

PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

June 2020





From the Principal

2020: Vision

One morning in May, I walked into a Prep classroom at Essendon Campus and saw Mr Bolmat with his guitar, being projected onto the screen, singing Peter Combe's classic song, *Mr Clicketty Cane*. Six enthusiastic boys were out of their seats, dancing and singing with gusto. Two members of our support staff were joining in, with enthusiasm in equal proportions. Every now and then, the vision on the screen would change to show another Prep boy, at home in his lounge room, and another, at the dining room table, washing his face in orange juice or brushing his hair with a toothbrush. While the students were separated by distance, their delight was shared and palpable.

I'm certain that when the 2020 School theme was announced and students and staff were asked to consider what their vision for this year entailed, nobody conjured up a scene like this, or for that matter, many of the images that 2020 has so far brought us. However, as you read the accounts from members of our school community in this Term's edition of *Altior et Sapientior*, you will see themes emerging that are familiar to us and that highlight the strengths of our school community.

While the global pandemic has caused widespread devastation, and while we know that it is not yet time to be complacent about safeguarding the health and safety of all members of our community, we can also reflect on the opportunities and the learning that has emerged for all of us. This strange term has provided much to celebrate: the resilience and adaptability of our students, the care and concern shown by members of staff, the flexibility and creativity of our teachers, and the generosity and support of our parents.

Often, it is in times of great difficulty that we come to see and understand what it is about our everyday life that we appreciate and value. Things that once seemed mundane become the things that we can't wait to have back as part of our routines. While it was incredible to see the manner in which our community responded to such significant disruption, it was even better to see the smiling faces of our students as they returned to school after so many weeks of our classrooms being vacant. They greeted their peers and teachers with a sense of excitement, and perhaps a newfound appreciation for their school experience.

I would like to thank all members of our community for their support during this period and I hope you enjoy reading this very special edition of *Altior et Sapientior* as it attempts to capture a very unusual period in the history of Penleigh and Essendon Grammar School.

Kate Dullard

VCE Premier's Awards

We were delighted to be notified that three students from the Class of 2019 were recipients of Premier's VCE Awards in recognition of outstanding results in particular areas of study. Each year, Premier's VCE Awards are presented to the highest achieving students in each subject. The number of awards in each subject is calculated using the enrolment base in that study, meaning there will be more awards in larger studies. This year, a total of 307 awards are to be presented to students across 95 subjects for their outstanding academic achievements in 2019.

In English, Tiffany Wang was recognised as one of the top twenty students in the state. In Mathematical Methods, Douglas Heal was one of seven students recognised for his performance. In English Language, Nisal Malagalage was one of four students to be acknowledged for outstanding results. It is particularly pleasing to see one of our students recognised for English Language; 2019 was the first year we offered this subject at Year Twelve level and the subject, which is informed by the discipline of linguistics and explores the ways in which language is used by individuals and groups and reflects our thinking and values, has been a popular choice for our students.

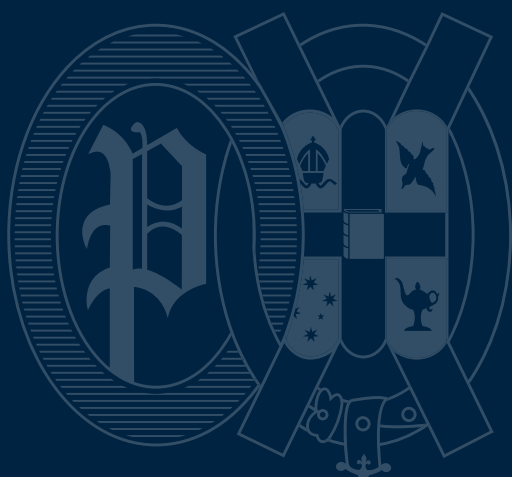
Kate Dullard



Douglas Heal



Nisal Malagalage





More than bricks and mortar

As a home is more than bricks and mortar, a school is more than curriculum and facilities. Term Two has confirmed that the essence of Gottlieb House is its people. To relocate schooling from a familiar campus into hundreds of homes has been a monumental achievement. Our teachers, students and their parents and carers are all worthy of commendation for their dedication and persistence.

In particular, I acknowledge the feat of my staff. The transition to online teaching has been both a revolution and a challenge in terms of grasping new technology skills at rapid pace, while suddenly shifting materials and minds to the reality of teaching from home. Some teachers have delivered online teaching while simultaneously overseeing the online learning of their own young children. Yet, they haven't missed a beat. The teachers of Gottlieb House have rallied to revise curriculum, adjust assessment while maintaining their unerring focus on the education and wellbeing of their students. It's nothing short of remarkable.

The grace, creativity, adaptability and good humour shown by staff should not imply that this has been easy. While there have been many positives, such as the nourishment and satisfaction that come from supporting students in their growth, it has also been challenging for staff, as it has also been for parents and carers, and for our house-bound students. Our achievement with online schooling highlights the goodwill, respect and steady commitment of staff. They care about our students and they would not let them flounder when they needed their teachers to be there. And 'be there', they were.

Caroline Horton Andrews
Head of Gottlieb House



Good morning

During online learning, morning form assemblies played an important role in supporting the boys to get organised, speak with their form teacher and meet up with their classmates. It was a time of sharing with show and tell. Pets were introduced, as were other members of the family.

The YESS program – Year Eight Simple Skills – took on a whole new look. Gone was sewing buttons. The new focus was on looking at ways to contribute to the household and engage in new activities at home: doing dishes, mowing lawns, cleaning, washing clothes, folding clothes etc.

Each form group confronted the challenges of cooking dishes such as crème brulee, chocolate brownies, spaghetti bolognese and raspberry lemonade. Some mothers may even have had breakfast in bed on Mothers' Day. The 8V boys posted cooking videos on their home page (plus Mr Farrant's Chicken schnitzel), and Mr Sinn admitted to melting the spoon he left on the stove in his demonstration video!

A highlight for 8T was Creative Friday where boys performed musical items, led by Mingjun and Loc. Exercise routines quizzes, games, puzzles, construction activities and Spirit Week all found a place in the programme.

The Year Eight boys have had an extraordinary term – one they will never forget.

Clare Langford

Year Eight Coordinator, Gottliebse House

Pet Parade

We had a wonderful pet parade yesterday. The boys were already waiting with their pets. The boys had to introduce their pets and share one thing that makes their heart sing. Really touching to hear. Christopher's cat objected to the other cats and took a swipe at the screen. Rhys' cat told him off firmly. Dogs barked at each other. Two dogs had a special treat. They were allowed upstairs to join our homeroom. One was in disbelief and the other took the opportunity to jump on the bed and make himself comfortable. Only the fish were indifferent. Mingjun shared his 6 week old gold fish. They have 20 in the pond and this is a baby that was born recently. George has tropical fish in his room. I'm sure yesterday did so much for their wellbeing, even for the boys who didn't have a pet. Well done to Christopher for suggesting the theme.

Patsy Amaradasa

Year Eight Form teacher







A student's view

The first day of self-isolation was not one I would easily forget, for it coincided with my 13th birthday. It was a small affair, with only my immediate family attending, but it perhaps was more sentimental and loving than an exuberant party with all the people who would normally have come to celebrate this special occasion.

Coronavirus has affected every corner of our planet, every person, every thing. Like a paradox, it has distorted and clarified the world around us in new, unforeseen ways. For some it is a curse, for others a blessing. We are losing contact with friends and family in some cases forever... But tragedy, like always, can bring out the best in us. Social media is overflowing with waves of gratitude and kindness. Stories of selfless deeds and heart-warming messages help us realise the calm in the centre of the storm, especially in the case of virtual learning.

Though the past few months of online schooling have been strewn with hardships, we can learn to see the innumerable positives that glitter brightly in the darkness. People outside of school have been caring for each other selflessly and kindly in times of great turmoil. This thoughtfulness has spread in to the school community as well.

In most classes, students have been competing in lively games designed by our creative teachers. Kahoots and Quizlets cause us to either erupt into laughter or forge fierce but amiable rivalries, all the while learning new things. The thrill of having a race with a classmate who may be experiencing lockdown in another state is a novel idea, especially when the race is on a keyboard, but nevertheless it is still exhilarating and I am grateful for the hard work the teachers put into making all these activities.

In home room, we have PEGSpace, where we submit photos of delicious desserts we create every few weeks. So instead of focusing on new infections and mortality rates, I've enjoyed looking at the pictures and salivating at my classmates' culinary masterpieces.

Homework can be an extremely laborious task for most students but when doing it with others, it can be transformed from a dreaded task to a fun group activity. Some days after school, I would go on a Google Meet with a few other members of my class to collaborate and complete homework together. We would brainstorm and present work to each other without giving away the answers. When we worked together the banter kept the atmosphere of the session less arduous. This is just one way this virus has not pushed people apart, but pulled them closer.

Teachers have always been extremely attentive; however, during this crisis, they have exceeded all my expectations, by constantly offering private sessions to consolidate learning. They provide revision sheets and extra work to help those who are behind in their learning. Co-ordinators have given one on one meetings to every single student in the grade which is extremely selfless and admirable. Ms Dullard posted me a birthday card during online learning, making me feel grateful and upbeat.

