



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

April 2023



From the Principal

Our school theme for 2023 is Compass. In exploring this theme throughout Term One, different interpretations and meanings have emerged. The word 'compass' comes from the Latin prefix, "com", meaning 'together' and passus, meaning 'step' or 'pace'. In combination, there is a sense of journeying together.

A compass gives us direction. And while the image of an intrepid traveller holding a compass does suggest we are focussed on a destination, it also reminds us of how enjoyable and enriching the journey itself can be. Compasses always point to magnetic north. However, this doesn't mean that we all need to follow the same path, but rather, we can take it as we are all striving for progress and growth, reminiscent of the motto of Penleigh - Ad Altoris - to higher things.

Compasses also support us to move beyond what is comfortable and known, into unfamiliar territory, encouraging us to tread new paths and take risks. They provide a means of finding our way back, so that when we transition to new settings, we feel a connection to the people and places that shaped us.

Students have also been exploring the idea of the moral compass; the values, beliefs, and principles that guide our behaviour. Our moral compass helps us to understand the impact of our actions for individuals, society and the environment. Again, we use north as our reference point. We might go off on different paths but, when we make decisions, we always have our reference point - our values, our core beliefs and principles, our moral compass, to guide us.

When a student becomes part of the PEGS community, they are given the opportunity to be challenged and supported by excellent teachers, use wonderful facilities, make great friends, and learn and grow through a diverse range of cocurricular activities. However, becoming part of any community also involves accepting the responsibilities and obligations that come with belonging. This requires an ongoing commitment from all members of our community. In making decisions, we need to regularly return to these core principles and values- our 'north'- and be guided by our moral compass.

Our programmes provide a range of opportunities for students to show leadership on issues that are important to them, and in doing so, students are showing an understanding of their voice, and the impact of their actions on other people and the world around them. The development of this awareness is important because possessing a compass is only the beginning. Using our compass, as an individual and as a member of a community, relies on the resolution to stay the course, even through changes of direction, to bring about lasting progress and meaningful engagement.

Kate Dullard



Equality, diversity, inclusion

In 1989, at the front of the Keilor East campus, a tree was planted by a young Tony Larkin, Vice Principal at the time, under the watchful eye of Principal, Rae Pierce, OAM.

Every class I have ever taught at PEGS has been taken to view the tree. The peculiar design of the driveway at Keilor East is to protect the tree. It is a tree of obvious and great importance to our community.

The tree was planted to commemorate The Declaration of the Rights of Man and Citizen which was written in France by the National Constituent Assembly in 1789, during the French Revolution. In basic terms it says that we are all born free and equal and that our rights as individuals should remain free and equal throughout our lives.

When I started working at PEGS I was surprised and fascinated that, of all the things that could be commemorated by a tree planting, this was one that was chosen. And not just chosen. Defended and protected.

With hindsight I can see that this should not have come as a surprise at all. As the years have gone by, we, as a community, have gone from strength to strength to build on and refine what was declared in France all those years ago. That the rights, and subsequent responsibilities, of the individual are equal and we work every day to ensure that every member of our learning community has the opportunity to make it so.

The hallmark of our community is the individual threads that make up the fabric of who we are collectively. The opportunities that are provided to each of us at PEGS are brought to life by the core of what we believe, and use to consider every decision that is made. Equality, diversity, inclusion. Our staff have chosen to wear ID card lanyards that have these words emblazoned on them. It's who we are and what we believe in. I can think of no better reason to plant a tree.

Nina Bilewicz
Vice Principal

VCE Results 2022

Once again Penleigh and Essendon Grammar School students performed highly in the completion of the Victorian Certificate of Education (VCE). An impressive three perfect ATAR scores were achieved out of only 39 that were awarded in the state. We congratulate Adam Faggianelli, Asel Kumarasinghe, and Alexander Sarossy on this significant achievement.

Nearly ten percent of the students completing their VCE in 2022 were in the top one percent of the state and nineteen percent were in the top five percent of the state. Overall, over seventy percent of our students achieved an ATAR above 80, the largest number since 2016. The median ATAR was an impressive 87.90.

It was also pleasing to see our students achieve eleven perfect study scores across ten subjects, which is testament to the breadth of success across a number of curriculum areas.

One of the most defining markers of success was the number of students that received their first or second preferences for tertiary courses, which was 94%. This indicates that students were able to enter their preferred tertiary courses and undertake their desired studies.

As much as we celebrate the academic performance of our 2022 cohort, we also celebrate their broader contributions to the life of Penleigh and Essendon Grammar School - their participation in performing arts and music; their contributions to the sports program; their willingness to assist with our Social Justice initiatives and the Reconciliation Action Plan; and the way they reflected our values and ethos.

Well done to the Class of 2022.

Tim Watson
Head of Larkin Centre



Adam Faggianelli



Alexander Sarossy



Asel Kumarasinghe



My journey

I am a Year Seven student who has started my PEGS journey this year. My time so far has been amazing. I am already astonished by how much this school has had an impact on my learning but also how it has given me many different subjects and challenges to take on. Through all of my classes and different subjects, I have the opportunity to meet new people and make new friends.

I love sport and I was amazed when I first saw all the facilities and the wide range of sporting options on offer. Another experience that is new to me is Saturday Sport. Getting to play with my friends and to travel on a bus to compete against different schools is something that I am really enjoying. More recently, we have had the Gottliebse House Athletics Carnival. This was a day to play with our friends, show off our talents and have lots of fun.

I am very excited to continue my journey at PEGS.

Nathan Wing, 7W



Our Moral Compass and Sense of Belonging

"I want to be nice to people. It's because people might not be nice if you don't treat them nice(ly). I want to be treated nicely. It makes me feel happy because I have friends."

Olly 4.11yo

Our moral compass guides our sense of belonging by ensuring that the actions we take and the decisions we make are in line with our core values and beliefs. It ensures that we are actively striving to be a part of our community where we can be ourselves without having to compromise what we believe in. It also encourages us to seek out meaningful relationships with people who share the same values and beliefs, and to foster a sense of community and belonging with them.

As the children transitioned into their kindergarten environment in Term One, the educators nurtured the development of each child's sense of belonging within their new community. With this in mind, the added lens of moral compass enhanced the idea of developing a strong sense of belonging. The children were invited to unpack and reflect on their understandings about feelings, and to consider not only their own feelings but also how our actions can affect others and their feelings.

Discussions around feelings, rights and responsibilities shaped the pathway for the development of classroom agreements- a shared vision of our core beliefs and values as a community. Using their moral compass to develop this shared vision and sense of belonging supported the alignment of the children's actions with their values.

Lauren Olcorn
Director of Kindergarten



Appreciation of the Struggle

One of my favourite requests from students as I walk through the Prep and Year One playground is to watch them on the monkey bars. Standing proudly on the platform, some students are barely able to reach the first bar while others, who aren't quite tall enough, clamber up the wooden posts on either side to begin their quest.

They dangle for a few seconds, focussing intently on the other end, and the look of sheer determination on their faces is something to behold. At first, they break the task into smaller chunks, taking only one bar at a time. Some manage just a few bars before they drop to the ground and sprint back to take their place in the never-ending line. Eventually, with repeated practice, and the development of technique and strength, they swing expertly from one end to the other and it's a celebration all round.

To an observer it looks like a daunting challenge for the youngest members of our school. However, they claim it's fun. Like many things we learn, mastering the monkey bars requires determination and persistence, and the intrinsic reward is undoubtedly the satisfaction of a job well done. This is something we consistently promote in our daily teaching and learning practice.

Learning can be fun, but the sense of achievement is more profound if there's the right amount of challenge involved.

