others. Of course, any student may join one of our five choirs without previous experience, to foster a love of singing and have fun. We also are continuing ensembles which started during 2019, as they fill a gap between other existing groups and have been a positive learning experience for our young musicians. In particular the Audacity Choir (Years Seven to Ten), Middle School String Orchestra (Years Seven to Ten) and the 3/4 Choirs are continuing to attract members. Our department concerts began in Term One with the first Piano, Suzuki and String Concerts providing fantastic opportunities for soloists, duos and trios to perform their repertoire.

We look forward to further opportunities for our students to perform together for family and friends.

Amanda Rowarth
Director of Music





Basketball Tour

On Monday 9 December, 28 students ranging from Year Eight to Year Eleven met four teachers and a coach at Melbourne Airport ready to embark on the trip of a lifetime, PEGS USA Basketball Tour 2019.

During the tour our three teams played games against a number of schools across Texas and California. Everywhere we went we were welcomed with open arms and a chuckle when they heard the Aussie twang in our voices. Some games were won, some were lost but most of all friendships were forged both on and off the court.

An overseas trip that involves a vertical grouping of students from multiple year levels can pose some problems but not with this group - these students were unique. They were thoroughly engaged and embraced every experience offered to them, doing their families and their school proud and demonstrating that we help each other to be purposeful, hopeful, active, resourceful, compassionate, confident, independent and resilient. They were a team.

To quote the students...best trip ever.

Marinda Hill

First Girls Basketball team manager

Centenary celebrations



In acknowledgement of 100 Years of AGSV sport, a round of sport is designated, in both summer and winter seasons, to celebrate this milestone. As part of the celebrations on Saturday 8 February the school distributed commemorative down balls and “AGSV 100 Years” temporary tattoos to all Middle School students.

A barbeque at Keilor East was ably manned by the boys’ First Tennis captain, Sam and First Basketball player, Brodie and many parents enjoyed watching their children play sport on a beautiful sunny day and also relished a delicious sausage or burger. A selection of finger food was offered at Keilor Park to the tennis and softball players and parents. Black and white balloons adorned the gym door and a display of PEGS sporting history was on prominent display in the foyer.

Catherine Lane
Director of Sport



Sports Captains welcome the AGSV centenary banner, 2019

Cairns Swim Trip

The swimming team jetted off to Cairns on 20 January for a four-day training camp. On arrival the team went straight into a two-hour training session. This involved numerous planks, push-ups, crunches, and burpees and a solid hour and a half swim session.

Day two started with a 5:25am meeting time! It was still dark and the swimmers knew they were in for another tough session. Training focused on technique, relay starts and entry into the pool. The weather was extremely hot, with the temperature reaching 34 degrees and around 85% humidity, but this did not stop the team from completing two laps of the botanical gardens running track in the afternoon. The day wasn't over as the team headed straight back to the pool to complete another swim session. There were some very tired students at the end of the day.

The following morning we visited Green Island for a Great Barrier Reef Tour. Students saw stingrays, turtles and many different species of fish along with the amazing coral reef. It was a fantastic experience.

The final swimming session saw team members compete in a number of relays. The final race was a student versus teacher relay with coaches Seb and Liam along with teachers Mrs McGrath and Mr Hayes, competing. The teachers tried their hardest but couldn't quite get over the line against the students!

It was fantastic to see how much closer the group had become over the four days.

Mitch Hayes

Swimming Coach





Introducing Parkrun

The most recent addition to the PEGS Summer Sports offering, Parkrun, has been an unqualified success. Our enthusiasts gather each Saturday at 7.45am to ready themselves for a five km challenge on the Maribyrnong River Trail. The essence of Parkrun is that it does not only cater for our elite athletes - Andre Jaycock, Ben Sostaric, Bailey Predgen, Andrew Van Berkel, Alice Hurren and Isobel Allen - but challenges each participant to pit themselves against their own personal best.

