

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

June 2019





From the Principal

While a modern school is expected to do many things - to assist students with current and life-long learning, to develop a broad set of social, academic, emotional, recreational and artistic skills and to support student wellbeing – at the core of a school's purpose is the teaching and learning that occurs within the classroom. The foundation for this teaching and learning is the curriculum set by the school within the parameters determined by government agencies.

Our teachers meet regularly, usually in year level groups in the Junior Schools or faculties at secondary levels, and give great thought to the content of their curricula. They ask, and try to answer questions about what knowledge is essential, what is age appropriate, what skills are critical, what are the big ideas and essential questions, will students be engaged, is it accessible, is the content ordered logically, what technologies would support student learning and are students being properly prepared for their VCE years and beyond?

They need to think about which textbooks complement and enhance the curriculum and, in English, which novels assist students to understand important themes and develop sophisticated thinking and writing skills. In addition, teachers need to consider tasks that allow students to develop their own thinking and align with the principle of “low threshold, high ceiling”, accessible to all students but not confining for more able students. It is these questions, and many more, that teachers contemplate as they try to fashion the best possible classroom experience for all students.

The student perspective also needs consideration. Taking Year Eight as an example, a student will attend class in five or six different subjects in one day. Each subject will have its own vocabulary, use the thinking style of its discipline, exhibit variation in assessment methods and have specific intentions in regard to general or specialised learning. The adaptive skills of students, as they move through a school day, from History to Mathematics to Chinese, is genuinely impressive. Few careers expect adults to think in so many ways during a given day. Most students accommodate the complexity of their school days with great aplomb.

The midyear examinations have just concluded for students in Years Seven to Eleven. Most students should be very pleased with their learning but others will be disappointed. While I have mentioned the thinking that teachers have given to the teaching and learning of students, another key ingredient is the persistence of students. Their challenges are also extensive as they need to be attuned to the traditions of each subject discipline, be alert to the wide range of techniques or methodologies shown in class, be able to extrapolate their learning to new, but similar, situations, have the literacy and numeracy skills to be able to articulate their thinking and commit themselves to their studies in ways to ensure their knowledge and thinking practices are the best they can be.

As students, and teachers, head to school each day, they partake in a highly complex educational experience. Our students and their teachers deserve praise for the vigour that they bring daily to this process.

Tony Larkin

Student Leaders

The captains of our Firsts teams and leaders of drama, dance, public speaking and major music groups fulfil significant formal leadership roles in our student community.

The school thanks its leaders for the exceptional manner in which they have fulfilled their role in support of fellow students and the school's co-curricular programme and wishes them the best for 2019.

Our athletics captains are not announced until Term Three just prior to the athletics season. With this exception our school leaders for 2019 are:

Boys' sport:

Badminton – Hugh Nguyen
Basketball – Douglas Heal
Cricket – Harrison Minton-Connell and Zac Thomson
Cross country – Manny Hayes
Hockey – Harris Pilbeam and David Tzimos
Football – Samuel Beckinsale and Harrison Minton-Connell
Soccer – Oscar Bales and William Moustis
Swimming – Aydan Kovach
Table tennis – Owen Ng
Tennis – Marcus Stathos
Triathlon – Seamus Reilly

Girls' sport:

Badminton – Cassidy Nguyen
Basketball – Elise Bailey
Cross country – Kate Sarris
Hockey – Rani Lugg
Netball – Olivia Taylor
Soccer – Kathryn Vlahopoulos
Softball – Katelyn Woodyatt
Swimming – Shanel Senanayake
Tennis – Tessa Zapone
Touch Football – Victoria Abdulnour
Triathlon – Hannah Dow
Volleyball – Lia Mavrias

Music:

Chinese Orchestra – Shraddha Tipernini
Concert Band – Jasmine Buckland
Guitar Ensemble – Lucas Rosinsky
Head Chorister – Clara Ngo
Infinity String Ensemble – Nisal Malagalage
Orchestra – Katelyn Woodyatt
Stage Band – Joshua Boulton

Other leaders:

Chess – Isha Tipernini
Dance – Natalie Stojanovski
Drama – Lucy MacArthur
Public Speaking – Natasha Markavitage







Connecting and Thriving

In the Term One newsletter, Mr Larkin provided a quote, attributed to the English writer, Iris Murdoch, that suggested education cannot guarantee students' happiness but that it can assist them to know happiness. Research shows that children are happier at school when they are able to build positive relationships and have a sense of belonging. This connectedness is integral to their engagement and success in learning and is cultivated in an environment that promotes optimism, resilience and the ability to communicate and collaborate with others.

By naming and acknowledging positive attitudes and behaviour, teachers nurture caring, respectful relationships and lead students to understand the positive impact our kind words and actions can have. Students are expected to contribute to their wellbeing and the collective wellbeing of the school community.

Through daily interactions with teachers and peers, students develop strategies that can support them to learn from challenges and complexities. Cooperative learning tasks provide a challenge as students are required to consider different perspectives, negotiate respectfully and make choices. Students learn to recognise the strengths and weaknesses of others and how they may best support each other. They begin to learn that the way we treat people and the way we respond to different circumstances has an impact on how we are perceived.

During World Harmony Week students explored the element of inclusion and how people feel when they belong. One Year Two student captured its essence superbly: 'You need to be kind and fair to everyone. Love who you are and try to understand other people's ways. Respect the people around you.'

Julie Neylon

Deputy Head of Junior School (girls)





Essendon Campus news

During the April school holidays construction began on the extension and refurbishment of the Music House at the Essendon campus. The project is due to be completed by the end of the school year and will include a new music classroom and additional music studios.


With the Year Three to Six play equipment out-of-bounds during construction the Junior School staff has organised other lunchtime activities for the boys. In addition to regular lunchtime activities in the library and art rooms, Lego lunchtime is being conducted in Woollacott Hall. This initiative gives the boys the chance to work independently or collaboratively to construct some Lego masterpieces. The Year Five and Six soccer competition in the Ian Morton Centre is also very popular.

The school is arranging for a new playground to be erected near the Year Two and Three classrooms. It will feature climbing equipment and slides on a rubber surface and is due to be completed during the July school holidays. When work on the Music House is completed, the boys will have three separate playground areas.

Graeme Sharman

Acting Head of Junior School (boys)





An Appreciative Inquiry Approach to Learning and Caring

As a fan of a “glass half full” viewpoint, the approach called Appreciative Inquiry (AI) had me at “Hello”.

Favoured by organisations that want to improve their practices and outcomes, it involves taking the best of what already happens, working out why it works so well and then doing more of it. In the classroom, an AI approach fits seamlessly with the school’s Culture of Thinking and the tenet that we can all grow and improve our understandings and develop our skills. In terms of supporting better student decision-making and behaviour, an Appreciative Inquiry focus can allow students who have made mistakes to reflect honestly on what they value about their education and commit to doing more of the things that generate feelings of gratitude and belonging. In short, it fosters better decision making.

All year, teams of staff have been adopting the AI approach to develop projects that will enhance and enrich our school communities. At Gottliebsen House, we are interested in applying Appreciative Inquiry to providing our Middle School students with greater voice, involvement and responsibility. Across the school, by taking what is already working well, looking at why it succeeds and then enhancing it, we are making what is great even better.

Caroline Horton Andrews
Head of Gottliebsen House





A legacy

What will be your legacy?

In a happy parallel with the school's theme this year, an enthusiastic audience of students and their families welcomed Dylan Alcott OAM at our second Thinking Seminar. Dylan shared his journey from a childhood marked by feelings of despair and rejection to his current role as champion athlete, broadcaster and communicator.

Dylan's sporting achievements include gold and silver medals for basketball at Paralympics in Beijing and London and dominance of the wheelchair tennis scene with multiple Australian singles and doubles championships, the US title and gold medals at the 2016 Rio Paralympics. Within a matter of days of his visit to PEGS, Dylan would be adding the French tennis title to his lengthy list of titles.

Establishing the Dylan Alcott Foundation with his family, Dylan works to help young people with disabilities to gain confidence, fulfil their potential and achieve their dreams.

Dylan was proud to recount the success of Ability Fest, an inclusive music festival that set out to normalize disability and was initiated by the Foundation in 2018. Dylan explained that many young people with disabilities were prevented from attending festivals because of inadequate access and facilities. Ability Fest was fully accessible, and inclusive of all and Dylan is proud that the initiative has continued in 2019.

Dylan's sporting achievements are proving to be foundation for a fine legacy.

Join us to welcome Leigh Sales AM, journalist and author, at the final Thinking Seminar for the year on Thursday 5 September.

Helen Dapiran
Coordinator of Publications

Our behaviour



The school has a clearly articulated set of behavioural expectations that apply to all members of the school community. These expectations are summarised in the Our Behaviour statement which appears in various school publications, on signs around the school and accompanies this article.

I have written to parents from the Keilor East campus twice this year about the poor behaviour of a small number of motorists while on school grounds. This behaviour has, on occasions, come too close to compromising the safety of students. In addition, teachers have been challenged or disrespected when working to ensure parents recognise and use designated parking areas, abide by speed limits and obey one-way road signs.

I sense a creeping discourtesy among a minority of parents. In addition to driving and parking habits, this is sometimes seen in phone conversations and at parent/teacher interviews. Staff are expressing concern about their welfare and wellbeing while at work due to the actions of this small group. These are unacceptable experiences for anyone in the workplace but especially at a school which promotes individual rights and responsibilities.

I would ask all parents to re-familiarise themselves with the Our Behaviour statement. I draw attention to our collective responsibility to “act and speak respectfully”. The school aims to be its best. It has similar aspirations for its staff and students. We encourage our parents to set the same high standards for themselves.

Tony Larkin



our behaviour

Each member of the Penleigh and Essendon Grammar School community must behave in a way that reflects an understanding of individual rights and responsibilities.

You have the right to feel safe and be respected	You have the responsibility to respect the beliefs, needs and backgrounds of others act and speak respectfully believe in yourself and stand up for others understand and follow the school rules
You have the right to have a supportive and positive environment	You have the responsibility to work and play cooperatively for the benefit of all create and maintain positive relationships care for property and possessions care for the environment
You have the right to experience academic, social and recreational opportunities	You have the responsibility to help create an inclusive, engaging learning and playing environment be dependable strive to achieve and allow others the same opportunity

Growth Mindset and the Culture of Thinking

Growth mindset is a term we often hear in educational circles and as part of the wider wellbeing conversation. What does it mean? And, more importantly, how does it help our students?

The term growth mindset was coined almost thirty years ago by Dr Carol Dweck from Stanford University. It has gained increasing attention over the past decade as our understanding of neuroplasticity and its implications becomes clearer. In simple terms, the research contrasts students with a “fixed mindset” (the belief that intelligence or skills are static) with those with a “growth mindset” (the belief that intelligence or skills can be shifted and developed).