Julie Neylon
Acting Head of Junior School (girls)

Connections, experiences and learning

Connections between students, and between students and their school, have long been known to be positively related to better experiences of school, as well as improved student outcomes. The learning programme in our middle schools provides time and space for a wide variety of learning opportunities that allow our students to make these broad and deep connections, as they share experiences in and outside the classroom.

The joy radiating from the dancers at our Summer Showcase, and raucous cheering of Park House (who won the Spirit award) at our House Swimming Carnival, were both reflections of how much students had invested in these activities, in each other, and in their school. Through Peer Support, our Year Seven students have had the opportunity to work collaboratively with our Year Ten students, benefiting not only from their experiences of school, but also learning that they are part of a community which sees and values them.

Combine this with collective experiences such as the hike at camp, electives like Warrior Women during 9ERs, the Project Rockit forum on managing the social world on and offline, and the first Thinking Seminar with Jelena Dokic, and students have a powerful mix of opportunities to engage with and invest in the life of their school.

Learning is a collective endeavour, with good thinkers developing their thinking through their collaboration with others, and this collaboration relies on connections. Shared experiences, in the classroom and outside, foster the relationships, build the energy and encourage the investment that supports and sustains the learning that happens every day across our school.

Anthony Simmons
Head of McNab House



Junior House Swimming

After weeks of preparation the days finally arrived for Junior School House Swimming Carnivals in the Raleigh Street pool. Nervous excitement filled the air as the Year Three students swam in their first House Carnival. Parents, grandparents, siblings, and carers filled the grandstand to cheer on the competitors. Year Fours swam next, and the excitement was just as high amongst students and spectators alike. The Year Five students were in the third session of the day and the overall points tally continued to tick over with very few points separating first to fourth. The Year Six students finished the day.

With all races being graded, each student had an equal chance of placing and earning maximum points for their team. Students competed in at least two events, freestyle and backstroke, while others also did breaststroke, butterfly and a relay. Each student who participated earned points for their team to decide the overall winner.

The Junior School (boys) competition finished with Bradman first on 441 points, Rose second (428 points), Elliott third (424) and Reynolds fourth (377 points).

At the Junior School (girls) Carnival, the Years 3 and 4 Trophy was won by Park, followed by Chaucer, Limerock and Dorset and the Years 5 and 6 Trophy was also won by Park, followed by Limerock, Chaucer and Dorset.

Attention now turns to House Cross Country in Term Two, which should be equally exciting days.

Troy West and Brett McQueen
Junior School Sports Coordinators



House Athletics Carnival

On Tuesday 7 March the Gottliebse House Athletics Carnival was held at Aberfeldie Athletics Track, where students and staff cheered on and competed for their respective Houses. The day was a great success with many amazing individual and team performances.

One of the highlights of the day was the novelty events which included the egg and spoon, bean bag and shuttle relay races. These events created an electric atmosphere with the passion of each House on display. The relays, which are the last events of the day, were 'must-see' due to the high levels of teamwork required.

We returned to school and all four Houses gathered in the new gymnasium where the carnival champions were crowned. Zain Deen Mohamed received the award as the 100-metre champion and most dedicated athlete. The final House standings were as follows: Rose House, fourth; third place Elliot; second place, Reynolds and in first place, Bradman. The excitement and cheering in the room when the results were announced was palpable, capping off what was the Year Ten students' last House Athletics Carnival at Gottliebse House.

Thank you to Mr Marcon who organised the day and to all members of staff who played a role in making the day such a positive one.

Joshua Feil and Dillon Sassine
Year Ten

A busy term at Junior School (boys)



Throughout Term One Junior School (boys) students participated in a number of school-based incursions in order to generate excitement and to educate students about particular topics.

To help dispel common misunderstandings about cancer, staff from Camp Quality conducted puppet shows for all students in Prep to Year Six. The fun and interactive program provided age-appropriate education for children impacted by cancer.

In support of developing strong cyber safety skills and positive relationships, students in Years Three to Six had the opportunity to watch an educational theatre experience titled, Zanna and The Lost Code. This stage play encouraged the students to consider respect and responsibility when navigating the online world. Students explored how to demonstrate resilience, empathy and kindness when building responsible relationships with others.

Year Two students were enthralled with a hands-on science incursion where they observed chemical reactions and experimented with different ways materials can be mixed and separated.

Members of the PEGS Hockey Club visited the Essendon Campus and introduced the skills of hockey to the boys in Years Four to Six. The boys thoroughly enjoyed the sessions and hopefully some will be inspired to play competitive games at the club. Continuing with the sporting theme, the Prep boys had a wonderful soccer skills session conducted by members of Football Victoria.

Incursions are an integral part of learning at all year levels and provide much stimulation to complement the curriculum.

Graeme Sharman
Head of Junior School (boys)



Exploring our environment

In 350 BCE Aristotle wrote, *For the things we have to learn before we can do them, we learn by doing them.* The power of real-world experiences working in unison with an academically stimulating curriculum ensures that students remain engaged in their learning and most importantly, curious about the world beyond the classroom.

Year Five students immersed themselves in hands-on activities at the Cranbourne Botanical Gardens, a natural bushland experience that celebrates the beauty and diversity of Australian landscapes and flora. Over the course of the term, students explored how an environment can impact the ways in which plants and animals adapt to survive. They observed the gardens and discovered ways in which plants have adapted over time. Through guided exploration and activities students gained a deeper understanding and appreciation of diverse environments.

Using microscopes, students critically examined the key features of Australian native plants and how these features allow them to conserve water to survive in arid conditions. They examined a range of animal burrows and discovered how the adaption and design of the burrow impact upon climate and animal survival rates. Although these concepts had been discussed and researched within the classroom, the real-world experiences of the students ensured the transfer of knowledge took place in an authentic and engaging manner.

Carlee Yuill
Acting Deputy Head of Junior School (girls)





This year in 9ers

9ers is a wonderful program that runs every Thursday afternoon at Gottliebsen House, consisting of six four-week blocks, made up of two compulsory activity blocks and four elective blocks. The elective blocks offer students a choice from around 15 different options, catering to different preferences.

The activity and elective blocks offer different benefits. For example, the activity blocks explore important life skills such as administering First Aid and composing a resumé. Sex education informs us of the dangers posed by STIs and the importance of consent, as well as the laws surrounding it. One of the elective blocks includes cooking, which teaches us how to prepare a meal and other elective blocks offer volunteering, where students learn social skills in different environments; this includes going to the Junior School to work with the younger students. Attending Hume Valley School, a school for children with intellectual disabilities, gives students the opportunity to support others.

9ers also has physically focussed activities such as an Introduction to the Gym, where students are educated about how to keep themselves safe whilst working in the Fitness Centre. Ninja Warrior is a fun challenge based on the hit television show, and Iron Man is about pushing yourself to your limits in whatever you do.

All these activities correspond to real world situations and prepare students for life beyond school.

Martin Wooden and Daemon Basu
Year Nine

Project Rokit

Each year, Year Eight students engage with Project Rokit, a youth driven organisation aiming to foster kindness and respect through their workshops.

Our young people were treated to a full day of interactive and inspiring content focused on building a positive online culture, strategies to combat unkind behaviour, and aspirations around the world they want to help create.

During a year where our students are focused on the questions 'Who am I?' and 'Where do I fit in?', the Project Rokit workshop was a timely and thought-provoking invitation to consider the values they wish to embody.

Emily Atkins
Year Eight Coordinator, McNab House

Can you guess which social media platform Year Eight students of Gottliebsen House use the least? Well, it's Facebook. Although the students don't use it, their parents do, and apparently they post lots of embarrassing photos! This was just one of the many things that we discussed recently during the Year 8 Project Rokit! incursion.

