



PENLEIGH AND ESSENDON GRAMMAR SCHOOL



Altior et Sapientior

June 2022



From the Principal

At the very core of our work at PEGS is the aspiration to maintain a community where each person feels safe, valued and included. Our twin pillars, *Culture of Thinking* and *Care and Wellbeing* are interdependent and provide the foundation for all we do. The language of each pillar reflects its twin. Our wellbeing is fundamental not only in its own right but in order to support the culture of thinking that sets us apart as a school community.

In support of the pillars, our Strategic Plan 2022-2027 outlines our commitment to equality, diversity and inclusion. One of the steps we have taken towards this objective is to begin working on a Reconciliation Action Plan (RAP). Our RAP working group is made up of students and staff, and online meetings make it possible for all sections of the school, including our Eildon Camp representatives, to contribute to this group.

Using the Narragunnawali framework, the group has worked together to develop a vision for reconciliation. The vision states that we are committed to providing learning opportunities that promote respect for diversity and in doing so, we strive to understand, respect and celebrate First Nations history and cultures. Achieving our vision for reconciliation requires courage, generosity, integrity and truth-telling, as we commit ourselves to acknowledging the wrongs of the past and our responsibility to take actions in the present that promote togetherness and mutual respect, in order to achieve a just and fair future for all.

This term, as we marked National Reconciliation Week, we had the opportunity to explore the theme, "Be Brave. Make Change". While the week itself saw many activities take place, such as a Smoking Ceremony and Welcome to Country, and students from the RAP working group talking about the significance of National Reconciliation Week in assemblies and visiting classrooms to share texts by First Nations authors, the work of the group is not limited to marking key dates. Students and staff have been considering a range of opportunities to build and extend knowledge and understanding of Aboriginal and Torres Strait Islander cultures, such as planting an indigenous garden and auditing curriculum and policies to make these areas more inclusive.

While our Reconciliation Action Plan is still a "work in progress", the group has developed great momentum and has already made excellent headway on the fourteen actions required for the RAP to be published. It has been a wonderful example of student and staff from all sections of the school working together towards a common and meaningful goal. It is important to acknowledge that the path to reconciliation is far from linear, but that even a "work in progress" is progress. Through this ongoing journey we continue to learn and grow as individuals and as a community, and are enriched by the diversity we encounter. Reconciliation is for everyone.

Kate Dullard

Welcome to Country

On Wednesday 25 May, Wurundjeri Senior Elder, Auntie Joy Murphy Wandin, and her son Craig, came to PEGS to perform a Smoking Ceremony and Welcome to Country.

The Smoking Ceremony involved the burning of Eucalyptus leaves and wood from native plants, and is an important healing practice in Aboriginal culture. The ceremony took place on Oval 1 and was watched by all the students and staff from McNab House and Gottliebse House.

Auntie Joy spoke about how her father fought in the Second World War, and the discrimination that he faced when he returned to Australia, including the fact that Aboriginal people were not recognised as Australian citizens by the Australian Constitution. This lack of recognition meant that government officials were able to separate him from his family. She also spoke about how Wurundjeri culture had been stolen over generations and how an important part of reconciliation involved the return of this culture. One important project she mentioned was the return of William Barak artwork to the Wurundjeri people. [The week after the ceremony, the Wurundjeri people, with the support of the Victorian government, purchased an important William Barak painting in Switzerland and returned it home.]

Aunty Joy spoke about the importance of leadership in driving change. This is also the theme for Reconciliation Week this year.

As a Dja Dja Wurrung/Yorta Yorta person, it was inspiring to hear Auntie Joy's story. This was a wonderful event for Aboriginal students at PEGS to see their culture celebrated, and the perfect way to celebrate Reconciliation Week.

Bianca Cristiano
Year Eight



Year Ten Camp

Being back together on campus this year has brought a welcome return to 'the good old days' of pre-pandemic PEGS, when 'being at school' was the only way we knew to 'do school'. Events like camps, excursions and assemblies, that were not possible due to COVID-19 restrictions, suddenly began to sprout again - blossoming like exotic tropical flowers across the school calendar.

While some events simply returned, others underwent a transformation, such as the reimagining of the Year Ten camp programme. In Term One, the Year Ten camps had to be shelved, with a two-day adventure at Keilor Park providing a worthwhile substitute. It was necessary but we missed camp.

Naturally, when it suddenly became possible to return to the beautiful surrounds of the Eildon campsite, we snapped up the opportunity and started wrangling the squeeze school calendar to identify some slots. Alas, we fell just short of the required span of time.

Unexpectedly, as all looked gloomy, a solution emerged, in the form of combining students from Gotty House and McNab House at the same time. It was a plan that crystallised a new dimension in our diamond educational model. Side by side but with separate accommodation blocks and day-time activities, the camp programme for Year Tens reflected the model that works so well back home at Keilor East. Students enjoyed the parallel programmes of physical and social activities, and relished the chance to make new friends, share stories more broadly and gel as a year level during much savoured down time.

Adaptability is always a good quality to promote; and one we seek to imbue in our students. In turn, so far in 2022 staff and students have shown capacity to adapt, create and to problem-solve, much as the camp staff and Year Ten Coordination teams did to bring about a novel and memorable experience to those in their final year of Middle School.

Caroline Horton Andrews
Head of Gottliebsen House

The Year Ten camp experience for 2022 was special. Not only did we go outdoors properly for the first time since the beginning of what felt like forever, but we were able to experience it in a co-educational way.

This was the first time that students from Gottliebsen House and McNab House had interacted at Eildon. Leading up to our time away, I'm sure many had doubts, however, the camp provided opportunities for friendships to form that hopefully will make the transition to the Larkin Centre easier for all of us.

Furthermore, it was the last camp experience for our cohort. I know personally that I got closer to people, and it also allowed us all collectively ignore the looming exams. In that regard, camp was beneficial, giving us time away to bond as a group in our last year at our respective Sections of Middle School.

Although we were only at Eildon for two and a half days, we were able to complete a series of the best activities we had missed over the past two years. Overall, I can say on behalf of the Year Ten students that it was a great success.

Lily Bird
Year Ten





Listening, Reflecting and Learning

In our second Thinking Seminar of the year, The Honourable Dame Quentin Bryce spoke of the quality of being a good listener and the importance of taking time to reflect on our inner selves. In her role as Australia's 25th Governor-General, she spoke of the privilege of being able to spend time with our First Nations' Elders and the knowledge she gained.

During the same week, on 25 May, Year Six representatives from both Junior School Campuses had the privilege of learning from a Wurundjeri Elder, Uncle Ringo Terrick, who visited Junior Girls to share his knowledge and lead us in a Smoking Ceremony, an ancient custom of our First Nations people. The students listened intently as Uncle Ringo spoke of the beautiful land on which we walk, learn and share with each other, and experienced truth-telling in its most positive form.

We had an opportunity to discuss the experience with the students and two of our Year 6 students, Sammy Medina Sanna and Aarshiya Khillan compiled the following paragraph.

The way in which Uncle Ringo spoke to us during the Smoking Ceremony gave us a greater sense of awareness of the stories of the past and a deeper understanding of the trauma faced by Aboriginal and Torres Strait Islander Peoples. Everyone who participated in the smoking ceremony felt connected by the way Uncle Ringo spoke honestly, but without blame, explaining that we need to unite as a community and build a better future together. As he lit the fire, he described the smoke as bringing a sense of healing and cleansing in oneself. He also explained that the smoke may bring back memories and he encouraged us to use the ceremony as a time for reflection. We are all grateful for the opportunity and privilege we had last week and hope we can share this new understanding to foster reconciliation.

Sammy Medina Sanna, Aarshiya Khillan

Julie Neylon
Deputy Head of Junior School (girls)

Be bold, begin!

"Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it." Goethe

We are fortunate to live in a time and place where every person, including young people, have a voice. As a school community it is our privilege to provide a platform for each student to use their voice, both in support of issues that matter to them and as a form of expression.

We see daily evidence of this. In our social justice groups, in the establishment and implementation of the Reconciliation Action Plan, during Social Service weeks at the Junior School sections, when students speak at assembly, at music concerts and drama performances, on the sporting field and in the classroom. Every day there are opportunities to step up and stand out and boldly begin a new journey.

Boldness is often falsely associated with outlandish statements or grand gestures. In actuality, it simply calls for courage and confidence and, at times, a willingness to embrace the thrill that comes with stepping out of our comfort zone. Making the decision to speak or act with authenticity and conviction is nearly always the catalyst for growth.

The added benefit of being bold within a connected community, such as the PEGS community, is the safety net that is constantly beneath us should we waver or need support. Our diverse and inclusive community affords us countless opportunities to connect, learn and to be enriched by the voices around us. And a single step is all it takes to bring thoughts and aspirations to life. Be bold, begin!

Nina Bilewicz
Vice Principal



Farewell Miss Lane

We mark the end of an era as we say farewell to Catherine Lane, Director of Sport, after 26 years at PEGS.

Catherine has devoted herself tirelessly to providing opportunities for students of all interests and abilities to thrive in the co-curricular programme. Always looking for ways to promote engagement, Catherine has continually expanded the programme to include activities that provide options for students in a wide array of areas.

With a genuine desire to empower students through co-curricular activities, Catherine has always operated with the highest expectations of herself and the programme and through this example students rise to the challenge and strive to achieve their very best.

Catherine's legacy at PEGS will be a co-curricular programme that is as broad as it is deep. She has built a platform for each student to participate in and benefit from activities that complement the rigours of the academic timetable.

On behalf of the thousands of students who have been the beneficiaries of Catherine's work, and all her colleagues, I offer heartfelt thanks to Catherine for the significant contribution she has made to PEGS. We have been lucky to have someone with such vision, enthusiasm and energy leading our programme over so many years.

Kate Dullard
Principal



Academic competitions

In Martin Seligman's 'PERMA' model of wellbeing, the 'A' stands for 'Accomplishments', which contribute to wellbeing through the pride people can feel as a result of their achievements. Our curriculum supports this through its high expectations, which allow our students to feel a sense of accomplishment from tackling challenging tasks.

In addition, our students have numerous opportunities to participate in academic competitions. Depending on their year level and subjects, our students have already participated in activities including the University of Melbourne Mathematics Competition, the Computational and Algorithmic Thinking Task and the Mathematics Enrichment Day. Teams of our students have competed against other schools in the da Vinci Decathlon, and students of French have undertaken the Berthe Mouchette poetry speaking competition.

Later in the year all students will attempt the Australian Mathematics Competition, and there will be opportunities to participate in the Australian Intermediate Mathematics Olympiad, the Goethe German poetry competition, the Amazing Spaghetti Machine competition and the Chem Quiz, as well as essay competitions in subjects like History and Politics.

Academic competitions complement our usual class assessments and end of semester examinations to provide 'peak learning experiences' that allow students to apply what they have learned in ways that are both specific and general, and 'flex their educational muscles'. In the process, they provide opportunities for students to accomplish things of which they can be proud, supporting their learning as well as their wellbeing.

Anthony Simmons
Head of McNab House

Flicking the Switch

The switch from tween to teen can seem brutal, both for young people and their parents, as they try to answer some of the trickiest of life's questions: who am I and where do I fit in?

As the adults in the room, in the classroom or at home, it is our job to assist them to explore and assess the implications of these questions, especially when they are complicated. At Year Eight, we explore a breadth of issues including social media, respectful relationships, body image, character values and resilience.