If students believe that they are either inherently talented or irretrievably lacking in a particular area, they are more likely to give up when faced with difficulty, ignore challenges entirely and feel threatened by the success of others. Conversely, when students believe that they can change their skills strategically, we see greater persistence, better gains from feedback and a more positive attitude towards their peers. A key word with a growth mindset is “yet” - I don’t understand quadratic equations yet, I can’t sing a high C yet, I don’t easily make friends yet. It is a small word with an immeasurable series of implications for our students.

This approach sits hand-in-glove with our Culture of Thinking, encouraging adaptability, courage, reflection and strategy. By teaching our students that their potential is within their control, we set them up for success in all areas of their lives at school and beyond.

Emily Atkins

Year Eight Coordinator, McNab House





MA
18-20 A
DAP
PHON

Made in Australia
From at least 20%
Australian ingredients

Premier's VCE awards

Each year exceptional academic performance is recognised at the Premier's VCE awards. For the 2018 academic year, awards were given in 87 VCE subjects with only 290 students across the state recognised for their outstanding study outcomes. Three PEGS students were among them: Lachlan Casey (Further Mathematics), Lachlan Gollant (Biology) and William Bucknall (Accounting). This achievement is testimony to the committed application of the students over a number of years leading into their final exams, as well as the support and guidance of their teachers. It is particularly noteworthy that Lachlan Gollant and William Bucknall were part of the accelerated study programme, completing Units 3 and 4 of their respective subjects in Year Eleven.

Anthony Quirk

Senior Year Twelve Coordinator



Lachlan Casey



Lachlan Gollant



William Bucknall

Short story success

Early last year, Terri Campbell, a language consultant connected to The University of Melbourne, started working with teachers from across the school. Her sessions advocated that powerful vocabulary choice should be coupled with teachers' long held advice on modelling, structure, feedback and editing. The maintenance of high expectations was also seen as transformative for students' writing.

Students in both Junior and Senior levels have clearly enjoyed the writing process and five of them were thrilled to be recognised in the ISV Short Story Competition recently. Year Six student Archer Tatham-Thompson's piece, entitled "The Moment", won the Year 5/6 category. Archer suggested that becoming a more reflective thinker had given his writing greater impetus and creativity. AJ Xiang (Year Eleven) won the Year Eleven/Twelve category with his piece "A Puff of Smoke". AJ explained that he loved the creative writing component of VCE English and had always written creatively in his own time.

Stories by Raahi Balgobind and William McDonough (both Year Six) and Hannah Davies (Year Twelve) were also selected for the Short Story Dispenser as part of the ISV Arts Learning Festival. Raahi and William both said the inspiration for their stories came from experiences in their recent holidays. Hannah, a member of the Infinity Centre Writing Club, decided to adapt a piece she had been working on, 'The Little Flower', and enter it. Each of these students has clearly taken creative thinking to a new level.

Scott O'Keefe

Year Six teacher, Junior School (boys)

Anthony Quirk

Senior Year Twelve Coordinator



News from the libraries

*If I was a book, I would like to be a library book, so I would be taken home by all different sorts of kids.
A library book, I imagine, is a happy book.*

Cornelia Funke

In Term One, there were nearly 20,000 books borrowed from the PEGS library network. Most popular were fiction books with 9953 loans, followed by picture storybooks with 5660 loans and non-fiction books with 4024 loans. Our students like to read and their interests are wide and varied. They read to find information, answer questions, experience other worlds, empathise with different people, imagine new possibilities and to dream, relax and laugh. Through reading, connections are made, understandings developed, vocabularies expanded and writing supported. The libraries support student reading with the regular purchase of the best new books, over 2,000 new titles were added to the collection in 2018, many after personal recommendations from the teacher librarians.

As well as providing a home for books, the libraries also provide a place for students to learn, collaborate, experiment, study, read, contemplate, think and relax. The libraries are learning laboratories and social hubs and always very busy and full of students.

In Term Two, the Kindergarten children begin their library experience with Friday morning visits to the Essendon campus library where they hear and talk about stories, and borrow books to share with their families.

On Wednesday 22 May, National Simultaneous Storytime, was celebrated in the Junior Schools. Infinity Centre students also joined in, reminiscing about the shared stories of their childhood. Reading, like so many other skills, activities and experiences developed and enjoyed at school, is a life-long legacy for students.

Kerrin McCrumm
Director of Library Services



A child wearing a dark jacket is holding a bright green watering can, pouring water onto a small green plant in a garden bed. The background is a soft-focus view of a garden with various plants and trees.

Connections with Nature

When children explore their relationship with the natural world, they develop meaningful connections that nurture care for our Earth. It is in these relationships that we entrust advocacy and the enactment of sustainable living, not only for themselves and each other, but also for future generations.

Building connections with the natural world takes many forms in a kindergarten programme. Inviting children to reflect and share the ways they are friends with the Earth has “unearthed” their understandings and deep thinking.

By watering plants
Scarlett C

I play with the earth. I go to the park. The leaves dance (It's the earth saying) I want to play with you
Sullivan

When I put rubbish in the bin and not on the plant
Lucy G

I play with the Earth in my bedroom. The air comes through (the window) and plays with me
Maximus

The inclusion of an Acknowledgement of Country has also fostered thought and consideration for our Earth. The children have begun to build onto our Acknowledgement by including:

Respect the animals
Hunter

Respect the grass and flowers
Georgie

And the bushes
Hunter

And trees
Georgie

As children become increasingly connected to the natural world, they begin to value all that our world has to offer and develop an understanding for their place in society.

Lauren Olcorn
Director of Kindergartens



Maths Camp

Over thirty Year Nine and Ten Mathematics students travelled to the school's camp at Lake Eildon on Friday 17 May for the annual Maths Camp. Initiated in 1994 by the school's first Mathematics Enrichment Coordinator, Mr Theo Vlantis, this camp has been described as a quirky, but important, feature of the school calendar.

It has been my personal pleasure to have attended all but one of these twenty-six camps. The enthusiasm of students for this weekend has been extraordinary. This year's camp was no exception. This was especially obvious during the weekend's final activity when students, working in teams, completed a Maths relay challenge. The level of competitiveness was exceptional.

The organisers of this year's camp, Mr Luke Tyson and Ms Tina Darestani, have maintained the camp's long tradition which sees students alternate between intensive sessions featuring higher-order mathematical thinking and various activities eg archery, volleyball and canoeing. The Maths Camp is part of an extensive programme developed by the Australian Mathematics Trust. Students are expected to complete a set of challenging problems which highlight areas of mathematics not covered in the classroom.

Tony Larkin





Girls Power Tech Day

On 2 May, six female students from Years Ten and Eleven attended the Girls Power Tech Day sponsored by Cisco, a worldwide leader in IT, in their Melbourne office. This opportunity was provided by Jemma D'Angelo, a former PEGS student, who now works for Cisco. The day consisted of various mentoring sessions as well as some inspirational speeches from the team at Cisco.

Alphonsine Imaniraguha, a CISCO engineer, spoke about growing up in Rwanda and seeing her parents and two of her siblings killed in the Rwandan genocide. She raised her three younger siblings, while attending school, before moving to the US to complete her university studies and pursue a career in engineering. Her speech was incredibly inspirational as she told us about the value of hard work and study. She reminded everyone that they can achieve anything through hard work and persistence regardless of age, gender or situation.

Afterwards, we were paired with various Cisco employees – let's call it speed mentoring - and expected to ask them about their career, the IT industry and their personal experiences in IT. This activity was greatly enjoyed as we got a sense for what it was like to work in a large technology company. Overall, this day was very helpful as it allowed us to consider possible roles in Information Technology and inspired us to continue working to reach our lifetime goals.

Madeline Weston
Year Ten, McNab House



YESS

One focal point of Year Eight at Gottliebse House is the YESS programme - Year Eight Simple Skills. This programme is based on the idea that the mastery of basic skills empowers students in their daily lives, encourages independence and provides an appreciation of what has been done for them in the past.

The basic skills include polishing shoes, sewing buttons, knotting a tie and shaking hands. It is not uncommon to see the shoe shine kit set up in the quadrangle, with boys using elbow grease to bring a shine back to their shoes. Neither is it unusual, at the end of lunchtime, to find a boy sitting quietly, sewing a button on his shirt after a rather willing tackle. The knotting of ties is a particular skill, with discussion around the value of different knots and the importance of keeping the tie clean. A good, strong handshake is also practised in order to create a significant first impression.

The programme has also expanded into the skills of touch-typing, constructing emails and public speaking. We are constantly looking out for other basic skills for the boys to master. Our next purchases could well be some irons and ironing boards - now that would be interesting!

Clare Langford

Year Eight Coordinator, Gottliebse House

From Year Nine

Penleigh and Essendon Grammar School is a place where all students can prosper. The school provides plenty of assistance and many opportunities for students. This allows people like us to become comfortable and be able to thrive as learners. At Gottliebse House, the examination period is not as stressful as it seems, due to the immense work the teachers and Coordinators put in to ensure we are relaxed and well-prepared. The teachers are always there to help and the Coordinators are constantly checking to see that you are feeling okay. In Year Nine, we participated in a yoga class to help ease our minds and rest during the lead up to examinations.

The school also provides an array of sports which means everyone has something they like and through these sports many new friendships and experiences are made. These Saturday sport teams give us another chance to get away from the daily routines of school and be active outside with friends. The school also provides students with great opportunities through cultural trips, theatre, the 9ERS programme, sport and music.

The 9ERS programme is great as it provides us with life experiences and chances to add achievements to your resume. Throughout the year we also participate in activities like the Y-Challenge, where we are able to pick activities that we will do. We can choose self-defence, woodwork, community coaching and junior mentoring. PEGS is a great school because there are many opportunities provided to students.

Clinton Tu and Nam Le

Year Nine

Technology Use

Did you know that around 92% of teenagers are online every day? Yes, 92%. During Terms One and Two, my class has been looking at the safe use of technology as well as how much time we should be spending on devices each week. With our Form teacher, Mr Leubin, we have been working through a series of topics on technology. These topics have created discussion on cyberbullying and the right things to do on social media, especially if there is an unpleasant situation. In the time that we have been studying cyberbullying, we have really gained an understanding about it and how we can avoid or deal with it. We have also looked at how serious cyberbullying is and its impact on people. At school I have had the opportunity to establish many new friendships. I respect my friends and treat them, as they treat me, with respect and kindness both when meeting face-to-face and communicating on-line.