During the session we discussed bullying and being an 'upstander'. Although we mainly focused on cyberbullying, the lesson about being an upstander when bullying occurs is an important one as it reinforces the fact that we are a community, and we need to work together to make everyone feel safe and included. This taps into mutual respect and the fact that it is important to show respect towards EVERYONE, regardless of issues such as gender, age, or race. As we all know, we should treat others the way that we want to be treated.

Another important message was the lesson that "no" means "no"; it does not in fact mean "keep pestering me about it until I say yes". We talked about dealing with tough times by talking to someone trusted about the situation. One thing that we explored was taking advantage of the abundance of social media tools that are available by blocking or reporting anyone posting harmful content, especially since not everyone online is as they seem.

Overall, the day was full of meaningful discussions and fun activities that we have continued to reflect on.

Stuart Baker and Hamish Lambeth
Year Eight



Peer Support at McNab House

Peer Support is a program designed to foster connections between Year Seven students and to develop trusted relationships with students from Year Ten. Starting secondary school can be filled with both excitement and nerves for Year Seven students and as Peer Support leaders we try to understand and support them as they make this transition.

Mimi Pascal, 10D

The Year Ten students have taught us organisational skills, such as how to navigate PEGSpace, and given us tips on how to keep up to date with classwork and home learning. We have learnt how to write an appropriate email to teachers, which will save time in the future, and are engaging in fun activities. Some students have played Octopus or 'Hide and Seek', and many of us have thoroughly enjoyed these games. One group even got to do a treasure hunt! I am looking forward to learning how to utilise time for studying during exams, as the Year Tens have done this many times before. I am also getting to know my classmates too.

Peer Support is a great way to get to know other students at McNab House, and makes for an enthusiastic start to the day! The Year Tens have brought a great energy during Form, and they are hugely appreciated.

Georgie Bennett, 7D

Working with the Year Seven students at McNab House gives us the opportunity to advance our leadership and organisational skills and also create great bonds with the younger students. Seeing their enthusiasm and keenness to start the day with us makes us very happy and is a great start to our mornings.

Amelia Malek, 10F

International Women's Day

Celebrating how far we have come and casting our eyes to the future

International Women's Day is a powerful reminder of the strength, resilience and perseverance of women around the world. We give a nod to the past to celebrate the achievements of those who have broken down barriers, and we acknowledge the progress made and the opportunities afforded to us all in the present. We also look to the future and call for change to address the challenges that stand in the way of a gender-equal future.

In the lead up to the day, students at the Junior School (girls) campus were immersed in a range of activities across disciplines to explore the theme of embracing equity through various lens. Drawing inspiration from influential women from the past and present, the students dared to dream big. They recorded future aspirations and considered how they could be an agent of change. Harnessing the power of creativity to explore possibilities, the students also contributed to the whole school banner and rehearsed for the event's theme song *This is Me* from the film *The Greatest Showman*.

In a show of solidarity, the Junior School (girls) community gathered on 8 March to strike the #EmbraceEquity and #BreakTheBias pose to lend our voices loud and clear for the global pursuit of equal rights and opportunities. The event culminated in a festive, campus-wide lunch where connections were strengthened. With purple ribbons in their hair and empowered hearts and minds, it was a day of reflection and one to inspire fearless activism for a gender-equal future.

Phuong Choo

Coordinator of Maths, Junior School (girls)



Developing student leaders

Leadership is a skill that we value highly at PEGS. We believe that leadership is not just about holding a position of authority but also about being a role model to your peers, setting a positive example, providing service to others and having a positive impact on the community.

This term, the Year Nine Form Captains have been participating in fortnightly Leadership sessions. During these sessions, they spend time developing their understanding of their strengths as leaders and their values as people, then work collaboratively to plan activities for their peers. These student leaders have so far organised a Tetris tournament, kinaesthetic activities which foster making new connections, and karaoke sessions. Following the execution of their plans, they spend time reflecting on their sessions, and sharing wisdom gained with the group, in order to approach the next session with a greater understanding of the requirements of leadership.

More broadly, we have witnessed a great number of Year Nine students show leadership in a more subtle way by supporting their peers and encouraging them to reach their full potential. Pleasingly, we have also seen students stepping up to take responsibility and ownership of their actions, which is a hallmark of strong leadership.

We encourage our students to continue to develop their leadership skills across the year, and look forward to seeing their continued growth as leaders in our school and beyond.

Emily Syme

Year Nine Student Coordinator, McNab House

First Day

On Thursday 2 February, our Prep cohort of 2023 entered the school gates. Shoes were shined, uniforms were neat and bags were packed full of school supplies. Of course, there were some tears as goodbyes were said but all of the boys soon settled into their new classrooms, excited to start their first day of school.

When asked about their favourite thing about school so far, the boys replied:

“I love my teacher.”

“Singing and dancing.”

“Counting!”

“My new friends.”

“Listening to stories.”

“Lunch orders!”

“The playground and sandpit!”

Under the care of our fabulous teachers, Prep students have already begun making gains in their learning. Friendships with their peers have been blossoming, as they get to know new friends, and each boy has quickly developed a special connection with his Year Six buddy. We are sure it is going to be a wonderful year ahead.

Natasha Mitchell

Prep Coordinator, Junior School (boys)





Fireworks Exhibition

On 9 December eleven VCE Art and Design students attended the opening night of the Fireworks exhibition at the Incinerator Gallery, Aberfeldie. Fireworks is an annual art and design awards and exhibition for Years 11 and 12 students who live, work or attend school in Moonee Valley.

The exhibition has grown into quite a prestigious event in the area and one that the creative arts students at the School look forward to keenly. Works from 35 shortlisted artists were exhibited at the Incinerator Gallery from 9 December to 22 January. Works were judged by artist Fiona Cabassi and Lena Cirillo, Executive Officer, Arts Education Victoria.

This year we had a record number of students shortlisted to exhibit. They were: Sabrina Astuto, Jenna Baldo, Isabelle Evans, Ilayda Fouracre, Benicio Pascal, Michelle Duong, Isobel Williams, Ashley Stephens, Samantha Sikavitsas, Yiannis Attilakos and Onaya Peiris. It proved to be a very successful evening, with Yiannis Attilakos winning the main Incinerator Fireworks Art Award of \$500 for his Self Portrait.

It was a fantastic result. We congratulate Yiannis, and all students who were chosen to exhibit. It is great to have a forum to publicly showcase the talents of our students across the creative arts.

Andy Brown
Art Teacher Larkin Centre



Leadership in Action: PEGS Green

PEGS Green is a McNab House Leadership in Action group that meets every Wednesday morning during the Form program. Our main objective is to raise awareness of environmental issues and how we as a school can better protect our ecosystem and the environment, and broaden the range of plants we have around our school. We maintain a sustainable vegetable garden throughout the year and experiment and discover new and better ways to grow plants.

So far, we have researched which vegetables thrive in each season, and how and when we should pick and harvest them. We have initially planted some vegetables that will grow in summer and autumn. We are hoping to harvest our kale, lettuce, carrot, pak choy, cauliflower and spring onion crops in late autumn. Our plan is not only to grow vegetables, but flowers and other plants as well. We also intend finding new ways to benefit the environment and reduce the environmental harm that we cause as a school by researching, and possibly introducing, new recycling systems and new and more efficient ways to reduce our carbon emissions.

Our group represents Leadership in Action as we are conducting our own environmental research and finding how we can achieve our goals, while also learning from our mistakes along the way as we implement new programs. Overall, we strive to make PEGS a more environmentally friendly community.

Mischa Abdunour 10F

Chess players' success

Chess at PEGS is a dynamic community with students who support and challenge each other. Two members participated in the Australian Junior Chess Championships during the summer holidays. Xavier Hong (Year Ten) placed third in the Under 18 Open division and Myiesha Maunders (Year Twelve) placed third in the Under 18 Girls division.

