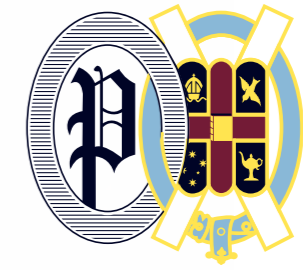


PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

April 2025



From the Principal

The Little Things

Welcome to the first edition of *Altior et Sapientior* for 2025. This year, our school theme, *The Little Things* celebrates the profound impact of the small, often unseen aspects of our lives. It is inspired by the United Nations' declaration of 2025 as the International Year of Quantum Science and Technology. In quantum science, tiny particles like atoms and electrons—seemingly insignificant on their own—are the foundation of incredible technological advances that transform our world. In much the same way, small actions, ideas, and moments can lead to extraordinary outcomes in our daily lives.

When we think about a student's journey through school, it's easy to focus on the big milestones - performances, grand finals, exams, or leadership appointments. But so much of what shapes our students happens in the quieter moments: learning to be a good friend, discovering a passion in a classroom discussion, showing care for others, or simply turning up every day and engaging fully in school life. These "little things" might seem fleeting, but together, they form the foundation of character, confidence, and capability.

Through this edition of *Altior et Sapientior*, you will see many examples of how the little things build the whole. You will read about student leadership, friendships, debating, hands-on learning, and routines that help students thrive. From the Year Seven Camp — a modern rite of passage — to bottle recycling initiatives and welcoming reptiles into our classrooms, these stories highlight how a broad and balanced education nurtures not only knowledge but also empathy, creativity, and resilience.

Our musical, sporting, and artistic programmes, including Choir Camp, Dance, and Hockey Clinics, showcase how moments of connection, collaboration, and effort outside the classroom contribute to the overall PEGS experience.

We are also proud to share the achievements of our students and community members. These are reminders that excellence, too, is often built on a thousand small acts of dedication.

We hope this edition helps you see, as we do, that the little things are what make PEGS great.

Kate Dullard

2024 VCE Results

It was pleasing to see our students once again achieving at the highest levels. Sienna Lee achieved an outstanding ATAR of 99.95, with Vansh Agarwal and Ivy Zhang each achieving 99.90. In total, 14 students were in the top 1% of the state and 20% of the cohort were in the top 5% of the state.

A total of thirteen study scores of 50 were achieved across twelve subjects. The median study score was 34.

Notably, 94% of students received offers from their first, second or third preferred courses.

We congratulate the Class of 2024 and wish them all the best for the future.

Tim Watson
Deputy Principal



Sienna Lee



Vansh Agarwal



Ivy Zhang

Leading with Purpose: Getting to Know the 2025 School Captains

As the 2025 School Captains, Mia and Simon bring passion, dedication, and a vision for growth to their leadership roles. Both students began their journey at PEGS in Year Seven, immersing themselves in the diverse opportunities the school has to offer.

Mia has embraced leadership and sport throughout her time at PEGS, enjoying subjects such as German, Chinese and English Language. She has participated in various sports, including volleyball, netball, and football, forming lasting friendships along the way. Simon has also enjoyed the study of Languages and has involved himself in Debating and been an active member of the Conservation Club. His leadership extends beyond PEGS, where he has contributed to research programmes focused on youth.

When asked why they pursued leadership, Mia expressed her love for event planning, advocating for students, and influencing positive changes in the school. Simon, driven by a desire to amplify the quieter student voices, saw the role as a way to foster inclusivity and allow for personal growth.

And while both are looking enthusiastically towards life after school and the wonderful experiences it will hold, they are aiming to make the most of Year Twelve and the opportunities to give back to their school.

Their legacy as School Captains centres on strengthening student representation. Mia hopes to improve the Student Representative Council (SRC) and implement a mentoring program for Year 10s moving to the Larkin Centre. Simon wants to build stronger connections between PEGS campuses and ensure that all students feel heard. Mia is also excited to create lasting memories while maintaining her strong academic routines, while Simon views this year as a culmination of his school experience and aims to enjoy all the little moments of the Year Twelve journey.

Looking ahead, both our Captains would like to go on to study Science at The University of Melbourne. They feel that this course will give them a great springboard into further studies - perhaps in medicine.

I felt a sense of awe interviewing these two amazing students standing on the brink of a wonderful future.

Congratulations, Mia and Simon.

Lindy Grahn
Head of Section, Larkin Centre



A Shared Vision

The beginning of 2025 saw Tim Watson step into the role of Deputy Principal at PEGS. For the past five years, Tim has been the Head of Larkin Centre, leading our most senior students through their VCE years.

Tim grew up in New Zealand, and, after toying with the idea of becoming a lawyer, chose teaching as his vocation. Along with his high school English teacher, Mrs Garrett, who inspired and challenged Tim in his love of English, studying literature, theatre and politics at university made English teaching a natural choice.

After moving to Australia some 15 years ago, Tim's interest in educational leadership was piqued. Driven by an aptitude for curriculum and pedagogy, Tim realised that sharing contemporary, educational best practise with the broader teaching and learning community is essential to the development of student outcomes and education.

Far from being separated from the classroom, this year Tim is teaching Year Ten English at Gottlieb House. He is also relishing the new opportunities that he is afforded as Deputy Principal to be involved in every aspect of the school. Two highlights during Term One have been his reading visits to the Prep classrooms at the Junior School campuses and meeting with parents and caregivers at every section.

Tim's zest for life and passion for learning is evidenced in the way he spends his free time. Theatre productions, art galleries, trying new restaurants or going for a run while listening to a podcast are regular features of his weekends. But when push comes to shove, a great book and some sourdough toast and butter, he says, are examples of the little things which bring him the greatest, simplest joy.



Born to Run

Anybody who has been to a music concert or musical production at PEGS in the last 28 years has probably seen Peter Bohmer in his former role of Deputy Director of Music. He's been the person either conducting the Stage Band, in the orchestra pit or stacking chairs and music stands to help strike a stage. He has been synonymous with music at PEGS for so many years, so what made him take on the brand new role of Director of Operations and Engagement in 2025? His answer? Challenge.

A diehard Richmond Football Club supporter, Peter knows a thing or two about challenge and equally about the benefits of an engaged community. His vision is to build on the connections and engagement between the four campuses of PEGS and to develop systems and operational alignment to facilitate this. In short, Peter hopes to capitalise on all the strengths and unique characteristics that make up our wonderful learning community at PEGS.

And though we won't see him on as many stages as we used to, his passion for music certainly hasn't gone far as Peter continues to teach in the Middle School Classroom Music programme.

We recently asked him to do the unthinkable and select just one song which, hypothetically, he'd choose if it had to play every time he walked into a room. After a lengthy and somewhat tortured deliberation he chose a classic in 'Born to Run' by Bruce Springsteen. Peter has certainly hit the ground running in Term One so the title is a fitting one!

Rites of Passage

Life is full of transitional moments. Some come with age, some come as a result of circumstance – chosen or otherwise. At each of these moments we have the opportunity to pause at the threshold, to honour and celebrate who we have been, to ponder the path ahead and to move forward in confidence.

The transition from primary to secondary school is one of those moments.

One of our greatest desires for this transition is to create a strong sense of community as our students begin their secondary schooling. We also want our students to understand their own place within this community. While our behaviour statement sets out the students' rights and responsibilities, it is important that they have the opportunity to reflect on their talents and skills, their values and character strengths and how these may be utilised in the building up of others.

In 2023, Paul Crouch, Steve Collins and I were fortunate enough to undertake leadership training under Dr Arne Rubinstein at the Rites of Passage Institute in Byron Bay. A Rite of Passage is a way of marking the transition from one stage in life to the next. For thousands of years, Indigenous and Traditional communities recognised the importance of these transitions for the growth, connectedness and health of an individual and community. In modern society we have lost most Rites of Passage and instead we sometimes see young people trying to create their own, and they are not always healthy or safe. The need for programs that help equip young people with the confidence and tools to tackle the adventure and challenges that lie ahead are more critical than ever.

Most importantly it sets them up for life, giving them a framework for navigating the many transitions they will experience throughout their life.

Reverend Janet Munro
School Chaplain

A Rite of Passage is a way of marking transition from one stage in life to the next. For thousands of years, Indigenous and Traditional communities recognised the importance of these transitions for the growth, connectedness and health of an individual and community.

In 2025, the Year Seven camp experience is a modern-day rite of passage that acknowledges the start of their secondary school journey. Our Year Seven students are processing this new world of friends, learning environments and communities, and it is this process that we wanted to acknowledge and celebrate.