Self-isolation has been like nothing I have ever experienced before. It has been a difficult time for all of us but it has also brought kindness and consideration to everyone's lives. Coronavirus may have been difficult for us all and some consider it to just be darkness, but we can learn to view our world differently, so the veil of shadows may be lifted, showing us the light. I now ponder how this experience will affect humanity as a whole. Will we permanently be wary of contact with other people? Will the world ever go back to its former state? Many questions lie ahead, but whatever happens during this uncertain time, we will emerge stronger and smarter.

Raahi Balgobind
Year Seven



9ERS at home

The 9ERS programme runs for the whole year and allows students to explore different electives. Students undertake different activities over a five week period that aims to build their knowledge and skill throughout the course. In the past, students participated in activities such as woodwork, scrapbooking, visiting nursing homes and childcare centres. This year with the 9ERS programme was continued remotely from home, with many girls focussing on their fitness and cooking skills.

The elective I chose was cooking. Every Wednesday afternoon, during periods five and six, I cooked dinner for my family. My cooking started off with simple dishes, so I could learn the basic skills such as cutting and preparing meat. The first dish I made was chicken quesadillas. This was challenging as I wasn't fully confident in my ability to cook, but after overcoming a few hiccups along the way, I was able to present a delicious meal for my family. The following Wednesday, my 9ERS group and I discussed our achievements through our weekly video calls. I was so proud to show everyone the dish that I cooked and I received so much support from my classmates and teacher.

As the weeks progressed, I explored many different cuisines, including Italian, Mexican and Asian dishes. Although my 9ERS experience differed from other years, I still received support and assistance in learning a new skill. I am pleased to say that I can now confidently and independently cook a meal thanks to the 9ERS programme.

Ciara O'Brien

Teaching at a distance

Back in March I confidently reassured my Year Eight class not to worry about online learning as 'I can teach this stuff with my eyes shut'. During the past term as we have had to stay home, it is as though that throwaway statement has come back to haunt me. I felt like I was suddenly blind. Clearly I had taken for granted how much I assess my students' progress, understanding and engagement just by wandering around the classroom, casually interacting with them and peering over their shoulders.

Although this was a challenge, I came through on my promise to my students by going back to the basics of teaching. By putting the students in the centre of the learning, setting small tasks which allowed the range of learners in the classes to work at their own pace and allowing time every day for something fun, we found our new normal, and the students have continued to make great progress.

While this period of time has been uncertain, challenging and scary at times, I have found there has been a lot to be grateful for. The resilience displayed by both students and colleagues has been wonderful. Additionally, we have all found time to be grateful for the smaller things of life, like time with family (and pets!), home cooking, and good pairs of slippers. Despite these small perks, I am looking forward to spending much more time in the classroom in Term Three.

Emily Syme
McNab House teacher



Lessons learned

With the return to school after distance learning, survey results and anecdotal evidence have uncovered some surprising gains for students and their parents. Far from bemoaning the regression in learning, teachers have noted not only academic growth but also a growth in self-confidence and independence. Older girls developed their skills in using and managing technology, whilst the younger ones blossomed with synchronous learning affording them fewer distractions.

The involvement of parents has proved to be a significant factor in the engagement of students. Parents have become more aware of the requirements of the curriculum and also have an understanding of their daughter's ability in relation to the cohort. The transparency of the class page, and the use of exemplar student models helped set the standard of posted work. Parents are to be commended on extending school learning to involve the whole family. This was patently evident in the creative videos shared at assembly at the end of the week.

The growth in maturity in the way girls at all levels followed their teacher, responded to questions and contributed to discussion online was another achievement. Many took charge of their daily schedule, setting alarms to remind them to return to the screen in a timely way after their breaks. Others responded to and acted upon real-time feedback. Although social media was a temptation, most managed to use their self-control until their learning obligations were met.

Leaving the comfort of the home learning environment will prove somewhat of a challenge to students who have enjoyed the relaxed regimen, however, parents will be delighted about a return to onsite campus learning for all.

Christine Hallman
Head of Junior School (girls)



Home Room online

This term taking the roll has become a way to maintain important connections within our PEGS Community to support good thinking and wellbeing. We seek to start the day right so that good learning can be achieved all day.

On Mindful Monday we complete colouring sheets whilst listening to the Calm app. This is a time for Self-Care and Connecting. We have also created a Self-Care tool kit.

On Tuesday, we have engaged in acts of Kindness and Sharing. We have Show and Tell sessions where students have shown off their pets, a plank challenge and created an online Forum to share recipes.

Wednesdays focus on Gratitude. Students discussed the article 'Don't Sweat the Small Stuff for Teens' by Richard Carlson Ph.D. The girls have expressed thoughtful appreciation of those around them, kept Gratitude Journals and completed a Kindness Project.

Theatrical Thursday means dressing up to a theme and our Alpha-Riley trivia quiz. The title of Alpha-Riley Champion for the week is highly sought after.

Fridays mean online House Meetings led by our House Captains who sometimes come to our Form Google Meeting. 9A enjoyed creating our lockdown music mix. Apparently, a song from the decade in which their teacher was born is the *Crazy Frog – Axel F (2005)*. Who knew?

The goal was to create an online classroom culture which was a safe and supportive environment, where students were able to begin their day by engaging in thoughtful discussion and reflection, while having a lot of fun.

Jenine Riley

9A Form Teacher, McNab House

Year Seven

Term Two began in the most unusual way - online, something that none of us had ever experienced before, but something we all learnt to embrace quickly. Suddenly facing isolation, we wondered how long we would be in this situation. Everything had turned upside down; cancellation of extra-curricular activities, Saturday sport and no face-to-face interaction with our friends. We wanted to feel connected, to know that this is real, and the need for comfort from others was growing by the day.

Now, as we come to the end of the term, I believe all of us have maintained a sense of connectedness. Things such as the Year Seven recipe book, the House Meets on Friday mornings and Spirit Week, with everyday a different theme in which we could participate by dressing up. In form groups, we spent our mornings doing activities where we could interact with each other, share ideas and collaborate. I didn't think I would be able to interact with classmates in online learning, but I was proved wrong.

As a class, we supported and encouraged each other in this unusual time. Following this experience, I realised that the connection and community at PEGS helped many of us get through this dreaded time and supported all of us.

Isabel Allen





Year Nine reflection

I find online school quite interesting. I like it and dislike it at the same time. It is definitely an interesting experience. One thing I really enjoy about the online school is the 9ers programme. It gives me an opportunity to try and learn new skills or improve my previous skills.

One of the reasons I dislike online school is the lack of interaction with friends. I feel being able to speak to people in person can help you build friendships and get to know people better.

But there are also a lot of reasons I really like online school. My main reason is that I get to relax a bit more in the morning and online school makes it much easier to get my work done. I also find it nice how the periods end a couple of minutes early which gives us the chance to have a break while we are getting ready for the next period.

The final reason is that I get to do my own project for the 9ers programme. The project I chose to do is challenging myself to sing as many new songs as I can in the given time period. I am trying to learn more genres of songs, as I am used to doing only musical theatre. I start off by listening to the song a couple of times, then I sing along with the lyrics and once I have got it down pat, I sing it to a backing track.

Joshua Glazebrook

Online guests enlighten our students

In these challenging times of remote learning, teachers have found innovative ways to stimulate and engage students. In the Politics faculty we took advantage of the fact that many people are more accessible online to talk to people on the other side of the world. As a part of our Year Ten elective subject, the Middle East Post 9/11, our students conducted an interview with a civilian first responder to the events of 11 September 2001 at the Pentagon.

Students composed questions for Mr Frank Fumich, a contact arranged through one of the students, and talked to him about his experiences that day and how America and the world were changed by these events.

We then discovered that a parent of one of our students had actually served in the US military at this time as a part of the Presidential detail, and later served his country in Afghanistan and Iraq. Our boys' and girls' classes were then able to interview Mr David Day (parent of Victoria and Isabelle in Year Eleven and Isaac and Alexandra in Year Ten) and find out more about his experiences on 9/11 and thereafter.

The opportunity to conduct these interviews with eye-witnesses has been invaluable for our students, enhancing their understanding of the impact of these events and giving them a deeper engagement with their learning in this subject. We would like to extend our thanks on behalf of the school to Frank Fumich and David Day for giving so freely of their time and sharing with us their recollections and anamnesis of that time.

Huw Lewis and Alex Scott

Politics teachers, McNab House and Gottliebsen House

Onsite learning

This term online learning happened in many places, including kitchens, home offices and lounge rooms. Many parents, including doctors, nurses, fire officers, police officers and childcare workers were unable to work from home and needed their children to do online learning at school.

The boys onsite soon realised school was a bit different. They were temperature checked on arrival, worked in strange classrooms and found that their teachers and the vast majority of their friends were at home. Undeterred, the boys pitched in with enthusiasm and embraced this new style of school. The job of supervising the boys was carried out by an array of PEGS staff members, including learning assistants, Eildon camp staff, administration staff, laboratory technicians, canteen staff and others. All quickly developed a strong and nurturing rapport with all of the boys.

Without access to ball games and play equipment the boys had to get creative at recess and lunchtime. Running races around the track reached fever pitch as challenges were thrown out to the likes of our Secondary Sport Coordinator, Mr Toy and Eildon staff member, Mr Hanrahan. Whilst I pulled up a little sore from some of the races our Principal, Ms Dullard showed the Year Two and Three boys a clean set of heels around the track.