Also in January, four of our chess team participated in the Oceania Zonals attended by students from all over Asia. Both Xavier and Myiesha received Candidate Master (CM) titles; a very prestigious title to hold. Our students also participated in a Chess Victoria Zonal where we placed third out of more than 30 teams. Myiesha was the top performing girl.

Congratulations to all who participated in these tournaments and achieved such impressive results! Chess at PEGS is certainly spirited and continues to grow in leaps and bounds!

Myiesha Maunders
Captain of Chess



VCE Drama Season of Excellence

The VCE Drama class was privileged to support our past student Wil Siafalis-Tsiatsios as he performed his superb Drama Solo Performance as part of the VCAA VCE Season of Excellence at the Malthouse Theatre. He proudly represented the School and was a shining example of the Performing Arts program. We are so proud to support Wil and his incredible achievement.

Lauren Barnes
Year Eleven Coordinator, Larkin Centre

We were delighted to support 2022 graduate Wil at the Season of Excellence. All the performances were engaging and meticulously planned and executed, but Wil's was something that really fostered a strong sense of pride amongst us all. Having followed Wil's piece as it developed during 2022 it was great to see the final product and seeing the skill and hard work that has emerged from our school encouraged each of us to push ourselves further in our creativity.

Eadie Milne
Year 12 Drama student



Celebrating Women in STEM

On International Women's Day we celebrate women's achievements and reaffirm our commitment to gender equality. This year, the United Nations' theme for IWD was 'Cracking the Code,' recognising women in the STEM industries (Science, Technology, Engineering and Mathematics) for their trailblazing efforts in male-dominated fields.

At our Year Eleven assembly, PEGS alumna Aayushi Khillan spoke about her shining career as a medical student and business owner, encouraging the cohort to pursue their dreams in STEM without fear of failure and apprehension. Our student speaker, Amy, called for action to create a more inclusive and tolerant school environment where the achievements of women in STEM are common knowledge.

Furthermore, the Feminist Collective hosted an Afternoon Tea, inviting students, parents, staff and friends to a celebration of aspirational women in STEM. Guests enjoyed the company of three inspirational speakers and PEGS alumni - Dr Amy Logan, Professor Leigh Johnston and Siena Zubcic. School leaders Adonna and Joseph discussed with the panel some barriers faced by women in the STEM industry and how barriers can be overcome with passion and dedication.

We were also honoured to hear Hayley Marriot from McAuley Community Services for Women speak about the charity's crucial efforts - providing victims of family violence with the means to shelter, safety and recovery. Between the Afternoon Tea and the participation of students across the Larkin Centre in a casual clothes day, we were able to raise more than \$2000 for this essential cause.

Tim Watson
Head of Larkin Centre

Thinking Seminar with Jelena Dokic

In our first PEGS Thinking Seminar of the year Jelena Dokic, successful Australian tennis player, media commentator and author, shared her life's successes and struggles with a captive audience.

Jelena Dokic's poignant speech emphasised the importance of never giving up and being kind and resilient. Her father continuously created many challenges during her upbringing as he was controlling, abusive and never seemed to be impressed with her efforts and wins. I felt such empathy after hearing her story, reflections and wisdom and it left me questioning how a father could hurt his own child both physically and emotionally.

Jelena did not let her situation prevent her from pursuing her tennis career. She reminded all of us that you need to keep going; you have to get back up again even when it seems like you can't. With resilience, comes confidence and growth.

Importantly, Jelena reminded us to be kind, a simple reminder that is often forgotten. "You don't know what people are going through," she stated, "So just be kind." This message was echoed throughout her speech.

The seminar was motivating and captivating. I listened intently, sympathetically, but mostly in admiration and it was clear from the many thoughtful questions and loud applause, that everyone else thought the same.

Chloe Cabritit, 9E



Sustainability with Junior Girls

2022 saw the start of an exciting new venture at the Junior School (girls), known as the Sustainability Group. Driven by the need to protect our precious planet, a small group of Year Five and Six students met regularly to identify ways to make our school more sustainable.

Fast forward to 2023, and a group of 58 members have begun their year with an education campaign. With the support of staff, the students have identified education as the best way to ensure the correct use of the paper recycling boxes and have produced signs for the boxes, reminding everyone what can and cannot go in. Representatives of the group also spoke at assembly to ensure that our recycled paper is not contaminated by food scraps or other rubbish.

Next up, the group set themselves a challenge to find ways to reduce the Junior School's electricity bill which in turn, reduces our carbon footprint and saves precious resources. Another opportunity the group is considering is an Officeworks initiative whereby common classroom items such as pens, textas and correction tape can be recycled.

Reusing was also identified as a strategy to reduce waste, which led to plans for a large-scale art project that requires the whole school's support in simply collecting milk bottle tops.

These budding Greta Thunbergs have the future firmly in their sights, and it will be exciting to watch them at work this year, as they save the planet, one bottle top at a time!

Lois Newberry-McLeod
Years 5-6 Coordinator Junior School (girls)



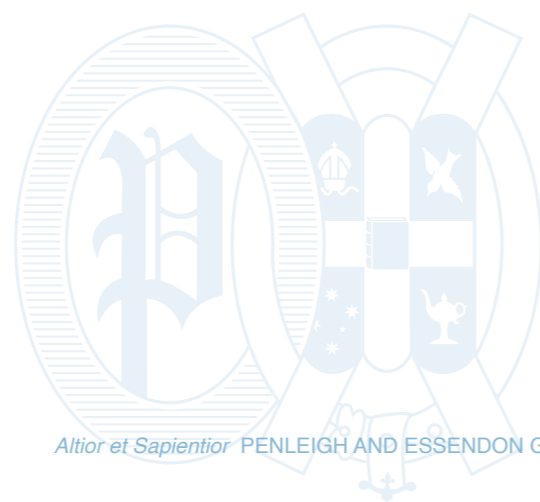


PEGSEquals

On the first Sunday back for Term One, a group of students and teachers led by PEGSEquals took part in the Midsumma Pride March in St Kilda. Holding a handmade banner created by PEGSEquals students, staff, and proud parents, we marched together as a group.

This was our first time participating as a school and we had the chance to interact with other students from different schools, sharing ideas and giving us insight as to what Pride looks like for them. For many of us, it was our first time attending a Pride March and first time being surrounded by other queer individuals and allies. It felt incredibly empowering to march together and represent the school community while being cheered on by thousands of welcoming spectators. We can't wait to attend again next year and extend this opportunity to even more people within the school community.

Charlotte Roberts and Falak Desai
PEGSEquals Leaders



Student Voice

Student voice is tightly woven into the philosophy of PEGS. The celebration of students speaking up for what we believe in, encouraged to take a hold of our education while endeavouring to become young leaders in our own right, is seen across our campuses.

When people talk about 'student voice,' we aren't referring to just giving students space to speak at an assembly, and be done with it, like a check-list activity. Instead, I like to think of 'student voice' as a culture where students are taking agency over our own learning and collaborating with schools in co-designing improvements to our education. Student voice is not a criterion for measuring the success of a school; rather, it is a standard we choose to live by every day. School must always remain safe, inclusive and fulfilling for all.

After being elected for two consecutive years to the Victorian Student Representative Council's Student Executive Advisory Committee, I've learned what it takes to make change in our education system, from the highest levels of policy making, down to the classroom level.

Meeting with The Hon. Natalie Hutchins, Minister for Education, offered an opportunity for students' voices to be heard at the pinnacle of decision-making within the education sector. Our engagement focussed on the youth mental health crisis still plaguing our state, the importance of relevant consent education, and recognising that aspects of the curriculum are not consistently implemented across our 'Education State.'

Presenting at 'The Age - Schools Summit 2023,' in front of an audience of 200 education stakeholders from across Victoria, gave me the opportunity to encourage teachers to empower students to take a hold of their education, raising their voices high above the four walls of the classroom. Not only did the audience enthusiastically agree with my contention, but they applauded the notion that students have the voice, but can be heard better when teachers hold up the microphone.