Our most recent adventure was across three sessions with Sue Pain of *About Real Life*. Sue spent time with our students in small groups with their form teachers, as a McNab cohort and then in a mixed setting as part of a mirrored series with Gottliebsen House. Students considered their values and understandings in relation to their changing bodies, issues surrounding sexuality and relationships, and interactions between genders. There were some significant learnings around the social and legal implications of consent and explicit content, which garnered some lively discussion. There was no shortage of 'awkward' moments for our young people, although by challenging them to face some uncomfortable ideas, we hope they approach these complex things from a place of security and knowledge.

Ultimately, in giving them the space to grapple with 'big things', we clear the way for them to develop a solid relationship with themselves and get 'back to it' with new clarity and purpose.

Emily Atkins
Year Eight Coordinator,
McNab House

Berthe Mouchette Competition

In May, all French students at McNab and Gottliebsen Houses learnt a poem for the Berthe Mouchette poetry competition. This competition is held annually and the experience enhances and helps students to perfect French speaking skills. The competition is an amazing opportunity to practise not only French skills, but also many other important attributes of school life. I had many failed attempts and mind blanks before I was able to recite my poem fluently. I knew I had to persist as I was not going to let a poem get the better of me.

Speaking this poem gave me a deeper understanding of the ins and outs of the French language, and all the silent and enunciated letters that I had to be wary of. The possibility to do this while at school will help students immeasurably, in class or when travelling to French speaking countries in the future. The Berthe Mouchette poetry competition is one that I look forward to every year, as the satisfaction of conquering such a task is truly worth the effort.

Jusqu'à l'année prochaine!

Alessandra Heywood
Year Nine

da Vinci Decathlon

Year Seven

Students volunteer to participate in lunchtime sessions of the da Vinci Decathlon once a week. At these sessions, students work in groups to solve issues, present their ideas, and debate interesting topics. Some of these sessions involved us expressing our thoughts and ideas on topics such as, "Is Goldilocks a criminal?" And, "What is the next great step in exploration?" These weekly lunchtime sessions built up to an online inter-school Decathlon event. During the competition, each team was given several topics, such as Engineering, Mathematics, Ideation, and Art/Poetry. In pairs, we worked through problems, submitting our solutions. During this event students had the great opportunity to challenge themselves to explore new ideas in their chosen topic and express themselves creatively.

The best part of the da Vinci experience was the amazing connections we made with like-minded and diverse people. Students were cooperative, kind, and intelligent, demonstrating the twin pillars of PEGS. The da Vinci Decathlon is truly a great opportunity for all students to try. It showcases everyone's talents and lets you try new things in a fun and supportive way.

Abigail Hammond
Year Seven, McNab House

Year Ten

The da Vinci Decathlon is named after the renowned artist, scholar and thinker, Leonardo da Vinci. Students compete in teams of eight across ten academic disciplines, including the typical English, Science and Maths, with the not-so-typical Code Breaking, Ideation, Creative Producers, Cartography and more. The questions are designed to stimulate the mind, with a particular emphasis on creativity, higher order thinking skills and problem solving. However, success also relies on teamwork and collaboration.

This year, da Vinci was held online; teams from all over the state were connected via Zoom, which added another layer of difficulty to the intellectually rigorous contest. The highlights of the event were the buzzing, thought-provoking discussions between teammates and the exhilarating scramble to submit in the last few minutes. Our team placed seventh overall, with a First in English, Second in Cartography and a Fourth in Mathematics.

Ivy Zhang and Louisa Zhu
Year Ten, McNab House





Respect and responsibility

The focus for Year Eight students at Gotty House has been on respectful relationships and taking responsibility for behaviour.

Sue Pain, an educator from *About Real Life*, continued her work from Term One. Students engaged in presentations about consent, relationships and sex education. They were confronted with scenarios which challenged their ideas of their rights and responsibilities in their interactions with others.

Students were helped to identify what respectful relationships look like, to understand issues and laws related to consent and to apply critical thinking to their use of social media. Sue discussed the importance and power of acknowledging your own values and having the confidence to make choices that reflect those values. She encouraged students to talk with the trusted adults in their lives.

We also had a visit from Jill Kilpatrick, the Youth Resource Officer from Moonee Ponds Police Station. We wanted to ensure that our 13 and 14 year old students understand how the law relates to them. It sometimes comes as a shock to them to know that they really are responsible for their own behaviour.

Topics such as theft, property damage, handling stolen goods, using public transport, assault and online offences were explained. One law that surprised many students was Guilt by Association. They were shocked that they could be charged if the people they were with were committing a crime. The advice was to leave the area and call for help, even if you cannot do anything directly yourself. This law really is our Bystander Code of Conduct enshrined in law!

Clare Langford
Year Eight Coordinator, Gottliebsen House

Fun in the Common Room

Every Wednesday lunchtime throughout Term Two, Year Seven students have been flocking to the common room for our weekly UNO tournament. Originally intended as a fun way for students, new and old, to make social connections and forge new friendships, the tournament has soon become a highlight of the school week. Each week, students (and some brave teachers) are invited to join a table of new friends and compete for points, which accumulate over the term. Each week, the reigning champions of the tournament are granted the privilege of wearing the prestigious (though plastic) Uno Tournament Crowns, a solemn token to celebrate their glory.

It's a whole lot of fun. And yet, it has also served as a valuable way for Year Seven students to develop crucial social and organisational skills. From the beginning of the tournament, all games have been self-moderated; students need to work together to iron out their own rules, negotiating the near-infinite number of variations and family traditions that they are familiar with. All technical questions (Can you stack draw cards? What can you use action cards for? Can you finish with a wild card?) must be decided by group consensus. This is a challenge, with many strong opinions in the room, and lots at stake. But it is a challenge that the boys have risen to admirably; the level of maturity, cooperation, inclusiveness, and encouragement in the room each week has been a sight to behold.

Chris Edwards
Year Seven Student Coordinator

Students Go Global

The PEGS community congratulates Jackson Coombs (Class of 2020) and Innayat Brar (Class of 2021) for their outstanding achievements in receiving offers from Harvard University and The University of Oxford respectively.

Both students decided to apply overseas in their final year of study at PEGS and the support they received from the Careers team and PEGS staff, who wrote references and organised mock online interviews, ensured they felt confident and capable of success.

Innayat says she is still registering the shock of getting in, 'I think just being there in person and attending classes will really solidify the acceptance. I'm so excited to immerse myself in my course and be able to learn from professors and researchers who are internationally acclaimed pioneers in their fields, as well as meeting students with similar interests to me. I know it's easy to get wrapped up in all the prestige and gravitas of the place, but what I'm most looking forward to is enjoying the relatively "mundane" aspects of my life there - going to classes, joining clubs, meeting interesting people - basically an extension of everything I did at PEGS.'

Jackson says he is 'super excited to be living on campus in Cambridge, Massachusetts' and that the things he is looking forward to most are 'Harvard's commitment to extracurricular activities and meeting the rest of the class.'

We are excited to hear about the next chapters in Innayat and Jackson lives and wish them every success.

Claire Hammond
Careers Advisor



Aiming high

To be selected for the Australian team to compete in South Korea for the 2022 Taekwondo Poomsae World Championships was a huge achievement for me, and everyone close to me; especially at 14 years old, selected for the 15-17 age group and competing against people two years older than me.

Alongside 20 other Australian athletes of varying skills, we flew 22 hours to the not so densely populated province of Goyang, north-west of Seoul. I hoped to be placed within the top ten, or potentially achieve a medal, and was strongly motivated to up-skill myself to the next level in order to reach what I desired. Much like working towards school exams, I aimed high, to achieve high in order to satisfy myself, and not feel like my efforts were wasted.

Despite not performing as well as I had hoped, I secured a comfortable ninth place in the world. The lifelong, disciplined lessons I learned from the sport, and the connections I made with people with the same interests were real gifts.

Representing our country in the largest martial arts competition in the world was formidable but incredibly strenuous. Despite the hardships, disappointment, and experiencing times when all hope was lost, I learned to accept the disappointment but never lose hope. I learned that by setting yourself a goal and sticking to it, you may find that the difference between what is 'possible', and what is 'impossible', is that the 'impossible' only takes a little longer.

Noah Irwin
Year Nine

International Biology Olympiad

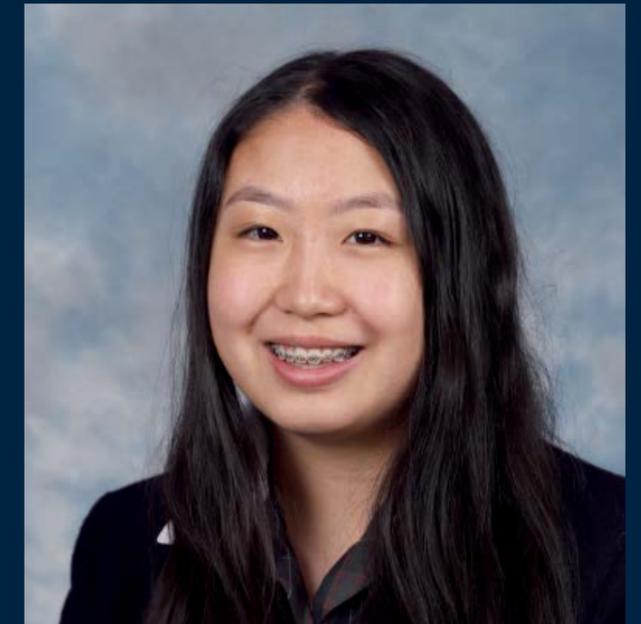
It all began in August 2021, on the first day of our sixth lockdown, when Ruchi Bath-Samarakoon, Chris Cheng and I competed in the Australian Biology Olympiad exam, in which we placed in the top thirty students. Our knowledge was not only tested in pure biology, but also in branches of chemistry, statistics, engineering and technology.

The next stage led the three of us to a virtual summer school, in lieu of a training camp at the Australian National University in Canberra. We spent two weeks with lectures and exams. Chris and I ranked in the top ten students, which earned us an invitation to ANU in the April holidays.

Having had scarcely any time in the laboratory over lockdowns, the opportunity to make use of ANU's facilities was very much welcomed. We got to genetically modify bacteria, examine aquatic microorganisms, analyse leaf pigments, and extract DNA.

After a series of practical exams, I was offered the chance to join Team Australia at the International Biology Olympiad! Unfortunately, due to the ongoing pandemic, we will be virtually attending the Asian Science Forum instead. I am more than elated to have the privilege to represent the country at this event, and I would like to extend my thanks to all the teachers at PEGS who have made this all possible.

Quinton Nguyen
Year Twelve



A Global Experience

We congratulate Caroline Xie who has been selected to attend the Yale Young Global Scholars Program online in June/July this year.

The Yale Young Global Scholars Program aspires to create a global learning community aimed at academic enrichment and international connections amongst high school students of diverse backgrounds. The program involves an interdisciplinary two-week course in one of the following categories: Innovations in Science & Technology, Literature, Philosophy and Culture, Solving Global Challenges and Politics, Law and Economics. My passions include public policy, human rights, market regulation, governance structures and international policy; as such I selected the Politics, Law and Economics themes.

The application process incorporated numerous written submissions. These included a personal essay reflecting on 'something that has influenced and shaped me', in which I discussed my integration within the Chinese community and how being a Chinese Australian stands at the forefront of my life experience.

Learning alongside peers from some 150 countries will provide an opportunity to view international societal concerns from multiple perspectives and develop my capacity to empathise with cultural diversities that I have not encountered before.