I'm sure in years to come, the boys who completed their online learning at school will look back on it fondly. Thanks to the many staff members who assisted with this service, allowing many of our parents to continue their vital work for the community.

Graeme Sharman

Head of Junior School (boys)

Parents online

The distance learning model brought incredible challenges to our Prep families in particular. Parents were juggling their own work, children of different ages, shared devices and, of course, the unique stress of weeks in isolation together! Our parents rose above the challenge and amazed us with their efforts.

Google Meets were attended by students, parents, pets, partners and siblings. Every day, we were welcomed into homes, to find an abundance of good humour and warmth. As parents and carers morphed into educators, we shared laughs about the unique challenges with younger learners, and commiserated about the fact that it was totally normal for young students to cartwheel off couches or bring their roast dinner to a writing class. These were just behaviours they saved for their new 'teachers'.

The best conversations often happened at end of a Google Meet, when students had wandered off and parents stayed online to chat with us, excitedly sharing tales of the learning that was happening before their eyes. It seems teachers have managed to keep that part of the job secret; the exhilaration, joy and the privilege we feel when we are witness to a true learning moment.

A special mention to the families with parents who are essential workers and the children who managed their distance learning from a classroom on the PEGS campus. We are grateful for the smiles and chatter the children brought to our on-site staff each day and the glimpse at normality until the return of all of our students once again.

Amelia Turner

Prep Coordinator, McNab House





Staying connected

Starting Year Seven was exciting. When all that stopped in April and we started remote learning, it seemed that all of the things I had been looking forward to had come to an abrupt end.

I was impressed at how easily we fell into following our regular classes. Our timetable stayed the same, we continued our work as though nothing had changed. The teachers were so organised that at the end of a school day I actually felt as though I had physically been at school. Even Vox Populi, PEGS Choir still ran online. At one stage there were about 100 choristers on at the same time breaking the PEGS record for the largest online music ensemble. We have had to experiment and be quite creative at times, keeping the fun of learning going even online. Mostly everything has run smoothly and it's been a good lesson in becoming organised and more independent.

PEGS has been really good at keeping students connected with events like 'show your colours day', 'mismatch day', 'wacky hair and hat day', 'moustache day' and 'dress up as your favourite tv or movie character day'. We got into the 'virtual' camp spirit by competing in various challenges for best team name and logo, making shelters, completing mazes and even photoshopping ourselves into photos of regular camp activities.

I miss being at school, hanging out with mates and training and playing school sports but I'm proud about how our school has handled this difficult time and grateful to all the teachers.

Stevie Siafalis-Tsiatsios
Year Seven

UN Youth Voice

In November last year, I found out I'd be going to Adelaide during the 2020 Term One holidays. I had secured a spot in the national round of the UN Youth Voice public speaking competition, and I was pretty excited - Adelaide seemed like a cool place (despite what I had heard about the taste of its water). In March, I found out that no one would, in fact, be going anywhere. The competition was to be moved online. Now, I was pretty sceptical. Public speaking relies a lot on being in person - on your tone, your gestures.

When the day came I apprehensively joined the Zoom link, dressed in my school uniform with cue cards at the ready. And... it was actually a really great time. The competition was conducted over two days, with an hour length announcement on the third. We not only gave the two speeches we'd each prepared - workshops, speaker panels and interactive problem-solving activities made the time fly. I heard some genuinely interesting and promising proposals to tackle real-world issues, I picked up some great advice and forged new friendships.

While being online may have changed the competition, in some ways it helped define it and create an experience I will never forget. I felt like I was in the same room as everyone else, even if some of them were on the other side of the country. It was actually pretty easy to forget that I was still sitting in my own home, in my own room, drinking cool, refreshing Melbourne water.

Ruby Cullen
Year Ten



Teaching and Learning Online

Who would have thought the end of the world
Would be so lonely?
Like the worst group assignment you ever received:
The teacher keeps changing the rules,
No one can agree on a direction
And every single result depends on the actions of everyone.

New teaching, new learning!
Cameras on, blurred faces
(Better than nothing),
Turn your mics on!
Let's take the roll
Google Meet, Pegspace, Google Docs, Padlet, Flipgrid – the list is endless!
So tired...

But slowly the rhythm comes back!
The day takes shape.
We use new systems, new ways of doing things,
We work things out together.
We help each other, have a go, practice patience.
We adapt,
We learn,
We grow.

Soon we'll be back in buildings
Sitting in rows, washing hands, standing apart,
But we'll be together.

Together.

Hilary Tieri
McNab House teacher

Year Eight

When learning remotely at home, I find out that I enjoy doing schoolwork at my own pace and just working my way through things without anyone distracting me. Remote learning is like a normal school day except that you are learning at home.

To be honest, I certainly didn't pay as much attention as I should have at the beginning, but as time passes, I feel like I've coped better and that I am paying full attention to the teacher. I have been participating in the lessons and putting in as much effort as I would have into working in the classroom. I've started to feel more comfortable when looking at the camera and talking to the speaker, instead of meeting and talking with my teachers and friends in person. I love how the classes are set out, how they keep us learning while modifying the amount of school work that we will get in order to reduce our screen time. It's definitely a different and absolutely odd experience, but it is still a good way to keep our learning going during this tough time.

During the lockdown, I have actually picked up a few hobbies and different study methods. Since I have more time to be with my family at home, I have learnt some skills like baking desserts which has been great fun!

Xin Yi Chin



Kitchen Ostinato

The online learning that has taken place throughout Term Two has inspired many of the staff to explore new ways to reinforce skills and concepts that would normally be presented in class. One of our classroom music teachers, Mrs Lisa Robinson, was looking to re-enforce rhythm symbols with the Year Two students and devised a composition task using fruit and vegetables.

‘Yum, yum, yum! How many sounds can you find in different fruits and vegetables in your kitchen?’

‘How many sounds are in carrot? What rhythm symbol do we use for 2 sounds?’

‘How many sounds in pear? What rhythm symbol do we use for 1 sound?’

‘Can you create your own 4 beat fruit and vegetable composition with both 1 and 2 sounds in their names?’

With a variety of items from the kitchen, including pots, bowls, apples, oranges, Milo tins and more the boys created wonderful rhythms and accompanying rhymes to produce their very own kitchen ostinato.

William Ness

Coordinator of Junior Music

Year Five Leadership challenge ‘Take me to Tokyo’

Year Five students and teachers have workshopped the challenges we currently face and identified the core values synonymous with leadership. These core values of courage, respect, responsibility, empathy and co-operation form the basis of an exciting new initiative entitled, ‘Take Me to Tokyo’ –The Leadership Olympics.

The host of the 2020 Summer Olympic Games was to have been Tokyo, Japan; hence the inspiration for the name of the leadership initiative. Each week, students were given a core leadership value and challenged to demonstrate that value, to accumulate kilometres towards their trip to Tokyo. The boys were encouraged to be creative when providing evidence. They could video, photograph, illustrate or represent the value in any way they wished. The kilometres acquired were then mapped onto Google Maps to show the distance travelled per student for each week. Photographs of the students taking out the rubbish, making their beds, helping with the cooking and even assisting their siblings with Music practice were shared and highlighted by their immensely proud teachers.

The Year Five Leadership challenge showcased the many ways that students can help around the home and be positive contributors to family life. The willingness to take initiative, assume responsibility and be selfless at home, as well as the innovation and flair that was evident in the presentation of these tasks showed the true calibre of our Year Five students as leaders of tomorrow. It holds them in good stead for next year when they become the school leaders of Raleigh St in 2021!

David Graham

Year 5-6 Coordinator, Junior School (boys)

Staying Connected

The COVID-19 pandemic placed everyone in isolation, requiring provision of online learning at the kindergartens. The children would be engaging in learning in isolation as opposed to a social context within a community of learners.

Relationships are at the heart of learning and are fundamental to the development of everyone's sense of identity, wellbeing and belonging. We, as educators, identified that nurturing the ongoing development of our relationships would be vital during this time. We began to wonder; 'In what ways do we stay connected in times of distance?'

Over the term break, we noticed the 'rainbow trail' and 'bear hunt' community projects evolving in our neighbourhoods. This provided us with a foundation for our research and the initial online learning invitation to the children.

We began to think about how the children's relationships with these community projects inform us of their feelings during this time of distance and encouraged them to take part. Questions were posed to encourage them to share insights into their developing emotional intelligence:

How do rainbows make you feel?
How do you think rainbows make others feel?
Why have you chosen this particular teddy?
How does this teddy make you feel?
How do you think this teddy will make others feel?

Through our small group Google Meet sessions and contributions to our online learning platform, it was evident that the children were continuing to connect with one another, although they were apart. Many children connected over previous friendships, whilst others found new shared interests but the most significant connection of all was the children's desire to return to onsite learning at the kindergartens.

Lauren Olcorn
Director of Kindergartens

Virtual Camp

Term Two at the Eildon Camp is always a special time of the year. As the fog lifts it reveals the glimpses of nature's beauty, welcoming blue skies and sunshine during the day. On cold clear nights the occasional flurry of snow creeps across the picturesque mountains in the distance that we call 'Our Camp'. As the changing of the season took hold and the beautiful autumn leaves became more vibrant the Eildon Camp programme underwent its own transformation. The camp staff developed and delivered programs online.