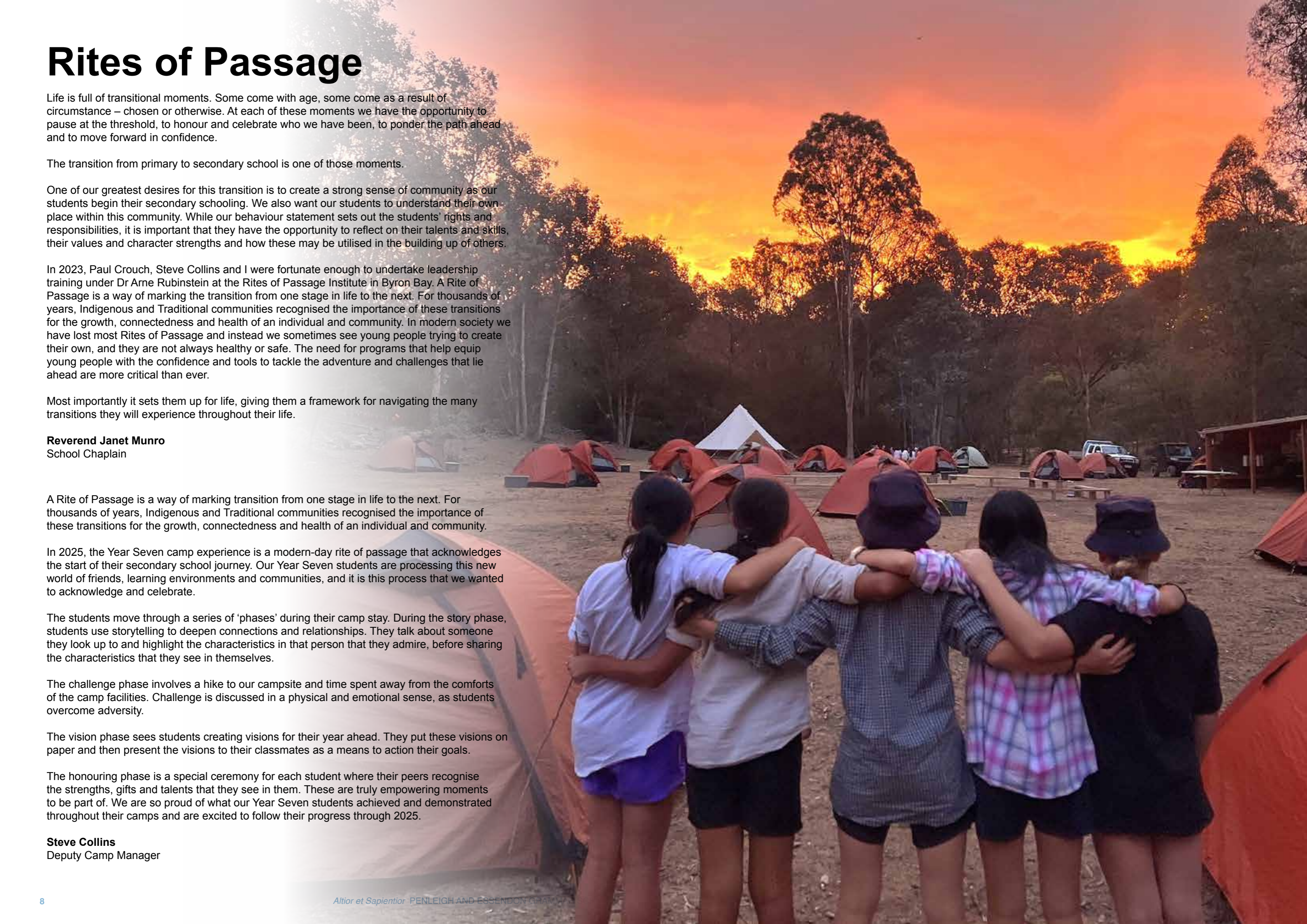
The students move through a series of 'phases' during their camp stay. During the story phase, students use storytelling to deepen connections and relationships. They talk about someone they look up to and highlight the characteristics in that person that they admire, before sharing the characteristics that they see in themselves.

The challenge phase involves a hike to our campsite and time spent away from the comforts of the camp facilities. Challenge is discussed in a physical and emotional sense, as students overcome adversity.

The vision phase sees students creating visions for their year ahead. They put these visions on paper and then present the visions to their classmates as a means to action their goals.

The honouring phase is a special ceremony for each student where their peers recognise the strengths, gifts and talents that they see in them. These are truly empowering moments to be part of. We are so proud of what our Year Seven students achieved and demonstrated throughout their camps and are excited to follow their progress through 2025.

Steve Collins
Deputy Camp Manager



What do you find? Adaptive Leadership

At Penleigh and Essendon Grammar School, we believe that when teachers grow and learn together, students benefit. Our Adaptive Leadership programme, now in its fourth year, reflects our commitment to thoughtful and sustained teacher and leadership development — not just for the benefit of our own school community, but for the broader educational landscape.

This year, we welcome the opportunity to be learning alongside colleagues from three other independent schools who were invited to join the programme as part of a shared commitment to improving outcomes for students. The sense of energy and purpose on the first day was striking, as teachers and leaders from across schools came together with a common goal. Maddy Imber, one of the programme's facilitators, observed, *"The other schools are really excited to be invited into a welcoming campus to learn with like-minded and driven peers who are focused on providing the best learning opportunities for their students."*

The work of building collective teacher efficacy — a belief that, together, teachers can make a significant difference to student learning — is at the heart of the programme. The research tells us this has one of the most powerful impacts on student learning, and we are committed to supporting our teachers in developing these skills and mindsets. Co-facilitator, Brendan Murray, reflects, *"PEGS has driven professional development in this area to improve student outcomes."*

We are fortunate to have dedicated and reflective teachers who engage in this work with humility and determination. Sharing their thoughts, Maddy and Brendan said, *"It has been a career highlight to work with such impressive teachers and leaders who continuously strive for improvement, always thinking about how to do better for their students."*

The Adaptive Leadership programme has helped create a culture of professional dialogue and learning that reaches well beyond the programme itself — something that continues to shape and strengthen our school community.

Kate Dullard
Principal



Embracing the Year of the Snake: A Time for Wisdom, Transformation, and Resilience

This lunar year is the year of the Snake and, as a creature that sheds its skin, the snake symbolizes renewal and the opportunity for personal growth. Much like the snake, we are all capable of shedding our old habits and emerging into something new, remaining flexible in the face of challenge. Just as the snake moves slowly and deliberately, we too can achieve our goals through careful planning and steady effort. The Year of the Snake also reminds us of the importance of patience and persistence.

Language and culture are deeply intertwined, and Chinese New Year introduces a wealth of new vocabulary and specific songs, stories, and events that help learners improve their listening skills. By experiencing the customs, festivals and traditions associated with this special time of the year, students engage with the language in a more meaningful way and gain a richer, more holistic understanding of the language.

During our Assembly on 6 February, the ninth day of Chinese New Year, the enjoyment from singing one of their favourite songs 'Gong Xi Gong Xi' was clear. Two of our Year Six captains, Luella and Alisa, spoke of how the snake represents wisdom, transformation, and resilience and that those born in the Year of the Snake are believed to be deep thinkers, perceptive, and careful in their decision-making. They emphasised that just as the snake is a part of a larger cycle of life, we are all interconnected. Our individual actions shape the community, and it is through mutual support and collaboration that we can all thrive.

Jan Zhan
Chinese Teacher, Junior School (girls)



The Role of Routines

From as early as the second day of Prep, many of our students confidently walk into their classrooms and put lunchboxes and drink bottles away before sitting at their tables to begin an activity. When bells ring after recess, students know that it is time to line up with a partner. As adults, we marvel at the level of independence displayed and congratulate them for successfully adhering to such processes.

Explicitly teaching and establishing routines forms an important part of the beginning of each year, especially in the first year of school. Routines give students certainty about what is expected in the classroom by providing consistency, predictability and structure. Teachers 'run the room' by explicitly modelling and guiding protocols within the structured learning environment. Routines such as raising a hand to share an opinion or moving quickly from the floor to the table, help to maintain a sense of order and efficiency in a classroom. Once learned, these become automatic, making space, time and room to focus our attention on academic learning. This amplifies desirable behaviours and positively influences classroom norms. An article on Rules and Routines can be found on the AERO (Australian Education Research Organisation) website at <https://www.edresearch.edu.au/guides-resources/practice-guides/rules-and-routines>.

Families can support the development of good habits by being punctual to school to allow their children to engage in entry activities, and by positively approaching evening rituals such as home reading. Teachers regularly rehearse and reinforce routines to promote independence and enhance learning opportunities. The little things that we do to create safe and comfortable spaces and to maximise lesson time really count.

Kylie Hammond
Prep Coordinator, Junior School (girls)



Year Seven Camp

From 4-8 February, 7S and 7T embarked on their journey to the PEGS Eildon Camp. For many of the students, there were nerves at the thought of the challenge because they were new to the school and hadn't even spent a full week in the classroom. Despite this, they were eager and excited to explore a new place and we all knew an action packed four days awaited us.