Joseph Monitto
Year Twelve



Open Day at Camp

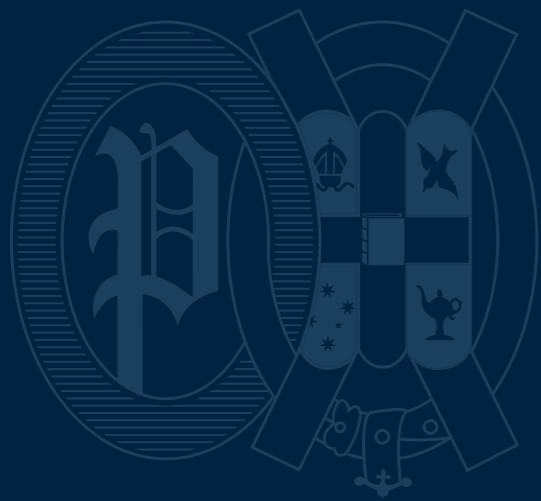
On Sunday 19 March the School hosted its biennial Eildon Camp Open Day. This was a fantastic opportunity for the community to experience the Outdoor Education facilities at our Eildon Camp. We are privileged to showcase our facilities and our programs that contribute to the overall PEGS experience.

Prospective, current, and past families attended the day with approximately 100 cars through and an estimated 300 people. This great turn out created a fantastic buzz and a well-paced and very engaging opportunity for our families to try a raft of activities.

The format of the day was very relaxed with Canoeing, Rock Climbing, Archery, Nature Walks, Yabbing, Lake Eildon Barge tours and a Welcome to Country ceremony from our local Elder, Aunty Jo, a feature of the day. There was also an abundance of picnic rugs, camp chairs, games, coffees, sausages and 'zooper doopers' to create the vibe of a family fun day with performances from the Stage Band, Chindamo Jazz Combo and Saxophone Quartet adding to the atmosphere.

Occasions such as Eildon Camp Open Day are a unique opportunity for all sections of the school to come together and allow parents and students to familiarise themselves with our amazing piece of Australian bush. Thank you to our fantastic volunteers and expert Outdoor Educators for running such a nourishing day and experience for all.

Paul Crouch
Camp Manager



Triathlon: setting the direction

As dawn breaks on a Sunday morning, most of us are happily resting in bed with the thought of waking still another couple of hours away. Well, that's most of us except for our 80 triathletes and their support crew who are navigating the dark and quiet Melbourne streets. Their destination, with bikes loaded into boots, strapped to car roofs or attached to racks, are various bayside locations where there is an art to finding a park at the heavily restricted 2XU race locations.

Triathletes are an amazing group. They pack three separate activities into one event: swim, ride and run. They train two mornings per week in a season that extends longer than most sports. For many students, this is in addition to their involvement in Saturday sport. So why do we have so many participants?

The answer, I believe, is in the community that exists within the program. Members of our squad are proud to be a part of the program and work hard towards achieving personal growth, however, they also value the importance of creating a welcoming team environment. While triathletes aim for personal achievements, they also form positive connections across all sections of the secondary school. From a student's first session as a rookie, the squad welcomes them with open arms and begins to support and assist them immediately.

As we farewelled our Year Twelve triathletes at the final event of the season, the squad was announced as the State Champions. While we celebrated their success, we are most proud of their involvement in the program and cherish their positive contribution to setting the direction for the sport's future.

Ben Bailey
Director of Sport



Year Seven at Camp

7W and 7X set out for Camp on 21 February. When we arrived, an Aboriginal Elder welcomed us and began a smoking ceremony. One by one, we had to walk in the circle and cover our feet with smoke as a cleansing process as we entered Taungurung Country, which is the land our Camp is situated on.

The experience that challenged me the most was the four-hour hike because we all took turns to lead the rest of the group through the bushland without any marked trails.

My favourite experience was playing the piano and playing Jenga. It was a great way to have fun and build friendships with my classmates. I didn't realise we had so many talented musicians who belted out popular songs one after the other without any prior rehearsal.

The most memorable thing about Camp for me was working together with two of my classmates to pitch and unpeg a tent. Not getting a restful night's sleep because of a tree root under my sleeping bag came in a close second.

The funniest thing in my opinion was an activity called "Reed Ramming", and as you can tell from the name, the aim was to try and lodge your canoe as far as you could into the reeds.

Overall, Camp was marvellous. Unfortunately, we had to return home after four days. We made one more stop at Yea before finishing the journey home, where it was great to see our family again.

Patrick Pham, 7W

Summer Dance

Whether students are interested in ballet, hip-hop, or any other style of dance, there have been many opportunities for growth and development this season. Dance is an ideal way to encourage our students to stay active and engaged and offers a range of physical benefits, such as flexibility, endurance, and strength.

This year we welcomed as Dance Captain, Isabella Sloan who has shown great passion, commitment and an inspiring energy. This season's students have travelled through time, using a variety of choreographed routines to soundtracks including *Come Together*, *Shake Rattle and Roll*, *Wannabe* and *Boogie Woogie*. Students have demonstrated incredible split links and performed daring manoeuvres.

It was pleasing to have the opportunity of using the newly sprung flooring in the Drama Theatre and performing in the recently constructed gymnasium, which worked perfectly for our Showcase.

The dance students should be proud of their unified togetherness, improved teamwork, and confidence. Dance offers a range of mindfulness benefits, as it requires regular practice and training, teaching students the importance of setting goals and working hard to achieve them.

Solos allow individuals a space for personalities to shine through as a form of artistic expression and build self-esteem. The accomplishment of individual solos allows students to explore and develop their creativity. Through increased collaboration, the dance students have demonstrated coordination skills with an incredible spirit and togetherness.

Over time, it is hoped that these skills flow into other areas of students' lives, and they may feel more confident in their abilities and willing to take on new challenges. Through group performances, students can build social connections, develop friendships and foster a sense of belonging.

Philippa Quinn
Coordinator of Dance



Music everywhere

The first concert of 2023 was Suzuki Concert One held on Monday 6 March in Limerock Hall. For many of the 35 young performers it was their first solo opportunity to play for their peers, family, friends and teachers.

After a gap of three years, we were thrilled to have the Suzuki Violin workshop excursion return to Scotch College. This gathering of many student violinists from several schools allowed our students and staff to learn from each other, make music and have lots of fun.

The Senior String Quartet played for the International Women's Day Afternoon Tea on 8 March. From the outset the students set the ambience for a pleasant afternoon.

The first Piano Concert was held on 20 March. Nineteen students played some very challenging works. Particular highlights were performances of great piano music by Chopin and Rachmaninov.

A new event on our calendar was Meet the Musos, held on 24 March. This was designed for staff to get to know our parents and vice versa. Many parents took up this invitation to hear music staff perform and then to enjoy some refreshments, conversation and background music. Judging by the success of this new initiative we will do this again next year.

Music in the country

On two occasions in Term One we shared our music with the community at our Eildon Camp.

The Stage Band, the Chindamo Jazz Combo and the Saxophone Quartet provided musical interludes on the deck during Camp Open Day. Activities like this are great occasions for students to spend many hours on the bus, have lunch and, of course, perform to an appreciative audience.

Due to the success of the Choir Camp last year, and the demand from students to extend the duration to two nights, we went to our Eildon Camp from Friday 31 March to Sunday 2 April. Some 57 students from Senior Choir Vox Populi spent their time divided between rehearsals and camp activities as well as having fun together and bonding as a group. This also provided an opportunity for students travelling to Europe to prepare some of their choir repertoire.