Boys and Girls in Year Four and Five were presented a virtual camp experience. This experience was a highlight of the term for many students and not just a break from online learning. Over the three days students participated in activities which included painting boomerangs, designing Indigenous camps, navigation, exploring using their senses, making damper and studying animal tracks.

The camp curriculum and environment have always focussed on connectedness. The online programmes mirrored this with families sitting around a campfire, cooking meals together, sleeping in tents and doing duties. These features of the virtual camp experience were enjoyed both by parents and the students. Congratulations to all students, parents and staff who supported the online camp activities. As a community we showed the agility, flexibility and resilience that are core values of the 'real' camp experience. Combining these with a measure of fun, as measures of success, we can all be justifiably proud.

Paul Crouch
Eildon Camp Manager







Making Music together

During our time away from school and learning online, parents, especially of younger students, have observed what happens in a music lesson. Many have expressed their pleasure and recognition of the learning and the caring relationships between teachers and students. Parents have been thrilled to watch and hear the development of knowledge and skills from week to week.

We have also worked hard to keep our ensemble programme alive, by continuing to engage with our groups online. Because some of the most important ties between playing/singing are social ones, we have aimed to keep nourishing and supporting being part of a group. The feelings of belonging and being needed by the other members of the group have contributed to combating isolation.

Staff and students have really missed not having rehearsals and making music together. It has been wonderful to meet online and see eager and happy faces, share news and meet some pets. Some smaller groups like Stage Band and the Musical Band have managed to have some actual performances recorded and mixed to sound like the real thing!

Making music is something we can control in these tough times; to express gratitude, direct attention and enhance strength and harmony in our community. Music requires you to concentrate on sound and technique which makes it harder to worry about things like school work and other problems when you're actively concentrating on something so engaging.

Amanda Rowarth
Director of Music

New skills for Performing Arts

If anyone thought the transition to online learning would prevent involvement in the Performing Arts, they would be wrong. Social distancing restricted the school's Drama and Dance participants from physically being able to come together to rehearse, but they did not deter our enthusiastic young performers from finding new ways to keep their theatre experience alive.

Practices turned from stage to screen as students set up cameras, composed themselves within frames, selected film angles, designed backgrounds, controlled lights and microphones. When the global lockdown placed a set of challenges before our Dance, Drama and Musical production casts, they rapidly upskilled and used digital technologies to perform.

Becoming comfortable in front of the camera, overcoming awkwardness and freely allowing oneself to be observed are traits the Performing Arts explicitly aim to develop. The school's Drama classes and production participants studied these techniques at a time when they could witness the growing importance of such competencies. A huge variety of people, from many different professions, have stepped in front of cameras recently to communicate and our students have as well.

A further lesson learned was to value the camaraderie that develops during a theatrical production. Without the guarantee of a finished product, the students continued to meet in the virtual world. This was largely to enjoy each other's company, to exercise their creative minds and to find laughs during what has been a difficult time.

Jessica Gorlin
Director of Performing Arts



Unprecedented times

As Year Eleven and Twelve students returned to the Larkin Centre after a number of weeks of remote learning, I wanted to sit down with some of our students and talk about their experiences during these 'unprecedented times' (which I fear has become the most clichéd phrase of 2020).

Lily Gallus and Jacob D'Angelo-Melling, in Year Twelve, were kind enough to offer their thoughts about learning remotely.

For Lily the most challenging aspect of being at home was missing the 'social aspects', particularly the incidental contact that students have with one another between classes. She also noted that sitting in front of a screen all day was 'tiring'. This is something that I heard from a number of students. Jacob found it difficult to maintain motivation and, like Lily, found 'being away from friends difficult.' Lily and Jacob were very appreciative of the work of their teachers when they were learning from home because they provided such 'a variety of ways of learning'.

More broadly, we chatted about this time and how it had impacted on Year Twelve. Although the initial stress around examinations and assessment had eased, Lily explained, there were still levels of anxiety. We talked for a minute about how this year will be very different for our Year Twelve students. Jacob mentioned that already students have missed eighteenth birthdays and whether 'rewards of valedictory and Final Day' would still take place as they have for previous cohorts.

Jacob mentioned that we just 'don't know what to expect'. Clichés become clichés for a reason – they often capture a sentiment or idea so completely that it is hard to move beyond them. These really have been unprecedented times.

Tim Watson
Head of Larkin Centre



From the Archives

Brigid Cooper Archivist

Polio Epidemic

Dealing with a health-related outbreak is not a new thing for our community. Another virus, *Polio*, short for poliomyelitis, also known as infantile paralysis, caused fear and much disruption for decades until effective vaccines were rolled out across the world. In Australia there was a particularly severe outbreak in 1937-1938. Many schools closed before the end of Term 2 (the year only had three terms, with the third term commencing in September), check points were set up on various state border crossings, and some municipalities put restrictions on movement for at-risk groups.

The girls at Penleigh Presbyterian Girls' School and the boys at Essendon Grammar School were also impacted. Both schools cancelled their usual December Speech Nights

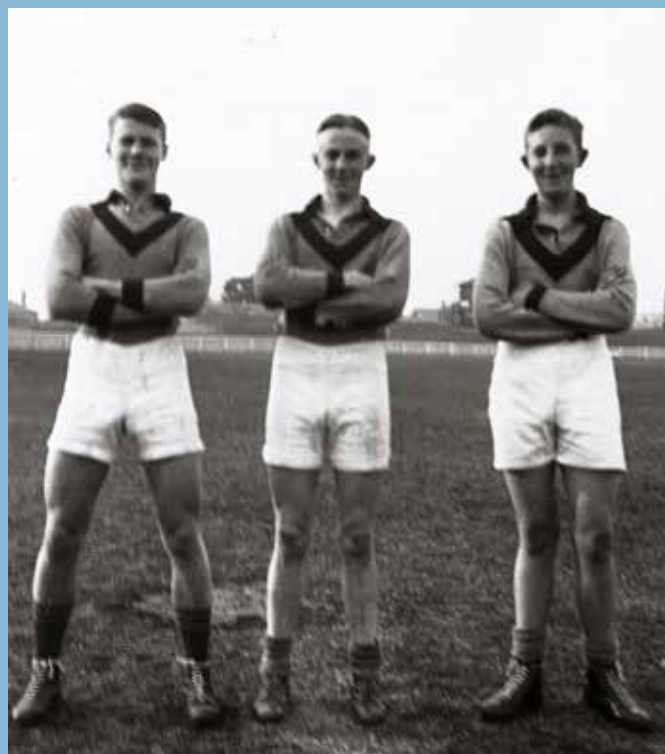
Essendon Grammar student, Jack Gunn, recalls, "In my last year - 1937 - the annual awards night was actually an outside daytime affair."

The Argus newspaper informs us that

The distribution of prizes of Penleigh Presbyterian Girls School Moonee Ponds took place in the school garden yesterday afternoon. The chairman of the school council (the Rev W H Waters), who distributed the prizes and certificates said that the epidemic of infantile paralysis was causing much anxiety but there was also an epidemic of good health.



Penleigh Presbyterian Girls' School students at their special outdoor Speech Night held in the school gardens due to the Polio Epidemic in 1937. (PEGS Archives [PH00067])



Jack Gunn (L) with some members of the Essendon Grammar School football team on the Essendon Football Ground in 1937 (Donor: Gunn Family [PH04371])

Inter-school sporting events could not be held during that period either, much to Jack Gunn's disappointment.

The Combined School Athletic sports were cancelled one year due to the polio epidemic scare at the that time. Pity, I was to have run in the 440 [yards]!!

Penleigh students also felt they had missed out.

Inter-school matches were interrupted this year by the outbreak of Infantile Paralysis in Melbourne, and members of the two school teams have been disappointed in not being able to complete the programme arranged. Early in the second term, however, before the necessary restrictions came into being, we had a very happy outing to Geelong where we spent the day at Morongo Presbyterian Girls' School, playing Basket Ball in the morning and Tennis in the afternoon. At the end of the day the honours were even, for Penleigh won the Basket Ball match, and Morongo the Tennis.

The Penleigh girls were creative when much-loved events were cancelled. Here's a write-up of The Wheelbarrow Fair from *The Penleigh Magazine 1937* which also raised money for the ongoing treatment of polio sufferers, the After-Care Fund.

Owing to the paralysis epidemic we were unable to hold our usual School Concert this year, the proceeds of which go to our Junior Red Cross Fund. How were we to raise the money? That was our great problem. Someone had a bright idea. A Wheelbarrow Fair was decided upon, and immediately we all began working for the various stalls. It was decided that each form should decorate a wheelbarrow, and Mrs. Macleod kindly offered a prize for the best.

Great was the excitement on the morning of November 20th, when everyone was busy putting up stalls and decorating wheelbarrows. the Fair was opened by Mrs. Macleod, and the wheelbarrows were paraded and judged, the prize being awarded to IVb's Treasure Ship; IVa's Oranges and Lemons, and Remove's neat blue and white barrow were so good that a second prize was donated by Mr Waters, and divided between them.

Our visitors enjoyed afternoon tea served on the East lawn by the Seniors, and old and young patronized cool drinks and ice cream.