After a long bus ride, watching a few movies, we arrived at camp. We were welcomed by an Indigenous Smoking Ceremony and then sorted into our cabins and made ourselves at home.

The first activities of our camp journey involved getting to know each other and learning to navigate using maps. This was important for the hike to the campsite.

The next day, we hiked in what felt like scorching heat, making our way to different checkpoints along the way. A key memory was walking down the long gravel road leading to our last destination. We were relieved to have overcome the challenge. We then had to set up the tents that we would be sleeping in and had a much needed rest.

The next few days were an absolute blur. Cooking, canoeing, toasting and burning marshmallows, navigating, you name it! The fan favourites were cooking on the Trangia stove and canoeing on the dam. Cooking on the Trangia was an experience. Each pair of students was given a bag of two minute noodles that we would cook with a selection of toppings. For most, it was their favourite meal of the whole camp because we cooked it ourselves! Canoeing on the dam took a lot of teamwork and collaboration as we paddled on opposite sides of the canoe to go forward and on the same sides to turn. This took a lot of communication to work in unison and navigate our way along the canoe dam.

At the conclusion of our Eildon camp, everyone was feeling excited to see their families and cheered together on the bus ride home. We will cherish the memories that we made as it was a truly unforgettable experience.

Sam
Year Seven, Gottliebsen House



The Little Things: Being a Good Friend

A friend.... *'Is someone who makes me happy in my heart.'* (Kristy 4.6yo)

Being a good friend encompasses many qualities and actions that foster supportive and positive relationships. A good friend is trustworthy, supportive, honest, respectful, reliable, empathetic, fun, loyal, accepting, kind and a good communicator.

To be a good friend is vital in developing our social, emotional and interpersonal skills, as well as a deep sense of self and belonging. It also supports our understanding of morals, ethics and citizenship-essential aspects of being an active participant in our world and being a part of something that is much bigger than ourselves.

Although it seems like a 'little thing' within an educational setting, being a good friend has been a focal point during our first Term together at PEGS Kindergarten. The forming of new communities within each cottage has provided many opportunities for the children to explore, unpack and make further meaning of 'being a good friend'. Cottage 49 have been exploring the connection between being a good friend and feelings, whilst the children in Cottage 51 have been exploring the qualities of a good friend. The idea of 'kind hands' has been the provocation for deeper thinking in Cottage 53, where the children have been demonstrating the influence that our hands have on our actions to others and ourselves.

The exploration of being a good friend has been supporting the children to create a shared vision and agreement on how we treat and interact with others. It is the foundation for the developing relationships and community culture that will guide them, not only through Kindergarten and their ongoing journey at PEGS, but also for the remainder of their lives.

Lauren Olcorn
Director of Kindergarten





Junior School Leaders

The Year Six leaders for 2025 have been appointed to serve in various leadership roles across our school community. The selection criteria asked that students exemplify the qualities that define effective leadership in areas such as responsibility, empathy, initiative, and the ability to inspire others. These students should also demonstrate an unwavering commitment to their studies while contributing to the culture of our school.

House Captains and student leaders will provide support to a range of areas. These include classroom activities, the hosting of assemblies, events such as House Sport and Music, and whole-school initiatives including the Reconciliation Action Plan and Sustainability. Each of these roles carry significant responsibilities that will foster their growth as leaders, while enhancing our school community.

On behalf of the entire PEGS community, we extend our congratulations to our newly appointed Year Six leaders as they begin their leadership journey in 2025.

David Graham
Year Five and Six Coordinator, Junior School (boys)



Prep – Year Two New Parent Workshops

At the beginning of each school year, we have the pleasure of hosting a literacy and numeracy workshop for new Prep to Year Two parents. The focus is on providing valuable insights into our phonics and numeracy programmes as well as offering practical tips for parents and caregivers to support students at home.

During our recent workshops, parents explored the letter-sound relationships from Prep, investigating the different stages of the writing process they will experience with their child, and spent some time perfecting the formation of some of the trickier letters from Victorian Modern Cursive. We discussed key elements of lessons, our assessment guidelines and parents exercised their reading skills within interactive mini lessons involving echoed, choral and repeated reading.

In the mathematics workshop, parents gained insight into their child's learning by engaging in problem-solving challenges, discussing the 'Curse of Knowledge' cognitive bias, and exploring key teaching strategies that support mathematical thinking.

Our key reference points for all workshop attendees were the importance of communication between home and school and that a child's progress is very much a shared journey. Further, whilst noting the fragility of literacy and numeracy confidence for many students, we underlined the importance of regular and consistent positive reinforcement and the benefits of a daily routine.

These workshops are an integral part of our start to the year and help parents understand the significance of strong foundations that will serve their child well throughout their educational journey and beyond.

Ebony Paulka and Hayden Wardrop
Junior School (boys)



Marching Forward

PEGS recognised International Women's Day with a number of events and activities across the preceding week, aiming to highlight this year's United Nations theme, 'March Forward'.

Year Eleven students attended an assembly at which they were privileged to hear former St Kilda AFLW coach, Dale Robinson, speak about her journey first playing and then coaching at an elite level in a sport where both time and money to devote to women's development and expertise have been limited. Her determination and insight were inspiring, and her frankness about both the joys and frustrations she encountered enlightened the audience to the continuing challenges women face in working towards a more equal playing field.

Elsewhere, in the Middle School, International Women's Day was marked by a combined Assembly run by the Chaucer and Reynolds House leaders, celebrating women in sport. At lunch time, the Social Justice team ran a stall of activities including a roving photo booth, a drawing competition, a quiz and the sale of ribbons and badges. The Junior Schools marked the day with informative displays, classroom activities and made a point of coming together to eat their lunch and connect across year levels.

The Larkin Centre Feminist Collective students again organised and hosted the annual International Women's Day Celebration event held in the function room of the new gym, delightfully decorated with purple origami butterflies made by the Middle School Social Justice group. Students, parents and teachers from across the school community gathered to listen to a panel of guest speakers reflect on achievements, challenges, and ways to take action and march forward. PEGS alumni Indra Thomas (2022), Elena Mackay (2018) and Lucie Reuter (2018), and Policy Advisor to the Victorian Chief of Police, Summer Merrie, were ably interviewed by Year Twelve Leaders Haerin (Feminist Collective) and Arushi (Public Speaking).

The proceeds of this event were donated to McAuley Community Services, an incredible organization that provides vital assistance to women and children experiencing family violence and homelessness.

Joanna Carroll
Year Eleven Year Level Coordinator, Larkin Centre



Thoughts of a House Captain

What makes a good leader? This was one of the first questions I was asked after being elected a Chaucer House Captain last year and one I still consider today.

Firstly, teamwork. From my first day of Year Seven, leading opportunities at PEGS have never been a solo experience. Whether it's your co-Form Captain, another House Leader, or a classmate, leadership always comes with an incredible support system. This was again proven to me while being part of the team organising the first House Assembly of 2025. Surrounded by the other captains, House Advisors, and Coordinators, it's shown that good leaders never work alone and can flourish with the support of others.

Secondly, creativity. Our school continually fosters critical thinking skills and creativity, and the leadership programme is certainly an example of this. Because what teaches you to think creatively quite like organising an event for hundreds of students and teachers? When anything could go wrong, the unique solutions often create the best outcome.

Finally, kindness. Compassion and empathy are hallmarks of not only a good leader, but a good person. And so, these amazing traits are consistently emphasised through Year Ten leadership. As a Year Ten in 2025, I remember seeing my old House Captains for the first time in Year Seven, and I remember the constant kindness and joy they shared with us all.

All three of these skills are showcased at PEGS in our leadership programmes, classes, and sports fields. Because ultimately, our school is filled with collaborative, creative, and kind people, and the opportunity to be a leader is something none of us take for granted.

Abigail

Year Ten, Chaucer Leader, McNab House

Preparing for the Next Step

Year Ten brings many opportunities for students to learn about themselves and allows them to make more independent decisions.

Choosing the right VCE subjects is a crucial step for Year Ten students. The decisions made at this stage can influence career paths, tertiary education opportunities, and overall academic success.

With this in mind, students are taking a strategic approach to selecting their VCE subjects. Early in the year, they participated in the Morrisby Testing, designed to assist them in understanding their strengths and potential. For some students, it may reiterate what they were already thinking, but for many, it shines a light on areas they may not have considered.