Jackson Butler

Year Seven



Art workshop



At the end of last term VCE Art students were lucky to have the opportunity to participate in a painting workshop with Joshua Miels, one of Australia's leading up-and-coming artists. His work captures the vulnerability of people, with a particular focus on mental health of men, through the use of a palette knife and saturated colours to express the raw, deep and often hidden emotions of the sitter. The results are compelling.

While all of us were excited to attend a live-painting workshop at the school we did not anticipate what a very special learning experience it would be. We had our own easels set up and attempted to keep up with Josh as he almost sculpted his oil paint onto his canvas. It was amazing how fast he mixed and applied the oil paint to create an image of an eye while simultaneously offering us advice. Some of us have struggled to find our artistic style, particularly with the use of paint as a medium, but Joshua's advice opened up endless possibilities.

We were very lucky to be granted this opportunity to be mentored by a master of his craft to become masters of our own craft. Joshua Miels has inspired my own creativity and I am certain that all of us will take something enduring away from this experience.

Ariadne Daglis
Year Eleven





Datong High and PEGS thirtieth anniversary

2019 is the thirtieth anniversary of the sister-school relationship between PEGS and Datong High School in Shanghai. It was the first private sister-school relationship between a Chinese and western school and was brokered by their Principal Chen Desheng and our Coordinator of Chinese, Mr James Wu. To mark our anniversary, I was a guest at Datong High during the Easter holidays. Their new Principal, Mr Guo Jinhua, is a longstanding teacher at Datong High and spent a month at PEGS, living with one of our teachers, in 2004.

At a student assembly, I spoke about the extraordinary experiences that our relationship has provided students from both schools. Over 100 Datong High students have lived with the families of PEGS students for a month during this period. Over 300 PEGS students have boarded at Datong High during biennial tours and have enjoyed weekend homestays with Datong High families. There has also been reciprocal visits by musical groups and soccer teams as well as teacher exchanges and visits. Many of their exchange teachers joined me during the visit.

After the formalities and the exchange of gifts, I toured the school with some of its staff. I was proudly shown the pomegranate tree that I had planted in 2009 to mark our twentieth anniversary. Soon afterwards, Principal Sheng Yaping visited PEGS and planted a eucalyptus tree behind the Sloan Wing at Gottlieb House. I reported that this tree was also flourishing.

The recurring theme during my visit was the thirty years of extraordinary friendship between our two schools. Four more Datong High school students will be visiting PEGS in August this year.

Tony Larkin





Year Eight Form Programme at McNab House

Challenges are what make life interesting and overcoming them is what makes life meaningful.

Joshua Marine

Our coordinator, Ms Atkins, regularly tells us that “failure can be your friend”. Year Eight is about so much more than building on friendships and becoming better acquainted with secondary schooling. Year Eight is about building resilience, developing inquisitive minds and becoming independent learners and strong young women. Form group time has helped us to feel supported both academically and emotionally by our teachers. It has also given us a forum to take on leadership roles. It is a time when we can reflect on our week, sometimes through journal writing, and have some time out from the daily busyness of teenage life. Ms Atkins talks about her “toolkit” during form time. She encourages us to be better people and equips us to help us succeed with our learning with statements like “frustration usually means you are getting somewhere”.

Year Eight has been full of new challenges. The work load is greater and the expectations are higher. We have commenced the transition toward becoming independent and resourceful learners. We look forward to new opportunities during the coming year.

Chloe Petranis
Year Eight

House Spirit

This year, Dorset House has been an enthusiastic advocate for environmental causes. We decided to support Rainforest Rescue, a grassroots organisation which combats deforestation and restores rainforests by the purchase and protection of rainforests with high conservation value that would otherwise be sold to private enterprises. Throughout the year, house leaders have promoted this organisation at our weekly meetings. A casual clothes day was held late in Term Two to fundraise for the preservation of land that is increasingly vulnerable to the threat of destruction. Additionally, we have worked with the Conversation Club to engage students in wildlife preservation and to cultivate a deeper understanding of the impact of humans on the environment.

The Dorset House programme has provided passionate students with a platform to voice opinions on environmental issues and work towards creating positive change within the school community. Our collaborative and inclusive approach towards leadership means that the ability to make a difference is extended to every student who is keen to act. Numerous initiatives which raise awareness and promote sustainability include weekly facts on climate change as well as guidelines concerning the use of heaters and recycling in classrooms. Dorset House has encouraged all students to take an active role in contributing to positive environmental change.

Amalia Birch and Innayat Brar
Dorset House Captains

Debating

Debating, a game of wits with neither side budging, is a test of skill and preparation. It is sitting down to write and edit, and rewrite and re-edit, over and over again. Debating is the thrill of victory, and the sting of defeat. So far in our debates, my team has argued passionately about everything from gender quotas in political parties to the ethicality of horse racing. We’ve spoken and argued, swayed and convinced. We have felt fear when the opposition brought up a particularly effective statistic and we’ve experienced the rush of having an eloquent, perfectly-timed speech.

Debating can be tricky, and frustrating, and yes, it takes time and effort, just like everything else, but it is in so many ways incredibly rewarding. Hearing the adjudicator announce a win or seeing the other team fail to rebut one of your particularly persuasive arguments makes it all worthwhile. Debating, for me, has been an experience somewhat unlike any other. It is a battle of acuity, where a single mistake can cost you the round and time is constantly of the essence. And that’s why it’s enthralling and fascinating.

Ruby Cullen
Year Nine

Evatt in Schools

Early in May parts of the Infinity Centre were transformed into a venue for high-stakes politics and nail-biting international diplomacy. Thirty students, from Years Eleven and Twelve, took the opportunity to participate in the Evatt in Schools competition. In pairs, the students were randomly allocated nations that serve on the current United Nations Security Council. All morning they debated, amended and voted on resolutions on topics as wide-ranging and complex as enhanced interrogation and breaches of national sovereignty.

Evatt in Schools encourages the students to develop the highly valuable skills of research, debating, negotiation and, perhaps most crucially of all, thinking on one's feet. Many staff members who came along to watch the proceedings marvelled at the ability of students who, having received notes mid-speech, were able to incorporate this new information into their remarks without missing a beat.

In the negotiating room, national self-interest collided with the necessity of compromise as the students, representing their various nations, sought to champion, alter or defeat the motions put before the Security Council.

Evatt in Schools leads directly into the Evatt Trophy Competition. PEGS has an exceptionally fine history in this competition with many of our students making state and national finals in recent years.

Luke Cashman
Year Twelve Coordinator

IDAHOT Day

It is our hope that we are progressing towards a society truly accepting of all human experiences. Historically, people who identify with the LGBTQ+ community have been marginalised and have had their equality questioned. PEGS, and specifically the student group *PEGS*—at the Infinity Centre, organised IDAHOT Day on 17 May to send a resounding message - all people's identities are part of the common human experience and are to be accepted and celebrated. Students spent time colouring a vibrant chalk rainbow walkway where students gathered to write messages of support and inclusivity. Rainbow flags abounded on the backs of students.

The Social Justice teams at Gottlieb House and McNab House were equally enthusiastic in their support of IDAHOT Day. McNab House students spent time decorating the campus with positive messages and posters for the classrooms. There was a party atmosphere in the Gallery at lunchtime as students and staff gathered to make badges, sign the pledge banner, have their hair braided or their face adorned with a rainbow flag.

The day prompted interesting discussions and considerations of the rights of everyone and hopefully left an indelible mark that will remain well after the chalk has washed away.

Mirella Wong
Year Twelve





15 Solos About Us and 15 Reasons Not To Be In A Play

It was a blockbuster night of dance and drama with the dance item opening the evening. An evocative and eclectic soundscape introduced the audience to a mesmerising flow of shapes and movement as dancers appeared across the stage. Each performer in *15 Solos About Us* communicated a personal story through stylised and physical forms. Their proud ownership of the piece was evident in their performance.

A soft narrative featuring the recorded voices of the students, gave context to the choreography they had designed. Drawing from nature, architecture and their explorations of the world, the dancers delivered a clever and athletic piece. After controlling the shifting energy of the performance with precision, the group received vigorous applause. It was well deserved.

After the dance, the stage quickly transformed and the audience began hearing all of the *15 Reasons Not To Be In A Play*. An ironically titled drama, this performance saw a group of twenty actors from Years Nine to Twelve make light-hearted complaints detailing the horror of being forced into a school production.

The drama was developed out of a series of creative workshops and rehearsals. The cast studied a script, improvised and developed writing of their own to contribute to the show.

The common and familiar “reasons” their characters had for not wanting to perform, resonated with many who attended the performance. The cast’s ability to work together as a cohesive ensemble, with most performers on stage for the entire length of the play, was appreciated as well.

Jessica Gorlin
Director of Performing Arts





Music Notes

Department Concerts

This term the Music Department presented five concerts featuring Guitar, Music Technology, Suzuki, Strings and Brass students. There have also been performances from our VCE Music Performance classes. These concerts continue to provide the opportunity for students of all ages and standards to play solos or in small groups. Some of our youngest children performed with considerable confidence and bowed for their applause. The VCE Music Performance recitals were altogether a more serious affair with students performing some of their assessment repertoire in the auditorium.

Amanda Rowarth

Director of Music

Generations in Jazz

Every May for the past thirty years, something has been happening in Mt Gambier, South Australia. As the late autumn chill takes hold, a sizzling heat grips the town for one weekend - a heat that not only warms the body ... it nourishes the soul! The source is not a volcanic plume rising out of the famed Blue Lake. No, this heat is generated by jazz. Lots and lots of jazz being played by up to 5,000 students from all over the country, attending the Generations in Jazz festival.

It has been a long-held desire for our students to attend this festival and finally, this year, the opportunity arose. On the first weekend in May, eighteen students and three staff set off to participate in this unique and inspiring event. From our arrival late on Friday to our departure on Sunday afternoon we were immersed in a highly energised programme of performances, daily concerts and workshops presented by leading Australian and international artists.

We achieved a very commendable ranking of sixth out of 24 schools in Division 4. Particular congratulations go to trumpeter Saskia Paxton (Year Eleven) who was nominated as a member of the Division's "super band". All of the students and staff embraced the experience enthusiastically and look forward to participating again in the future.

Peter Bohmer

Deputy Director of Music

Major Concert One

On Tuesday 21 May, the first major concert of the 2019 season was held in the HR Stevens Music Centre auditorium. Our newest ensemble, Middle School Choir – Audacity, performed for the very first time. This young choir shared an indigenous song of welcome to introduce the evening and afterwards returned to the stage to perform a popular song complete with choralography. The Symphony Orchestra was the largest and loudest group, playing three substantial, challenging and varied works. The Percussion Ensemble performed two contemporary hits and finally the Brass Ensemble, at their first major concert, delighted the audience with tunes in Latin and Blues styles. Before and after the concert parents and friends enjoyed the convivial atmosphere in the foyer, complete with refreshments and music from the Gottliebsen String Quartet and Senior Boys Vocal Trio. It was a great night of music.