Amanda Rowarth
Director of Music



From the Archives

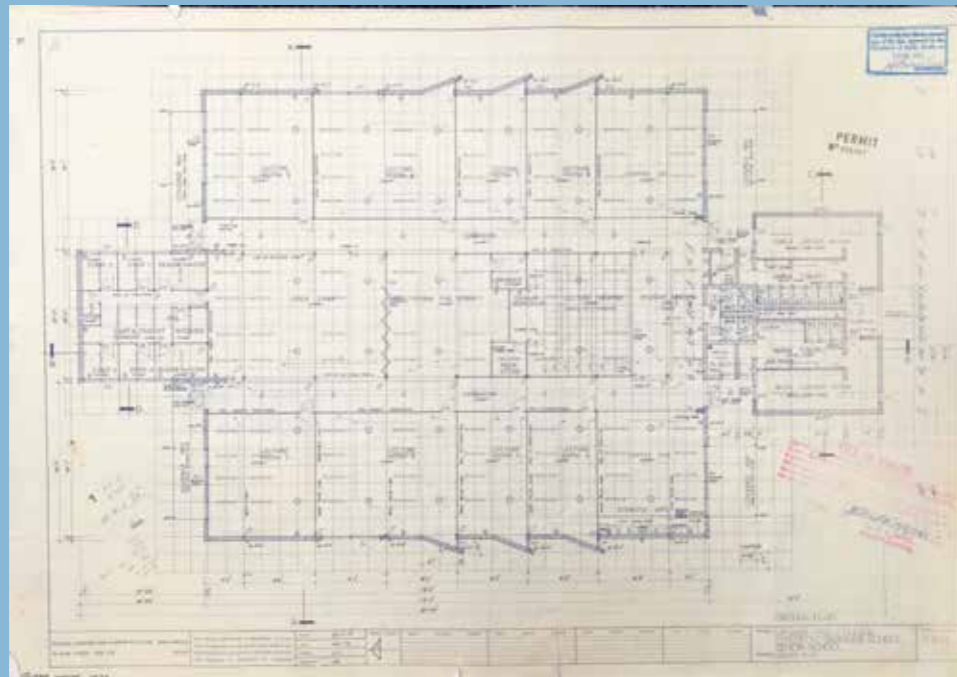
Brigid Cooper Archivist

Clarke Hopkins and Clarke Architects

With the recent passing of Architect Les Clarke AM, it is a good time to look back at the connections between our School and Les' firm, now known as ClarkeHopkinsClarke Architects.

Founded in 1960 by three RMIT architecture graduates, Les Clarke, David Hopkins and Essendon VFL Football great Jack Clarke, Clarke Hopkins and Clarke Pty Ltd was the architect of choice at Essendon Grammar School and PEGS from around 1965.

Many of the buildings at the East Keilor Campus from 1965 to 1978 were led by Project Architect, Les Clarke. Les and Principal Rev H R (Bert) Stevens had an ongoing partnership, both at our School and in developing other schools such as Eltham College, travelling to the USA together to observe new, cutting edge designs for schools. Les continued his connection with Eltham College "the first major independent secular school in Australia, funded by a co-operative of parents and designed by an architect as a shared resource for its local community" as a parent, a grandparent, but also as the founding Eltham College Chairman. This, and his contribution to the design of Government Schools with then State Education Minister Lindsay Thompson, earned him the Member of the Order of Australia medal. Leslie (Les) Edward Clarke AM LFRAIA died 24 January 2023.



Clarke Hopkins and Clarke Architects plan for Stage 1 of McNab House 1972. (PEGS Archives [PEGS07572])

Partner, John Edward (Jack) Clarke, had strong Essendon connections too. Starting off at Essendon High School, he played 263 games for Essendon Football Club between 1951 and 1967, kicking 180 goals, Captain from 1958 to 1964, and W S Crichton Medallist in 1958 and 1962. He then coached the Bombers for 65 games from 1968 to 1970. Jack's father, Tom Clarke, played 103 games for Essendon between 1927 and 1934 and was ground curator at Windy Hill and Essendon Football Club Committee member. You might also have heard of Jack's brother, Ron Clarke, Olympic Bronze Medalist at the 1964 Tokyo Games for the 10,000 metre race, qualified accountant and Mayor of the Gold Coast, Queensland. Most importantly, though, Jack's mother worked for many years in the East Keilor Tuckshop at Essendon Grammar School!



Essendon VFL Football star and Architect, Jack Clarke, with plans for new Science Laboratories at EGS. – The Sun, 18 September 1965. (PEGS Archives [PEGS07671])

50 Years since the Establishment of McNab House

In 1973 two schools took a bold step to create a co-educational centre for senior students. At the start of the school year Form 5 and Form 6 (the equivalent of today's Year 11 and Year 12) started in new buildings at Essendon Grammar School's East Keilor Campus. The two schools, Penleigh Presbyterian Ladies' College and Essendon Grammar School, had been building closer ties since 1969 when their councils integrated and Reverend H R (Bert) Stevens was been appointed Principal of both schools.

Here is the introduction to the very first McNab House Summary of Courses and Subjects for Form 6 – Higher School Certificate

In 1973 you will be attending McNab House, which is an extension of Penleigh PLC and Essendon Grammar School.

The purpose of building this co-educational centre is to give you a chance to develop from being a student who has to be closely directed in your work, to a student, who at the end of your time at McNab House will be able to work successfully by yourself, without being a distraction to others.

This will not happen over night, it will be a gradual process. Therefore, do not expect, for a start, that it will be all free and easy with no uniform and no restriction whatsoever. You will receive guidance and counselling, and when you show that you can work by yourself, you will find that the restriction will be decreased and you will have only occasional checks.

However, do realise that you have a lot of work to do. This work must start back in 1972 and during the vacation, with reading of set books for English and the development of good reading and study techniques.

Two people will be in charge of the centre, Mrs S Mellor for Penleigh and Mr J McKinlay for Essendon Grammar School, who will together deal with you all, and you should first approach them with any problems.

It is proposed that eventually McNab House will be self contained with its own Science Laboratories, etc. This will not be possible in 1973. Biology, Chemistry and Physics will be taken at the Essendon Grammar School Laboratories.

Rules and regulations for McNab House have not yet been made. However, there will be a Coffee Shop operating during recess and lunch time, and it is hoped that the centre will be open from 8 a.m. until 6 p.m. and some nights as well, when the Coffee Shop would also operate.

Most importantly, the success of this experiment depends on you. All will be ready for you to learn, to become independent thinking persons. The way in which you use the facilities will determine your development. If you use them well, then you will make it possible for yourself to develop and for others to develop as well. If you use the facilities badly you will not only inhibit your own development but the development of those about you and also of the College as an exciting concept.



Sketch of the new buildings published in The Triune 1973. (PEGS Archives [PH05421])



Senior staff, Mrs Suzanne Mellor and Mr Jock McKinlay, and Form 5 students, including future Vice Principal Vicki Steer, inspect the McNab House construction site in 1972. Photo: Tom O'Connor Photography (PEGS Archives [PH04004])

Co-education scheme is progressive

ENCOURAGED by the councils of the Penleigh Presbyterian Ladies' College and Essendon Grammar School, the principal the Rev. H. R. Stevens, has developed programs for progressive education for the 1970's in both schools.

Both these schools have built a co-educational fifth and sixth form centre at the East Keilor site, the first in a non-government school in Australia.

Called McNab House, this centre gives students high academic training for future tertiary education.

(The girls from Penleigh, for instance, received a 96.6 per cent pass rate in the Higher School Certificate in 1972). However, the atmosphere of McNab House gives full social development. Students learn to choose to work and to seek guidance under an approach similar to tertiary institutions.

Penleigh Presbyterian Ladies' College and Essendon Grammar School have also introduced Chinese as a foreign language to prepare students for the future in which we will be in constant touch with our Asian neighbors.