I feel both honoured and humbled to be a part of an inspirational collegial program that will enable me to develop a worldview beyond the lens of my current context and enrich my engagement as a global citizen.

Caroline Xie
Year Twelve

Acknowledging Country

"We share with the Indigenous people. Thank you for making our land."

Xavier (5yo)

The Victorian Early Years Learning and Development Framework guides early childhood services to 'recognise and respect Aboriginal cultures and their unique place in the heritage and future of Victoria. Learning about and valuing the place of Aboriginal people will enhance all Victorian children's sense of place in our community.' (2016, p4)

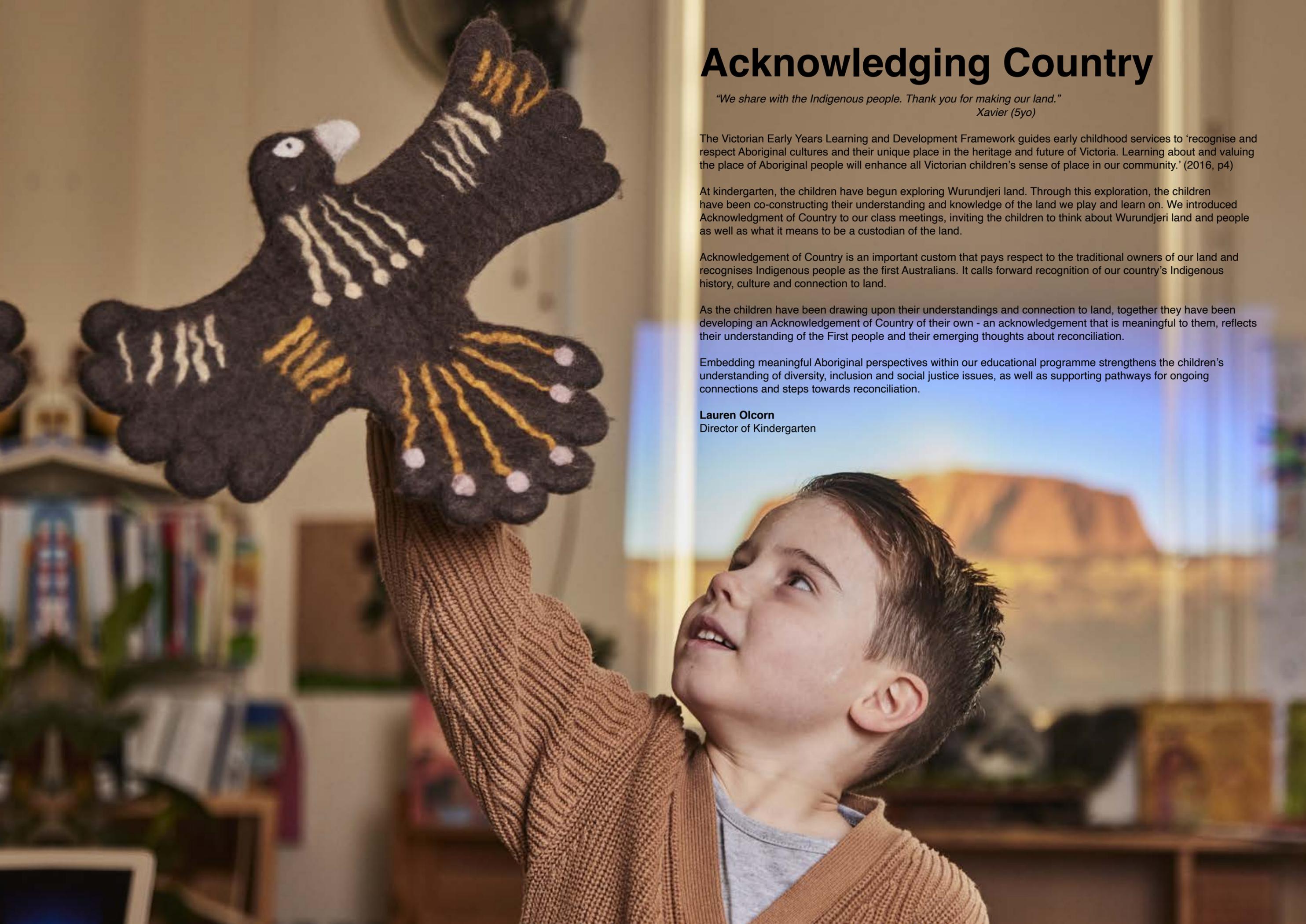
At kindergarten, the children have begun exploring Wurundjeri land. Through this exploration, the children have been co-constructing their understanding and knowledge of the land we play and learn on. We introduced Acknowledgment of Country to our class meetings, inviting the children to think about Wurundjeri land and people as well as what it means to be a custodian of the land.

Acknowledgement of Country is an important custom that pays respect to the traditional owners of our land and recognises Indigenous people as the first Australians. It calls forward recognition of our country's Indigenous history, culture and connection to land.

As the children have been drawing upon their understandings and connection to land, together they have been developing an Acknowledgement of Country of their own - an acknowledgement that is meaningful to them, reflects their understanding of the First people and their emerging thoughts about reconciliation.

Embedding meaningful Aboriginal perspectives within our educational programme strengthens the children's understanding of diversity, inclusion and social justice issues, as well as supporting pathways for ongoing connections and steps towards reconciliation.

Lauren Olcorn
Director of Kindergarten



An author visits

Year Four students had the great pleasure of attending an author visit by Dean Kalimniou, father of Helene (Year Four) and Alexandra (Year One). Mr Kalimniou is the author of the bilingual picture book, *Soumela and the magic kemenche*, which follows the story of a young girl, Soumela, as she navigates a series of obstacles and traumatic events to eventually be reunited with her mother in a new land.

Mr Kalimniou, a former PEGS student, is a writer, journalist and solicitor. He has written collections of poetry in the Greek language as well as many short stories. This is Mr Kalimniou's first children's book. During his visit, Mr Kalimniou spoke to the students about the process of writing. Much of the inspiration for the story was derived from Helene, who, during lockdown insisted he write a children's book. Mr Kalimniou drew on his own childhood experiences, where he recounted a humorous story of a sibling taunting him about fictitious 'tarantula ants'. On a more sombre note, he drew on the experiences of his loved ones and their memories of fleeing conflict.

Mr Kalimniou brought in a kemenche for the students to view. The kemenche is a string instrument and the music played a pivotal role in keeping Soumela safe as conflict raged around her. Year Four students were treated to a fantastic presentation about the craft of writing a picture book and the meticulous planning and detail that is required and we thank Mr Kalimniou for inspiring the students in their own writing.

Jemma Ritchie
Teacher Librarian, Junior School (girls)



Year Six in Canberra

The Year Six trip to Canberra was a once in a lifetime experience that we got to share with our friends. Many of us had never been to Canberra and we discovered that it is a beautiful city, with picturesque Lake Burley Griffin in its centre.

Canberra was founded as our nation's capital, with its systematically organised roads and landmarks. From Mount Ainslie Lookout, we saw the National Triangle in front of us, and this was reinforced when we visited the National Capital Exhibition with its huge 3D Canberra diorama.

The trip helped us understand how government works. Visiting the House of Representatives chamber at Old Parliament House and sitting in the seats of past members of parliament was both an honour and a bit intimidating. Before the trip, politics and how new laws are made was a complete blur for most of us, but after the role play at Parliament House, we understood how everything worked and how a Bill is passed.

Another place that really had an impact on us was the National War Memorial. It is a place where we had a chance to reflect on all those who fought and made sacrifices for us so we could all live peacefully. Full of inspiring stories and fascinating history, it had a quiet and respectful vibe, and made us think about the generations before us and how courageous they were to fight in a war. It also made us appreciate that there currently no wars in Australia.

Visiting Canberra was an amazing opportunity that we will always remember.

Elisa Kurban and Helena Vass
Year Six Class Captains



Staying Active

The importance of staying active through extra-curricular activities has long been recognised, particularly for our younger students who are growing and developing both fine and gross motor skills.

This term, our Year One students have participated in a series of Hip Hop dance lessons after school. This highly anticipated initiative has provided students with an opportunity to trial a new style of dance, express themselves creatively and most importantly, have fun while being active. During each lesson, the unmistakable squeals of delight and catchy bass sounds pulsing from the Ian Morton Centre could be heard from afar. Students, staff and families revelled in the opportunity to learn how to breakdance, which involves an acrobatic style of dance that is centred around body flips and spins. Also, students showcased exceptional abilities in popping and locking, all while dancing to different beats and rhythms.

In addition, our Friday afternoon Prep to Year Two football and soccer skills programme not only offered an additional opportunity for our younger students to consolidate their skills in these two sports, but it also focused on skills in teamwork, co-operation and communication through both game play and skill sessions. Students from both the Junior Girls and Junior Boys campuses were able to work together in teams; prompting new opportunity for friendship and collaboration. Similar to the Year One Hip Hop classes, the involvement of families in the football and soccer skills programme was simply wonderful to see and allowed for even stronger home and school partnerships to be forged.

Meredith Adams
Deputy Head of Junior School (boys)

National Simultaneous Storytime

National Simultaneous Storytime (NSS) is held annually by the Australian Library and Information Association. Every year a picture book, written and illustrated by an Australian author and illustrator, is read simultaneously in libraries, schools, pre-schools, childcare centres, family homes, bookshops and many other places around the country

This year the book selected was called *Family Tree*, written by Josh Pyke and illustrated by Ronojoy Ghosh. An incredible 2,186,347 participants registered from over 59,038 different locations.

Leading up to the day the boys had the opportunity to participate in activities run by our Library staff. These included looking at the life cycle of a tree, word finds and a short movie called Bao which was all about family. The boys also wrote their name on a leaf, coloured it in and stuck it on the PEGS Family Tree in the Library.

In the classroom, the boys eagerly gathered around their teacher at 11:00am on Wednesday to listen to a reading of the book. They also had the opportunity to tune into a live reading by the author who hosted a Q and A with the illustrator. Josh also showcased his many talents by grabbing a guitar and breaking into song, teaching everyone about how words make the world go around in a ditty he co-wrote with Justine Clarke.

Celebrating literature is always a thing of joy for our boys and this event certainly reinforced the importance of this.



Junior Dance Club

The body says what words cannot - Martha Graham

We dance for many purposes, it connects us. Dance gives us pleasure and provides an avenue for artistic expression. We dance to build social connections, to celebrate culture and to improve our health and well-being. From improved coordination, balance and flexibility to increased mental stamina and memory, there are a magnitude of physical and mental benefits of learning to Dance.

At the Moonee Ponds Campus, sixty Year Five and Year Six students engage in Dance Club on a weekly basis in addition to their regular Dance and Drama lesson. They dedicate one lunchtime per week to focus on their dance technique, master new choreography and foster friendships. Our dancers are exposed to a range of dance styles including Ballet, Lyrical, Jazz, Improvisation, Hip Hop and Contemporary. As Dance requires critical and transformational thinking, students transform ideas into action using creative processes that include improvisation, modification, elaboration and presentation.

Year Six Dance Captains, chosen for their dedication and advanced technical skill in Dance, and for leadership qualities such as commitment, responsibility and a growth mindset, set the tone and encourage and inspire the participants to view challenges as opportunities for growth. Inclusive of all levels of ability, the sessions support the setting of personal goals, persistence and self-discipline.