What is unique about Parkrun is that it is the sole school event where parents and staff members can participate literally shoulder to shoulder with our students. It is indeed a treat to see family members embrace in celebration after competing together in one of Australia's fastest growing fitness activities.

Alex Stephenson
School Psychologist and Parkrunner





The Perfect Ten

Cricket often presents the impression of a bygone era; perceptions of leisure and patience long vanished. Cricket resists the modern craving for instant gratification. It rewards patience and planning, execution and concentration, with unwritten laws and etiquette which can only be nourishing in this modern-day, fast food world.

With the help of Coach Rainer Reber, the First XI began their 2019-2020 AGSV campaign with high hopes and a clear blueprint. They would execute ball after ball, over after over, session after session to win every moment that a long day's play presented. Then they would do it game after game.

What resulted was the most successful First XI Boys Cricket season in the history of the school. Ten wins out of ten; the perfect season.

A hard-fought win against Mentone Grammar in the semi-final set up a Grand Final for the ages. Trinity Grammar and PEGS met as opponents who were both undefeated following a mid-season wash out between the two sides. In the Centenary year of the AGSV this was billed as a battle of the titans.

PEGS batted first and compiled a handy total of 5-211 with captain, Jagadesh Koduru, scoring an all-important 87. Nick Markovski chipped in with a valuable 39 and Grayson Tailiki a quickfire 32 not out. Trinity put up a good fight but fell short by 31 runs at 8-190. A tight opening spell by Darcy Arkinstall and good spells by Josef Mackenzie and Connor Callanan helped the cause.

The team seemed unflappable in the big moments and continually executed its plans to get such rich rewards. Rainer and fellow coach, Merv Hughes, prepared the boys brilliantly and, once again, the team was playing its best cricket at the business end of the season.

The outcome – a place in PEGS sporting folklore!

Colin Cooper
Team Manager



Girls' Tennis Double

Our Firsts Tennis team became AGSV/APS Premiers for the second time in two seasons with another undefeated season.

The team got off to a flying start in Term Four playing their first three matches at home and beating some very strong opponents. The momentum continued into the New Year when, after a washed-out opening round, the team went on to win its next three matches. Prior to redraws the team was undefeated and on top of the ladder.

A hard-fought win at home against Carey in the first redraw match meant the girls just needed to win one of their remaining two away matches to lock-in the Premiership. A convincing away win against Haileybury meant that no matter the result in the final match against Wesley, the team would be Premiers!

Unfortunately the final round of Firsts AGSV/APS sport was cancelled due to the COVID-19 pandemic. This did, however, mean that the team finished the season as outright Premiers, which was a fantastic effort. It was only the fourth time in the AGSV/APS twenty season history that an AGSV team's members have held the trophy above their heads. Congratulations girls on an outstanding achievement!

Ben Bailey

Coordinator of Sport (girls)



From the Archives

Brigid Cooper Archivist

St John's Uniting Church, Essendon



St John's Uniting Church, Essendon

Current PEGS students are familiar with the usual routine of visiting St John's Uniting Church in Essendon for school services. As you sit in the wooden pews, eyes wandering upwards to the colourful windows and the decorative ceiling, did you know that this connection with St John's goes back over one hundred years?



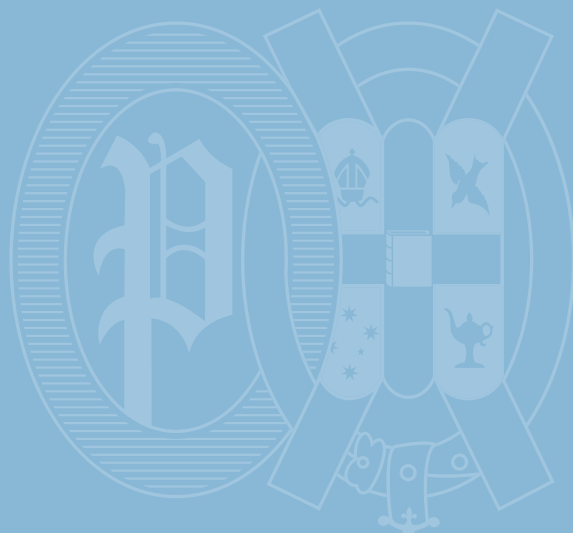
McNab House students attending a Church Service in St John's Church in 1979 (PEGs Archives [PH07977])