Amanda Rowarth

Director of Music







Maplewood Grove: The Box Set

Bringing together highlights from all seven episodes of this gripping crime drama, Maplewood Grove: The Box Set delivered a thrilling conclusion to its audience of fans. For months, the cast of Year Eleven and Twelve students had been dispensing small hints and clues, teasing out the storyline for their lunchtime audiences. The show's teacher and student fan club were fierce in their discussions and enjoyed theorising in an attempt to answer the question "Who Killed Holly Boyd?"

During two evening performances, the truth was finally revealed. Audiences were entertained by the eccentric Detective Tonks, who used some unconventional methods to uncover the mystery behind the crime. Holly herself helped investigate her own death, appearing as a haunting spectre and visiting each resident of the town.

The students involved in the play, handled the dark themed material with maturity and a sense of seriousness. They interspersed the weighty passages with some light, comic moments, but it was their emotional delivery of the more powerful scenes that really stole the show. To inhabit their tragic character roles properly, an intense level of introspection and thought was required from the performers playing each part. The senior drama students delved deep into their melancholic reserves to find what they needed for the play.

As it is each year, many of these students will now "graduate" from the drama programme that has been a part of their school experience since Year Seven. Maplewood Grove: The Box Set will form a fitting part of their legacy.

Jessica Gorlin
Director of Performing Arts





Conservation Club

Several weeks ago on a chilly autumn morning, I found myself in Woodlands Historic Park in Greenvale before dawn meeting Mr Scott and a Parks Victoria ranger who were spending the morning with us to monitor the Eastern Barred Bandicoot, an endangered species. There are only 1500 of these bandicoots left. They are extinct in the wild. We checked the traps set up in the grassland and witnessed a baby bandicoot being microchipped and released back into the reserve. It was a great privilege to be there as not many people have seen these bandicoots up close.

This was the latest in a series of activities undertaken by the Conservation Club. Other field trips in 2019 have included micro-bat trapping and catching Growling Grass Frog tadpoles at the school's Keilor Park site.

I joined the Conservation Club because I wanted to participate in activities that help us to understand and protect our environment. I have learned that every individual has the ability and opportunity to make a positive difference to the environment. If people are active within their community, change is possible.

I would strongly recommend the Conservation Club if you have an interest in the environment. I have enjoyed the chance to have a unique experience with our local wildlife.

Sarah Macphee
Year Seven

A change of uniform

New items of school uniform are ready to be introduced in September of this year. Navy jumpers and shirts with a navy stripe will be part of the formal uniform for all students. The new uniform will bolster our understanding that we are one school community. Students will be able to wear either the new or old uniform until the end of 2021 but not a combination of items from both.



Campbell Edwardes

On 27 April, the NAB AFL Australian Under 17 team played an Open Age team from New Zealand in an international match at Marvel Stadium. It was a curtain-raiser to the day's AFL match. Campbell Edwardes (Year Twelve) was selected in the team. It was a phenomenal moment in his football journey. Team members were presented with an Australian football jumper and shared in the great pride of representing one's country. Campbell ran out beside some of the best and most talented players in his age group. He took a few high flying grabs and snagged a great goal.

We look forward to watching Campbell's development over the next few years in what we hope is just the beginning of a long and fruitful football journey.

Joshua Toy
Coordinator of Sport (boys)



Luis Leeds Formula Four Triumph

When Luis Leeds is not studying for his VCE, he is literally living in the fast lane. Luis has had a passion for fast cars from a very early age. He left the school at the end of Year Ten to spend time at Silverstone, in the UK, and on the European racing circuit finetuning his driving skills. This year, while back at school, his successes have continued. In March, he competed in Formula Four at the Melbourne Grand Prix. Winning his heat, he competed in the final, travelling at speeds in excess of 200 km/hour for a podium finish. Luis backed this up on 18 May, when he competed in Sydney winning all three of his races. Luis is currently on top of the leadership board in the CAMS PAYCE Australian Formula 4 Championship. He is hoping to maintain his winning streak.

Catherine Lane
Director of Sport

Elizabeth Watson Australian Netball Vice Captain

Liz Watson (Class of 2012) is one of our most accomplished netball players. She captained the PEGS Netball team in 2012 and since then she has gone from strength to strength. In 2014 the Vixens selected her and in 2016 she was called up to play for Australia. She achieved a silver medal at the Commonwealth Games in 2018 and she has just been awarded the role of Vice Captain of the Australian Netball Team for the upcoming World Cup in England. When not competing for Australia she still finds time to coach our up-and-coming netball players.

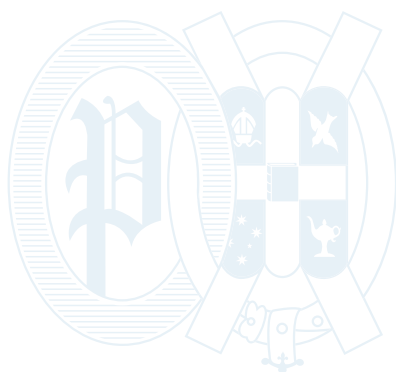
Catherine Lane
Director of Sport



Fencing successes

Fencing was re-introduced at the school four years ago and has proven to be very popular. On Sunday 19 May, the school fielded four teams in the women's division of the Victorian Schools League epee team competition. We had many first-time competitors who battled nerves and uncertainty. Even so, strong performances and potential were obvious. Our girls' Senior Team - Fatima Kailani, Cassidy Nguyen, Aurora Carli – received a Silver Medal, with the girls encouraging each other greatly throughout the day. Our Junior Team - Amy Todd, Christina Anastasiadis, Suhayla Sen - won a Bronze Medal. The girls fenced strongly and won their bouts convincingly on their way to the finals.

Loretta Bretherton
Team Manager



State Swimming Championships

On Wednesday 24 April, as most PEGS students were enjoying the last week of their holidays, a group of our elite swimmers from our Junior Schools gathered at the Melbourne Sports and Aquatic Centre to compete in the School Sports Victoria State Swimming Championships. We had seventeen competitors - three individual swimmers and five relay teams. The 9/10 Girls relay team - Violet Falzon, Maddie Hateley, Angelina Nguyen, Isabella Khalil - performed extremely well finishing second. Isabella also competed in the 50 metres Backstroke and finished fourth. She has been chosen in the Victorian team and will compete at the Nationals later in the year. Jonathan Nguyen was fourth in the 9/10 years Butterfly and Lloyd Birch came second in the 12/13 years Backstroke. Other results included a third for the Medley relay team, a third for the 11 years Freestyle relay team and a fourth for the 12/13 years Freestyle relay team. While the competition was very strong, PEGS had a very successful event, coming away with lots of medals and personal best times. The highlight of the day was definitely the 9/10 boys 50 metres Freestyle relay event when our team - Dante D'Alesio, Lachlan Gilbertson, Jonathan Nguyen, William Cheah - came from behind to take first place and the state title.

Troy West and Brett McQueen
Junior Schools' Sport Coordinators



From the Archives

Brigid Cooper Archivist

The Mystery Autograph Book

Everyone loves a puzzle and the latest donation to the Archives has been a historical challenge.

Bought at auction in a box of old books, a beautiful autograph book caught the attention of its new owner and she decided to do some research on the names. She discovered that the often-signed AVGHS was an abbreviation for Ascot Vale Girls' High School, one of the early names for Penleigh Presbyterian Ladies' College. We are delighted that she decided to donate the little book to the school as we have very few objects from this part of our school history.

Heather Smith, the original owner of the book, was a significant local identity. She was well-known in the area for her untiring efforts to raise money for charitable causes and her encouragement of music and literature. She obtained an Arts Degree from The University of Melbourne in 1926 and held regular "musical evenings" and "lantern lectures" until the 1940s.

Here is an excerpt from The Herald, 23 May 1938:

A lover of homelife and music, Miss Heather Smith with musical evenings at her home, "Roseneath" Moonee Ponds, has raised nearly £2000 for charities since 1930.

Miss Smith, who sings and recites herself (but never at her own evenings), believes in the encouragement and development of youthful talent.

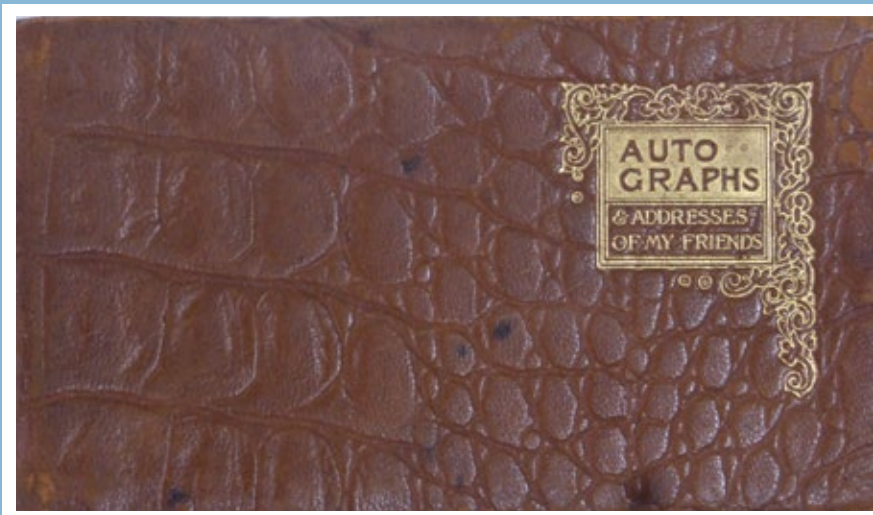
As many as 300 people can be accommodated at Roseneath gatherings, as the villa has three reception rooms which open into one another, providing a hall 55ft. long, with a stage at one end. You may wonder how Miss Smith seats all those guests. She does not have to hire chairs, as she has 270 portable ones which were made by returned soldiers.

There are two Roseneath choirs— a mixed choir and a male choir.

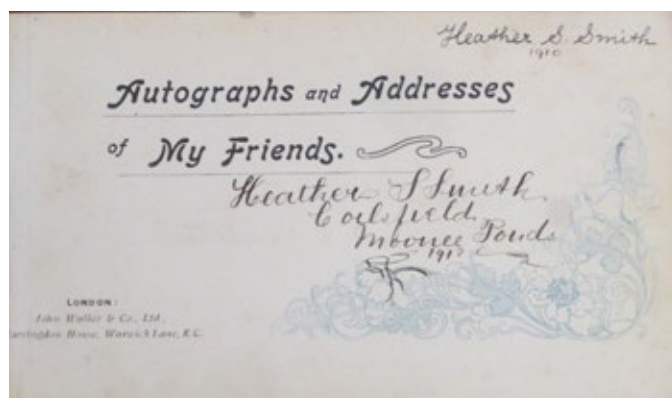
There is a Roseneath Musical Scholarship open to instrumentalists and singers in the district over 16 and under 27 years. Valued at 32 guineas, it enables the winners to have a year's tuition at the University Conservatorium or with their own teacher.