All the stalls did very well, the Removes, who managed the Produce and Jumble Stalls made a great effort, and raised over £12. Altogether, the proceeds of the Fair amounted to £36/16/8, and we were all very pleased with this result. The money is being used for the upkeep of our cot in the Children's Hospital, and in addition we are able to give a donation to the After-Care Fund.



Penleigh Presbyterian Girls' School holding a Wheelbarrow Fair as an alternative to their usual School Concert to raise funds for charity during the Polio Epidemic in 1937. (Donor: Joyce McKinnon (née Banks) [PH07731])

It took many years for polio researchers to develop effective vaccines. In this article from *The Sun News Pictorial* on 3 July 1956, the Salk Vaccine is being rolled out across Victorian schools.

Victoria's mass Salk-shot programme began with injections for 1680 Melbourne school children yesterday and children at one school made so light of the needle that doctors injected 220 pupils in 40 minutes!

Yesterday's Melbourne shots were given to pupils at seven schools - Essendon Grammar, Essendon High, Moreland State, Moreland High, Ferntree Gully Technical, Upwey State and Upwey High.

For many of the children the inoculation came as a surprise. For some head masters had kept the date a secret. The head masters of all schools treated yesterday reported the number of absentees was negligible.



The Sun News Pictorial declares, "These lads at Essendon Grammar School were more interested in Dr W M McCubbery and his syringe than whether the needle would sting. Dr McCubbery dealt with 222 boys yesterday." L-R: Peter Crump, David Darby, John Dooley, Jim French (Donor: Peter Crump [PEGS03575])



PEGS Business Network

PEGS Business Network Jobs Board

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

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

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

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

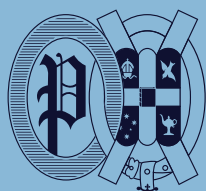
For any enquiries please contact the PEGS Business Network Coordinator Lisa Leask on 9016 2181 or lisa.leask@pegs.vic.edu.au

Support Businesses in the PEGS Community

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

You can view the PEGS Business Directory at:

<https://ap.ptly.com/vic/pegs/#pegsbusinessnetworkdirectory2020>



PEGS BUSINESS NETWORK

Former Students' Association News

Alumni Spotlight Antony Dapiran, Class of 1992

Antony Dapiran has lived and worked as a lawyer and writer in Hong Kong and China for more than twenty years, and is one of the world's leading observers of Hong Kong politics.

What have you been doing since leaving PEGS in 1992?

I studied Law and Arts (majoring in Chinese) at the University of Melbourne. I also spent two years studying on exchange in Beijing. Following graduation, I moved to Hong Kong to take up a graduate position as a corporate lawyer, and spent the next 20 years working as a lawyer in Hong Kong and Beijing. I left legal practice entirely last year to focus on writing.

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

PEGS provided wonderful opportunities for us to be involved in so many different activities and fields of endeavour: music, drama, debating, sport. I made the most of all of these during my time at PEGS, an experience that was enriching, rewarding, and a lot of fun. After leaving school you realise what a gift it was to be able to enjoy such a diverse range of pursuits; it is not easy, and requires a real effort, to seek these things out for yourself.

Was there anyone who inspired you?

I was inspired by so many talented and nurturing teachers while I was at PEGS that it feels like a disservice to name only a few. That said, three were particularly influential: my Chinese teachers, James Wu and Gary O'Meara, who made China exciting and relevant, led the school China trip that took me on my first visit to China, and helped put me on the path that led to me sitting here in Hong Kong today; and the late Peter Pierce, who was an inspiration to everyone who had the good fortune to spend time in his classroom, and was a role model for a kind of reader's and writer's life that I still aspire to today.

*Tell us about your recently published book, *City on Fire: The Fight for Hong Kong*.*

My new book is the result of my on-the-ground reporting of the protests that consumed the city for seven months last year and captured the world's attention. In the book, I give a detailed account of the background to and course of the 2019 protest movement and situate it in the context of Hong Kong's long history of political protest. I also examine the many cultural aspects of the movement and look at the implications of the protests, not only for the relationship between China and Hong Kong, but between China and the world.

What is your biggest professional accomplishment?

In my first career as a lawyer, my biggest professional accomplishment was being promoted to partner at the first law firm I worked with, London-based international firm Freshfields Bruckhaus Deringer. I eventually became managing partner of the firm's Beijing office. Now, in my second career as a writer, I hope to make an impact on how the Hong Kong story is told in the wider world.

What's your favourite memory of PEGS?

I have so many happy memories of my time at PEGS, from performing with numerous music ensembles, to singing in the annual Carol Service, to my time on the field as vice-captain of the "unskilled but vigorous" Thirds Football team. But I look back particularly fondly on the final weeks of Year 12 as a time when the small groups and circles that naturally form among any large group of people evaporated, and there was a real sense of unity and camaraderie. In that time it felt like we were, in the end, one large group of friends, wishing each other well before each embarking into the world on new adventures.

What advice would you give to young PEGS alumni?

For young PEGS alumni, I think the best advice comes from the 19th century American writer Henry David Thoreau, who exhorted us from his cabin on Walden pond to: "Live the life you imagined."

For older PEGS alumni, I think it is important to remind ourselves that our only real asset and currency is time. We should always be aware of how we spend it, and do so consciously. As the old adage goes: "This is not the dress rehearsal. This is the show!"



2020 Events

PEGS Business Network Functions

Event 1 – Mental Health, Wellbeing, Culture and Leadership

Date: TO BE CONFIRMED

Time: 7am – 9am

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

Guest Presenter: Paul Roos

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

Date: TO BE CONFIRMED

Time: 12.30pm – 3.00pm

Venue: Hyatt Place Melbourne, Essendon Fields, 1 English Street, Essendon Fields.

Guest Presenters: Kate Dullard and Lisa Lawry

Event 3 – End of Year Celebration – Details TBC

Golf Day – Monday 14 December 2020

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

FSA Reunion Dates - Postponed Until Further Notice

LinkedIn:

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

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

Facebook

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

Announcements

Deaths

Peter Edwin Crump (EGS 1959 - 1966, School Colours (Football)), on 23 April 2020, aged 71.

Diana Lee (née Dawson) (Penleigh 1940-1951, Dux 1951), daughter of Wesley and **Dorothy Dawson (née Basham)** (Penleigh 1918-1920, Dux 1919), on 6 April 2020, aged 85.

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



Mason Fletcher, Class of 2018

Penleigh and Essendon Grammar School graduate and 2018 Premiership player, Mason Fletcher, will be venturing to the other side of the globe to pursue a career in the NFL. Having played Australian Rules football throughout his junior years, Mason will swap the familiar Australian football for an American one. Known for his long bombs during football matches whilst representing PEGS, Calder Cannons and Aberfeldie throughout his childhood, Mason will now make the swap to becoming a punter in college football in the US. The University of Cincinnati, also known as the 'Bearcats' snapped up Mason on a full scholarship to play college football. We wish Mason the very best in all of his endeavours, and we can't wait to follow his progress when everything kicks off.

Josh Toy

Coordinator of Sport (boys)



Friends of PEGS News

Movie Night

On 28 February the Essendon Campus was the venue for the FoPEGs annual movie night at which students, parents and caregivers collaborated to celebrate the commencement of a new school year.

Toy Story 4 was enjoyed by all who attended as they lounged on picnic rugs or sat on camping chairs while they snacked on popcorn, hot dogs, fairy floss and choc tops during the cinematic experience.

The committee looks forward to holding the event again next year and hope to see many families enjoying an entertaining night together.