At Penleigh, the social science project, with its team teaching approach, allows students not only to integrate various subjects such as history and geography, but extends their development in English. The staff has also developed a team teaching maths program which provides not only for the bright and rapid developers, but for the slower learners as well. A remedial teaching unit has been established with Miss Sheryl Bryan in charge of this unit. It is hoped to extend this service throughout the school in 1974.

An important feature of the combined programs is music, and students at Essendon Grammar learn an instrument in grades four, five and six and form one. Each school has also developed a number of bands for brass, woodwind and strings.

The principal stressed that it is expected that, because of such development, the schools will be reclassified by the Interim Schools Commission and to operate at their present fee level in 1974.



An article in the Essendon Gazette, 31 October 1973, based largely on a press release by Principal, Rev H R Stevens, outlining positive initiatives at both Schools, including the new McNab House. (PEGS Archives [PEGS07737])



McNab House with Senior Master, Mr J G M (Jock) McKinlay, in 1973 (Photo: The Triune 1973 [PH05426])



Fabulous snaps of the first group of McNab students in their native environment! (Donor: Lyn Thompson (née Bell) [PH05331 – PH05334])



PEGS Former Students Association and Business Network

2023 Events

FSA Reunions

Be sure to join Facebook "PEGS Class of " private and closed group or email fsa@pegs.vic.edu.au with your contact details to receive your save the date and invitation.

10 Year Reunion Class of 2013 - Saturday 29 April, Penny Young, Young St, Moonee Ponds

20 Year Reunion Class of 2003 - Saturday 12 August, Penny Young, Young St, Moonee Ponds

30 Year Reunion Class of 1993 - Saturday 30 September, Penny Young, Young St, Moonee Ponds

40 Year Reunion Class of 1983 - Saturday 26 August, Benny and Me, 25 Rose St, Essendon

50 Year Reunion Class of 1973 - TBA

60 Year Reunion Class of 1963 - TBA

If you haven't received an email regarding an event this may mean we don't have your recent contact details, head to your 'PEGS - Class of' Facebook group for details or email fsa@pegs.vic.edu.au

LinkedIn

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

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

Facebook

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

If you are a Former Student, be sure to find your Facebook 'PEGS Class of ' closed group to stay in contact with your peers and get regular updates on reunions and other PEGS Community events.

Our website is currently under construction, however, be sure to keep a look out for PEGS FSA, Business Network and Community News.



Announcements

DEATHS

Dr Albert David (David) Hore, father of Robyn Cochrane [Class of 1972], Julie Ferraro [Class of 1976] and Sharyn Stewart [Class of 1978], grandfather of Laura Cochrane [Class of 2005], David Stewart [Class of 2006], Emma Cochrane [Class of 2007], Anne Stewart [Class of 2008], Stephanie Cochrane [Class of 2009], Matthew Ferraro [Class of 2010], Elizabeth Stewart [Class of 2012], and Lia Ferraro [Class of 2013], on 15 January 2023, aged 89.

Kristine Gale Hosking (nee Forge) (Penleigh 1949 – 1963), sister of Joanne (Penleigh 1954 – 1967) and Margot (Penleigh 1974), on 26 January 2023, aged 77.

Leonard (Mac) Macdermott (StTGS 1923 - 1928), on 20 January 2023, aged 106.

Dr Neville John McCarthy AO (EGS 1941 - 1944, Prefect, Dux of the School), Registered Medical Officer, Managing Director of Commonwealth Serum Laboratories 1974-1990, on 13 November 2021, aged 92.



Penleigh and Essendon Grammar School Teddy Bears

The Former Students Association is selling PEGS Teddy Bears. They are available dressed in the PEGS summer uniform. A great gift idea for starting at PEGS in Kinder or Prep and for Year 12 Graduation presents.

Contact on 03 9016 2180 or email fsa@pegs.vic.edu.au on how to order.

Alumni Spotlight Len Macdermott

Some readers may remember when we profiled former Northern Presbyterian College / Northern Grammar School student Len Macdermott in the Term 1 Newsletter 2017. Len, also known as Mac, had just celebrated the impressive milestone of 100 years. Len passed away in January 2023, having reached 106 years of age.

Len was born in Moonee Ponds in 1916. The family lived at 62 Richardson Street, Essendon, and his father, Edward T Macdermott, worked in the registry of the Church of England Diocese of Melbourne for 52 years. His sister, Mollie, attended Lowther Hall Church of England Girls' Grammar School.

Despite leaving Northern Grammar School for Melbourne Grammar School at the end of 1928, aged 12, he remained friends with school mate Jack Lyle Macalister DFC OBE until Jack's death in 2010. Both enlisted in the RAAF at the commencement of World War II, Len as a Wireless Operator posted to NSW and Darwin, and Jack as a Pilot captured by the Japanese and held as a Prisoner of War in Singapore.



Len Macdermott's RAAF enlistment photograph 1939
(Source: National Archives of Australia – Service Record)

Len met his wife, Beth Jemison, when she was serving in the Women's Australian Auxiliary Air Force during the war. After they married, the couple moved to Beth's home state of South Australia and joined the family fruit growing business. Len was on the Board of Waikerie Cooperative Producers and the committee of the Agricultural Bureau of SA and was particularly proud to have been awarded life membership of the Agricultural Bureau of SA. They retired to Adelaide in the 1980s and remained together until Beth's death in 2008.



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

The South Australian Division of the Air Force Association included this in their tribute to Len:

Len was a modest but quick-witted person. He loved woodwork which he was able to continue to do until a couple of months before his death. He built wooden toys for children. Many children, including children in Timor, have wonderful examples of his generosity and craftsmanship having personalised trucks, trailers, cradles, little stools, and boxes made by him. The trucks and trailers all had number plates bearing his amateur radio call number VK5FLEN. These trucks were all painted red with black wheels and had the name of the recipient on it made with great love and care.

MacDermottLen_Dad 100th birthday 2016.jpg
Len Macdermott on his 100th birthday in 2016.
(Donor: Ian Macdermott)



2022 PEGS Golf Day

The Penleigh and Essendon Grammar School Golf Day was held on Monday, 19 December 2022 at the Northern Golf Course in Glenroy.

Eighty participants including school suppliers, staff, current and former students enjoyed a great day. The overall winner of the Ambrose competition on a count back was the team from Collective Engineering (Grant Holman, John Lucchetti, Nic Bufe, Andrew Wright). Runners up was the team from Suntax, (Brent West, Daniel Riley, James Lavender, Andrew Gardiner).

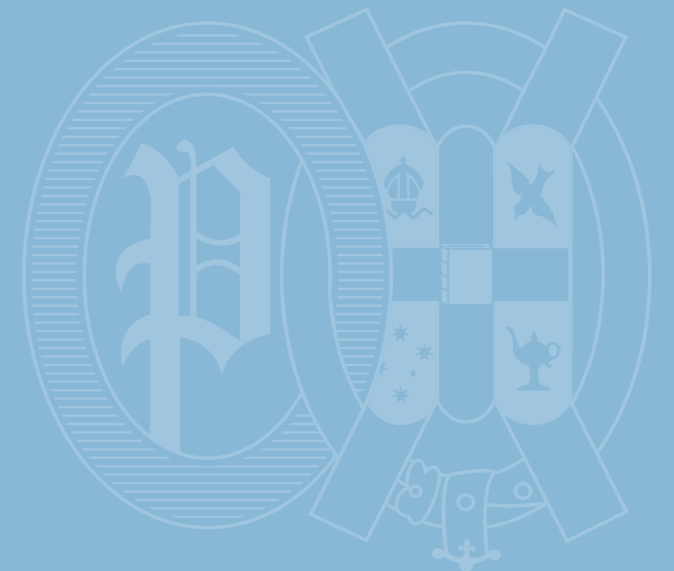
A thank you to the businesses and school suppliers for the support and respective donations that help to make the event possible. These included:

- A Grade Cleaning Supplies - Walter Carraretto
- Ace Floors & Coating – Jason Tully
- AGS Trade Services – Ash Smith
- Ambassador Air Conditioning Services – Ian Smith
- Calder Cleaning – Michael Portelli
- Centorrino Technologies - Adam Centorrino
- Character Built – Jesse Creasey
- Denton's Layers - Paul O'Halloran
- Grassports - Justin Naylor
- Gray Kinnane Planning – Andrew Gray
- JB Were – Chris Barkla
- Luminosity Projects – Aaron Braden
- National Australia Bank – James Birt
- Noone Imagewear – Michael Farrugia
- Reflex Technology Group – Bea McDonald
- Rendina Real Estate – Lou Rendina
- Ryan Bros. Bus Service – Kathryn Feehan
- Vision One Technologies - James Sismanes
- 13 Concepts Finance – Anthony Banadinovich

The proceeds from the day (\$10,000) are contributed towards the School's Financial Hardship Fund.