Roseneath has its own paper, The Roseneath Record, published quarterly and edited by Miss Smith [and] a free lending library. There are 400 books in the library, which is supervised by three librarians. The books are catalogued and numbered and are the collection of the hostess's parents and herself.

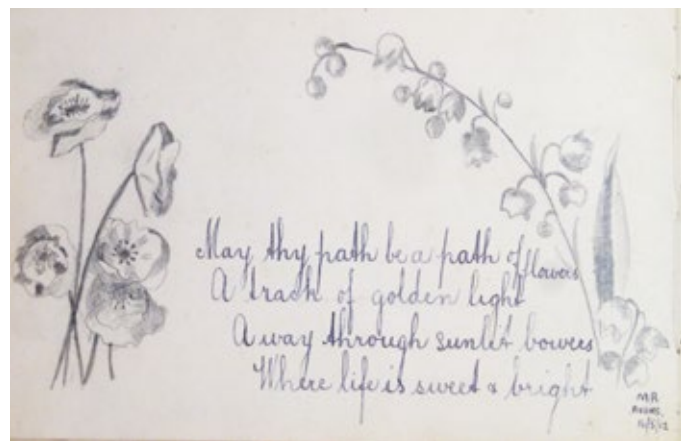
In recognition of her fine work, the citizens of Essendon gave her a civic reception at the Town Hall, Moonee Ponds in 1934, and presented her with an illuminated address bearing the names of 13 local auxiliaries.



The cover of Heather Smith's autograph book
(Donor: Julie Scott [PEG06608])



The title page of Heather Smith's autograph book
(Donor: Julie Scott [PEGS06608])



: A little verse from Ascot Vale Girls' High School Student, Fabian Lawrence
(Donor: Julie Scott [PEGS06608])



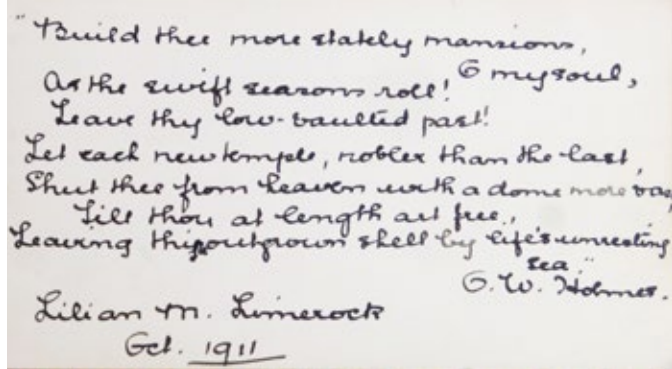
Miss Heather Smith, pictured here as the Secretary of the Ad Altiora Club, an association for former students, in the Penleigh Magazine in 1918



A dainty flower sketch from Beth Wilson, Ascot Vale Girls' High School student
(Donor: Julie Scott [PEGS06608])



A sweet sketch from "MR", possibly Myrtle Royle, Ascot Vale Girls' High School student
(Donor: Julie Scott [PEGS06608])



Inspiring poetry from Miss Lilian Limerock, Vice-Principal of Ascot Vale Girls' High School, later Principal of Penleigh Girls' School (Donor: Julie Scott [PEGS06608])



Sketch and poem by May Jeffs, Ascot Vale Girls' High School student
(Donor: Julie Scott [PEGS06608])

PEGS Business Network

Event 1: The Power of Social Media

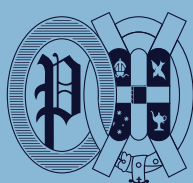
Our guests heard all about the impact of social media on our lives both socially and for business from guest speakers, Rita Zonius, The Enterprise Social Engineer, and Nicole Wagenecht, ReachLocal, at our first presentation for the year.

The event, our first in Essendon, was held at Hyatt Place. Three BMW vehicles were on display and approximately 100 guests enjoyed the topic, networking and the delicious lunch. We also re-launched the 2019 PEGS Business Directory with over 50 businesses advertising their products and services this year.

Many thanks to Essendon BMW as our presenting partner, the guest speakers and all attendees.

Jordan Leask

Head of PEGS Business Network



PEGS BUSINESS NETWORK

Event 2:

Health, Wellbeing and Elite Performance

DATE: Friday 19 July

TIME: 12 noon

VENUE: RACV Club, Level 2 Club Pavilion, 501 Bourke St, Melbourne, 3000

COST: \$70 per person includes 2 course meal with drinks at bar prices.

Proudly Supported by Essendon BMW

Join us to hear Ricky Langford, one of Australia's leading experts on health and elite work performance. Ricky is the creator and director of Healthy Business Performance and a contributing author to *Switched on Health Professionals*. He has worked with numerous high performance organisations.

Do not miss this event – it will have you performing at your personal best, both at work and at home and leave a lasting impact on improving your health and performance.

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

2019 PEGS Business Directory

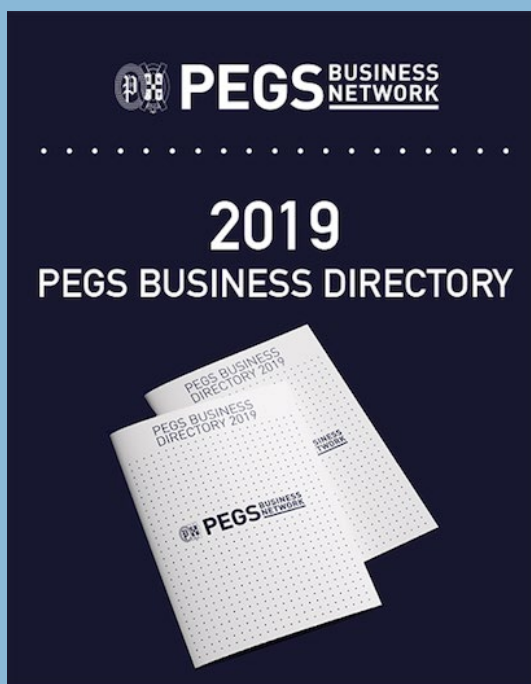
The newly re-launched Business Directory is an annual digital publication that provides a platform for businesses and business people in the PEGS Community to promote their products and services.

In 2019 we were pleased to formally re-launch the directory. It will be shared by over 10,000 members of the PEGS Community, through social media and our network of parents, families and former students.

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

You can view the 2019 PEGS Business Directory at:

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



Former Students' Association News

Alumni Spotlight Fiona White, Class of 2002

Fiona White is the director and principal physiotherapist for Own Body Mobile Physiotherapy and Rehabilitation. Fiona was awarded the Victorian Small Business Winner for the 2019 Telstra Business Women's Award.

What have you been doing since leaving PEGS in 2002?

I went straight to Melbourne University where I studied Physiotherapy for two years, took a gap year when I worked in the fitness, retail and hospitality industries, then returned to complete my degree. Once I graduated I worked in various fields of physiotherapy, spent a season snowboarding overseas, travelled and eventually created my business Own Body, which I have now been running for ten years.

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

I loved Maths; it came reasonably easily to me and there was always a single correct answer if you looked hard enough.

Was there anyone who inspired you?

I remember most of the teachers were really invested in our progress. I often had questions about my performance in tests or assignments, and the teachers were always welcoming of me wanting to understand where I could improve.

Tell us about Own Body?

Own Body is a home visit physiotherapy and rehabilitation service. We primarily work with the elderly, post-operative patients and clients with disabilities. We have around 50 therapists across three states supported by an admin team of five. We focus on enabling our clients to be independent, safe and pain free and remain in their own homes. I believe that hiring great people is the key to running a successful business.

What's your favourite memory of PEGS?

Without a doubt; the co-curricular activities! I have fond memories of being occupied with an activity almost every night after school. I played netball, volleyball, was in the swimming team and even attempted concert band. PEGS offered great opportunities for interschool sport. I loved Friday night bus trips to volleyball in Kew, netball trips to other schools and swimming carnivals. I studied very hard and loved the release that sport and fitness gave me; I must have been an early adopter of work-life balance movement.

What advice would you give to young PEGS alumni?

1. Find and develop your strengths and passions. I would have been considered a nerd at school: I was smart, I worked hard and strived for success; all of this helped me get where I am today.

2. Choose your own path. Before I started Own Body, I had a secure job in a rehab hospital which I loved. I was doing incredibly rewarding work helping people walk again after head injuries and strokes. Yet I knew I was capable of more. There was a gap in the market for home delivered physio and I was frustrated that no one was providing it, so I worked out how it could be done. I can now make a much bigger impact through my business, facilitating my team to connect with clients in their homes in a way that was not previously available.

3. Balance is vital. Seek experiences that will enrich your life by bringing joy AND enabling you to work towards your goals..

4. If you want to be a successful entrepreneur, you must develop the skills and discipline to make it happen. I don't know a single successful entrepreneur who works less than 50 hours per week, or at least did so for the first 10-15 years in their business. Oh, and take everyone's advice (including mine) with a grain of salt.

What do you do in your spare time?

I live in St Kilda with my partner Nick. We absolutely love it and take full advantage of the bay and beachside lifestyle, especially walking, cycling and skateboarding along the foreshore.



50 Year Reunion

Class of 1969



There were 32 of us who met at the Keilor East Campus and although the weather was threatening, the greetings were warm and heartfelt. Initially, we congregated in male and female groups as PEGS hadn't been formed when we left school in 1969.

We soon mingled, photos were taken and then it was onto the bus and off to the other campuses. Mina Pitliangas (Director of Finance) impressed us with statistics such as the MCG size of the football oval at the huge sporting facility. The Junior School in Essendon was almost unrecognisable to the boys and many claimed the hall had shrunk! As for the 'old swimming pool', there wasn't one during our era!

More photos and off to Moonee Ponds. Many of the buildings the 'girls' were in have been replaced by bigger and better classrooms but the hall was pretty much as we remembered it. Land has been acquired and the grounds are just so much more spacious.

Photos again and then back to Keilor East where we toured the Infinity Centre – what an amazing facility! So open and university-like very different from our later years at school. We all commented on how fortunate today's students are to have such wonderful learning environments.