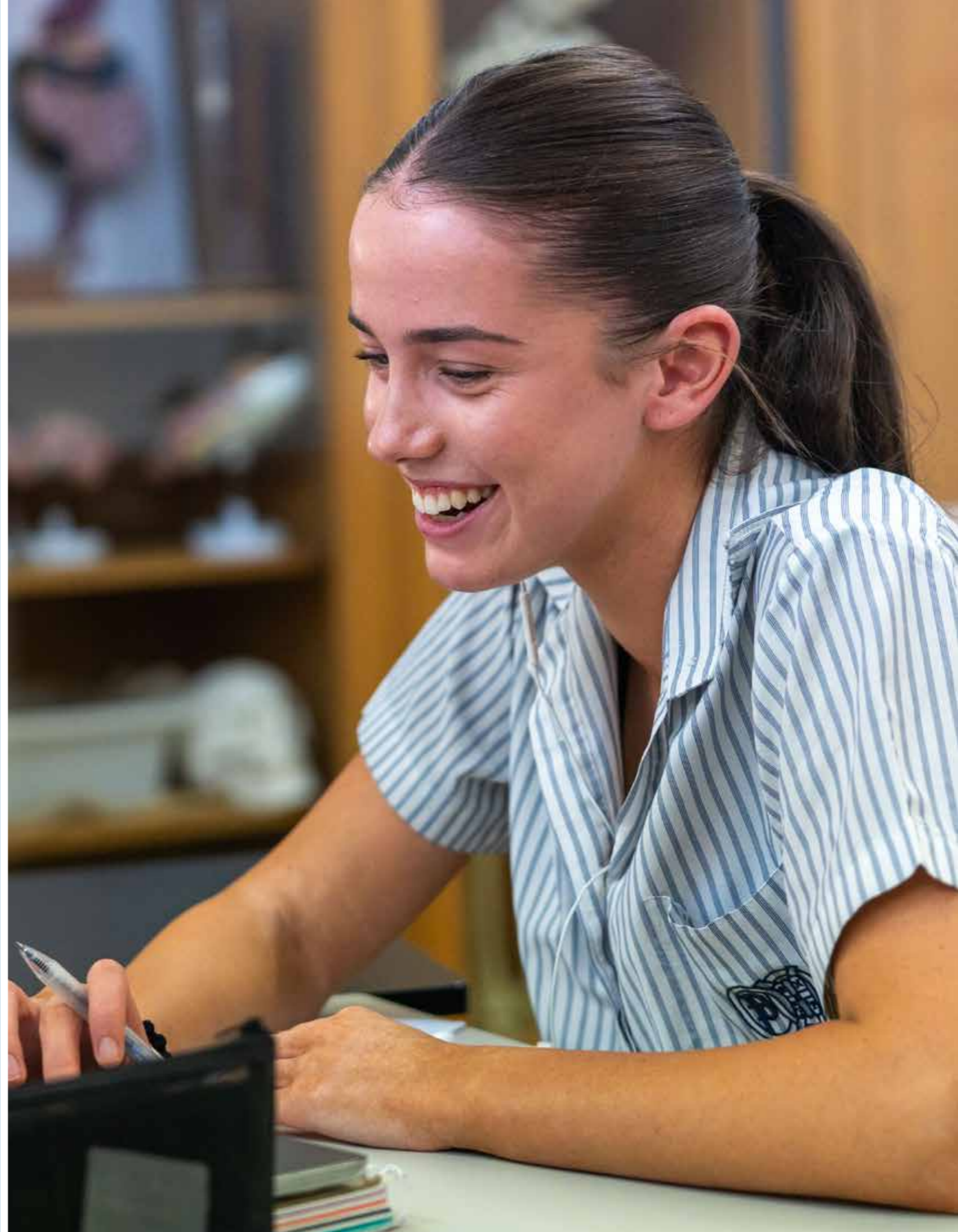
Many students begin researching potential career paths and university courses when they have their initial interview with one of the school Careers Counsellors. Parents are invited to this interview so that they can support their child in making these choices. Students will also seek guidance from their teachers, who can provide insights into the expectations of different VCE subjects and pathways. Many students consult with older peers or siblings who have already completed VCE to gain practical insights into different subjects.

Understanding real experiences, challenges, and strategies helps students make informed decisions about what to expect in VCE. Students are advised to choose a balanced mix of subjects that challenge them while ensuring manageability.

As the year progresses, students will meet to discuss their VCE subject choices and can change these if they like. By considering career pathways, seeking advice from educators, evaluating personal strengths, and utilizing available resources, they can make confident choices that set them up for academic and future career success.

Marinda Hill

Year Ten Coordinator, McNab House



Welcome, Ms Grahn



As we stepped into our role as the 2025 School Captains, we had the opportunity to interview the new head of the Larkin Centre, Ms Grahn, who, like us, is embarking on a position of leadership at PEGS. In what felt more like a friendly chat than an interview, we gathered a sense of Ms Grahn's ambitious personality and connected over several of her adventurous pastimes.

After falling in love with Mathematics in high school, Ms Grahn developed her passion for Mathematics at The University of Melbourne, which led to her career as a teacher. "I love teaching [maths], it's my favorite subject to teach," she expressed. Interestingly, this segued nicely into her passion for encouraging and supporting women in STEM, particularly in the Mathematics field, given that this has not historically been a popular subject area of choice.

"I hope to continue being a role model in mathematics, particularly for women", she noted. She emphasised that making maths, among other STEM subjects, "accessible" through "clear and explicit teaching" is key to empowering all students in STEM, something she hopes to build on in her new role.

Evidently, Ms Grahn is more than just a teacher. She finds delight in going to the beach and hiking, particularly "down at the Prom". This was something that really connected with us, having a shared love of the outdoors. Wistfully, she highlighted the importance of making time for the "little things" that we love, as they "make a big difference" as to how we feel in our day-to-day lives.

We thoroughly enjoyed our time with Ms Grahn and really valued being able to gain an insight into her gregarious and determined personality. We are excited to have such a dedicated and motivated leader to guide us through our final year of school, and we look forward to what she has to bring to PEGS, and the wider community.

Mia and Simon
School Captains



Empowering Students and Strengthening Connections

Early in Term One, we saw a shift in the format of Parent Information Sessions for Years Three to Six as students took a lead role in sharing information with their parents and showcasing their learning. This new initiative provided a platform for students, parents and teachers to interact in a meaningful way, creating a shared experience that strengthened the connection between families and the school.

Year Six students presented a scenario from their class novel and, through meaningful discussion with their parents, deepened their understanding of how different perspectives can shape relationships. Inspired by their class novel *'Bindi'*. Year Five students engaged in a spirited debate with their parents about the traits and characteristics of their own family members before creating a free verse poem. Year Three students took their parents on a guided tour of PEGSpace while proudly displaying their growing ICT skills, and Year Four students put on their gardening gloves and worked together with their parents to plant out their terrariums.

The enthusiastic attendance of families at all four sessions highlighted the immense value placed on Parent Information Sessions as a means of keeping families informed and engaged in their child's educational journey. They were undoubtedly a valuable experience that reinforced the importance of collaboration between students, parents, and teachers to create an environment where students feel supported, understood, and motivated to thrive. Post sessions, parents expressed their appreciation for the opportunity to connect with their children and teachers early in the school year, and we all look forward to further community engagement opportunities.

Julie Neylon
Deputy Head of Section, Junior School (girls)



Working in the Natural Environment

The Year Twelve Geography students explored the local region as part of their compulsory fieldwork. With a focus on land use change, Valley Lake Estate's transformation from an abandoned mining site to a residential estate provided an excellent location for exploration.

Having spent the morning completing line transects and site observations at Afton Street Reserve, they returned to Valley Lake Estate to complete their data collection. Students worked in small groups to assess the impacts of the changes and recorded their individual results.

The groups worked collaboratively to capture data. This helped inform their answer to the research question: How has the land use change at Valley Lake Estate impacted the local region? The data collected will be analysed both individually and as a class and will form the basis of their first School Assessed Coursework (SAC).

Throughout the day students spoke of their enjoyment of working in the natural environment.

Cathal O'Neill
Larkin Centre



PEGS Hockey Club Inspires Future Stars

Students from Years Three to Six recently had the opportunity to take part in a hockey clinic run by members of our affiliate PEGS Hockey Club. The session aimed to introduce young students to the sport and potentially encourage them to join the PEGS Junior Hockey Club.

Throughout the clinic, students learned essential hockey skills, including dribbling, passing, and shooting. They were also introduced to the rules of the game and had the chance to put their new skills into action through small game-play activities. The club players provided guidance, encouragement, and a fun environment for all participants.

For many students, this was their first time playing hockey, and the experience was illuminating. A Year Six student shared, "It has opened my eyes to a new sport, other than sports like soccer, football, and basketball."

The clinic was a fantastic way to spark interest in hockey and give students a taste of the teamwork, strategy, and excitement that the sport offers. With the enthusiasm shown during the session, there's no doubt that many young players will be eager to take their skills further by joining the PEGS junior hockey program.

Callum Glassford
PE and Sports Coordinator, Junior School (boys)

A Change of Tune

This year we have welcomed Andrew Leach into the role of Deputy Director of Music. Andrew has had what he describes as a “seamless” transition to the role and is excited to carve out his place in the Music department history books.