It is a constant delight to see our younger students peeking through the Limerock Hall windows each week, standing on tippy-toes and trying their hardest to catch a glimpse of those 'big girls' dancing their hearts out and having so much fun.

Terri O'Donnell
Junior School (girls) Dance/Drama Specialist

Big Blue Bonanza

The Big Blue Bonanza is a highlight on the PEGS Calendar. A student run event, it was the idea of an esteemed former student, the late Wenush Jayakody (Class of 2014), who wanted to bring together music and social justice to support Beyond Blue.

Months of planning went into a night of celebration, awareness and fundraising. Staff and students baked cakes, families donated goods and students met at lunchtime to plan the night. The Big Blue committee was dedicated to creating a memorable evening and you could feel the excitement growing as the day drew closer. We all watched the weather forecast and fortunately the rain kept away. More than five hundred guests filled the Larkin Centre courtyard and we felt a great sense of achievement at the sight of the school blanketed with shades of blue and a buzzing crowd.

Our community was treated to a spectacular evening of live music thanks to the Big Blue Band. The crowd came alive as they performed classic songs and danced onstage. There was something for everyone, with music, cakes from the bake sale, ice cream, toasties and chips, a hot chocolate or a delicious bowl of gnocchi.

Students from McNab House, Gottliebsen House and the Larkin Centre came together to organise and run the Big Blue Bonanza. As they painted faces, sold badges and bright glow sticks, a sense of satisfaction and delight was contagious. Stories were told, community awareness was raised about a pressing and growing issue. This is our school, our community and our story.

Dante Rossini
Year Twelve





Performance is back!

Term Two has been eagerly anticipated by students and staff as we have been preparing for festivals and concerts. The excitement of playing together and performing for a live audience has been amazing, especially as some ensembles haven't performed for three years.

Concert One on 18 May featured the Synthesizer Ensemble and Concert Band, as well as the first major concert appearance for the Flute Ensemble. The items were a wonderful mix of contemporary, jazz influenced and musical theatre pieces. Concert Band introduced us to some new repertoire focusing on compositions influenced by other cultures.

Concert Two on 23 May featured smaller ensemble including the Chindamo Jazz Combo, Percussion Ensemble and Stage Band. Percussion Ensemble presented music in the Minimalist style. The Stage Band again thrilled with performances of their competition programme from the recent festival.

Concert Three on 26 May featured Curro Strings and Symphony Orchestra. The Curro Strings presented a sophisticated programme, including a complete Concerto Grosso. Symphony Orchestra's final item concluded the evening's performance with the stirring original composition *Alpha and Omega*.

We have continued our monthly performances at St John's Uniting Church in Essendon. In May, Sophia Wang (Year Nine) played the piano and in June, Lin Cai (Year Six) played the cello.

Learning from Others

Congratulations go to our Stage Band which had a very successful outing to the Victorian All-State Jazz Festival held at St Leonard's College on 14 May. Overall, the band came second in their section. There were other awards too; for Best Saxophone section and Outstanding Soloist, Domenico Gallichio. Many members of the All Star Band were also our students: Noah John; Atticus Paxton; Xavier Martin; Stephen Kow; Christian Labagnara and Frank Doolan.

At a Piano Concert and masterclass on 16 May, renowned pianist Mikhail Solovei performed an all Chopin recital on our beautiful Schimmel Grand Piano. This was followed by an afternoon of Dr Solovei working with Warren Wang, Tiara Tubman, Alan Huynh and Luke Yuan to assist them to further craft and polish their pieces.

The Year Twelve VCE Style and Composition class were thrilled to have the composer and performer Lior come to speak with them to share his insights into the creative process. In particular he spoke about collaborating with renowned composer Nigel Westlake in writing a song cycle for voice and orchestra titled *Compassion* consisting of original melodies and orchestration set to ancient Hebrew and Arabic texts centred on the idea of compassion. This work was commissioned by and first performed with the Sydney Symphony Orchestra in 2013. Lior and Nigel went on to win the ARIA for 'Best Classical Album' in 2014. It has since toured nationally with all the major state orchestras, and the Austin Symphony Orchestra in Texas, USA.

Amanda Rowarth
Director of Music

Antigone

It happened this way -
The doors stood open wide,
at the entrance of the Drama Theatre.
The audience journeyed
into a darkened cave,
where gentle lyre music played.
People took their seats,
as masked players marched
in silence across the stage.
The lights dimmed to ominous black,
and the ancient tragedy began.

Two giant sisters,
fashioned from lightweight timber
and adorned in wealthy garb,
whispered dangerous schemes
in ventriloquist voices.
Their limbs were puppeteered
by skillful mechanics,
who punctuated every line.
Dense text was masterfully presented,
by students from Year Seven to Twelve.
They powerfully and passionately
spoke the rich and complex verse.
Their angst ridden cadence
filled the intimate space,
as themes of honour, defiance
and betrayal were explored.

Like a small army the students appeared,
as stone faced statues in strict composition.
They offered stark warning;
*'You need to listen to some good advice.
Good advice is valuable -
worth more than all possessions'.
but the great colossal King,*
resplendent in his golden crown,
failed to heed the sage wisdom
chanted by those allied elders.
Deadly horror ensued.

The sad and dreadful conclusion,
was met with quiet reflection.
Then, battered applause
punctured the still night air.
The performers humbly bowed,
but were unable, despite their modesty,
to dull the glowing shine
of their theatrical achievement.

Jessica Gorlin
Director of Performing Arts





Jacob Nimmo

Congratulations to Jacob Nimmo (Year Ten) who broke the AGSV Under 16 50m Breaststroke record by nearly a full second in a time of 30.51 sec. Jacob then competed for the AGSV in the VSAC swimming meet in which the AGSV boys' team maintained the honour of being the best male association for the second year in a row.

Outside of school competition, Jacob also won gold and became the national champion in both the boys 15 years 50m and 100m breaststroke; a phenomenal effort. From there, Jacob qualified for the FINA World Championships Selection Trials and Commonwealth Games Selection Trials. He finished as the 57th best 14 and over 50m Breaststroke and 42nd best 14 and over 100m Breaststroke swimmer in the country. Jacob, we congratulate you on all that you have achieved this year, and we can't wait to follow your progress in the years to come!

Badminton

On 21 May the Badminton Victoria 2022 Junior U19 tournament was held at MSAC, Albert Park. Yu-Ken Goh, PEGS boys Badminton captain competed and performed extraordinarily well. He went straight to the tournament after leading his school team to victory against Camberwell 2, in the morning. He fought his way through to the semi finals, where he had a tough game against a current national junior player. With his never give up attitude he managed to win through in three sets to play in the grand final. Ken unfortunately was unable to consolidate his win of the semi final due to injury. However, we are very proud that he came runner-up in the U19 Men Single event. Ken is also part of the U17 Victorian State Badminton squad.

Catherine Lane
Director of Sport



Golf success

Monday 2 May saw a team of three compete in the AGSV-APS-BAS golf day at the Spring Valley Golf Club. Representing PEGS were Thomas Mackenzie (Year Twelve), Joshua Feil (Year Nine) and Cameron Thompson (Year Nine). It was a wonderful opportunity to enter as a team in 2022 after being represented by only two individual competitors last year. We finished in a respectable 12th position and we will look to build on that in 2023.

After a very impressive round of 80 from Joshua Feil, qualification for the State Final which was played at the National Golf Club in Long Island on Monday 30 May was achieved. On a day where the weather wasn't kind, Joshua put in a simply remarkable performance, hitting a 75, +3 score to finish in third place in the Junior Boys section (Year 7-9). We congratulate Joshua on his amazing efforts.

Josh Toy
Coordinator of Sport (boys)

Cross Country

Cross country is a hard, individual sport. And our PEGS school team is a small team compared to lots of other schools, but its members are full of heart and determination.

One of our races this season was the All-Schools State Cross Country relay at Jells Park. A tough course even for experienced runners. Our whole team ran out of their skin and exceeded our expectations. But our Under 14 boys team went beyond that. This team of four Year Seven boys, two experienced runners and two boys new to racing at a state level, ran their hearts out. Four legs of 3km each. They led the entire race against 20 other schools until the last 1.5km lap, finishing in a remarkable third place. Witnessing this battle unfold was incredible. They ran for each other, pushed each other to succeed and now are proud bronze medallists at the State Titles.

Photo from L to R
Chase Jardine, Huazhou Zhong, Lachlan Burnside, Jasper Gay

Michelle Sostaric
Cross Country Coach



JSB Swimming

Term One is always a busy term of swimming for the Junior School students, and 2022 was no exception. At the House Swimming Carnival, it was pleasing to see the boys from Years Three to Six competing to earn points for their team, which ultimately saw Bradman House win this year's title.

The students in the Swim Squad performed very well at District, Divisional, Regional and AGSV events throughout the season. This was highlighted by nine of our students making it all the way to state championships. Cruz D'Alesio participated in the 9/10 years 50 metre individual Backstroke and Butterfly, where he came sixth and seventh respectively against the best junior swimmers in the state. We also had three relay teams competing. The 12/13 Years Medley Relay team, of Oliver Rados, Aidan Plunkett, Antonius Kupper and Jack De Fazio performed superbly to finish fourth in the state final. These students also made up the 12/13 Years Freestyle relay team which brought home the bronze medal. The 9/10 Years 4X50 metre Freestyle Relay, consisting of Lucas Nguyen, Adam Kasalo, Flynn Staff and Ethan Nguyen performed exceptionally well to win the silver medal in the state final.

Congratulations are extended to all members of the Junior school Swim Squad.

Troy West
Coordinator of Sport, Junior School (boys)



Girls Firsts Football

The Girls First Football team began the season in a positive fashion winning their first two games through hard work and determination. The team has shown great resilience in each round, with a number of players unavailable due to injury. They now sit two wins and two losses after a couple of close defeats, both by under twelve points.

In this, our second year of the girls AGSV/APS first football competition and with new coach Aasta O'Connor in charge, the team has started to develop a very competitive game plan with a spread of students from Year Nine to Twelve contributing to the success of the team.

Chloe Baker-West has continued her outstanding form after being awarded Best Player for Victoria in the U16 Victorian National Championships earlier this year, while Captains Piper Davis and Tegan Matthews have provided strong leadership throughout.

The team is looking forward to the redraw rounds where if all things fall into place they will get to compete for the premiership.

Christian Stagliano
Coordinator of Sport (girls)

From the Archives

Brigid Cooper Archivist

Every Person, Every Story - One photo, many stories

I have always been drawn to this photograph. I first saw it shortly after becoming the PEGS Archivist in 2008. It's one of those images where the more you look the more you notice. By the neatness of their uniforms and the arrangement of their feet you can see that a lot of thought was going into the presentation of the Penleigh Presbyterian Girls' School Running Team 1921. The photographer does seem to have captured a much more casual moment though - a shared joke or the awkwardness of posing. Perhaps The Penleigh Magazine 1921 gives some insight:

This year's running team has not been much in evidence, as we have found it hard to obtain the necessary practice. At the Rosbercon sports we entered to two flag races, and two flat races, but did not succeed in getting a first place in any of them.

There is a stark difference in length of skirt between the older girls and the younger girl at the back. Shirts were not standard, as there are many different collar variations. Did they run in these clothes, or is this their formal uniform? Some of the girls have already cut their hair shorter, as was the fashion throughout the 1920s, while others still have their long schoolgirl plaits. What do we know about these students and what sort of lives did they live after their Penleigh years?