Most of us then travelled to "Legends" at Moonee Valley for drinks and dinner. Former teachers who also attended the reunion included Mary Armour, John Birt, Barry Church, Mike Clutterbuck, David Kershaw and Leo West. Thanks to Brigid Cooper (PEGS Archivist), we were able to scrutinise old school photos trying to recognise our younger selves and find the names of teachers we'd forgotten by looking at copies of the Triune and Black Watch, our school magazines.

As email addresses and phone numbers were swapped everyone agreed it had been a wonderfully fulfilling day. Special thanks to Lisa Leask (PEGS Former Students Association and Business Network Coordinator), Brigid Cooper and Mina Pitliangas for their guidance, assistance and support in organising the reunion.

Chris Angus, Ian McLeod, Ian McNab, Donald Rainey, Christine Sifonios (Organising Committee)



FSA Functions 2019

10 Year Reunion – Saturday 27 July 2019

20 Year Reunion – Saturday 24 August 2019

30 Year Reunion – Saturday 7 September 2019

40 Year Reunion – Saturday 19 October 2019

Golf Day – Monday 16 December 2019

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

Private Functions

Golden Girls' Luncheons -

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

2019 Dates – 10 July and 13 November

PEGS Business Network Functions

Health, Wellbeing and Elite Work Performance Event

Date: Friday 19 July 2019

Time: 12noon

Venue: RACV Club, Level 2 Club Pavilion, 501 Bourke St, Melbourne.

Cost: \$70 per person includes 2 course meal with drinks at bar prices.

With Guest Presenter Ricky Langford. One of Australia's leading experts on health and elite work performance.

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

LinkedIn:

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

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

Facebook

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

Announcements

Deaths

Clara Joyce (Joyce) Haining [Penleigh Staff 1947 – 1953; later Deputy Headmistress at Strathcona Baptist Girls Grammar], on 15 April 2019, aged 98.

Joyce Margaret McKinnon (née Banks) (Penleigh Boarder 1936 - 1937), on 11 December, aged 97.

Elizabeth (Liz) McMaster [Class of 1991], mother of Ryley [current student], daughter of Wendy (née Williams) [Penleigh Class of 1960] and Ian McMaster [EGS Class of 1961], sister of Krissi [Class of 1989] and Patrick [Class of 1992], granddaughter of Frances (née McNab) [Penleigh 1920 - 1931] and Keith Williams [Northern Grammar 1926 - 1930], granddaughter of Nancie (née Sheridan) [Penleigh 1927 – 1938; EGS Staff 1957 - 1960] and Hamilton McMaster, on 6 April 2019, aged 45.

Marriages

Chloe Johnson [Class of 2000] and **Antoinette Sagaria** [Class of 2003], on 6 April 2019.

Adele Wagstaff [Class of 2009] and **Emily Bray**, on 25 May 2019.

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





The Mother's Day Stall

The Mother's Day Stall is a very important experience for our children at Penleigh and Essendon Grammar School. Conducted each year at our Junior Schools, the Mother's Day Stalls allow our students to show their appreciation of their mothers.

Children were able to purchase gifts for that special person to give on Mother's Day. The number of parents who were involved this year was truly remarkable. Without the help of parents the Mother's Day Stall would not be possible.

On behalf of all the students and the Friends of PEGS, thank you so much for your support.

Lyn LoMoro
FoPEGs Coordinator




In Form Assembly we learned how to sew on a button, how to shake hands properly and how to polish our shoes. These were all part of the YESS (Year Eight Special Skills) programme. One thing is for sure, we all know how to tie our ties now.

Michael, Year 8



A photograph of two young boys in school uniforms. The boy in the foreground is wearing a white shirt with thin red vertical stripes and a blue tie. He is looking slightly to the left with a focused expression. The boy behind him is out of focus, wearing a dark maroon sweater over a white shirt. The background is blurred, suggesting a classroom or assembly setting.

PEGS Community Report 2018

A photograph of several students in school uniforms on a staircase. One student in the foreground is blurred while moving down the stairs. Two other students are standing on the stairs, looking at each other and smiling. They are wearing dark blue tracksuits with a crest on the sleeve. The background is a wooden wall.

After cleaning up the kulam, I realised that even though I'm only one person in a world of millions, I can make a difference. It made me think that everything begins from the ideas of one person. It then evolves into a group of like-minded individuals who want to make a difference.

Student volunteer, Leadership Development Programme, Sri Lanka

Our Philosophy

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

Our Objectives

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

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

The objectives of the School are:

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

Board of Management

Mr B Henderson, *Chairman*

Mr D Whiting, *Vice Chairman*

Mr G Aplin

Rev P Blacker

Mr D Cerantonio

Mr C Clausen

Dr E Dapiran

Mr P Davey

Mrs B Deery

Mr R Gottliebse

Mrs W McMaster

Mr P Phelan

Dr D Pitkin

Mr A Smith

Dr S Tsang

Chairman's Message

The establishment of the new McNab House for Middle School girls at the start of 2015 saw the end of the school's largest ever building programme which included the reconfiguration of the school. While a number of significant refurbishments have subsequently occurred at the Moonee Ponds and Essendon campuses and at camp, the last few years have focussed on the enhanced management of a school whose enrolment numbers are steadily growing and will continue to do so until 2021.

The diversification of the school's offerings in both curricular and co-curricular areas – including the introduction of three new VCE subjects in the last two years – and the introduction of the expanded structure of coordinators, initially at the secondary levels and, from this year in the Junior Schools, better to support student performance and wellbeing, are examples of change at the school. Other articulations include extra charter bus services, new church service schedules, the rollout of additional online services and new Saturday sport bus arrangements. Some of these changes have been driven by the changing scale of the school.

The school is ready for the next stage of its physical development. While the refurbishment and extension of the Music House at the Essendon campus is long overdue, the imminent expansion of facilities at the Keilor Park sports grounds has been driven by the growth of both the school's sports programme as well as the increased popularity of our alumni sports associations.

More noticeably, the school is, after years of planning, about to embark on construction of extra gymnasium facilities at the Keilor East campus. In addition to two new courts and associated changeroom facilities, the project will provide two classrooms, large fitness and multi-purpose rooms, another space for drama, a hospitality area overlooking Frank Shann Oval and the capacity to host school assemblies and other functions for up to almost 2000 people.

Simultaneously, the school is now offering international experiences to a very wide range of students. Previously confined to senior language students and some elite sports teams, there are now tours to parts of Asia with a focus on volunteerism, culture tours – Italy and the US have been initial destinations – and the exceptionally popular study tours to NASA. Lower secondary students participate in some of these tours. The annual Year Six tour to Canberra, with a focus on government, is another new offering at the school.

All of these tours are icing on a PEGS education. It is the rigour and engagement occurring daily in the classroom that remains at our core. While students need to know about opportunities, they also need a wide range of skills to exploit these opportunities. This Community Report speaks to the core work of the school as well as the numerous additional opportunities offered for our students. It also, perhaps indirectly, alludes to the incredible work done by our teachers and other staff to help realise these opportunities.

I encourage you to read our 2018 community report alert both to what our students achieve and the efforts of the school to assist and enhance these achievements. Together, they made PEGS an extraordinary school.

Bruce Henderson
Chairman



We'll make our own path,
our own choices and our own
mark on the world.

William, Year 12

A day especially for Year Eights was McGotty Day where our future class of 2022 completed activities as a co-educational class. Some activities that we completed were a trivia competition and building straw towers in the hope that they would hold a tennis ball for a minute.

Siyoda, Year 8



The PEGS experience: 2018

With an enrolment of more than 2700 students at campuses situated in Essendon, Keilor East and Moonee Ponds, PEGS offers a rigorous academic programme, encouraging a love and respect for the challenges of learning whilst remaining sensitive to individual abilities and circumstances. A framework of cultural, spiritual and sporting activities promotes student engagement and supports our aspirations for the development of mature, socialised and discerning young adults.

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

Our commitment to a growth mindset, fostering an approach to learning which views challenges as learning opportunities continues to guide our teaching and learning. Our students are offered many opportunities to engage with complex ideas and open-ended tasks which are accessible to all students without presenting a ceiling which limits achievement. Our classrooms inspire academic growth from Prep when students are encouraged to value their efforts to Year Twelve when tertiary transition becomes the next step.

In recognition of the centenary of the end of World War One, the theme for 2018 at PEGS was Peace. Our students were encouraged to explore the breadth of meaning and expectations associated with the notion of Peace on an international scale and in their immediate community. Coincidental to our theme of Peace, students have been offered more diverse opportunities for international travel and learning. By each of these experiences our students understanding of their place in the world is deepened and their capabilities are expanded.

Significant professional learning for our teaching staff has continued through collaborative investigations under the guidance of Dr Ron Ritchhart from Harvard University and participation in The University of Melbourne Network of Schools. A focus has been the improvement of student writing and in particular, the capacity to reason with evidence more effectively in non-fiction writing.

The school website has been extended to support online enrolment and scholarship applications. Together with the intranet service, PEGSpace, the site addresses the ever-expanding role of digital media for communication with students and parents as well as informing the wider community.

Major building works of the past decade were already completed but additional work at Essendon and Moonee Ponds resulted in the expansion of enrolments in both primary sections in 2018, with intakes at Years Three and Five. Three streams of students were in place at every primary level for boys and girls at the beginning of 2019 and apart from occasional vacancies, new enrolments are now accepted at Kindergarten, Prep, Year Seven and Year Eleven levels only.

The PEGS experience: students in focus

Curriculum and academic achievement

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

VCE results

All 237 candidates successfully completed the VCE.

One student achieved the highest possible ATAR score of 99.95, with another student scoring 99.90. A total of 19 (or 8 per cent of our students) were placed in the top one per cent of students in the state, with ATAR scores of 99 or above. The median ATAR score at PEGS was 86.50, placing 50 per cent of our students in the top 13.5 per cent of the state.