Special thanks for organising the event and for helping on the day to Olivia Aylett and Josh Feil.

Mina Pitliangas
Director of Finance





Reunions

Class of '81

The fortieth anniversary of our graduation had passed by without a reunion; like so many activities in Melbourne, lockdowns had cancelled our plans. Using social media a few alumni made connections and decided to catch up anyway and our 40+2 reunion got underway with assistance from the PEGS Former Students' Association. Alumni found connections, information was shared and we had 70 attendees to the Class of 1981 Reunion.



A very keen group of people gathered in early March at Penny Young in Moonee Ponds, and the years fell away. So many stories to hear, faces to recognise, teachers, camps, and classes to recall. There were further connections as 42 years of family, experiences and work came into discussion.

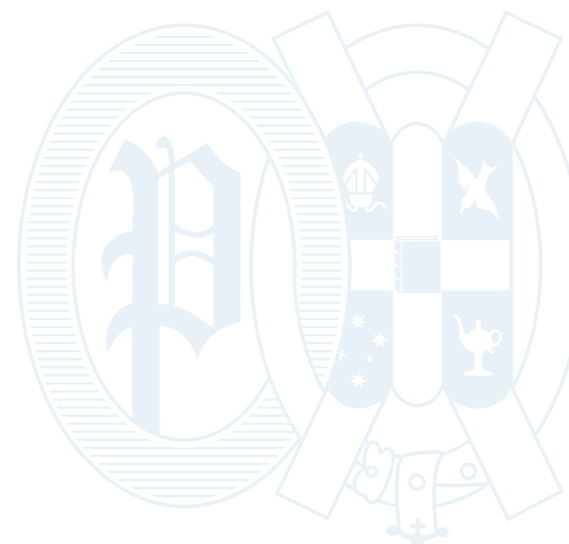
You wanted to be a teacher but became a librarian? I wanted to be a librarian and became a teacher! How many grandchildren now? I never thought that you'd do that for a job. You work in Melton? Me too. You're living in the USA? I'm still in Essendon.

What did you do after school? You taught at PEGS! How did you come to be living there? We have a mutual friend and you keep up with them – your children's god-parents. And how are the Bombers going to go this year...

It was an amazing night. It had been 12 years since our last assembly and for some, much longer than that. Everyone was eager to talk to the whole group and share contacts. So many stories and smiles.

Long before the end of the night it was determined that the story was to be continued at the '45th. The story continues.

Paul Bevilacqua



Friends of PEGS

2022 End-of-Year Luncheon

Springing into summer, parents and friends enthusiastically attended our Friends of PEGS End-of-Year Luncheon, punctuating the end of the year in flamboyant fashion.

The event, held at Hyatt Place Essendon Fields on 25 November, was a celebration of joyful colour and sound. Greeted melodiously upon arrival in the pavilion by a string quartet comprising PEGS music teachers, Rumiko Saka, Nicole LoBartolo, Monica Edwards and Derek Hawkins, the mood was set for a colourful afternoon. Later, Australian pop-rock powerhouse, Wendy Stapleton, turned up the volume and spiralled heels onto the dancefloor, with her signature flair.

What a spectacular way to add a resounding exclamation mark to 2022!



Movie Night

On the evening of Friday 17 February, at the Essendon campus, with picnic rugs spread and cushions fluffed, we hosted our annual FoPEGS Movie Night. To kickstart the FoPEGS event calendar, we love to take the tradition of families and friends huddling together on the couch to marvel at the screen, and transform this into a PEGS tradition; gathering everyone together before the screen on a larger scale.

Adapted from the children's book series of the same name, the live and animation feature *Clifford, The Big Red Dog* was on show. And, given Clifford's stature, he is best suited to the big screen! The sound of corn popping and the sight of fairy floss spinning kept the night bouncing along with Clifford's antics.

FoPEGS embraces the gathering of family and friends for a group huddle in a shared entertainment experience. We look forward to many more collaborative events with you in 2023.

Enriching the life of the school

Led by a vibrantly active and welcoming committee, Friends of PEGS is the school's parent association which strengthens and enlivens the school community with a calendar of celebratory events for parents and students.

We are grateful to the dedicated volunteers of the FoPEGS Committee. If you are interested in joining or contributing to our committee in 2023, we would love to hear from you. For more information, please contact Lyn LoMorio: 9016 2183 lyn.lomoro@pegs.vic.edu.au



2023 FoPEGS Events

Thursday 11 May	Mother's Day Stall Junior School (girls)
Friday 12 May	Mother's Day Stall Junior School (boys)
Saturday 17 June	Trivia Night
Thursday 31 August	Father's Day Stall Junior School (girls)
Friday 1 September	Father's Day Stall Junior School (boys)
Saturday 7 October	Craft Market
Friday 1 December	End-of-Year Luncheon



2023 Dates for the diary

April

27 April – Term Two begins

May

3 May – Guitar Concert
4 May – String Concert One (Secondary)
6 May – Winter Sport Round One
9 May – String Concert Two (Primary)
11 May – Brass Concert
15 May – Suzuki Concert Two
15 May – VCE Music Unit 1 Assessment
16 May – Thinking Seminar Two
17 May – VCE Music Unit 1 Assessment
18 May – Major Concert One
19 May – Big Blue Bonanza
25 May – Major Concert Two

June

6 June – VCE Unit 3 Assessment
13 June – PEGSFest commences
15,16,17 June – Drama Production
June 20 – Major Concert Three
23 June – Term Two ends

July

11 July – Term Three begins
24 July – Suzuki Concert Three
25 July – Composition and Music Technology Concert
26 July – Thinking Seminar Three
29 July – Winter Sport Final Round

August

3,4,5, August – Junior Musical Production
7 August – Percussion Concert
10 August – Woodwind Concert
14 August – Brass and Percussion Concert
16 August – Vocal Concert
17,18,19 August – Sketch Show
21 August – One School Day
23 August – String and Piano Concert (Primary)
28 August – Suzuki Concert Four

September

4, 5 September – VCE Music Performance (Unit 4)
7 September – Concerto Concert
8 September – Term Three ends

October

2 October – Term Four begins
4 October – VCE Visual Arts Viewing
7 October – Craft Market
11,12 October – VCE Music Assessment (Unit 2)
16 October – String Concert Three (Primary and Secondary)
17 October – Valedictory Dinner
19 October – Piano Concert Two
23 October – Suzuki Concert Five

November

6 November – Mid term break
13 November – Suzuki Graduation Concert
15 November – String Concert Year 2 (girls)
20 November – String Concert Year 2 (boys)
28 November – Junior Christmas Concert

December

11 December – Carol Service
13 December – Term Four ends

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