Penleigh Presbyterian Girls' School's Running Team 1921
L-R: Joan Trenerry, Dorothy Perrier, Hope Cromwell, Maisie Hanson, Bonnie Gilbert, Madge McKellar, Lylah McMillan, Elaine Slobom (Captain)



Joan Trenerry in the 1930s, probably dressed up for a dance [Donor: E Phillips [PH08320]]

Joan Elizabeth Trenerry

First to the youngest student - Joan Elizabeth Trenerry was the fourth child of Arthur Thomas and Elizabeth (Bessie) Trenerry. She was born in Prahran in 1909 and she started at Penleigh in Kindergarten in 1915, with the family living at 93 Holmes Road, Moonee Ponds. Her sister Mary, who was 7 years older, also started at Penleigh that year. Joan spent 12 years at Penleigh receiving prizes almost every year at the end of year Prize Night, for such things as General Excellence, Elocution, Regularity, Sewing, Music, and Sports - Badminton, Tennis, Physical Culture and Basketball, as well as the prestigious Senior Sports Championship Prize.

Joan's mother, Bessie Trenerry (née Murray), was also a student of the school, successfully sitting for Matriculation examinations through the late 1890s. Both women were very active members of the Penleigh Old Collegians' Association (POCA). Joan joined the committee in 1927 and took on roles such as President and Vice President. During the 1930s POCA even ran a Dramatic Club which put on performances, which Joan was also very involved with.

Joan's niece, Elsbeth Phillips (nee Newman), donated items to the PEGS Archives and wrote about her aunt:

After leaving school Joan was appointed Sports Mistress at Morongo Girls' School in Geelong. The boarding staff had been donated a car for their use, and Joan used to drive home to Melbourne in her free weekends, a time when not many women had a driving licence. Joan never married. In the early 1940s she moved with her mother and aunt to Abbott St, Sandringham and retrained as a hairdresser. During the 1939-1945 war Joan did volunteer work with the Red Cross and in the canteens serving meals to the men. Joan loved driving and held a licence for over

sixty years and travelled widely during her life, twice in the 1950s with a friend driving and camping through Europe and the UK. She also explored most of Australia and New Zealand. She played many sports and used when young to enjoy dancing. She also enjoyed swimming, tennis, fencing, golf and more recent years bowls and in the evening a game of solo or scrabble. She mostly excelled in all these activities.

Joan died in 2003 "Much loved (Nin) of all her nieces and nephews and their families."



Dorothy and Grace Perrier attending the Williamstown Races [Table Talk, 14 February 1935]

Dorothy Henrietta Perrier

Dorothy Henrietta Perrier was born in 1904 in Wellington, New Zealand, to Eugene Ulysse and Elizabeth (Lizzie/Midge) Murray Perrier. The family lived in Williamstown and Dorothy was a student at Penleigh Presbyterian Girls' School for only 3 years from 1919 to 1921. Her sister, Grace, also attended the school.

In 1937, Dorothy married Edgar Frank Green, with her sister, Grace, as bridesmaid. The description of the frocks was a feature in this article from The Age, 31 May 1937:

Heavy white satin fashioned the bridal frock, which was made with shirring down the centre front of the bodice, caught from neck to waist with a spray of orange blossom, and the waistline encircled with a belt fastened with a diamante buckle. The skirt fitted tightly to the knees, developing at the back a very full fan-like train, and the sleeves were tightly tilting. A veil of white tulle which fell to knee length at the front and to the hem of the skirt at the back, was caught to the bride's hair with a wreath of orange blossom, and she carried a charming bouquet of white azaleas and lily of the valley.

[Ref: The Age, 31 May 1937, p.14. <http://nla.gov.au/nla.news-article203871117>]

Dorothy Green died in 1968 in Werribee at the age of 64.

Hope Cromwell

Emily Hope (Hope) Cromwell was born in Essendon in 1905 to John Henry and Emily Leggett Cromwell. She commenced at the school in Kindergarten in 1911 and finished in 1921, spanning three school names: Ascot Vale Girls High School; Penleigh Girls School; and Penleigh Presbyterian Girls' School. Her brother also attended the school briefly, receiving a General Excellence Prize and a Physical Culture Prize in 1917.

The Ad Altiora Club, also known as the Penleigh Old Collegians' Association, held annual balls. Here's the write up from 1923 Ball, *The Herald*, 27 Aug 1923:

Gold and Blue — Girls Hoist School Colors Past students of the Penleigh Presbyterian Girls School — the Ad Altiora Club — enjoyed their fourth annual ball at the Moonee Ponds Town Hall on Friday night. In all there were more than 100 guests present. Gold and blue — the school colors was the predominant note in the bright decorative scheme. In the ballroom a canopy of gold and blue streamers spread over the dancers. The supper-room was artistically bestowed with fernery and streamers.

Misses Lilian and Elma Limerock, the principals of the college, were the special guests of the evening. Miss Elma Limerock was attractively gowned in a grey lumineux frock pleasantly relieved with steel beading. Miss Lilian Limerock wore a charming gown of floral blue taffeta.

Hope married Donald Charles Grey, of Mantell Street, Moonee Ponds, in 1937. Her Penleigh friend, Jessie Dowie, was bridesmaid.

Hope Grey died in Balwyn in 1970.

Lucy Hartford (Bonnie) Gilbert

Lucy Hartford (Bonnie) Gilbert was born in Essendon in 1905 to Robert Hartford and Ruby Gilbert. Bonnie attended the school from Kindergarten in 1911 to 1922. Her younger sisters, Edna and Ruby (known as Betty) were also at Penleigh.

Bonnie married Donald Stanley Henderson in 1928. Bonnie was attended to by four bridesmaids, three of whom were Penleigh girls:

The four bridesmaids were the bride's two sisters, Misses Betty and Edna Gilbert, Miss May Henderson, sister of the bridegroom, and Miss Jean Showers. Their blush pink georgette frocks had hems of a deeper pink satin drooping longer at the back in peacock fashion.

Donald's family was from Deniliquin and they set up their home there. Bonnie Henderson died in 1983 in NSW.



1921 Basketball Team with two of the Gilbert sisters and many of the Running Team members. Back L-R: Marion Ellis, Lylah McMillan, Grace Perrier. Front L-R: Maisie Hanson, Bonnie Gilbert, Dorothy Perrier (Captain), Edna Gilbert. (PEGS Archives [PH00109])

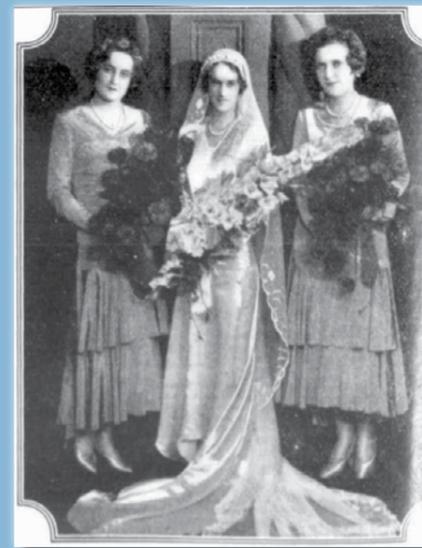
Maisie Hanson

Maisie Beryl Hanson was born in Hotham West in 1907 to John Wilson and Annie Hanson. Maisie and her older sister, Freda, both attended Penleigh, Maisie starting in Kindergarten in 1912 and leaving at the end of 1922 to study a Commercial Course.

In 1931 Maisie married George Schweitzer in Paris. She wrote to the Ad Altiora Club describing her new life and her travels through Europe. It is interesting to read these accounts, knowing the rise of the Nazi movement in Germany at the time and the vast changes that would happen across Europe throughout the Second World War. Here's an excerpt from one of her letters from *The Penleigh Magazine* 1933:

Prague to me is a delightful city. At all the German and Czecho [train] stations I was really struck by the wonderful orderliness and tidiness of the officials and vendors of papers, drinks, and hot frankfurts ... Here the officials were in marvellously coloured uniforms, the vendors in different colours, and all spotlessly clean. The Grand Hotel is splendid, right on the main street, which is beautifully wide, with the traffic the same direction as Melbourne, and clean, attractive trams. Here, in the hotel, there seem to be hundreds of servants, pages, etc., and they treat one like a duchess, and bow and greet you each time you pass. Sometimes in German they say to Georges, "I have the honour," and to me, "I kiss the hand!"

By 4 o'clock its nearly dark, and the shops and streets are brilliantly illuminated, the advertisements flashing in deep blues, greens, yellows, and reds. A beautiful sight, and a fascinating city - I love it.



Penleigh girls, Maisie Hanson and Vere Campbell, bridesmaids for Freda Hanson's wedding in 1930 [Australasian, 19 April 1930]

Madge McKellar

Madge McKellar was born in 1906 in Ascot Vale to Archibald and Florence Ann McKellar. Her brother, Rex, was born in Cape Town, South Africa. Madge attended Penleigh Presbyterian Girls' School from 1919 to 1921.

All of these students would have been impacted by the two world wars they experienced in their lifetimes. A poignant example is this notice in the *Warrnambool Standard*, 10 May 1918:

McKELLAR. — In affectionate remembrance of our dear brother and uncle, Private. Alan Campbell (Cam.) McKellar, killed in action at Bullecourt in France on 10th May, 1917. Our Hero. — Inserted by Flo and Arch. McKellar and his niece and nephew, Madge and Rex.

Madge married Donald Fraser Fairbairn in 1938.

Madge Fairbairn died in Caulfield North in 1972 aged 66.

Lylah McMillan

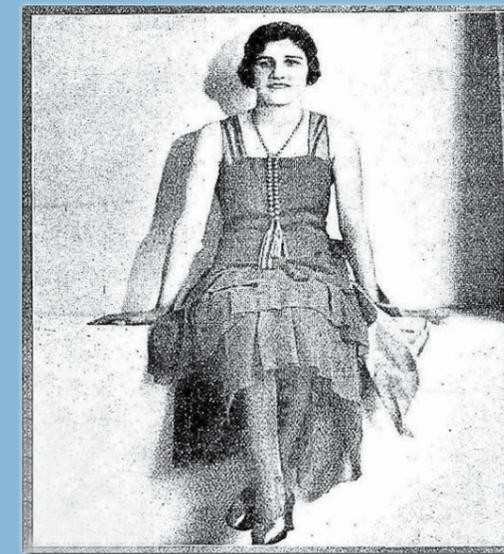
Ethel Lylah Sharpe McMillan was born in Rochester in 1905, only child of Robert and Ethel Lenna McMillan. Lylah started at Penleigh Girls' School in 1916 and finished in Form VI as Prefect and Dux of the School in 1922. After she left school, Lylah remained active in the Penleigh Old Collegians' Association, including participation in the Dramatic Club.

Lylah married Wilbur Glenn Carrington in 1934. Her matron of honour was Mrs W F Hamilton, known to Penleigh as Elaine Slobom. Here is the description of her gown from *Table Talk*, 6 September 1934:

The bride ... is tall and dark, and was admirably suited in a sheath gown of silver lame which was moulded to the knees, from where it fell into soft

folds graduating into a flowing train. An exquisite Brussels lace veil mounted on layers of billowy tulle was caught to her head with a halo of silver lame, and she carried a sheaf of white camellias.

Ethel Lylah Carrington died in Surrey Hills in 1986 aged 80.