As a PEGS alumni, Andrew clearly remembers a day in Year Seven when a trombone was allocated to him to play in the Year Seven Instrumental Programme. Initially disappointed that he wasn't given a saxophone, he rose to the challenge and over 30 years later, the trombone is still his primary instrument.

Since joining PEGS, Andrew has experienced a few 'circle of life' moments. He is anticipating this feeling again when he travels to Mount Gambier to lead the Stage Band at the Generations In Jazz festival, recalling the amazing festivals and tours he also experienced as a student trombonist at PEGS. The opportunity to perform at festivals, or just on stage at school, is something that Andrew believes every student should have. Further to this, he is passionate about giving students the room and support they need to form an appreciation for music and the role it can play in our lives. He believes that music education is a safe space that scaffolds human skills such as collaboration, teamwork, empathy and listening and that the social aspects of learning music mean that these skills are embedded more freely and recalled more often in all aspects of life.

With this in mind, Andrew hopes to provide more and different opportunities for students to perform their music, both in the classroom programme and the cocurricular programme. He believes that music education is especially attuned to meeting students at their level as it challenges them with interesting repertoire to promote their growth as a musician and achieve the thrill of mastery.

When all is said and done though, like all proud parents, Andrew credits the quiet, little moments as the ones that bring him the most joy. Moments like listening to his young son singing the 80's hit 'The Final Countdown', when he thinks nobody can hear him. He looks forward to witnessing many more moments of musical freedom in the coming years at PEGS.



Year Eight Debating Competition

On Sunday 16 February we had the opportunity to participate in the Debating Association of Victoria's Year Eight Debating Competition, held at Strathcona Girls Grammar School in Canterbury. Representing PEGS were three teams from Gottliebse House and four teams from McNab House.

The three topics of debate were:

1. That professional eSports competitions should require all participants to be at least 18 years of age
2. That Australia should implement a 'fast fashion' tax
3. That Victoria should allow children over 13 to ride e-scooters

The final topic was an advised topic, meaning that we were informed in advance that it would be related to e-scooters, but the exact wording of the topic was only disclosed one hour prior to the debate. This aspect of having limited preparation time was new to all of us, and it proved challenging. It tested our ability to develop arguments, rebuttals and statistics on the spot.

Beyond the competition itself, some of the best moments of the day came in between rounds, playing soccer during lunchtime and socialising with students from other schools, to collaborating with other teams to create effective arguments and rebuttals. Working together on our speeches for the advised topic was especially helpful as we were able to test our arguments and rebuttals against each other and give each other feedback on areas for improvement. While these moments may have seemed insignificant on their own, together they made for an engaging day filled with memorable experiences, personal growth and teamwork.

The day ended on a high note, with three of the four McNab House teams winning all their rounds, and progressing to the finals in Term Two. Congratulations to all debaters and special thanks to the McNab House and Gottliebse House Debating Coordinators for organising and supporting us on the day.

Medhansh and Yugveer
Year Eight, Gottliebse House



Choir Camp 2025: A Harmonious Success

Choir Camp proceeded seamlessly with all participants arriving at Eildon for a weekend of highly productive rehearsal sessions, led by the dedicated music staff.

Technical training centred on mastering changing time signatures, with students working diligently on the nuances of shifting emphasis between bars. The camp provided valuable preparation time for the future performances, particularly for PEGS in Concert at the Melbourne Recital Centre in May. The choir also took advantage of this focused time to begin working on their Carol Service repertoire.

Between rehearsals, students enjoyed recreational activities including canoeing, archery, and the traditional Lantern Stalk, all expertly facilitated by the camp staff. The voice section Trivia Night competition proved to be a highlight, with the Altos claiming the prestigious Choir Cup, much to the disappointment of their fellow sections. Another memorable evening featured students gathering around the campfire for a singing session, accompanied by guitar and ukulele, while everyone enjoyed toasted marshmallows.

PEGS Choir Camp 2025 successfully balanced musical development with team building, creating a rewarding experience for all involved. Special appreciation goes to Paul Crouch and the Eildon Camp staff for supporting this exceptional opportunity.

Claire McDonald
Instrumental Music Coordinator of Voice

Meet the Musos

Now in its third year, the annual Meet the Musos concert took place on 21 February. An event celebrating the school's talented music faculty, this year's Meet the Musos was no exception – delivering a dynamic and captivating showcase of musical brilliance to the school community.

The evening featured a range of wonderful musical items, from heartfelt solo demonstrations to unconventional chamber and ensembles works. Every performance left the audience inspired to explore their own musical potential, with all staff members displaying their passion, dedication and versatility across the night.

As this year's school theme is *The Little Things*, Meet the Musos made us see a side to our teachers that we hadn't seen before. We were able to sit back and watch them shine, through the array of different performances. It made us appreciate the little things they do for us on a daily basis, being both the teachers we know and love, but also the exceptionally talented musicians they are. It was particularly wonderful to see ensemble work and it gave us insight into working with one another in our own music classes and ensembles.

After the concert we were met with a wide range of refreshments and could interact with the performers. The night was filled with an obvious passion and excitement for music, ultimately it was the little things that gave us the opportunity to truly appreciate the musicians we are lucky enough to be taught by.

Alan and Mimi
Music Captains





Creative Expression in Dance

In the summer season there were many aims for the PEGS Dance program to enhance our overall experience. There was heavy emphasis on improving technical skills as we trained through jazz progressions including difficult turns, jumps, and kicks.

As this year's Dance Leader, I have focused strongly on the importance of encouraging one another and fostering meaningful connections with people across all year levels. I have put in my best efforts to get to know each and every dancer, ensuring they can use our Dance program as a creative outlet to express themselves through movement and further their personal spark for the art and sport.

A 'fantasy' theme was selected for our programme, and we danced to the haunting and ethereal '*Vuelie*' by Christophe Beck and Frode Fjellheim, '*Into the Unknown*' by Idina Menzel and AURORA from the '*Frozen*' movies, the bold and empowering '*Ice Queen*' by Margo, and the eerie and electronic '*In the Hall of the Mountain King*' by Deficio.

Our dances featured many different styles, such as ballet, commercial, contemporary, and hip hop, which showcased our dancers' versatility. We were able to see immense growth in everyone's dancing, in styles they were less familiar with, furthering their skills and ability to pick up a variety of choreography. A selection of dancers also worked hard on their individual self-choreographed solos and small group performances, displaying a unique energy and perspective, and contributing to a diverse and dynamic display of talent and passion.

Alanah
Year Twelve
Leader of Dance

Incinerator Art Gallery

On Friday 6 December the Incinerator Art Gallery in Moonee Ponds opened their annual Fireworks exhibition. This exhibition showcases the best VCE Art and Design students in Year Eleven and Twelve from across the Moonee Valley area. Twenty-eight students were shortlisted to exhibit their works and PEGS had eight students selected: Douglas Lambert, Samara Morabito, Mikki Luo, Ruby Parkin, Emi Wong, Leo Fan, Sophia Man and Frankie Dawson.

Walking around the gallery, it was clear to us that each art and design work on display was not only demonstrating excellence in art-making, but also conveyed powerful meaning and critical thinking. Throughout the evening, we had the opportunity to engage in conversation with other students, which was really inspiring. We swapped stories of how our artworks came to be and also of the failures along the way, which, as we know all too well, is very much part of the creative process.

The night came to a close with the announcement of the awards. We were very surprised and excited to be awarded both Art Awards; the 'Mayoral Award for Excellence in Art,' and the 'Fireworks Art Award', awarded by judges Xiang Li and Fiona Cabass, both successful practicing artists.

We are truly grateful for the experience provided to us through the Incinerator Gallery. It's fantastic that there is a forum allowing students to showcase our talents publicly and to bring our art to life, beyond the classroom. A big shout out to all exhibiting PEGS students - well done!

Our thanks, too, to our teacher, Mr Brown, for guiding us throughout VCE and encouraging the entry of our artworks into the exhibition.

Frankie Dawson and Ruby Parkin
Class of 2024





Practising Sustainability

The House Captains and Conservation Club, with the support of staff, are working to introduce a new bottle recycling program at the McNab and Gottliebsen sections. The programme will utilise four themed bins on each campus for drink containers that qualify for Victoria's Container Deposit Scheme. Once collected the containers will each be exchanged for the 10c refund.

Many containers are eligible in the scheme, ranging from glass bottles to milk cartons, making many common types of waste more likely to be correctly disposed of and therefore helping to tackle recycling and sustainability issues at PEGS. The money collected will be donated to charities decided on by each House.

Each house will paint and place their bins at their respective campus and encourage students to dispose of their bottles via these bins. House leaders will be very involved, with incentives like House points giving students another reason to contribute to this cause. The current and future House Captains, with the support of the Conservation Club, will work hard to maintain and improve this programme in the years to come.