Vicky Kasalo, FoPEGs Committee

Year 7 – Meet 'N Greet

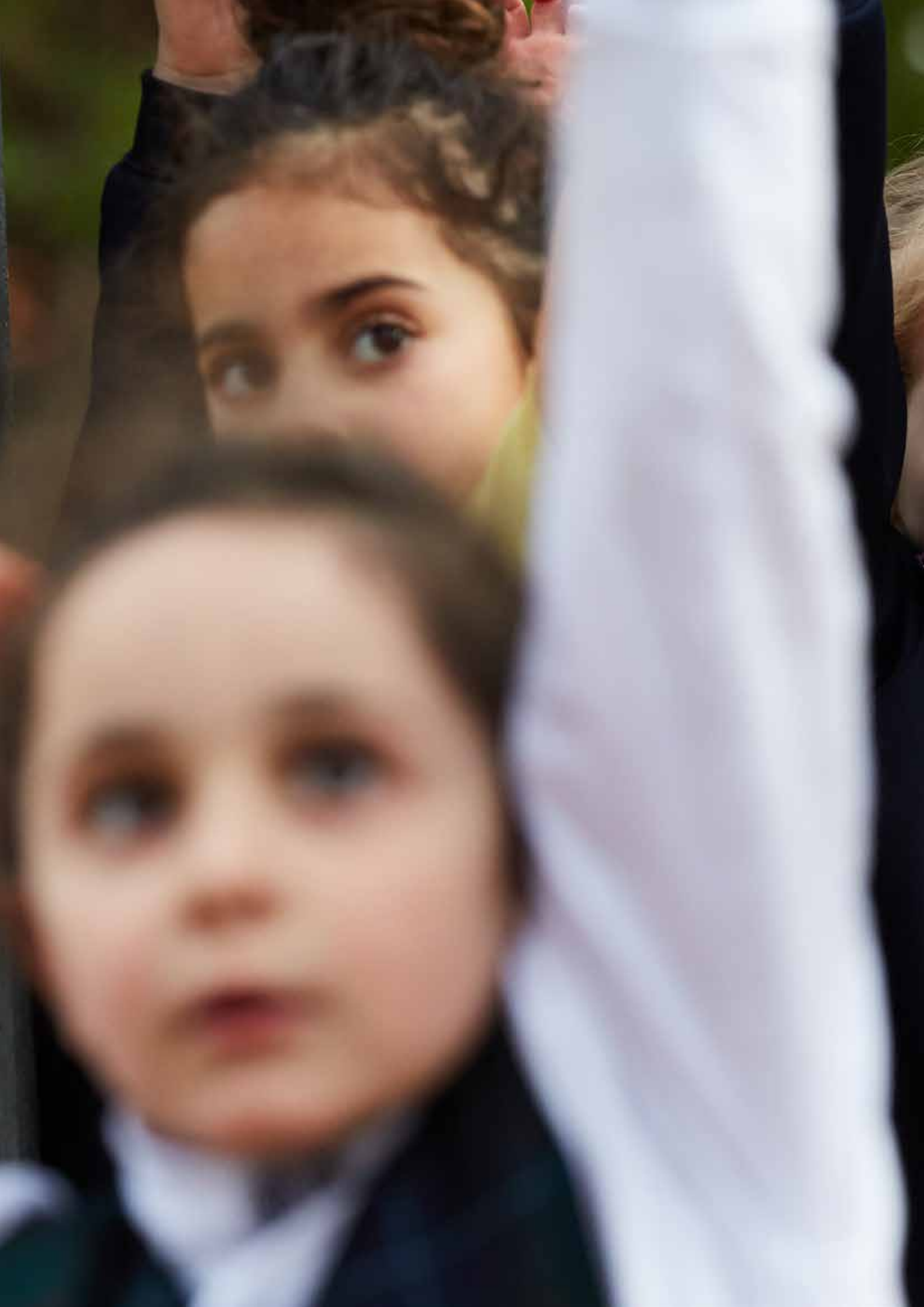
The Year 7 Meet 'n Greet was held on 4 March, offering parents new to the school an opportunity to meet fellow parents in a casual and social environment.

The event attracted over 100 guests who enjoyed drinks and a light BBQ supper on the Roof Top at Squires Loft in Essendon. It was a marvellous night enjoyed by all, and not even the rain could dampen spirits.

Given the success of this event over the past two years, we intend that it become an annual occasion on the FoPEGs calendar.

For all FoPEGs enquires and future event details, please contact Lyn LoMoro on 9016 2000.







PEGS Community Report 2019

A photograph of Mr Tony Larkin, a man with grey hair and glasses wearing a dark suit and a yellow and blue plaid tie, sitting on a stone ledge. Next to him is a young man with dark hair and glasses, also in a dark suit, looking off to the side. In the background, another person in a dark suit is walking up a set of stairs. The scene is outdoors with greenery and a building in the background.

I believe PECS is an extraordinary school. It is a wonderful blend of conservatism and innovation. It respects the longstanding values of academic excellence through its recommendation of challenging subject selection, including foreign language study and advanced mathematics options, while also being prepared to provide students with new options....

During every one of my years at the school it has been our students that have been my inspiration.

Mr Tony Larkin,
Altior et Sapientior, December 2019

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

Mrs B Deery

Mr R Gottliebsen

Ms L Lawry

Ms W McMaster

Mr P Phelan

Dr D Pitkin

Mr A Smith

Dr S Tsang

Chairman's Message

As you peruse the pages of the Community Report, it is my hope that you will gain insight into all that is offered through a PEGS education. The achievements of our students continue to inspire me, as I know they do the entire Board of Directors. The school community has worked together to support students, to encourage them to take on challenges and opportunities, and the outcomes should make all of us proud to be associated with the School.

PEGS is encouraged by its academic successes, and 2019 was no exception, as you will see through the inclusion of results at critical points. We well understand, however, that our programmes in sport, music, drama, dance, social justice and at camp also help to create well-rounded individuals, and provide valuable learning and social opportunities for our students.

In terms of these opportunities, the School provided students with chances to make global connections again in 2019, with a cultural tour of the USA, a science trip to NASA, expeditions to Papua New Guinea and Borneo, as well as sporting trips to the US for basketball and to the UK for cricket. Within Australia, an inaugural Music trip to the Generations in Jazz Festival in Mt Gambier was also a great success, as were the Year Six Canberra trips.

The School Sport programme continued to showcase the talents of our students. The School won Premierships in Boys' Tennis and Girls' Softball in the Summer Season and in Boys' Soccer and Football in the Winter Season. The School also won its twelfth Triathlon State Championship in 2019.

To support the growth in our cocurricular programmes, major capital works projects were also undertaken in 2019. Works on a spectacular new Gymnasium at Keilor East Campus commenced in late 2019. New changerooms are also being built at the Keilor Park Campus. The third major project underway is the refurbishment and extension of the Music House at Essendon campus, which will be an engaging space for our junior school boys to exercise their creativity through music.

The year 2019 will also be remembered as the last of twenty-two years of extraordinary leadership from Mr Tony Larkin. On behalf of all members of the PEGS community, I would like to express my most sincere thanks to Mr Tony Larkin. He is leaving PEGS as an elite school known for its achievements in the in arts, sport and academics. As a result of Mr Larkin's vision, the school has grown and prospered. The Board is keen to support our new Principal, Ms Kate Dullard, who is well-known to the PEGS community and who we have great faith will be a worthy successor to build on the outstanding work of Mr Tony Larkin. I encourage you to read our 2019 Community Report both in celebration of our students' engagement and achievements and the opportunities provided by the school for them to be challenged and supported in so many ways.

Bruce Henderson
Chairman

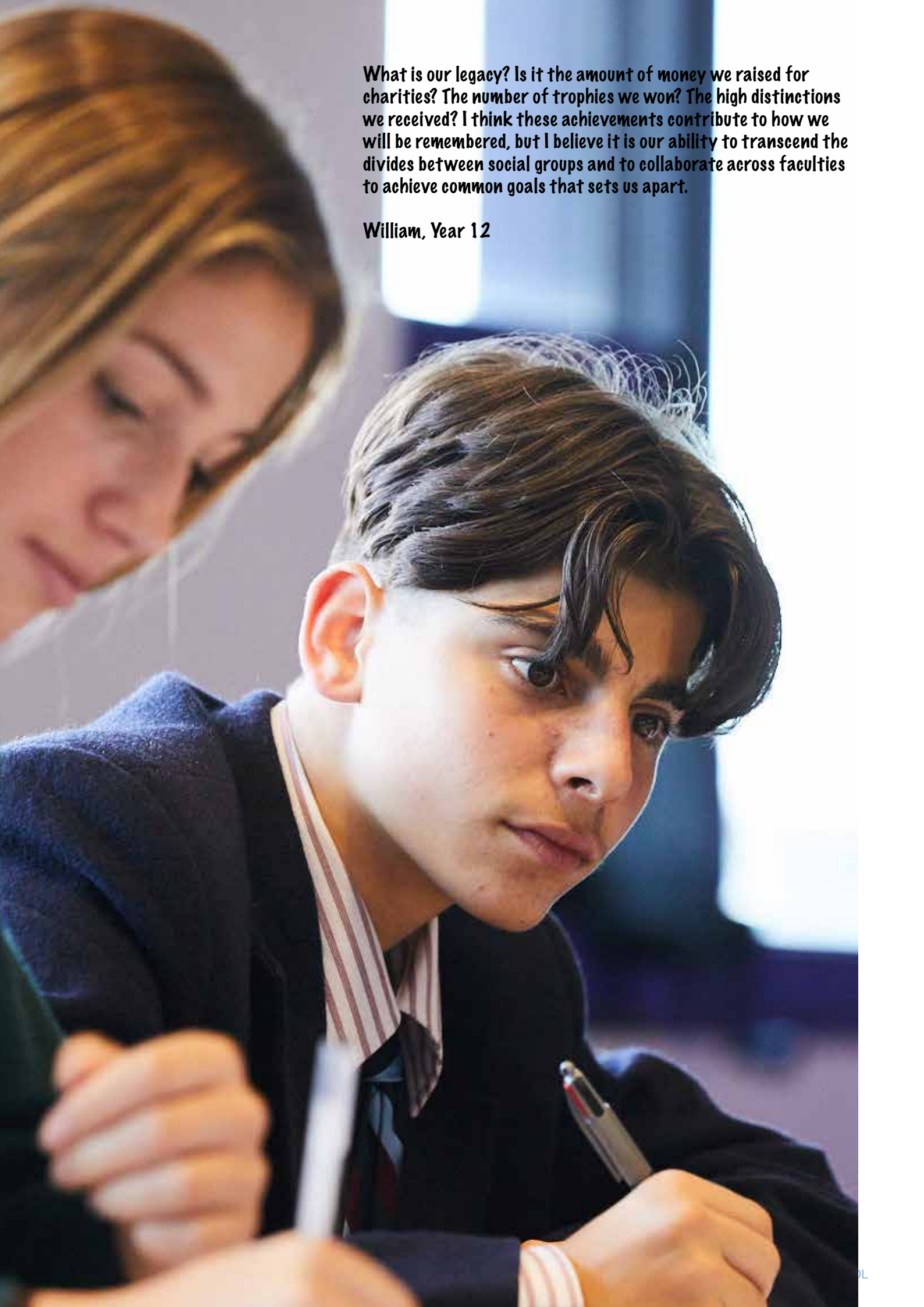
What is my legacy? I don't know.