Elaine Slobom in 1929 on her engagement to William Hamilton. [Table Talk, 12 December 1929]

Elaine Slobom

Elaine Sara Slobom, the Captain of the 1921 Running Team, was born in Essendon in 1909, daughter of Andrew Henry and Nellie Slobom. She attended Penleigh Girls' School / Penleigh Presbyterian Girls' School from 1913 to 1921 and earned many prizes for both academic effort and sport, including in badminton and tennis. In her final year, 1921, she was Prefect and captain of the school running and tennis teams.

She married in 1931 and her bridesmaids were her sister, Molly, and her Penleigh friend, Lylah McMillan. Here is a description from *Table Talk*, 10 September 1931:

MISS ELAINE SARA SLOBOM made a very charming bride on Wednesday, August 20, when her marriage to Mr Claude William Forester Hamilton was celebrated in Scots Church, Collins Street. Delightfully fluffy dresses of hydrangea green tulle, worn by the two bridesmaids, Miss Molly Slobom (sister of the bride), and Miss Lylah McMillan. Full tulle frills, widening towards the hem, came from finely-tucked bodices, and were finished at the waist-line with peach taffeta sashes. Their large hats were of soft green straw, and they carried sheafs of peach blossom and hydrangea.

The couple had two children, Ian and Prudence. William died in 1978 in Kew and Elaine died in 1995 in Kew.

PEGS Former Students Association and Business Network

2022 Events

FSA Reunions

20 Year Reunions

Classes of 2000 and 2001 Combined Reunion - Saturday 1 October
Penny Young, Young Street, Moonee Ponds

Class of 2002 - Saturday 15 October
Penny Young, Young Street, Moonee Ponds

30 Year Reunion

Class of 1990, 1991 and 1992 Combined Reunion - Saturday 22 October
Penny Young, Young Street, Moonee Ponds

10 Year Reunions

Class of 2011 - Saturday 12 November
Penny Young, Young Street, Moonee Ponds

FSA and Business Network

End of Year Drinks - Saturday 19 November

Penny Young, Young Street, Moonee Ponds

Don't forget to visit www.pegshub.com.au and register your most up to date contact details to ensure you do not miss out on any reunion details!

LinkedIn

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

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

Facebook

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

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

Announcements

DEATHS

Clare Chen [Class of 2018], PEGS Tennis Captain, PEGS Tennis Coach, on 15 February 2022, age 21.

Dr Sarah Glassenbury (née McCarthy) [Class of 1983], wife of Dr Brian Glassenbury [Class of 1983], mother of Owen [Class of 2012] and Angus [Class of 2015], sister of Jonathan McCarthy [Class of 1984], on 10 May 2022, age 57.

Patricia Wong (PEGS Music Staff - Instrumental Music / Suzuki Program 2016-2021), 19 June 2022.

Alumni Spotlight Rebecca Turner, Class of 2002

What have you been doing since leaving PEGS in 2002?

I came late to Nursing and completed my Bachelor of Nursing with University of South Australia. I commenced my nursing career at Modbury Hospital where I was introduced to Emergency Nursing.

I met my husband Imray in 2005. He is currently serving in the Royal Australian Air Force.

As part of our lives together we have moved between Sale in country Victoria and Adelaide and the future holds many more postings within Australia and beyond. I have been able to nurse in multiple hospitals. I completed my Masters in Nursing Practices (Emergency) through Deakin University in 2021. I am currently working for Flinders Medical Centre in the Emergency Department.

During the COVID years, I have also worked as a Rapid Response Nurse. Some roles of which included nursing in airports, medihotels and of late the Anangu Pitjantjatjara Yankunytjatjara (APY) lands which provided some of my favorite nursing experience to date.

Children of our own are on the cards and I am proudly and openly navigating the IVF journey.

Tell us about your work as a Rapid Response Nurse for South Australia's State Emergency Control Centre? At the onset of COVID in 2020, I assisted with the nursing response for some of South Australia's first Repatriation flights. For some, their travel was on compassionate grounds such as to attend funerals. Our nursing teams became their supports during some of their darkest days.

Under this same banner of Rapid Response Nurse, I was given the opportunity to do similar work on the lands in APY. Very remote locations and breathtaking lands. We visited and were welcomed into multiple First Nation communities and provided COVID support. Health workers and emergency services all worked together to achieve culturally sensitive care that built strong partnerships within the COVID rapid response effort in APY.

What do you do in your spare time?

Of late, during my down time I enjoy travelling when I can. If not, I am pottering in my small garden whilst having arguments with the cheeky possums that keep eating my veggies! Besides that you will find me walking my giant dog Akira down Semaphore beach somewhere.

What is your biggest professional accomplishment?

I suppose on paper you could say my academic history is an accomplishment. It's more the experiences I collect that I see as accomplishments, such as the work I was involved with in the APY Lands.

Was there anyone who inspired you?

As a child I took for granted the sacrifice my parents made for me.

They came to Australia with very little and worked hard to plant roots for our family in Melbourne. From their dream, my siblings and I were able to pursue ours with their support and sacrifices.

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

Whilst at PEGS I was involved in school life through Choir and Orchestra. The PEGS Choir was my favorite and taught me many skills that I use today; skills needed to work toward a common goal. Memories evoked take me back to singing *Bohemian Rhapsody* or the *Hallelujah Chorus* in perfect harmony after months of practice. The last magical choral memory I have was singing *O Holy Night* alongside the brass ensemble for Christmas Carols at St Paul's Cathedral. These memories I treasure.

What's your favourite memory of PEGS?

Friendships I built have endured. I have fond memories of going to Lake Eildon for camp, catching the bus to choir from the Moonee Ponds campus to the Keilor campus and singing... or perhaps yodelling at the top of our lungs all the way there.

What advice would you give to young PEGS alumni?

Give yourself time to find your dream then enjoy the journey while you chase it.



Teddy Bears

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

Teddy Bears can be ordered by contacting the Association on fsa@pegs.vic.edu.au



Friends of PEGS News

Year 7 Meet 'n Greet

The BBQ was blazing and the rooftop terrace buzzing at Squire's Loft, Essendon, on the evening of 6 April for the Year 7 Meet 'n Greet.

An open-armed welcome for new-to-PEGs parents, our annual Year 7 Meet 'n Greet initiates connections in a vibrant social setting, while also affording us the opportunity to recognise and reconnect with familiar faces.

Creating and building an enthusiastic, spirited community among parents energises the FoPEGs Committee. A rooftop filled with new and seasoned parents, relishing food and revelling in each other's company was our aim; set and met on the night.



Mother's Day Stall

The affectionately discerning eyes of children, scanning stall-to-stall, to find the ideal gift makes for an acute audience at the Mother's Day Stall. Behind-the-scenes (when selecting gifts) and front-facing (when selling), FoPEGs Committee members, Class Reps and parent/caregiver volunteers were at-the-ready to assist with the purchase of a treasure trove of gifts on offer:

"What would my mum love?"

"What would surprise my grandma?"

"My auntie will be buzzed!"

Junior School boys and girls discovered and selected from a mix of classically styled and uniquely crafted offerings, from decoratively designed bags and scarves; silver photo frames; delicate jewellery; a cup and saucer set which was a visual spectacle!

With students displaying independence of thought and confidence in decision-making, coloured by the love of gift-giving, FoPEGs Mother's Day Stall is a highlight for many.



FoPEGs Calendar of Events

- Thursday 1 September **Father's Day Stall** Junior School (girls)
- Friday 2 September **Father's Day Stall** Junior School (boys)
- Saturday 8 October **Annual Craft Market** (FoPEGs Annual Raffle drawn)
- Friday 25 November **The End of Year Lunch** (formerly Ladies Lunch)

We thankfully acknowledge the dedicated commitment of past and present FoPEGs Committee members.

For all enquiries, please contact Lyn LoMoro on 9016 2183 or email: Lyn.Lomoro@pegs.vic.edu.au



PEGS
Community
Report 2021



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.

For the service component of our Bronze Duke of Edinburgh we decided to run coaching sessions in the new gym for Year Seven students. Two lunchtimes per week we have run a variety of activities promoting exercise and building relationships.

Cara, Scarlett and Milla, Year 9

Board of Management

Mr B Henderson, <i>Chairman</i>	Mr C Clausen, <i>Vice Chairman</i>		
Mr G Aplin	Rev P Blacker	Mr D Cerantonio	Dr E Dapiran
Mr R Gottliebson	Ms L Lawry	Mr P Phelan	Mr A Smith
Dr S Tsang	Mr D Whiting	Mr T Wilson	

Chairman’s Message

It is with great pleasure that I report on the activities of Penleigh and Essendon Grammar School during 2021. The year was primarily characterised by the restrictions imposed by, as well as the opportunities provided by, the COVID-19 pandemic. Repeated lockdowns meant that teachers ‘pivoted’ from teaching face-to-face in class, to teaching online, and then back to face-to-face. While online, classes continued to be held synchronously, that is classes took place at the same time on the same day of the week that they would have been held had we been teaching face-to-face. While synchronous learning can be taxing on some staff, it provides much needed structure that reassures staff and students. I am immensely proud of our staff, students and parents, who demonstrated great resilience.

The year also saw changes at Board level. After thirty-seven and thirty-five years of service respectively, Mrs Wendy McMaster and Dr David Pitkin resigned from positions on the Board of Management. Mrs Barbara Deery also stepped down from the Board in 2021. Barbara commenced on the Board in 2013, shortly after her resignation from the role of Head of Senior School in 2012, a role she was appointed to in 1988. Between them, Wendy, David and Barbara have made an incredible contribution to our School and we look forward to Wendy’s ongoing contribution via the Foundation Board. We were very pleased to welcome Mr Tom Wilson to the Board at the beginning of 2021. Mr Chris Clausen was elected to the position of Vice Chairman at the AGM in April 2021 replacing Mr David Whiting, who stepped down and whose ongoing commitment to the Board is greatly appreciated.

In a year that has been dominated by the changes of the government’s response to COVID-19, and the School’s response to each of these changes, it is remarkable that sufficient time and effort was given by the Directors and management to the development of a new Strategic Plan. This plan, active for five years, sets out the priorities that will drive change. Its four themes – Learning and Thinking, Care and Wellbeing, Engagement and Connection, and Continuity and Sustainability - focus all members of our community on what we prioritise as important for our growth.

In 2021 School enrolments increased to 2874 students and our students continued to achieve at the highest level academically. Highlights of our VCE 2021 included: 5% of students being ranked in the top 1% of the state and 21.9% of students were in the top 5% of the state. Our NAPLAN results indicate that the School scores continue to be well above State average on all components and at all year levels. Beyond these fine academic results, we understand 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.

Families who faced financial distress were supported by the Financial Hardship Committee so that students could stay on regardless of their financial situation. At the September Board meeting, a zero percent increase of school fees was adopted for 2022 school fees in an effort to support all families during the uncertainties of COVID lockdowns.

The new gymnasium on the Keilor East campus, was completed during the year. As with all of our building projects, the new gymnasium was constructed with a view to provide our students with an exceptional educational experience, both inside the classroom and beyond.

In the second year marked by COVID-19 lockdowns, I have been in awe of the school’s management that charted these very unfamiliar waters carefully and responsibly. I would like to thank the management and the staff for their generous support and contribution to the school during 2021.

Finally, and importantly, I would like to thank most sincerely my fellow Board members, whose level of engagement and wisdom marks all of their actions and for whom the entire school community is grateful.