Jacob
Year Ten, Gottliebsen House

Going to the Next Level

The 9ers programme is completed by all Year Nine students at PEGS and is designed to push students out of their comfort zone and into trying new activities. Along with connecting students to each other, we develop valuable skills such as teamwork and communication. There are many activities on offer, some of which include golf, surf lifesaving, Ninja Warrior, wheelchair basketball and cooking.

For Surf Lifesaving, we learned how to paddle on boards and had lots of fun while doing it. We did relays on the beach and put our skills together to work as a team. Surf lifesaving helps teach us about communication, teamwork and safety. The instructors have been really helpful and luckily the weather hasn't been too bad.

For Golf, the first few sessions were at Preston Big Swing where we used the indoor golf simulator to practice our game with prizes for the longest hit and closest to the pin. We then went to Northern Golf Club where a PGA teaching professional took us through basic skills and technique. Golf teaches us to socialise with other students, to learn a new game, or improve your game, and to develop teamwork.

The students have really enjoyed the programme so far. No matter what activity people have done, it sounds like they have all been really good. There was a lot of hype around the 9er's programme at the start of the year, and so far it has not disappointed.

Mac and Will
Year Nine, Gottliebsen House



Hands on Learning at Junior School

Bringing creatures both big and small into Year One classrooms at Junior School is traditionally a highlight of Term One. Students began the year with a focus on living things in their local area, developing an understanding of the physical features of a range of mini beasts, their lifecycles and the ways in which their habitats vary to protect them.

Through their investigations, students develop a shared understanding of the importance of caring for and protecting our environment and of the impact that small actions can have in creating an awareness of the need to protect creatures both big and small. A highlight of the term was the annual Wild Action incursion, where a vast array of minibeasts were shared with the students. The Conservatory was abuzz with questions, comments and the occasional gasp as the Wild Action team shared their knowledge and passion about the animals they displayed.

Beetles, stick insects, and the occasional spider, were explored with the students given the opportunity to observe minibeasts up-close. Being able to see, touch (sometimes!) and observe the creatures that were focused on over the course of the term allowed the students to further develop their understanding and provided them with the chance to ask an expert in the field any questions they may have. As a result of the experience, all students deepened their understanding of ecosystems and fostered a sense of responsibility toward wildlife and the environment they live in. Who knows, there may be a future Zoologist among us.

Carlee Yuill
Year One and Two Coordinator
Junior School (girls)



Inspiring Minds: Jessica Fox

Since 2014, our school's Thinking Seminar series has brought thought-provoking speakers from such diverse fields as science, literature, drama, music, law, journalism, and sport. Each year, three distinguished guests have challenged and inspired our community by sharing their unique perspectives and experiences.

This year, we were privileged to welcome ten-time world champion and three-time Olympic gold medallist Jessica Fox as our first speaker. Considered the most successful paddler in the history of the sport, Ms Fox achieved this status before the age of 30. She proudly carried the Australian flag at the 2024 Paris Olympic Games, where she claimed double Olympic gold in both the K1 and C1 events. She is also the only Australian athlete to have secured gold in the same event at four consecutive Olympics.

A capacity crowd in the HR Stevens Auditorium eagerly listened as Ms Fox shared her journey to Olympic success, emphasizing the power of goal-setting, resilience, and focused thinking under pressure. She also encouraged students to develop strategies for purposeful thinking as a means of overcoming challenges—a key theme of the Thinking Seminar Series.

We extend our sincere gratitude to Ms Fox for her engaging, inspiring and insightful presentation. Her story serves as a reminder that it is the power of thought that underpins our ability to rise to the challenges presented to us.

Peter Bohmer
Director of Operations and Engagement.

Respect and Connection

Every year, each student at McNab House spends some time unpacking our Policy of Mutual Respect. Form teachers lead discussions about the rights that it protects, and the responsibilities it confers, as we continue to work to keep our school a safe and positive place to live and learn.

We know, from research and our own experience, that wellbeing is nurtured by mutual respect and a strong sense of connectedness. Explicit teaching about respect – about awareness and management of self, and awareness of the rights (and needs) of others, and how to manage these social interactions – is part of our deliberate approach to creating an environment that supports wellbeing.

Just as important are the many and varied opportunities we provide for students to make connections. From Form activities to academic classes, some conducted in Form groups and some with other students from their year level, to utilising 'pods' to facilitate collaboration, the nature of our Academic programme supports both learning and wellbeing.

This is augmented by cocurricular activities like chess, dance, music and sport; House activities which cross year levels; and Enrichment and Extension activities like camp, Da Vinci Decathlon, debating and Tournament of Minds, all of which promote opportunities for students to know and be known: to feel like they belong.

Learning about mutual respect, and taking up opportunities to make connections, are woven into the very fabric of the PEGS Experience. They are part of our deliberate approach to supporting the wellbeing of our students, and are fundamental to everything we do.

Anthony Simmons

Head of Section, McNab House

At PEGS, care and developing wellbeing is fundamental to everything we do. In Year Nine at McNab House, students are encouraged to 'Step Up and Step Out' of their comfort zone in many ways, as we recognise that when we challenge ourselves, we build capacity and ultimately thrive. We understand that feeling challenged can be uncomfortable but being able to sit with this discomfort develops an individual's confidence and resilience.

Careful support systems are put in place to help students feel ready to tackle challenge in a developmentally appropriate way. From the first day of the academic year, students make connections with their peers. This approach is both supportive and encouraging and is demonstrated by our learning groups in every classroom, along with our cocurricular programme, including House and Sport. Through 'Building Community', students are invited to work together in various Form activities such as leading an assembly item or taking ownership over their room by choosing how to decorate it, thus developing their thinking through collaboration with others. It is when students are able to make new connections in a way that supports their emotional safety that the greatest gains can be made.

Connections are also formed and wellbeing is fostered in programmes such as 9ers. This proves to be a highlight for many students each year. Core and elective sessions provide a variety of education and learning, trying new things, developing skills, having fun, service to others and understanding the world they live in.

By being involved in Year Nine and making the most of the opportunities available to them, students are able to develop their sense of belonging, wellbeing and connectedness to our community.

Rebecca Anderson

Year Nine Coordinator, McNab House

An Invitation from the Governor

Congratulations to Amy Hawking (Class of 2024) on her invitation to Government House earlier this year. The occasion was to observe Australia Day with the Governor, Margaret Gardner, and Amy was chosen as one of ten 2024 VCE High Achievers to attend the event.

The Victorian Premier, Jacinta Allen, was present, alongside sports and television personalities, and community leaders from a diverse range of backgrounds.

Amy has recently relocated to Canberra where she is attending The Australian National University and is studying a Bachelor of International Security Studies. With her sights set on a role in national security or diplomacy, Amy's incredible work ethic and commitment to learning are sure to see her achieve her goals.



Caring: For the Whole Community

In Term Four last year we welcomed Reverend Andrew Delbridge to PEGS to join Reverend Janet Munro in the role of School Chaplain. "Rev", as he is affectionately known by the students, considers school chaplaincy as the best of being a teacher and a Reverend. He relishes the balance that is created through teaching in the classroom, leading worship and pastoral care and the dynamic nature and energy of our diverse school community.

Our chaplains are the human link between the Uniting Church and the school, and they provide advice and perspective based on this link. But it is pastoral care that forms the backbone of school chaplaincy at PEGS. Our chaplains are available to anyone in our community, regardless of their faith or beliefs, to celebrate the good times and provide care and support at times of challenge and sadness.

When asked what his goals are for 2025, Reverend Delbridge says he wants to establish and embed himself fully in the school community. So far that has meant getting to know students and staff in the classroom, the yard and at church services. He regularly attends Saturday sport and cheers on various PEGS teams. He has joined the celebrations for Shrove Tuesday and Ash Wednesday, led prayer at assembly, and attended events such as Camp Open Day.

And though life as a school chaplain is busy, Reverend Delbridge is sure to make time for the little things that add to the joy in his day. A smile and chat with students, colleagues or friends, a favourite treat in the form of a chocolate or doughnut, or a weekend motorbike ride with his bike club.

It really is all about the balance!

Sport Shorts

Victorian Track and Field Championships

Over two weekends in February, several of our students competed at the 2025 Victorian Track and Field Championships at Lakeside Stadium in Albert Park.

It was pleasing to see so many students involved and recording brilliant results:

- Molly (Year Nine) gold Under 16 2000m steeple and bronze Under 16 3000m
- Madigan (Year Ten) bronze Under 17 800m
- Alicia (Year Twelve) bronze Under 18 400m hurdles
- Sienna (Year Ten) gold Under 17 400m hurdles and silver Under 16 200m hurdles
- Zara (Year Seven) gold Under 13 400m, gold Under 13 800m and gold Under 13 long jump
- Antonio (Year Six) silver Under 13 400m, silver Under 13 800m and bronze Under 13 1500m

Congratulations to all our students who competed in this event. Best wishes to everyone who qualified for the 2025 Australian Athletics Championships in Perth this April!