In January 1920 a notice appeared in *The Argus* newspaper, alerting Penleigh Presbyterian Girls' School parents that "a New Branch Junior School will be opened in the Kindergarten Rooms of St John's Presbyterian Church, Buckley street, Essendon, under the charge of Miss Elma Limerock." The Kindergarten Building, which currently houses the Northwest Montessori School, was erected in 1912. The "New Branch Junior School" only spent one year at St John's before returning to the main school at Chaucer Street in 1921, but, as you can see from this excerpt from *The Penleigh Magazine* 1920, the children enjoyed being in their new home.

Branch Junior School

*Bon jour, everybody! Are you surprised to see us here? We're very new, you know - we only happened this year. But shall we tell you a secret? We're very proud of belonging to Penleigh and often speak of the "Big School" and what we'll do when we go there, though that does not mean that we are not happy here in our nice big, sunny schoolroom at **St. John's, Essendon**. In fact, some of us don't care about holidays! Do you know who we are? We are Gladys, and Peggy and Betty - there really are two of that name; we are Margaret, and Kathleen and Lesley, and three girls are called Jean, the same. We are Edith, and Sadie and Walter; we are Catherine, and Douglas and Mac; we are Raymond, and following after is Freddie - we have not a Jack.*

Meanwhile, a new boys' school, Northern Presbyterian College, was in need of a home and in 1922 moved into the St John's Schoolroom and Hall. 21 pupils soon grew to more than 60 and, after three years at St John's, the now re-named Northern Grammar School relocated to a more permanent home at Raleigh Street - the current Administration building at Junior School Boys.





*Penleigh students after the 1952 Church Parade at St John's Presbyterian Church, Essendon,
L-R: Anna Perry, Margaret Browne, Karen Ramell (Donor: Maggie Browne [PH07931])*

In 1952 St John's Presbyterian Church celebrated 100 Years of Presbyterianism. By now the old bluestone church had been replaced by the red brick one we know today. Penleigh Presbyterian Girls' School students were part of the festivities, joining in the annual Church Parade in their best white dresses, gloves and hats. Fortuitously PEGS Archives received a recent donation from Maggie Brown which includes a delightful photograph of Penleigh students at the Church Parade.

In 1966 Essendon Grammar School and Lowther Hall Church of England Grammar School jointly presented the play "1066 and All That; A Musical Comedy based on that memorable history by Sellar and Yeatman" ably compered by the Guide from the Hall of Fame, David Pitkin. It was held in St John's Hall and tickets could be purchased for the princely sum of 60 cents for adults and 40 cents for children.

At the end of 1976 PEGS set up an Early Learning Centre in the Kindergarten Building of St John's Presbyterian Church, which soon became St John's Uniting Church. Rev. H R Stevens, Principal, remarked in the 1976 Speech Night programme that, "this enables Essendon Grammar School and Penleigh P.L.C. to have a total enrolment of 75 in the early Learning Centres." This arrangement remained until 2000, when the renovation of Cottage 49 was complete and the third Kindergarten class join the others at the Essendon Campus.



*1978 St John's Early Learning Centre - with Miss Heather Oglesby & Mavis Munn (Assistant)
(PEGs Archives [PH00354])*

PEGS Business Network

PEGS Business Network End of Year Celebration

The final event for 2019 was our annual End of Year Celebration cocktail event supported by Essendon BMW and 2019 business directory partner, Penny Young.