What will it be? I don't know that either.

**There is nothing wrong with that. My
legacy is going to be big. That's all I know.**

Alessia, Year 6.



A young man with dark, wavy hair, wearing a dark blue school jacket over a striped shirt, is looking down intently at his work. He is holding a pen in his right hand. In the background, a girl with blonde hair is also looking down, slightly out of focus. The setting appears to be a classroom or study area with soft lighting.

What is our legacy? Is it the amount of money we raised for charities? The number of trophies we won? The high distinctions we received? I think these achievements contribute to how we will be remembered, but I believe it is our ability to transcend the divides between social groups and to collaborate across faculties to achieve common goals that sets us apart.

William, Year 12

The PEGS experience: 2019

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.

The school is identified by its unusual educational structure- known as the Diamond Model and summarised as educating boys and girls together, apart and together across the years from Kindergarten to Year Twelve. We consider that co-education at kindergarten and senior levels and single-gender classrooms in the Junior and Middle Schools is paramount to maintaining the exceptional educational opportunities that our students enjoy; recognizing and responding to the different strengths and learning styles of boys and girls across stages in their development. A classroom structure with three streams of students is in place at every primary level for boys and girls. The Board seeks to maintain the current equal enrolments of boys and girls at every level from Kindergarten to Year Ten.

A Culture of Thinking and Care and Wellbeing are the twin pillars at the heart of our school. A growth mindset fosters an approach to learning which views challenges as learning opportunities and 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 and focus on their development as good thinkers.

Our commitment to student wellbeing has been strengthened by some restructuring in the Junior Schools and the appointment of additional year level coordinators. Parent breakfasts conducted early in the year in Junior, Middle and Senior Sections provided opportunities for school psychologists and senior staff to inform parents and to address queries in Q&A style forums.

Growth of ICT services has continued with expansion of PEGSpace to address the essential role of digital media for communication with students and parents and opportunities for online learning. Additional services have included digital delivery of reports to parents as well as improvements to online monitoring of student attendance.

Extension to gymnasium facilities at Keilor East Campus to include two additional netball/basketball courts, additional changerooms, two classrooms, fitness room, administration areas and assembly seating for up to 2000 people and additional facilities were completed at the Keilor Park sports complex to cater for the expansion of girls' sport choices. Refurbishment of the Music House plus additional classrooms and performance space at the Essendon Campus commenced.

With the knowledge that 2019 was to be the final year for Mr Tony Larkin as Principal, the adoption of the theme 2019: What will be your Legacy? provided many opportunities for members of the school community to reflect on the profound and lasting influence Mr Larkin has had on the growth of our school and the opportunities for our students.

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 256 candidates successfully completed the VCE.

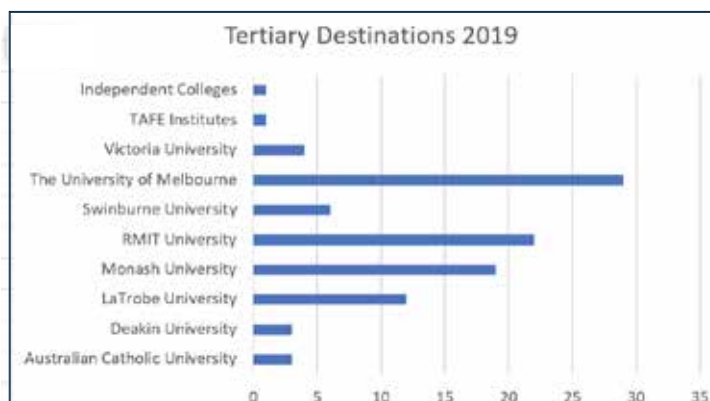
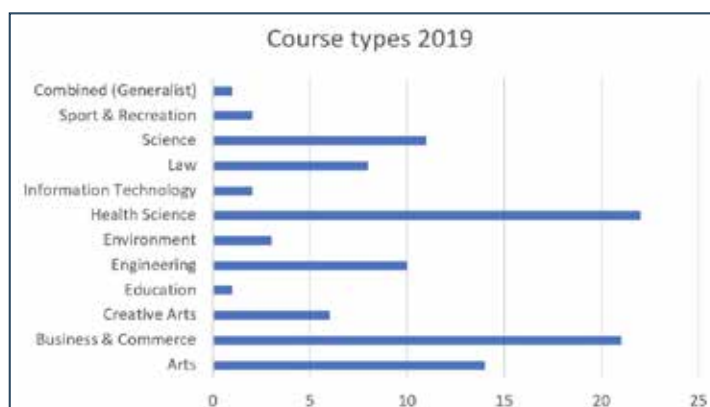
One student achieved the highest possible ATAR score of 99.95, with another student scoring 99.90. A total of 26 (or 10 per cent of our students) were placed in the top one per cent of students in the state, with ATAR scores of 99 or above. The median ATAR score at PEGS was 87.35, placing 50 per cent of our students in the top 13 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 22 per cent of all study scores were at or above 40. The median study score was 35 out of the possible score of 50. This result matched that of 2018. Perfect scores of 50 were recorded on ten occasions and in the following eight subjects: English, English Language, Biology, Chemistry, Literature, Mathematical Methods, Physical Education and Physics.

Three students received Premier's Awards acknowledging outstanding performance in a VCE subject: one each for English, English Language and Mathematical Methods.

The University of Melbourne remains the most popular tertiary destination for our students, with RMIT and Monash Universities also attracting at least 20 per cent. Health Science was the most popular tertiary course, followed by Commerce/Business, Arts and Science in that order. 68 per cent of our students were offered their first tertiary preference and 98 per cent received an offer for one of their first three tertiary course preferences.

Destinations of students completing VCE in 2019 are summarised below:



Inviting children to share the ways they are friends with the Earth has 'unearthed' their understandings and deep thinking.

"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, Kindergarten



I am amazed as I look back on my new experiences. Camp, drama and competing in school sport are just some of the things I have loved. My favourite part of camp was hiking and cooking outside because I did things I did not know I could do.

James, Year 7



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 2017 to 2019 is recorded in Table 1.

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

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
2019	99	100	100	99	100
2018	100	99	99	98	99
2017	99	100	100	99	100
Year 5					
2019	100	100	99	100	100
2018	99	98	99	99	99
2017	100	100	100	100	100
Year 7					
2019	100	99	100	100	100
2018	100	99	100	100	100
2017	100	100	100	100	100
Year 9					
2019	99	99	100	100	100
2018	100	97	100	100	100
2017	99	98	100	98	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 2019	445	445	431	456	422
PEGS 2019	504	472	487	526	476
Year 5					
State 2019	513	485	506	508	504
PEGS 2019	558	510	550	555	568
Year 7					
State 2019	551	523	553	554	559
PEGS 2019	592	560	592	596	615
Year 9					
State 2019	592	560	588	580	592
PEGS 2019	642	609	624	630	654

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 – Years 3 - 6: 6 Prizes, 12 High Distinctions, Years 7 - 12: 6 Year Level Prizes, 33 High Distinctions, 186 Distinctions
The University of Melbourne/ACEMS Secondary School Mathematics Competition – Senior Division: 2 Outstanding Awards, 1 Certificate of Merit Award, Intermediate Division: 2 Outstanding Awards, 1 Certificate of Merit Award, Junior Section: Second Prize, 1 Outstanding Award, 3 Certificate of Merit Awards
Maths Talent Quest (Primary) – National Outstanding School Award;
Individual awards – National level: 2 awards - Year 3 individual State award and Year 5 individual national award and La Trobe University Award, State level: 9 High Distinctions, 10 Distinctions

In Science

CSIRO STEM Professionals in Schools – 12 participants
National Youth Science Forum – 7 students selected to attend
Australian Science Innovations Biology and Chemistry Olympiads – 4 High Distinctions, 2 selected for Science Olympiads Summer School
Australian National Chemistry Quiz (Years 7 - 10) – 6 High Distinction Excellence Awards, 35 High Distinctions, 47 Distinctions
Big Science Competition (Years 7 - 10) – 39 High Distinctions, 67 Distinctions

In Languages

Chinese: CLTAV Chinese Speaking and Performance Competition – 2 Prizes, 8 Medallions
French: Alliance Française Competition - 48 finalists
German: Goethe Poetry Competition – 8 Prizes, 6 finalists
Indonesian: Indonesian Language Teachers Association Oral Competition – 3 Prizes, 1 Highly Commended, 9 finalists
Latin: National Latin Examination – 15 gold medals
Linguistics: Australian Computational and Linguistics Olympiad (OZCLO) – 11 gold medals

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 2019 included:

In the Performing Arts

Music: the major series of four concerts presented Senior and Junior ensembles and the biennial Concerto Concert featured ten soloists each accompanied by a student ensemble. Additional performance opportunities included One School Day, 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: Student-developed serial drama continued with *Maplewood Grove* in which Episode One introduced a crime investigation to answer the question “Who killed Holly Boyd?” Presented over seven lunchtime episodes, the combined chapters also entertained a wider audience as a Box Set at two evening performances

15 Reasons not to be in a Play was developed out of a series of drama workshops and included 20 performers from Years Nine to Twelve, using physical theatre and chorus techniques to support individual characters and their stories.