Molly, Year Nine



Madigan, Year Ten



Alicia, Year Twelve



Sienna, Year Ten



Zara, Year Seven



Antonio, Year Six

Indoor Hockey Gold

Congratulations to Amalia (Year Nine) who co-captained the Victorian Under 14 Indoor Hockey team at the National Championships in Canberra during January 2025. The team performed extremely well throughout the championships and came away with gold and the title of National Champions. The gold medal win was made that bit sweeter as they beat NSW 2-1, the same team who in the pool matches beat the team 0-1.



Netball Victorian State Championships

Over the March long weekend Netball Victoria held the State Titles in Frankston. Victoria is divided into 18 regions to compete, with the winning team after the finals crowned State Champions. PEGS had seven students representing their region. All athletes went through a vigorous selection process to make their regional team.

Congratulations to Jack (Year Eight), Lara (Year Twelve), Alannah (Year Ten), Natalie (Year Ten), Avery (Year Nine), Alexa (Year Nine) and Erin (Year Eight - not pictured).



Back-to-Back Lawn Bowls Champions

A warm, sunny morning welcomed our lawn bowls team to the greens of Heidelberg on Saturday 22 February. The season to this point saw the team undefeated as they entered the Grand Final match. The team featured students from the Larkin Centre, Gottliebsen House and McNab House and, with the jack set and bowls rolling, continued their winning ways with a 17-7 victory! The win sealed the AGSV Lawn Bowls Championship for the second year in a row.

Congratulations to the team and a big thank you to Wayne, their coach, and Lee Crossley (Team Manager) for their support.



Having a Blast

After a small hiatus, girls' cricket is back! The squad of thirteen Year Seven and Year Eight girls have been having an absolute ball at the AGSV/APS cricket galas during Term One. Each Saturday the squad make their way to a host school where they play a modified format of the game, focussing on skills rather than results. With the tunes pumped, much like the students, teams play two matches against opposing schools. The season culminated with PEGS hosting the final round, in what was a fabulous celebration of girls' cricket.





From the Archives Brigid Cooper Archivist

60th Anniversary of Nine Lessons and Carols Service

As they do every year, PEGS choristers - Vox Populi, Cheetham Singers and Junior Choir - gathered in their smartest school uniform to sing in the PEGS Carol Service. Directed by conductors, Claire McDonald and Melissa Karakaltsas, they were also supported by talented student and staff musicians and the ever-dependable organist, Siegfried Franke.

This year was a little different, though. To celebrate 60 years of the Nine Lessons and Carols Service the choir was joined by invited alumni choristers from recent decades. We were also honoured to welcome back many past staff and alumni who had contributed to the Carol Service and the PEGS music program throughout its history.

Most notable were past Directors of Music Mary Armour, Jill Francis and Peter Chaplin, and choral conductors, Barbara Chalmer and Stuart Shearman. We hope they enjoyed the magic of the current PEGS Carol Service and are proud of their significant contribution to music at PEGS.



Cheetham Singers process into the Cathedral singing the traditional carol 'Once in Royal David City'.



Principal, Kate Dullard, speaks with past Music Directors, Mary Armour and Peter Chaplin.



Music Director, Mrs Mary Armour with 1973 Choristers (L-R) Jim Nicholls, Alan McNab and Ross Carter at Speech Night (PEGS Archives. Donor: M Armour [PH08848])



Mary Armour catching up with some of her foundation choristers from the 1960s. Back L-R: Simon Sheldy, Dr Ian Douglas, Dr Chris Stevenson, Garry Norton. Mary Armour (Musical Director 1963 - 1985), Greg Hocking AM, Jim Nicholls, Alan McNab.



Singing was also fostered at Penleigh Presbyterian Ladies' College and the choir was lead for many years by Judith Potter (Russell-Clarke) - Headmistress, Mrs Margarete Klen, with the 1968 Penleigh Choir. (PEGS Archives [PH05282])



The Essendon Grammar School Choir 1970. Many of these older boys had continued on through the choir from 1964. (PEGS Archives [PH00951])



Choir Directors: Mary Armour (1962 – 1985), Claire McDonald (2000 –current), Jill Francis (1986 – 1991) and Barbara Chalmer (1992 – 1999).



Past Music Directors, Peter Chaplin (1992 – 2017), Jill Francis (1986 – 1991) and Mary Armour (1964 – 1985).

John Marsden - Author

The PEGS community was saddened by the sudden death in December 2024 of John Marsden, author of dozens of books for children and young adult readers, including *Tomorrow, When the War Began*.

John encouraged many young Australian readers to also become writers through his books and workshops. He visited PEGS many times from the 1990s onwards, unlocking creativity and building confidence through his gentle approach to pushing boundaries.



John Marsden, visited Junior School (boys) Library in 1990. (PEGS Archives [PH06009])

Here is a report of one such visit from the 1992 Yearbook:

When John Marsden came to our English class, he was a change from nouns, verbs and The Silver Sword.

John gave us lots of breathtaking challenges: like writing a poem whilst holding your breath, writing a poem about a phone using only one syllable words, or writing a poem on yourself using fourteen words. We also had to write lots of long pieces with special twists added to them.

John Marsden was a bit of a surprise to us. We had read his novels and were expecting a celebrity writer in a suit making us do boring writing exercises. Instead we met a bushman who showed us interesting writing techniques and things to avoid when writing. He made all our English classes exciting.

On behalf of Mr Walmsley's Year Seven English class and anyone who was taught by John, we'd like to thank him for the time he spent at our school.

Catherine Pierce and Carly Chantry, Year Seven

John founded his own schools, 'Candlebark' in bushland at Romsey, and 'Alice Miller' in Macedon, and somehow still found time for his own writing.

PEGS Alumni Association

2025 Reunions

- Class of 2005 Twenty Year Reunion – 10 October, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1995 Thirty Year Reunion – 2 May, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1990 Thirty-five Year Reunion – 16 May, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1985 Forty Year Reunion – 17 October, 7pm, Penny Young, Young St. Moonee Ponds
- Class of 1980 Forty-five Year Reunion – 14 November, 7pm, Penny Young, Young St. Moonee Ponds

(Please note due to unforeseen circumstances some of our reunion dates have changed from those published in our last edition)