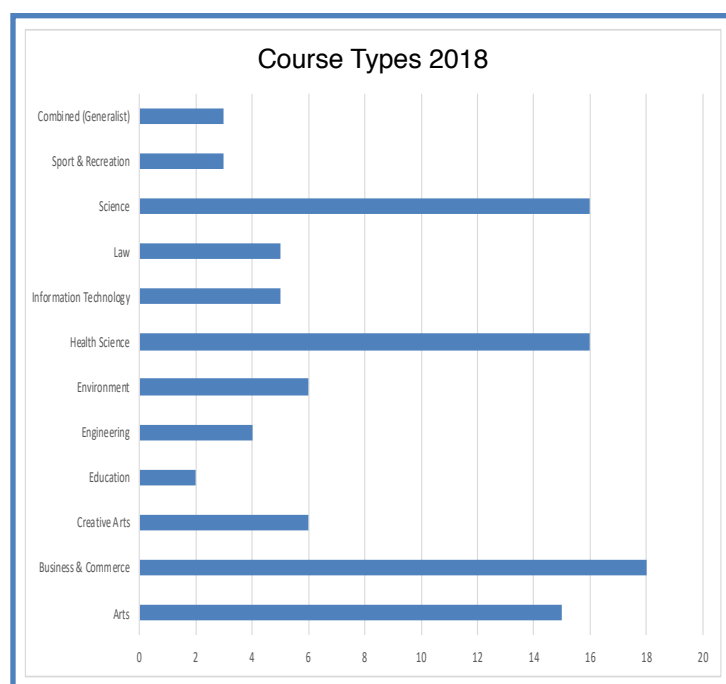
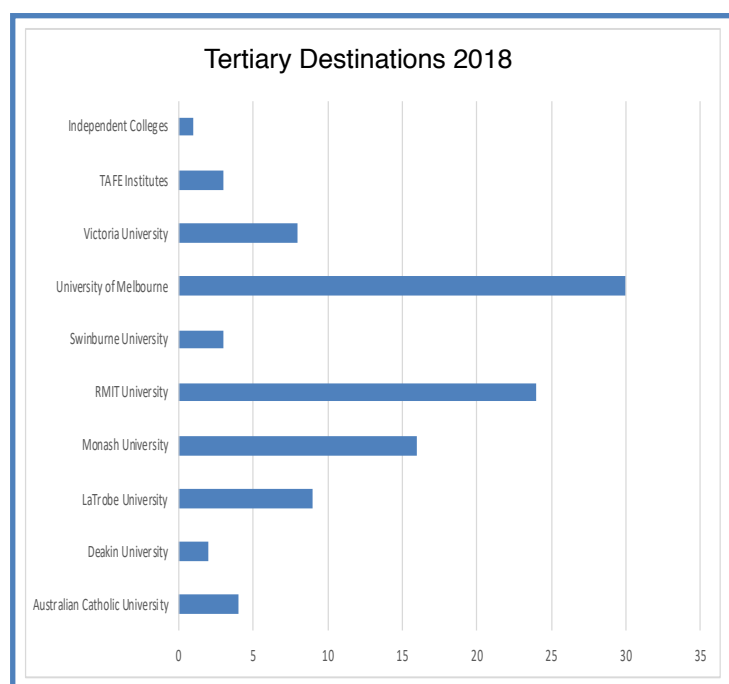
All VCE subjects are scored out of 50 and, in each subject, less than 8 per cent of candidates statewide obtain a score of 40 or above. At PEGS 24 per cent of all study scores were at or above 40. The median study score was 35 out of the possible score of 50. These results matched those of 2017. Perfect scores of 50 were recorded on 15 occasions and in the following nine subjects: Accounting, Biology, Chemistry, English, Economics, French, Further Mathematics, Mathematical Methods, Physical Education.

Three students received Premier's Awards acknowledging outstanding performance in a VCE subject: one each for Accounting, Biology and Further Mathematics.

Three students were awarded Scholarships to The University of Melbourne and five were offered scholarships by Monash University.

The University of Melbourne remains the most popular tertiary destination for our students and Commerce/Business, Health Science, Science and Arts were the most popular tertiary courses in that order. 73 per cent of our students were offered their first tertiary preference and 97 per cent received an offer for one of their first three tertiary course preferences.


Destinations of students completing VCE in 2018 are summarised below:





**When lunchtime comes I like to play in
the soccer competition with my mates.**

James, Year 5

A young girl with long brown hair tied in a high ponytail with a blue ribbon. She is wearing a green polo shirt and is smiling while looking down at a white document she is holding. The background is blurred, showing other people in a classroom setting.

When we work together we ask "Where to next?" and that helps us think about our learning.

Emily, Year 1

Literacy and numeracy benchmarks

Students in Years Three, Five, Seven and Nine participated in the annual National Assessment Programme – Literacy and Numeracy (NAPLAN) tests. The percentages of students who met the national minimum standards in reading, writing, spelling, grammar and punctuation and numeracy remain close to 100 per cent at all levels. A comparison of results from 2016 to 2018 is recorded in Table 1.

Table 1: **Percentage of PEGS students achieving national minimum standards**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
2018	100	99	99	98	99
2017	99	100	100	99	100
2016	100	100	100	100	100
Year 5					
2018	99	98	99	99	99
2017	100	100	100	100	100
2016	99	100	100	100	100
Year 7					
2018	100	99	100	100	100
2017	100	100	100	100	100
2016	100	100	100	100	100
Year 9					
2018	100	97	100	100	100
2017	99	98	100	98	100
2016	100	98	99	99	100

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

Table 2: **Comparison of State and PEGS median scores**

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
State 2018	445	428	429	448	418
PEGS 2018	474	453	452	467	455
Year 5					
State 2018	515	477	511	502	499
PEGS 2018	540	501	539	559	551
Year 7					
State 2018	549	512	548	544	552
PEGS 2018	591	558	585	600	601
Year 9					
State 2018	592	558	590	583	598
PEGS 2018	641	595	644	640	655

Standardised tests and competitions

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

In Mathematics

Australian Mathematics Competition – 7 Year Level Prizes, 27 High Distinctions, 169 Distinctions
The University of Melbourne/ACEMS Secondary School Mathematics Competition – Senior Division: First Prize and Sir Thomas Cherry Prize, 3 Certificate of Merit Awards
Junior Section: Outstanding Award, 3 Certificate of Merit Awards
Maths Talent Quest (Primary) – National Outstanding School Award;
Individual awards – National level: 3 awards - including Year 2 individual awards and La Trobe University Award, State level: 14 High Distinctions or Distinctions

In Science

CSIRO STEM Professionals in Schools – 11 participants
National Youth Science Forum – 6 participants
Australian National Chemistry Quiz (Years 7 - 12) – 10 High Distinction Excellence Awards, 67 High Distinctions, 66 Distinctions
Big Science Competition (Years 7 - 10) – 28 High Distinctions, 64 Distinctions

In Languages

CLTAV Chinese Speaking and Performance Competition (Year 10) – Second and Third Prizes
CLTAV Chinese Reading Award – 2 Medallions
French: Alliance Française Competition: (Year 11 – 12) - 11 finalists, (Year 7 – 10) – 39 finalists
German: Goethe Poetry Competition Senior level – 4 Prizes
Indonesian Language Teachers Association Oral Competition (Year 11) – 6 finalists

Co-curricular participation

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

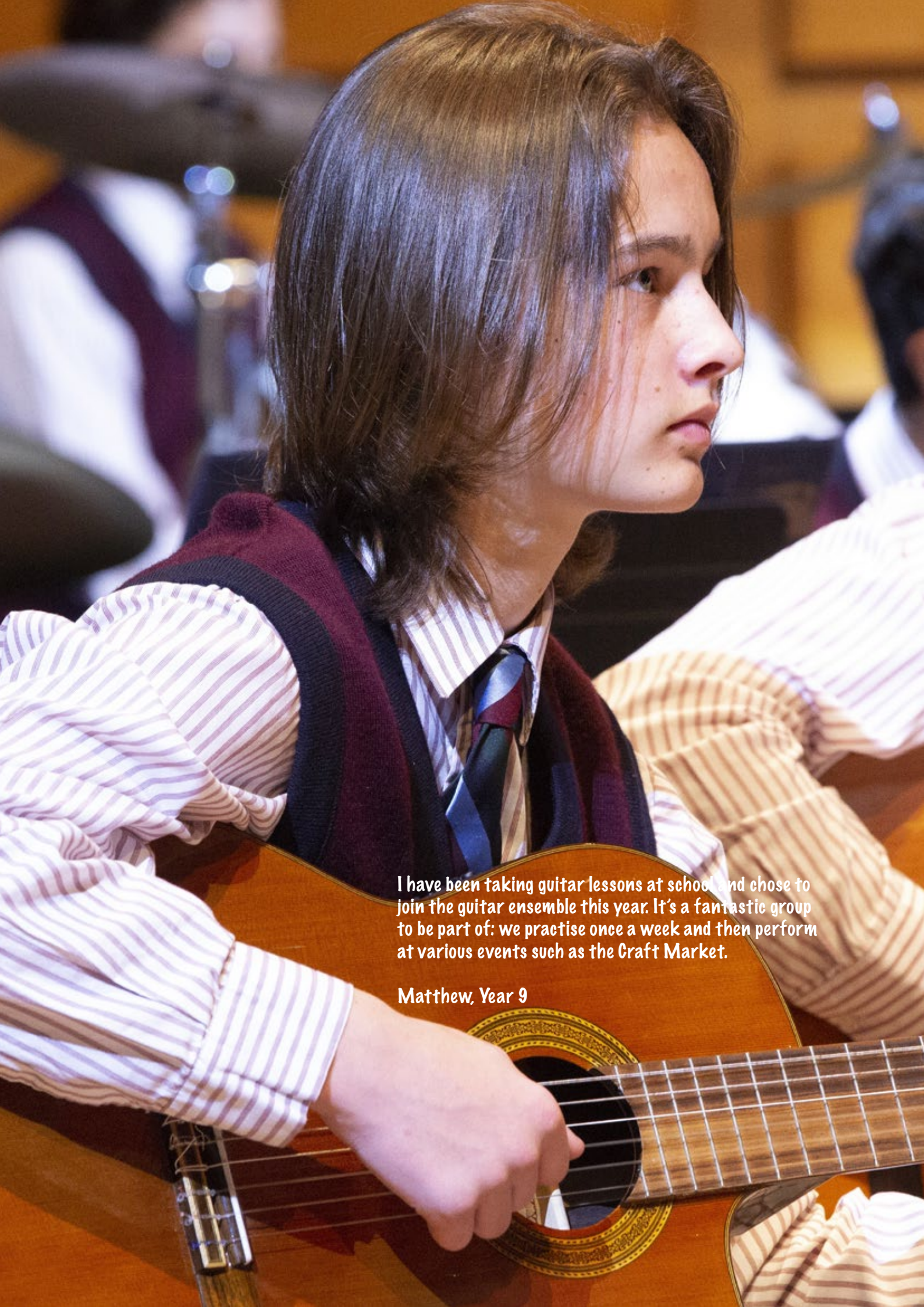
Highlights of 2018 included:

In the Performing Arts

Music: the major series of three concerts presented performances by Senior and Junior ensembles with the focus of the third concert being our theme for 2018 of Peace. Additional performance opportunities included One School Day, the school musical which featured an ensemble of 17 student musicians supported by two staff members, instrumental department concerts, school assemblies and recitals focussing on VCE student repertoires. The annual Carol Service held in St Paul's Cathedral in the final week of the school year again showcased the talent and commitment of Senior and Junior Choirs and brass and string players.