It was a stormy day but that didn't dampen the enthusiasm of PEGSBN attendees who enjoyed drinks and canapes while networking and connecting with each other in a relaxed and welcoming environment at Penny Young Wine Bar.

This event is always a popular and casual networking opportunity for those attending to connect with others in the PEGS Business Community and it was great to see the mix of former students and current parents discussing all things business, school, family and life.

As the PEGSBN continues to grow into 2020, we thank former students, parents and suppliers for supporting the PEGS community in 2019 and look forward to your involvement again this year.

Jordan Leask

Head of PEGS Business Network



2019 PEGS Business Directory

The PEGS Business Directory is an annual digital publication that provides a platform for businesses and business people in the PEGS Community to promote their products and services.

In 2019 we were pleased to formally re-launch the directory that was shared to the 10,000+ PEGS Community, shared on social media and to the network of parents, families and former students.

We are excited to see this grow in 2020 and continue to support businesses and individuals in the PEGS Business Network in the future.

You can view the PEGS Business Directory at:

<https://ap.ptly.com/vic/pegs/#pegsbusinessnetworkdirectory2019>



PEGS Business Network Jobs Board

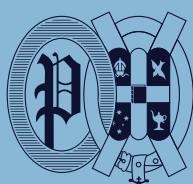
The PEGS Business Network seeks to provide employment and career opportunities to former and current students and it is pleased to announce the launch of the PEGS Jobs Board to link job seekers with employment and career opportunities within the PEGS Business Network and Community.

The Jobs Board is now available to all former students, current parents and current students seeking to access jobs posted or to post jobs.

There are a number of former students, including recent school leavers, who are seeking employment and we hope to provide a direct channel connecting job seekers with available roles. If you have a job you would like advertised within the PEGS Business Community please submit your job for approval to the link below.

Job opportunities can be viewed at: <https://ap.ptly.com/vic/pegs/#jobsboard>

For any enquiries please contact the PEGS Business Network Coordinator Lisa Leask on 9016 2181 or lisa.leask@pegs.vic.edu.au



PEGS BUSINESS NETWORK

2019 Golf Day

The Penleigh and Essendon Grammar School Business Network Golf Day was held on Monday, 16 December 2019 at the Northern Golf Course in Glenroy.

Eighty-eight participants including school suppliers, staff, current and former students enjoyed a great day. The overall winners of the Ambrose competition were the Champion Education team consisting of Rob Syle, Clint Cotter, Vince Brincat, Steven Stankovski.

Runners up were Russell Saunders, Stuart Saunders, Leanne Smith and Mike Smith. Third place went to former students and current parents Brent West, Paddy McMaster, Don Gallicio and James Lavendar.

Essendon BMW, presenting partner of the PEGS Business Network, supplied a BMW for a weekend to the winner of the putting competition, Paulo Ribeiro, in front of an exciting range of BMW cars on display.

Thank you for the support of school suppliers who made the event possible as major sponsors for the day. These included Premier Office National (Richard Bell), Reflex Technology Group (Dean McDonald), National Australia Bank (Aron Whillans), Grant Thornton (Charlie Bell), Champion Education (Steve Stankovski), Bear Projects (Nic Bufe), Konica Minolta (Rob Hornak), Noone Imagewear (Michael Farrugia), Ryan Bros. Bus Service (Annie Ryan), McCorkell Constructions (Dale Lyons), Rob Lamendola Catering and Events, Ascot Paving (Karl Costa).

We would also like to thank the businesses that supplied prizes on the day including 13 Concepts (Anthony Banadinovich), Garnett Electrical (Stuart Beard), Colin Biggers and Paisley Lawyers (Paul O'Halloran), Toyota Fleet Management (Lucy Torbet), Calder Cleaning (Michael Portelli), A Grade Cleaning Supplies (Walter Carraretto), Consolidated Cleaning (Justin Grant), Ambassador Air Conditioning (Ian Smith) and McBride Charles Ryan Architects (Rob McBride).