Bruce Henderson
Chairman

“ The Social Justice team worked hard to create some fun activities at lunchtime, such as a pledge banner and a photo booth, Form activities were also run. The LGBTQ+ flag was hung at the front of our school, a celebration of LGBTQ+ youth both within our school and beyond. ”

Victoria, Sky and Caroline Year 10

The PEGS experience: 2021

With an enrolment of more than 2800 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. Ethics and Religion 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. As a consequence of community health protocols in 2021, most services took place online.

We recognize and respond to the different strengths and learning styles of boys and girls across stages in their development, with co-education offered at kindergarten and senior levels and single-gender classrooms in the Junior and Middle Schools seen as optimal to maintaining the exceptional educational opportunities that our students enjoy. The Board intends to maintain the current equal enrolments of boys and girls at every level from Kindergarten to Year Ten.

Designated as the year to 'Count me in' at PEGS, students were encouraged to embrace opportunities for growth, friendship and inclusion. The Bystander Code of Conduct and Mutual Respect Policy formalise actions to aid student wellbeing and students were encouraged to respect differences and to embrace action fostering social justice. Student action has supported community movements including environmental action, gender equity, respect for gender diversity, responses to bullying and measures towards national reconciliation.

Providing a seamless link between onsite and virtual classroom environments during the ongoing COVID pandemic, our staff worked to ensure students enjoyed a full timetable of collaborative learning regardless of physical surroundings. Virtual activities in Form and House groups supported student wellbeing and emphasised the importance of staying connected; co-curricular activities including debating, music and drama continued online and activities on campus leapt back to life in Term Four with opportunities for sport, visits to Eildon Camp and excursions to city and country.

The return of competitive sport in Term One of 2021, witnessed students relish expanded sports facilities at the Keilor East campus. The new gymnasium offers two additional netball/basketball courts, additional changerooms and fitness facilities as well as additional classrooms, administration areas and options for assembly seating for up to 2000 people.

What is the best part about Prep?

- “Doing PE class”
– Jack
- “Playing with my friends and my buddy”
– Isaac
- “Learning to write with my teacher”
– Xander

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 278 candidates successfully completed the VCE.

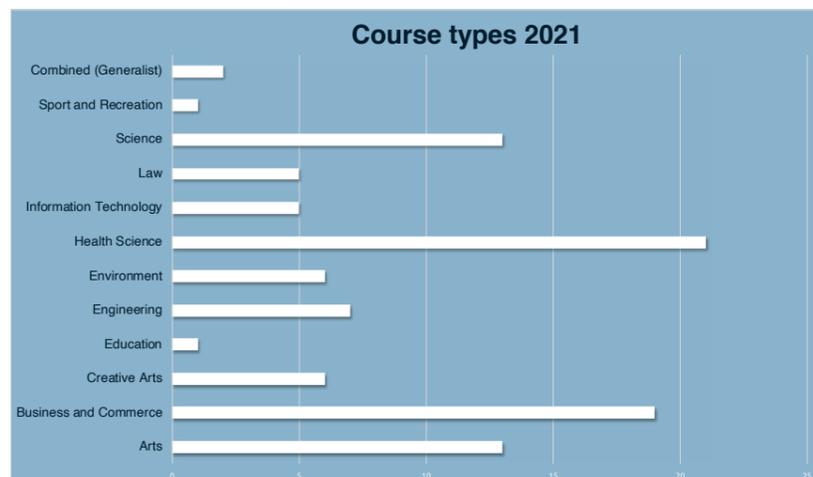
One student achieved the highest possible ATAR score of 99.95 and nine students scored 99.50 or above, 5 per cent of our students were placed in the top one per cent of the state and 22 per cent achieved an ATAR of 95 or above. The median ATAR score at PEGS was 86.80, placing 50 per cent of our students in the top 14 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 19 per cent of all study scores were at or above 40. The median study score was 34 out of the possible score of 50. Perfect scores of 50 were recorded on fourteen occasions in seven subjects.

The University of Melbourne remains the most popular tertiary destination, attracting 29 per cent of our students, closely followed by RMIT at 28 per cent. Health Science was the most popular tertiary course, followed by Commerce/Business., with Arts and Science equal third.

More than 90 per cent of students received an offer for their first or second tertiary course preference.

Destinations of students completing VCE in 2021 are summarised below:



“ It has made us realise how much we value the social aspect of school and learning. How important our education is and how imperative it is for us to make the most of our school life. ”

Alexis, Year 10

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. Comparison with results from 2018 and 2019 is recorded in Table 1. The NAPLAN testing programme did not proceed in 2020.

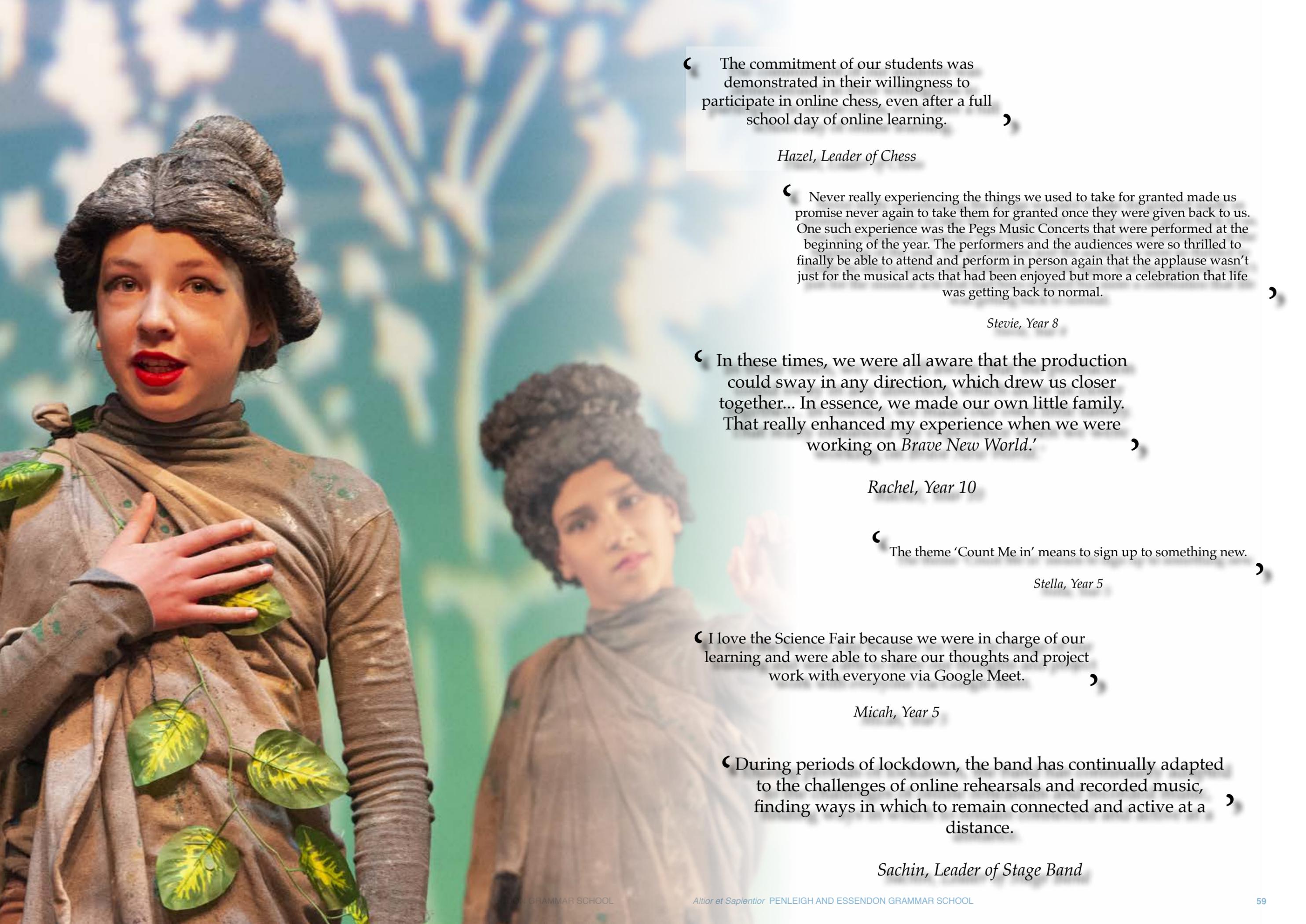
Table 1: Percentage of PEGS students achieving national minimum standards

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
2021	99	100	99	99	100
2019	99	100	100	99	100
2018	100	99	99	98	99
Year 5					
2021	100	100	100	99	100
2019	100	100	99	100	100
2018	99	98	99	99	99
Year 7					
2021	99	99	100	99	100
2019	100	99	100	100	100
2018	100	99	100	100	100
Year 9					
2021	99	100	99	100	100
2019	99	99	100	100	100
2018	100	97	100	100	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 2021	458	431	434	452	410
PEGS 2021	498	485	469	500	458
Year 5					
State 2021	526	485	512	508	501
PEGS 2021	584	523	541	573	552
Year 7					
State 2021	553	523	552	543	555
PEGS 2021	590	560	601	591	608
Year 9					
State 2021	585	560	592	583	586
PEGS 2021	626	598	631	625	632



“ The commitment of our students was demonstrated in their willingness to participate in online chess, even after a full school day of online learning. ”

Hazel, Leader of Chess

“ Never really experiencing the things we used to take for granted made us promise never again to take them for granted once they were given back to us. One such experience was the Pegs Music Concerts that were performed at the beginning of the year. The performers and the audiences were so thrilled to finally be able to attend and perform in person again that the applause wasn't just for the musical acts that had been enjoyed but more a celebration that life was getting back to normal. ”

Stevie, Year 8

“ In these times, we were all aware that the production could sway in any direction, which drew us closer together... In essence, we made our own little family. That really enhanced my experience when we were working on *Brave New World*. ”

Rachel, Year 10

“ The theme 'Count Me in' means to sign up to something new. ”

Stella, Year 5

“ I love the Science Fair because we were in charge of our learning and were able to share our thoughts and project work with everyone via Google Meet. ”

Micah, Year 5

“ During periods of lockdown, the band has continually adapted to the challenges of online rehearsals and recorded music, finding ways in which to remain connected and active at a distance. ”

Sachin, Leader of Stage Band

Standardised tests and competitions

Participation in standardised tests, national competitions and forums was restricted and some events occurred online. The following achievements were recorded.

In Mathematics

Australian Mathematics Competition –
Years 3 – 6: 2 Prizes, 3 High Distinctions, 88 Distinctions,
Years 7 – 10: 12 High Distinctions, 33 Distinctions,
Years 11 – 12: 5 High Distinctions, 5 Distinctions;
Australian Informatics Olympiad – 2 Bronze Awards;
Australian Mathematics Olympiad -
Junior: 1 perfect score, 4 students top 2%, 17 students top 10%,
Intermediate: 11 Credits,
Senior Contest (by invitation): Bronze award;
Australian Maths Challenge for Young Australians: 10 High Distinctions, 32 Distinctions;
Computational and Algorithmic Thinking: 45 Distinctions;
University of Melbourne School Mathematics Olympics (Year 11 team) – 6th place;
The University of Melbourne/ACEMS Secondary School Mathematics Competition – Junior
Section: 2 Outstanding Awards, 1 Certificate of Merit,
Intermediate Division: 2 Certificates of Merit,
Senior Division: 1 Outstanding Award (top 10 students), 3 Certificates of Merit (top 25 students);
Maths Talent Quest (Primary) – National level: 2 awards, State level: 13 High Distinctions, 17
Distinctions;
National Mathematics Summer School - 1 participant.