Drama: the student-developed serial drama *Great Heights* Season One returned as a series of lunchtime episodes as *Great Heights* Season Two. The new season included a musical episode and a mostly silent episode highlighting two minor characters from the series. Once again, the combined performance found a wider audience as a Box Set.

Children of the Black Skirt was performed by a cast of mostly younger students in Term Two. The performers traced the sombre themes of orphaned children in Australia's past with sensitivity and maturity.



I have been taking guitar lessons at school and chose to join the guitar ensemble this year. It's a fantastic group to be part of: we practise once a week and then perform at various events such as the Craft Market.

Matthew, Year 9



The production of *The Addams Family* made us just that; a family. After many weekends and late nights together I would expect nothing less.

Oscar, Year 10

Dance: The Dance Company welcomed many new members and worked as a coordinated team to present two performances: *In Flux*, in Term Two, and *Context*, late in Term Three.

In Flux, presented a constant state of transition with various dance styles representing a shifting organism which swells and recedes. *Context* was built around dance elements that the students had devised individually and employed a transformation from an almost empty space into a number of separate rooms and viewing windows as the dancers manipulated ropes and beams into new shapes and positions.

Musical: A talented team of over 60 performers, musicians and backstage crew offered audiences an evening of ghosts, ghouls and gullible humans with *The Addams Family*, performed over four nights in August. Offering a complex script and score featuring classic ballads, pop and Latin rhythms, *The Addams Family* provided exceptional challenges which were conquered with creativity and goodwill by the cast and band. The sell-out season confirmed the enthusiastic audience response.

PEGSfest and **One School Day** again showcased the performing arts. Open rehearsals were conducted by music ensembles, and One School Day included instrumental and vocal performances, dancers and an encore of highlights from *The Addams Family*.

In Sport

Boys AGSV Premiers: Football, Soccer, Tennis

Girls AGSV/APS Premiers: Tennis

Triathlon: State Schools' Champions on the tenth occasion in the past eleven years

46 students were selected as representatives in ten sports in AGSV combined teams.

In Public Speaking

DAV schools competition: Competed in Years 9 -12 competitions

UNSC Evatt Trophy: State finalist

UN Youth Voice: Junior Division, First Place and Honourable Mention

Plain English Speaking Award: State finalist

Student surveys

A total of 1177 students from Years Five to Ten completed the biennial LEAD survey of student satisfaction and quality of teaching conducted in conjunction with Independent Schools Victoria. The participation rate equates to a margin of error of 1 per cent. Results were compared with those reported for a consolidated reference group of 120 participating independent schools. A mean score of 7.81 out of a possible 10 for 'Overall satisfaction - I am happy to be at this school' was recorded for our students and compared favourably with a mean score of 7.59 for the reference group.

While some variability was evident between Sections, overall, students recorded above average levels of satisfaction with the academic programme offered and identified learning outcomes, opportunities for personal development, encouragement to respect individual differences and develop peer relationships as strengths. Students recognised the high quality of available resources, including technology, and the attractive and well-maintained school environment.

High scores in the quality of teaching component of the survey were recorded for the Academic Rigour area, with students reporting that their teachers were knowledgeable and encouraged them to improve the standard of their learning.

The LEAD exit survey of Year Twelve students examined perceptions of the effectiveness of school practice. Results at PEGS compared favourably with scores for the reference group from 94 participating schools recorded since 2009 with a global satisfaction score for PEGS of 8.20 compared favourably with the reference score of 7.63.

As in 2017, best practice areas included Academic Programme, Learning Outcomes, Teacher Quality and Resources, with Transition named as an additional strength. Students felt well prepared for the next phase of their lives.

Attendance and retention

Enrolment numbers from Prep to Year Twelve at the end of 2018 was 2,591 students and the average attendance rate was 95.2 per cent. The attendance rate was relatively consistent across all Sections of the school as summarised in Table 3.

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

Primary	Percentage attendance	Secondary	Percentage attendance
Prep	95	Year 7	95
Year 1	95	Year 8	94
Year 2	95	Year 9	93
Year 3	96	Year 10	94
Year 4	95	Year 11	97
Year 5	96	Year 12	98
Year 6	96		

From a total of 232 students enrolled in Year Nine in 2015, 225 remained at PEGS in 2018. This is a retention rate of 97 per cent.

The PEGS experience: staff in focus

In 2018 the school employed 280 teachers in 260.5 full time equivalent positions and 142 non-teaching staff in 121.6 full time equivalent positions. All teachers were suitably qualified and registered with the Victorian Institute of Teaching. All classroom teachers hold a teaching degree or higher qualification and 21 per cent of teachers held a Masters degree or higher qualification. The teacher retention rate was 92.14 per cent and non-teaching staff was 86.62 per cent. The staff attendance rate was 97.1 per cent.

Professional Learning

Professional learning activities were available to all staff including teaching and non-teaching staff and all staff are required to complete a professional learning plan annually. In total, 14916 hours of professional learning was completed in 2018. On average, each full time equivalent teacher completed 6.5 days and each full-time equivalent non-teaching staff member completed 2.9 days of professional learning.

Approximately 1.4 per cent of total remuneration was invested in professional learning. The professional learning programme continued its strong focus on developing a Culture of Thinking. In 2018 forty-three teachers completed the Harvard University course, 'Making Thinking Visible'. Over the past six years, 214 teachers have completed this course. Another long running programme was Inquiry Action training led by Ron Ritchhart. Twenty-nine teachers completed training and worked in focus groups to develop strategies and routines for deeper thinking and learning experiences for students. Forty-six primary and middle school teachers worked with Terri Campbell on enhancing their practices in teaching literacy. In-house sessions were also held regularly and teachers were encouraged to attend targeted external professional learning activities to address specific learning priorities and all teachers completed training to support students with individual needs.

2018 was the final year of The University of Melbourne Network of Schools (UMNOS) programme, which aimed to impact collectively on improved student learning outcomes in literacy through a structured programme that focuses on teaching and learning, and informs, builds and uses the evidence base of The University of Melbourne.

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

In 2018 staff members completed 1737 hours of First Aid training, including CPR, Asthma and Anaphylaxis and CPR refresher training.



The journey through Middle School is a time when students undergo dramatic growth and development. One of the essential questions we ask ourselves is "Who are our students becoming as learners as a result of their time with us?"

A Middle School teacher



In 2006 we were Preps with gaps in our front teeth and oversized uniforms. These past 13 years will be forever what made us whom we are; now it is up to us to determine whom we will become.

Katherine and David, Year 12

ICT training continued, with eLearning coordinators providing in-house training to improve teacher digital literacy. "Techie Breakies" provided short targeted training sessions in ICT.

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

Staff Feedback

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

Staff feedback was also sought through the biennial LEAD School Effectiveness Staff Satisfaction Survey, annual Professional Learning planning and reviews and staff exit surveys.

The LEAD survey showed school wide staff satisfaction measures were generally stable between 2016 and 2018, with some variation across sections. Compared with 2016 results, staff continued to report high levels of satisfaction with teaching practice, the quality of teaching and learning offered, learning support and facilities and resources. Comparatively lower satisfaction ratings were related to communication and feedback.

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

The PEGS experience: finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2018 was \$61.8 million and included \$42.7 million from student fees and \$18.3 million from government recurrent funding. Expenditure of \$60.2 million included salary and teaching expenses of \$51.1 million and administrative expenses, general, maintenance, provisions and depreciation of \$9.1 million. The surplus of the School was used to finance its capital and IT infrastructure projects.

Courage. Endurance. Mateship. Sacrifice. These four words will remain forever engraved in the minds of the 2018 PEGS Kokoda trekkers. The unimaginably grueling task, both mentally and physically, of walking this track was one for which no amount of training could prepare us.

Jemima, Year 11

If PEGS is our second home, House feels like our second family. House spirit has combined McNab and Gottliebse through brother-sister houses and joint lunchtime matches and public speaking competitions allow us to connect through house excitement.

Madeleine and Vanshika, Year 10

The PEGS experience: families in focus

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

Activities arranged by the Friends of PEGS offered opportunities for school families and their fund-raising contributed substantially to student amenities. Events included a Gala Dinner, the annual Craft Market and Ladies' Christmas Luncheon.

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

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

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

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

Parent survey

All parents were invited to participate in the biennial LEAD survey of satisfaction. Data was received from 641 respondents, equating to a margin of error of 3 per cent, and results across a range of domains were compared with data from a consolidated reference group from 128 independent schools. An overall satisfaction rating of 8.46 compares favourably with the ISV mean of 8.40 and 84 per cent of respondents would be happy to recommend the school to others.

Compared with the reference group, the perceptions of respondents overall were most favourable with regard to the school's academic programme, learning outcomes, the resources and environment provided for learning. Parents recognised that the school was a safe place to learn and registered satisfaction with teaching of basic skills, motivating and encouraging students to be responsible for their learning and developing thinking and reasoning skills.

The universal nature of chess is evident in the ages of our team members, with players from Year Two to Year Twelve. This age-old game is the embodiment of how to handle a dispute: strategy, negotiation and compromise.

Isabella, Captain of Chess, 2018

All of us wanted personal growth and to do more than just contribute money to a cause. I think we got far more than that out of this trip. We gained independence, friends and a changed perspective of our culture and other cultures.

Charlotte, Year 10



When the nerves at the start line hit, the questions of “Why do I put myself through this?” and “Why did I not pick another sport?” arise, however, in the end it is ultimately worth it. Everyone loves competing and the adrenaline rush of crossing the finish line at the end of a race is amazing, and somehow, we keep coming back for the next one.

Benjamin, Corey and Mackenzie,
Triathlon Co-Captains

2019 Dates for the Diary

July

- 16 July – Term Three begins
- 18 July – Woodwind Concert
- 24 July – Chamber Concert
- 29 July – Suzuki Concert Three

August

- 1-3 August – Junior Musical Production
- 7 August – Piano and String Concert
- 15-17 August – Sketch Show Performance
- 26 August – One School Day
- 30-31 August – Dance Performance Two

September

- 2 September – Suzuki Concert Four
- 4 September – Concerto Concert
- 5 September – Thinking Seminar Three
- 9-10 September – VCE Music Recitals
- 13 September – Term Three ends

October

- 7 October – Term Four begins
- 10 October – Piano Concert Three
- 12 October – Annual Craft Market
- 15 October – VCE Music Recitals (Units 1 and 2)
- 17 October – String Concert Three
- 22 October – Valedictory Dinner
- 28 October – Suzuki Concert Five

November

- 7 November – Suzuki Kindergarten and Graduation Concert
- 18 November – Suzuki Concert Six and Break-up

December

- 2 December – Junior Christmas Concert
- 9 December – Carol Service
- 11 December – Term Four ends

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