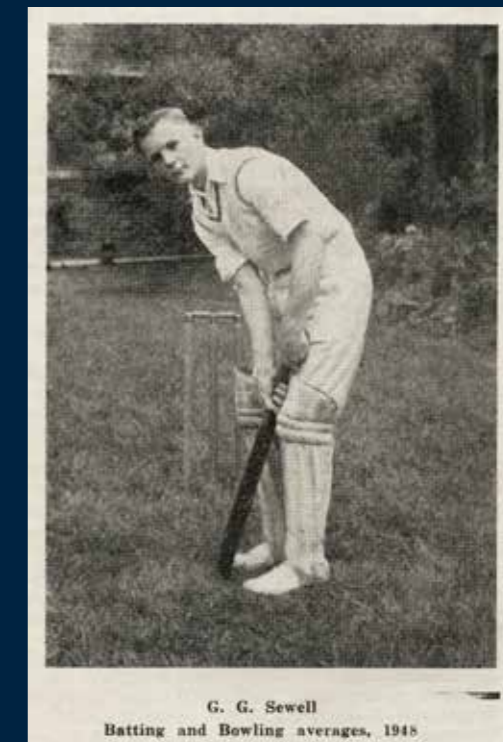
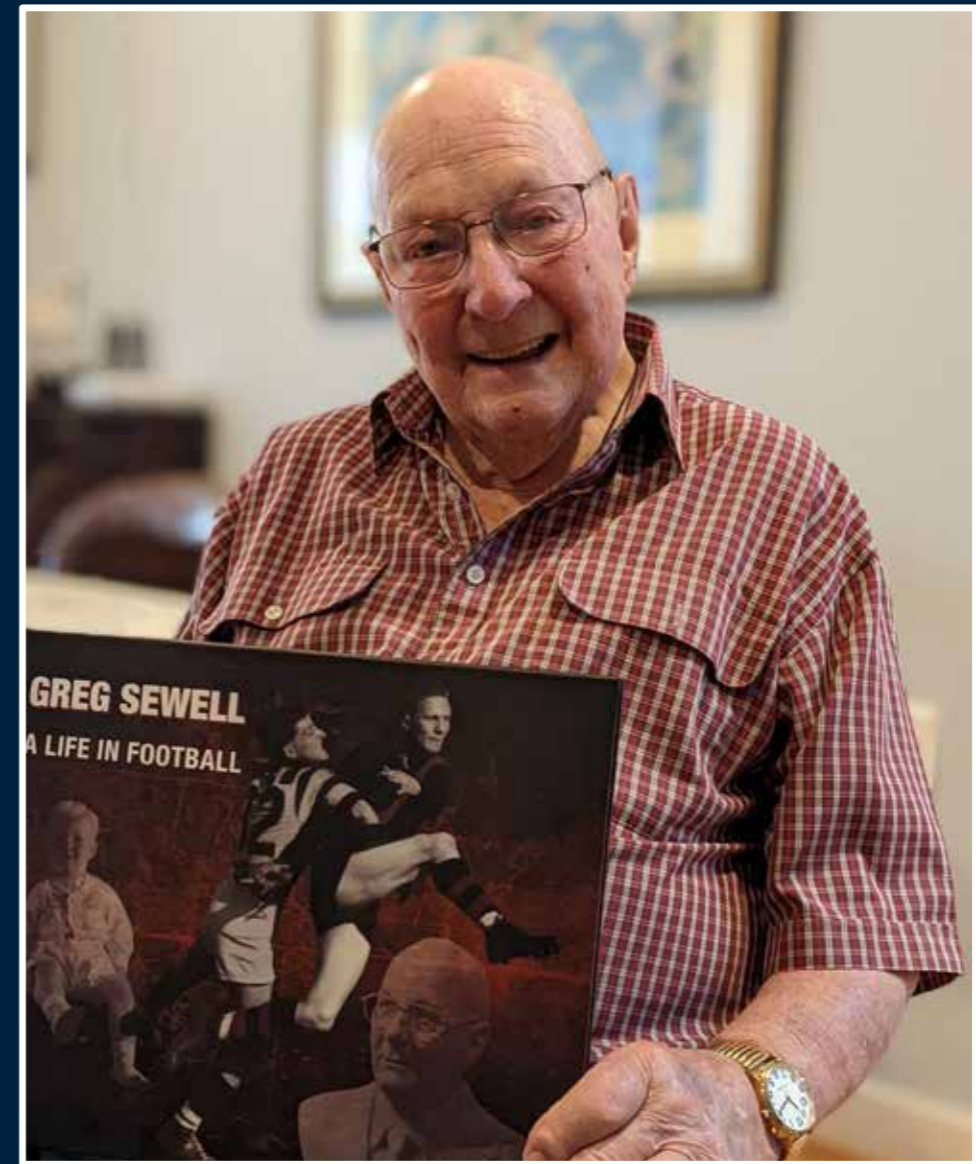
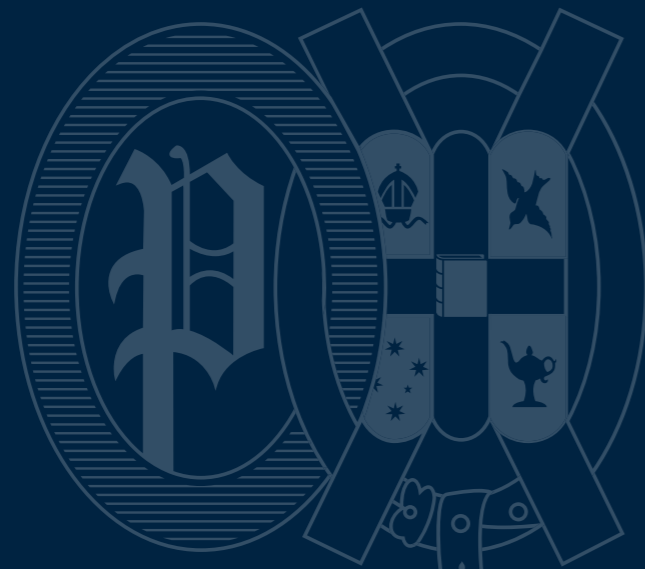
In order to hear about upcoming reunions please make sure we have your recent contact details by emailing us at alumni@pegs.vic.edu.au. You are also encouraged to join your 'PEGS - Class of' Facebook group for event information, booking details and photos of your reunion afterwards. Even if you don't have a milestone event coming up please join us on Facebook at <https://www.facebook.com/PEGSAA> to see what the School and your fellow alumni are up to.

Greg Sewell: A Life in Football

There are not many who can say they've had a life in football like Greg Sewell (Class of 1950). The School was delighted to recently accept a donation from Essendon Legend and AFL life Member of his biographical book *Greg Sewell: A Life in Football*. Containing photos and newspaper clippings dating back from his time at school in the 40s, the pictorial documents Greg's amazing journey in the sport he was so dedicated to and loved wholeheartedly.

Greg found success on the football field early as part of the Essendon Grammar School 1st XVIII and was captain of the team in 1949, a season which included kicking 26 goals in a game against Camberwell Grammar. In 1951 he made his reserve grade debut for the Essendon Football Club which started a relationship spanning nearly four decades and included numerous awards and accolades, two AFL/VFL Grand final appearances, a reserve grade premiership, state representation, a reserve grade premiership as coach, committee member, chairman of selectors and president. In 2001 he was awarded life membership of the AFL and in 2009 was elevated to Legend status by the Essendon Football Club, only the 18th in the Club's storied history.

Greg's relationship with the School is also longstanding with both his sisters Betty (1948) and Helen (1954) attending Penleigh while his son Philip was a member of the Class of 1979.



An Innings Acknowledged

Footscray Cricket Club President, Geoff Collinson (Class of 1979), was awarded the Medal of the Order of Australia (OAM) for services to cricket in the most recent Australia Day honours.

His outstanding contribution to cricket in Victoria began at the age of 15 when he first represented the Footscray Cricket Club in Dowling Shield. As a player, over the next decade and a half he played alongside cricketing greats like Merv Hughes and Ray Bright and even against a very young Shane Warne.

After hanging up his whites in 1991 Geoff went straight onto the Club's committee where he has been serving ever since, including stints as vice-president (1993 – 1998) and two as president (1998 – 2002 and 2012 – present) He served as the club's Cricket Victoria delegate from 1995 to 2000 and again from 2013 to the present.

He is also a member of Western Region Cricket Development Board, co-founder of the Western Region Junior Bulldog Cricket Academy and a supporter of the Cops v Street Kids charity cricket matches.

Geoff's relationship with the School also spans decades. His brother Robert (Class of 1972) and sister Lea (Class of 1973) attended as well as his two sons Darcy (Class of 2009) and Michael (Class of 2014) and Daughter Shannon (Class of 2011). He also served on the PEGS Board of Management from 2010 to 2012.

Congratulations Geoff on such an outstanding achievement!



Friends of PEGS

Enriching the Life of the School

A vibrantly active and welcoming committee, Friends of PEGS is the school's parent association, which contributes to strengthening and enlivening the school community with a calendar of celebratory events for parents and students.

We thankfully acknowledge the dedicated voluntary commitment of FoPEGS Committee members. If you are interested in joining or contributing to our committee in 2025, we would love to hear from you. For more information, please contact Lyn Rogers: 9016 2183 lyn.rogers@pegs.vic.edu.au

2024 End-of-Year Luncheon

On Friday 28 November, attendees arrived at the End of Year Luncheon and were greeted in the glamorous 'Fior' courtyard by a string quartet comprising of our cherished PEGS music teachers – Rumiko Saka, Nicole LoBartolo, Monica Edwards and Derek Hawkins.

A DJ then beckoned everyone into the main ballroom for a sumptuous two course meal followed by a decadent dessert buffet. The chatter continued throughout the afternoon as everyone reacquainted themselves with old friends and new friendships were formed.

At the conclusion of the day a very happy, content and entertained crowd left with smiles, gift bags and, for many, a win from the extensive raffle.

What a stylish and fulfilling way to conclude the 2024 school year at the FoPEGS End of Year Luncheon.

Upcoming 2025 FoPEGS Events

The FoPEGS have many events planned for this year for families to enjoy as part of the school community.

| | |
|----------------------|---|
| Thursday 8 May | Mother's Day Stall Junior School (girls) |
| Friday 9 May | Mother's Day Stall Junior School (boys) |
| Saturday 21 June | Annual Trivia Night |
| Thursday 4 September | Father's Day Stall at Junior School (girls) |
| Friday 5 September | Father's Day Stall at Junior School (boys) |
| Sunday 12 October | Craft Market |
| Friday 28 November | End-of-Year Luncheon |



2025 Dates for the Diary

Term dates 2025

Term Two

Tuesday 22 April – Friday 4 July

Term Three

Tuesday 22 July – Friday 12 September

Term Four

Monday 6 October – Wednesday 10 December

Whole School Events:

Thinking Seminar with Adam Spencer

Tuesday 20 May

Big Blue Bonanza

Friday 16 May

PEGS in Concert at Melbourne Recital Centre

Monday 26 May

Major Concert Two

Thursday 19 June

Major Concert Three

Wednesday 25 June