The proceeds from the day go to improving the PEGS Business Network Jobs Board creating employment opportunities for former and current students.

Special thanks for organising the event to Lisa Leask and for helping on the day to Harry Fisher and Victoria Pitliangas.

Mina Pitliangas



Winning Team, Champion Education



2nd Place – Russell Saunders, Stuart Saunders, Leanne Smith and Mike Smith.



3rd Place – Brent West, Paddy McMaster, Don Gallicio and James Lavendar.



Former Students' Association News

Alumni Spotlight Kristen Manias, Class of 2001

Kristen Manias (nee Street), Class of 2001 has created a successful business called Little Hearts Co designing pieces for little girls who love to dress up for any occasion. Leotards, dresses, tutus and leggings highlight the collection and are designed in a curated selection of prints. Check Little Hearts Co at www.littleheartscos.com and follow them on social media.

What have you been doing since leaving PEGS in 2001?

Prior to starting my business I had a career as an event planner for most of my 20's which took me all over the world. I now have three children so life is still amazing but in a different way. I love to travel so I have tried to get out and see the world as much as I can and now with kids in tow.

During your time as a student at PEGS, what did you like most?

I think PEGS had a really great culture and because I spent my entire school life there it felt like a family. I loved all my teachers in both primary and high school and cannot recall any negative experiences.

Was there anyone who inspired you?

I always knew I wanted to have my own business, like my father. I would go to him with little business ideas and he was always positive and encouraging. In the end it was a clothing business that became my passion.

Tell us about Little Hearts Co?

Once I had a baby I realized very quickly that I couldn't continue with the event management career I loved. When my daughter was around 6 months old, I felt the need to start using my brain again by starting a business. My best friend was at the same stage in her life and together we decided to start a clothing label for our girls. Initially small, the business has now grown into something much bigger. We make beautiful clothing for girls aged 0-8 and have a really great online following and are stocked in stores around the country and in New Zealand. I absolutely love the business we have created and I have learnt so much along the way.

What's your favourite memory of PEGS?

I have so many great memories of PEGS. I feel lucky to have had a really positive school experience and still keep in contact with lots of friends I made there - I even met my husband at PEGS. I enjoyed all the sports days and tournaments and absolutely loved school camp. Final day at the end of Year Twelve was a highlight too.

What advice would you give to young PEGS alumni?

My advice would be not to worry if you don't have a passion just yet or you don't know what you want to do for a career. I started a psychology degree straight out of school, changed to marketing and then finally ended up with an events management degree - and now I have my own business. Set yourself some goals, be hard working, reliable and you will be able to go anywhere you want in life.

What do you do in your spare time?

I have three young kids and a new puppy so I don't have a lot of spare time. However I do love going to the gym where I can have some time to myself and I don't mind treating myself to the odd day spa.



2020 Events

FSA Reunion Dates

10 Year Reunion – Saturday 25 July 2020

20 Year Reunion – Saturday 15 August 2020

30 Year Reunion – Saturday 29 August 2020

PEGS Business Network Functions

Event 2 – Meet the Principal, Future of PEGS | The Changing Workforce + Future of Employment

Postponed - at date to be announced

Guest Presenters: Kate Dullard and Lisa Lawry

Event 3 – End of Year Celebration – Details TBC

Golf Day – Monday 14 December 2020

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

Private Functions

Golden Girls' Luncheons

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

2020 Dates - 8 July and 11 November

LinkedIn:

PEGS Business Network's specific purpose is to connect former PEGS students, creating business opportunities for all members while also keeping them 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

Honours

Mr Paul Matthew Freestone (past PEGS parent) received an OAM (Medal of the Order of Australia) in the General Division "for service to the road transport industry, and to the community."

PEGS Past Parent: Jody Freestone [Class of 1992]

Dr Shane Thomas Huntington (PEGS parent) received an OAM (Medal of the Order of Australia) in the General Division "for service to science as a communicator."