In Science

National Youth Science Forum – 3 students selected to attend, 2 attended;
The Professor Harry Messel International Science School, The University of Sydney – 1
participant;
Australian Science Innovations Biology Olympiad – 3 High Distinctions, 3 students attended
national team selection and 2 selected for national team;
Australian Science Innovations Chemistry Olympiad – 1 High Distinctions, 3 Distinctions;
Australian National Chemistry Quiz (Years 11-12) – 3 High Distinction Excellence Awards, 10
High Distinctions, 9 Distinctions.

In Languages

Chinese: CLTAV Competition – Speech and performance – Second Prize (Year 10),
Reading – First prize (Year 7);
French: Alliance Française Competition – Speaking -15 State finalists, 1 Special Mention,
Writing - 11 State finalists, 3 Prizes, 1 Special Mention;
German: The University of Melbourne Goethe Poetry Competition- First Prize Year 10,
AGTV Poetry Competition – Regional Finals- 5 prizes;
Indonesian: VITTA Competition – 3 prizes;
Latin: National Latin Examination – 19 gold medals.

“ This year I was curious about peeking
around unfamiliar corners to discover
what more there is to experience at PEGS. ”

Coco, Year 8





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, public speaking and sport. In the secondary school they participate in two seasons of sport – a summer sport and a winter sport.

Although activities in 2021 were affected by extended periods of social restrictions, highlights included:

In the Performing Arts

- Music: Live music returned with three of the projected seven major concerts performed in the Auditorium in Term Two. The Monday@6 online concerts series provided an innovative opportunity for students to perform for an extended audience throughout the year and department concerts online saw performances by Woodwind, String, Piano, Percussion, Vocal, Suzuki program and VCE Music Performance students. The opportunity to celebrate the end of the school year and the approach of Christmas with members of the Senior Choir performing in a scaled-down Carol Service at St Paul's Cathedral was a particular delight.
- Drama: Students from Year Seven to Year Twelve stepped into the dystopian society of Aldous Huxley's *Brave New World*, as adapted by David Rogers in a production rehearsed and performed during a period of social distancing. The cast gained much from this memorable experience and they were able to present an exciting live production to an appreciative audience over three performances in May.
- Dance: With the inclusion of Dance as a summer and winter sport offering for the first time, participation in the Dance Programme expanded considerably. Members were keen to socialize, exercise and develop their skills as an ensemble. The summer Dance showcase delighted the audience with its energy and variety of styles.
- The Junior Musical: The cast and crew of *Mary Poppins Jr* achieved a single spectacular performance in early August prior to the extended period of lockdown. The production proved to be an uplifting experience for cast, crew and audience.

In Sport

Boys AGSV Premiers: Soccer
Girls AGSV/APS Premiers: Soccer, Champions: Badminton
Triathlon: State Champions for the twelfth season.
Junior Swimming: 15 participants in State Championships

In Public Speaking

In a season where the DAV schools' competition went online, teams were entered at every level
DAV Schools Competition: Teams competed in Years 9 -12 competitions, Year 9 boys- Second in State
UNSC Evatt Trophy: 2 teams State finalists VCAA Plain English Speaking Award: State finalist

“ We have explored new hobbies, interests and passions which we can continue to develop and learn about throughout the rest of our lives, and this desire to further develop ourselves, despite the circumstances, is exactly what “Count me in” is about. ”

Connor, Year 12



Student surveys

The biennial survey of student opinion had been planned for 2020 but was held over in response to school closures and conducted in Term 4, 2021.

Students from Year Six to Ten completed the LEAD survey of student satisfaction and quality of teaching conducted by Independent Schools Victoria. Results were compared with those reported for a reference group of independent schools. Our students recorded a mean score of 8.39 out of a possible 10 for 'Overall satisfaction- I am happy to be at this school' compared with a mean score of 7.66 for the reference group. Students identified high levels of satisfaction with the academic programme offered and learning outcomes in basic skills, with responsibility for their own learning and development of thinking and reasoning skills also well regarded. Students reported an inclusive and safe environment where they felt encouraged to try their best and reported close peer relationships.

High scores in the Quality of Teaching component of the survey were recorded for Academic Rigour, Teacher/Student Rapport and Teacher Practice.

An 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 30 other independent schools with a global satisfaction score for PEGS of 8.30 compared with the score for the reference group of 7.98.

Best practice areas identified by our students were Academic Programme, Learning Outcomes, Teacher Quality, Resources and Co-curricular Opportunities.

Attendance and retention

The average enrolment from Prep to Year Twelve in 2021 was 2,793. Electronic monitoring of student attendance occurs at all levels and the average attendance rate was 97 per cent. The attendance rate remained relatively steady across all Sections of the school as summarised in Table 3.

Table 3: Average attendance rate at each year level

Primary	Attendance %	Secondary	Attendance %
Prep	97	Year 7	97
Year 1	96	Year 8	97
Year 2	97	Year 9	96
Year 3	97	Year 10	97
Year 4	96	Year 11	98
Year 5	97	Year 12	98
Year 6	97		

From a total of 271 students enrolled in Year Nine in 2018, 252 remained at PEGS in 2021, a retention rate of 95 per cent.



The PEGS experience: staff in focus

In 2021 the school employed 338 teachers in 308 full time equivalent positions and 122 non-teaching staff in 104 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 27 per cent of teachers held a Masters degree or higher qualification. The teacher retention rate was 94.6 per cent and non-teaching staff was 87.8 per cent. The teacher attendance rate was 99 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 2021, staff completed 15,324 hours of professional learning. On average, each full-time equivalent staff member completed 4.9 days of training. Approximately 1.25 per cent of total remuneration was invested in professional learning.

The professional learning programme continued with a strong focus on developing and embedding a Culture of Thinking, with 2,302 hours of training completed in total. Primary and Middle School teachers continued to work with Terri Campbell on enhancing their practices in teaching literacy, with staff completing a total of 897 hours in face to face and remote learning.

In-house and online remote 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, study design and teaching practices, including a 'Big Ideas and Essential Questions' session. Staff members were actively encouraged to attend targeted, external faculty association and educational sector conferences and seminars.

In 2021 staff members completed 2,159 hours of First Aid training, including CPR, Asthma and Anaphylaxis and Perform CPR refresher training.

New staff completed 110 hours of induction training, including safety and compliance training units, and all staff completed Child Safety and Mandatory Reporting training.

E Learning facilitators provided in-house training to improve teacher digital literacy, with 335 formal hours of training completed in addition to in-class support provided throughout the year to build teacher capacity. E Learning facilitators greatly supported teachers in delivering effective remote learning.

Four staff members undertook tertiary studies supported financially by the school with a study assistance payment and they completed 1368 hours.

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, 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, in what was a challenging year with some staff commencing during periods of remote learning.

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.

LEAD Staff Satisfaction survey

All staff members were invited to participate in the LEAD Staff Satisfaction survey, measuring staff satisfaction and perception of school effectiveness, teaching and workplace issues. The survey was conducted in Term 4 2021, with 307 or 63% of staff across all Sections of the school choosing to participate.

In the school-focused component, results in all domains were above the ISV median score. Despite extended periods of remote learning, high levels of satisfaction were recorded in all domains related to Teaching and Learning when opinions were compared with those recorded in prior surveys. The staff reported scores above the 75th percentile relative to other schools for Teaching Practice, Quality of Teaching, Learning Support, Discipline, Resources and Technology.

Considering workplace practices, the staff expressed satisfaction with the support provided in the workplace and reported above ISV median scores in all domains, with scores above the 75th percentile relative to other schools for Goal Alignment, Professional Development, Peer Support and Staff Collaboration. Teaching staff recorded an overall satisfaction score of 8.83 compared with the ISV Mean of 8.57.

The PEGS experience: finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2021 was \$71.3 million and included \$49.7 million from student fees, \$21.2 million from government recurrent funding. Expenditure of \$66.2 million included salary and teaching expenses of \$56.9 million and administrative expenses, general, maintenance, provisions and depreciation of \$9.3 million. The surplus of the School was used to finance its capital and IT infrastructure projects.

The PEGS experience: families in focus

Activities arranged by the Friends of PEGS offer opportunities for social interaction for school families and their fund-raising contribute substantially to student amenities.

PEGS Former Students' Association encourages regular distribution of information and a formal round of Class Reunions.

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

Thinking Seminars continue to offer students and the wider community access to the ideas of outstanding thinkers. We were delighted to welcome chair of Surfing Australia and motivator Layne Beachley AO as guest speaker in April 2021, prior to the return of community restrictions.

Parent survey

Parents were invited to participate in the 2021 LEAD survey of satisfaction online. Data was received from 588 respondents and results across a range of domains was compared with data from a reference group of statistically similar schools. An overall satisfaction rating of 8.45 compares well with the overall ISV mean of 8.44 and the net promoter score of +47 shows very strong support for the school, with respondents very happy to recommend the school to others.

Compared with the reference group, the perceptions of school parents were most favourable with regard to the academic programme offered, learning outcomes of students and the resources provided to support learning. When compared with results from prior surveys, improved satisfaction was recorded in domains related to the school's academic programme, quality of teaching, discipline and safety practices and resources.



The last date for submissions for PEGS Living is **Friday 22 July.** Time is running out!

PEGS Living is a snapshot of our vibrant and diverse PEGS community in the form of a beautiful book to take pride of place in your kitchen or on your coffee table.

We need your recipes, home hints, wellbeing tips, gardening advice and more!

For more information and to download submission forms please visit us on PEGSpace.

[pegs]
living



Each chapter will be a journey through a different theme:

A house to a home.

Your secrets for organisational bliss, sure fire DIY advice, styling tips and recipes that remind you of home.

The grass is greener.

Hints for living sustainably, vegetarian and vegan recipes and how you get the most out of your edible garden.

The school week.

Recipes for mid-week dinners and lunchbox fillers as well as life hacks that help your family to get through the week.

A weekend pace.

The hobbies and habits that help to make your wellbeing a priority and the recipes that require a little more time and space.

Festivities.

Decorating ideas and recipes that make your milestone, cultural or religious events extra special.

In keeping with our school theme, 'Every person, every story', we are eager to share the stories that accompany your recipe, tip or idea. In short, PEGS Living will be a celebration of the richly diverse fabric that makes up our PEGS community.

PEGSliving@pegs.vic.edu.au

[pegs]
living



2022 Dates for the Diary

July

- 12 July – Term Three begins
- 25 July – Suzuki Concert Three
- 26 July – Composition/Music Tech Concert

August

- 3,4,5,6 August – Musical Production (The Theory of Relativity)
- 8 August – Percussion Concert
- 17 August – Vocal Concert
- 18 August – Woodwind Concert
- 22 August – Suzuki Concert Four
- 23 August – Thinking Seminar Four
- 29 August – Chamber Concert
- 31 August – One School Day

September

- 5 September – VCE Music Performance (Unit 4)
- 6 September – VCE Music Performance (Unit 4)
- 7 September – Concerto Concert
- 9 September – Term Three ends

October

- 3 October – Term Four begins
- 5 October – VCE Visual Arts Viewing
- 8 October – Craft Market
- 12 October – VCE Music Performance (Unit 2)
- 18 October – Valedictory Dinner
- 19 October – String Concert Three
- 20 October – Piano Concert Two
- 24 October – Suzuki Concert Five

November

- 1 November – Mid term break
- 14 November – Suzuki Graduation Concert
- 22 November – Primary School Concert

December

- 6 December – Carol Service
- 7 December – Term Four ends

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