In Term Three *Larkin Around*, a sketch show written and performed by Year Eleven and Twelve students, delighted audiences with our senior students showing their comedic talents. The performance was billed with Snap Shots which offered a number of student writers and directors the opportunity to hone their skills across a variety of genres.



Even though we had to learn our lines and all the songs and dances, it didn't feel like work at all. I was having fun with my friends the whole time.

James, Year 7 and King Arthur in Spamalot Young @ Part



I was very grateful when I got the Kindness Award at our last Friday Assembly. My certificate said that I showed kindness and inspired kindness by always seeing the good in others and being inclusive. Everyone was cheering and I couldn't stop smiling and my certificate is sitting proudly on my desk at home waiting for my dad to frame it.

Olivia, Year 2

Dance: The Dance Company began the year's performances with *15 Solos About Us*, drawing from their own experiences to craft their own short segments. *Legacy* was performed in Term Three by senior members of the group who had been involved in the dance programme for their six years of secondary schooling.

The Junior Musical: *Monty Python's Spamalot Young @ Part* was a colourful spectacular presented by a talented ensemble of young performers from Year Six to Year Eight over three nights in Term Three. The production had cast, crew and audience whistling and walking on the 'bright side of life.'

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 *Spamalot Young @ Part*.

In Sport

Boys AGSV Premiers: Football, Soccer, Tennis

Girls AGSV/APS Premiers: Softball

Triathlon: 2XU School Series Champions

In Public Speaking

DAV schools competition: Competed in Years 9 -12 competitions

UNSC Evatt Trophy: 3 teams in State finals

UN Youth Voice: 19 participants, national finalist

Plain English Speaking Award: State finalist

Student surveys

The biennial survey of students is planned for 2020 and will investigate Student Satisfaction and Quality of Teaching in all Sections.

The LEAD exit survey of graduating students in 2019 examined perceptions of the effectiveness of school practice. Responses at PEGS compared favourably with scores for the reference group from 96 participating independent schools with a global satisfaction score for PEGS of 8.29 against a reference score of 7.59.

As in 2018, best practice areas cited by students were Academic Programme, Learning Outcomes, Teacher Quality and Resources, with Pastoral Care named as an additional strength at PEGS in 2019. In particular, the mean score for PEGS students in response to the statement *I find this school a safe place to learn* was 8.76 compared with the ISV benchmark of 8.33. PEGS students believed they were well prepared for the next phase of their lives, scoring 7.78 in response to *I think I have been well prepared for the future*, compared with the ISV mean of 7.15.

Attendance and retention

Enrolment numbers from Prep to Year Twelve at the end of 2019 increased to 2,699 and the average attendance rate was stable at 95 per cent. The attendance rate remained relatively steady 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	96	Year 7	95
Year 1	96	Year 8	94
Year 2	95	Year 9	93
Year 3	96	Year 10	94
Year 4	96	Year 11	96
Year 5	96	Year 12	97
Year 6	96		

From a total of 227 students enrolled in Year Nine in 2016, 219 remained at PEGS in 2019, a retention rate of 96 per cent.

The PEGS experience: staff in focus

In 2019 the school employed 301 teachers in 284.3 full time equivalent positions and 143 non-teaching staff in 117.19 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 26 per cent of teachers held a Masters degree or higher qualification. The teacher retention rate was 95 per cent and non-teaching staff was 91 per cent. The staff attendance rate was 95.9 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, 14,539 hours of professional learning was completed in 2019. On average, each full-time equivalent staff member completed 5 days of training.

Approximately 1.4 per cent of total remuneration was invested in professional learning. A significant focus was on developing a whole school understanding of Appreciative Inquiry (AI). AI is an approach to change that is based on the assumption that questions and discussions about strengths, successes, values, hopes and dreams are in themselves transformational and sharing accounts of organisations that are functioning at their best creates energy for positive change. At its heart, AI is about the search for the best in people, their organizations, and the strengths-filled, opportunity-rich world around them. All staff participated in professional learning sessions on AI and staff from all sections contributed to AI projects throughout the year. An Appreciative Inquiry Committee was established and working parties developed projects across the school to build on strengths and improve aspects of the School's culture and programmes.

The professional learning programme also continued with a strong focus on developing a Culture of Thinking. Ron Ritchhart continued to run Inquiry Action training with thirty-two teachers in focus groups developing strategies and routines for deeper thinking and learning experiences for students. Primary and Middle School teachers continued to work with Terri Campbell on enhancing their practices in teaching literacy. In-house professional learning 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. 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 2019 staff members completed 2200 hours of First Aid training, including CPR, Asthma and Anaphylaxis and Perform CPR refresher training.

ICT training continued, with E Learning facilitators providing in-house training to improve teacher digital literacy.

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

Staff Feedback

Staff members had the opportunity to engage with and provide feedback to the school leadership through individual discussions, staff meetings and various consultative processes including, but not limited to the Occupational Health and Safety Committee, Staff Wellbeing Committee, Appreciative Inquiry Committee and Teaching and Learning Committee.

Staff feedback was also sought through annual Professional Learning planning and reviews, new staff satisfaction surveys and staff exit surveys. New staff members reported high levels of satisfaction in their new roles and reported feeling very well supported by their colleagues and managers. 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 bi-annual LEAD staff survey is due again in 2020.

On my first day all the Year Eight girls gathered in a classroom to attend an introductory year level assembly. The room was buzzing and it was quite overwhelming. There were so many girls I was yet to meet and make friends with.

With the end of the year in sight, I can undoubtedly say that 2019 has been the most enjoyable of my school years. A transition between schools was a difficult thing but the PEGS community welcomed me with open arms and I am so thankful.

Maire, Year 8



There is no better feeling than knowing your actions have improved the lives of others. From events such as the annual Big Blue Bonanza, to tutoring refugee children and supporting Eddie's backpacks, the Larkin Centre Social Justice group has evolved into an influential team full of passion and drive, embodying the PEGS spirit and values.

Emily, Year 12



The PEGS experience: finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2019 was \$66.2 million and included \$45.9 million from student fees, \$19.5 million from government recurrent funding. Expenditure of \$64.6 million included salary and teaching expenses of \$54.3 million and administrative expenses, general, maintenance, provisions and depreciation of \$10.3 million. The surplus of the School was used to finance its capital and IT infrastructure projects.

We were involved in new and valuable experiences as we built our legacies. We enjoyed exciting challenges, opportunities and privileges. We gained the ability to trust, respect and learn from one another and others in the community.

Quinton, Year 9

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 social interaction for school families and their fund-raising contributed substantially to student amenities. Events included a Trivia and Comedy Night, the annual Craft Market and Ladies' Christmas Luncheon.

PEGS Former Students' Association encouraged regular distribution of information and a formal round of Class Reunions, this year including a fifty-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. PEGS Business Network Jobs Board was launched in September 2019 linking job seekers with opportunities within the PEGS Business Network and community and PEGS Business Directory was also shared online with the school community.

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

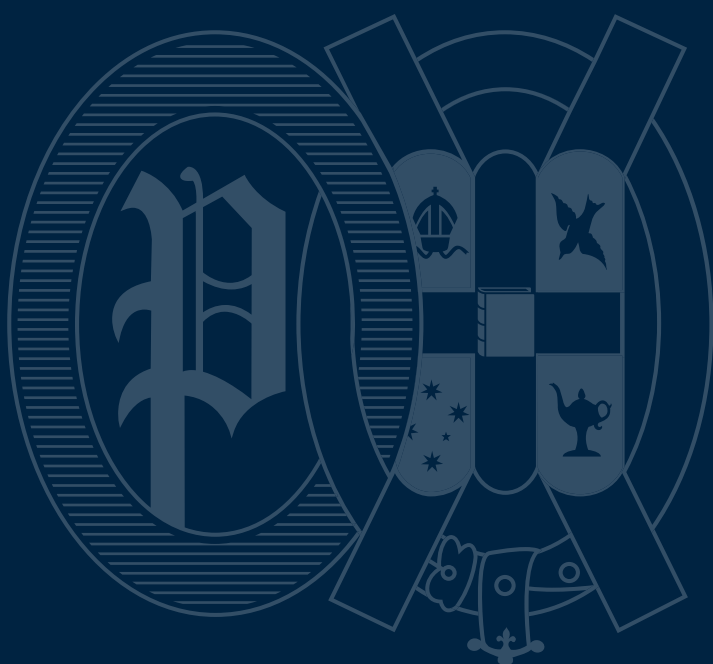
The annual series of Thinking Seminars continued to offer students and the wider community access to the ideas of outstanding thinkers representing a diverse range of interests. Our guests for 2019 were three exceptional communicators; William McInnes, Dylan Alcott OAM and Leigh Sales AM.

Parent survey

The biennial survey of parent opinion is planned for 2020.

I didn't know it when I began, but I was to learn more about leadership and resilience in this period than I ever have before. However, what I learnt emotionally, what I gave physically and the new family I gained most certainly outweighed the pain I felt going along the trail.

Ellyn, Year 11, participant in the Papua New Guinea trek



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