PEGS Current Parent: William Huntington (Year 7 2020)

Mr Wasantha Premalal Perera (past PEGS parent) received an OAM (Medal of the Order of Australia) in the General Division "for service to the Sri Lankan community of Victoria, and to engineering."

Past PEGS Parent: Sachini Perera [Class of 2015]

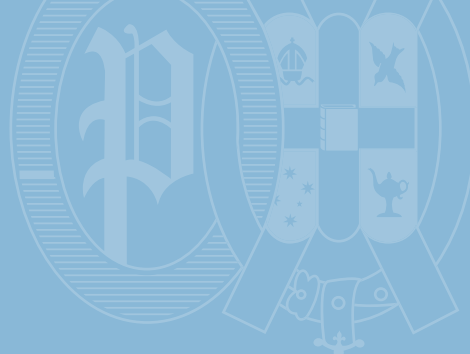
Mr Carl John Rayner (past PEGS parent) received an OAM (Medal of the Order of Australia) in the General Division "for service to conservation and the environment."

Past PEGS Parent: Mark Rayner [Class of 1991] and Sharon Rayner [Class of 1994]

Deaths

Christopher Cowl [Class of 1990], brother of Nicholas [Class of 1991], on 20 January 2019, aged 46.

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 News



On 27 November last the annual Ladies' Lunch was held at Hyatt Place, Essendon Fields and once again the day proved a great success. Guests were treated to pre-lunch drinks on the terrace whilst they enjoyed the beautiful music provided by the string quartet.

There were many donated items to be purchased as part of silent auctions, three public auctions, and two raffle prizes which again proved to be the highlight of the afternoon.

All who attended enjoyed the delicious meal served by the venue. It was a perfect way for all of us to wrap up yet another busy school year.

Such an event is not possible without the support of the local community and many volunteers. The committee would like to acknowledge the wonderful items donated and the assistance received in the days leading up to the event. Our special thanks to Vice Principal, Mrs Nina Bilewicz, and Music Department staff members who took time out from their busy schedules to join us on the day.

We look forward to seeing you all again in 2020 for another magnificent Ladies' Lunch.

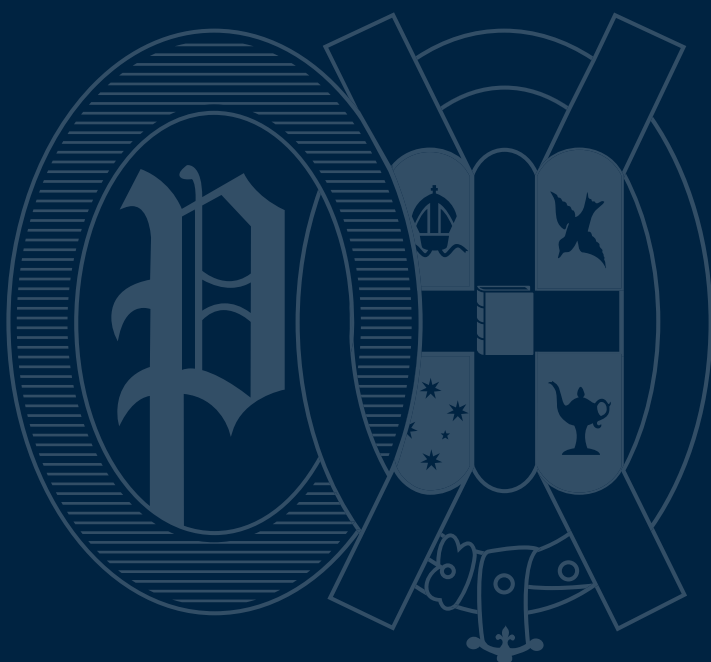
Jenny Tona

Ladies Lunch 2019 Coordinator, FoPEGS Committee Member









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

