

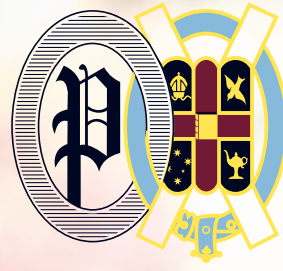


PENLEIGH AND ESSENDON GRAMMAR SCHOOL

Altior et Sapientior

June 2023





From the Principal

At a recent Thinking Seminar, we were fortunate to host journalist Virginia Trioli. Ms Trioli challenged her audience at one point, to consider how well and authentically we listen. In describing the change she had noticed in journalism over recent decades, she suggested that journalism used to be about exploring 'the contest of ideas', but now, nobody actually wants to listen to a viewpoint that is opposed to their own.

Former US Senator John McCain, approaching his death in 2018, explored similar themes when he urged people to leave behind the 'tribal rivalries that have sown resentment and hatred and violence in all the corners of the globe', suggesting that we are not the best people we can be if we 'hide behind walls rather than tear them down'.

In a world full of competing ideologies and demands, understandably, we often seek to take away complexity- to see problems through an 'either/or' lens. We either do this, or we do that; the two are mutually exclusive. If we really trust our values, we should not be afraid of honouring complexity by seeking to truly understand the tensions that exist in our world. At a school level, we think about the way our students juggle competing demands, such as the balance between academic and cocurricular demands. In my free hour, do I do some more practice for my upcoming SAC, or do I go for a run with my friends? These two alternative options create a dilemma; it appears that you are choosing between wellbeing and academic growth. However, the seemingly competing demands actually reinforce one another. There is a strong evidence base to support the idea that wellbeing supports learning, as does connectedness to school and peers, and academic growth supports wellbeing, through the deep sense of reward that comes from engaging in academic challenges.

Researchers Wendy K. Smith and Marianne W. Lewis, in their book *Both/And Thinking*, contend that rather than minimizing or resisting tensions, and framing our choices as 'either/or' we should accept and embrace 'both/and thinking', asking the question, 'how might we accommodate competing demands over time?'

All through this edition of *Altior et Sapientior*, I can see evidence of us embracing this way of thinking; rather than viewing care and wellbeing and learning and thinking as competing domains, we see how one supports the other. We embrace the idea that our school is both big, and small. We appreciate that we can learn inside and outside the classroom. We celebrate our diversity, and our sense of community. Being able to see the value in tensions can open up possibilities, and allow us to find more creative solutions which allow us to thrive.

Kate Dullard



Nurturing Problem-Solving Skills in Kindergarten

Developing good thinkers is an explicit and core goal of Penleigh and Essendon Grammar School's Culture of Thinking, and it starts within our Kindergarten. One way that we support and nurture the growth of good thinkers is through problem solving, where children use their critical thinking, creativity, and decision-making skills to develop and implement effective solutions.

Every day presents many opportunities for children to problem solve. This can be through incidental opportunities, as well as planned activities and conversations by the educational team.

Cottage 49 has been collaborating to design and create a model of their outdoor yard. This has involved developing a shared vision as well as negotiating roles, space and tasks.

Problem-solving challenges have been offered to small groups of children in Cottage 51. In one example, groups of children were offered the same resources to build the tallest tower whilst the educational team observed the problem-solving skills they were using.

Meanwhile in Cottage 53, the children have been unpacking their understanding of problem solving. Richard suggested *'You have to solve the problem'* and Harvey added that you have to *'figure stuff out'*. When discussing what problems they have encountered at kindergarten, the children identified *'when you don't fit something in your bag'* (Isabella), *'when someone trips'* (Mai) or *'when you don't know how to paint something'* (Eli).

As the children continue to engage in problem solving experiences, we know that they will apply, transfer and adapt these skills into any new challenges that they encounter.

Lauren Olcorn
Director of Kindergarten



Building positive relationships in the early years

Our Junior students come to us with a great capacity for learning. One of the steepest learning curves in their first year of school happens in the social realm where they must work hard to interact with others with empathy and respect. Just as we must spend a significant amount of time teaching the subject areas, a significant part of the program must focus on helping the students to understand and self-regulate their emotions, and effectively negotiate their interactions with others so they may build positive relationships.

Our teachers are always focussed on the social and emotional learning that happens alongside and within subject areas. When teaching Maths or English, we use exemplars to identify desired outcomes and set goals with students. With explicit feedback, students can evaluate their progress and begin to identify goals with increasing independence. Mistakes are identified and discussed as a learning opportunity, and a pathway for improvement is mapped out together. This same process applies to the development of social competence. In addition, restorative conversations allow students to consider tolerance, forgiveness, and the impact of their actions on their relationships.

Every year we are grateful for the open hearts and minds of our students and their families as they forgive and encourage, even when feeling wronged. To see one of our youngest students explaining to a peer that their behaviour was not okay but they are still willing to be part of a restorative conversation is, quite simply, astounding.

Amelia Turner

Prep Coordinator, Junior School (girls)





Year Six visits Canberra

On 16 May the Year Six boys headed to Canberra for an action-packed tour. A 5:45am start did not dull the excitement on the buses enroute to the airport. After a quick flight, we landed in the nation's capital greeted by perfect weather. We hopped on our buses and headed to Mt. Ainslie, where we were met with stunning views of the city.

On the afternoon of day one we travelled to Government House, where the boys admired the pristine gardens on the long walk up to the entrance. After a quick welcome, our guide told us we would have the privilege of meeting the Governor General, the Honourable General David Hurley. The Governor General greeted the students adorned in a PEGS scarf, then spent time taking questions and explaining his role.

At Parliament House, the boys observed the House of Representatives and the Senate, then conducted role plays trying to pass different bills. In the afternoon, the students visited the Australian Institute of Sport, with tours of the training and sporting facilities a highlight. The boys also visited Old Parliament House and the Australian Electoral Commission where students learnt about preferential voting.

Our final day saw us visit the High Court and the boys observed a case that was in progress. Our whirlwind tour ended with another short flight back to Melbourne where the boys were greeted by their families. It was a fantastic tour of Canberra, filled with learning and great memories.

Scott O'Keefe, Tony Fulton, Matt McConville
Year Six Teachers





The Australian War Memorial

Recently, the Grade Six students had the opportunity to travel to Canberra and learn about our national capital's history. As a part of our trip, we visited the Australian War Memorial.

We were given a guided tour of the Memorial, which was a special treat, as it is currently closed to the public for a major refurbishment. Once inside, we learnt about the purpose and history of this landmark building that overlooks ANZAC Parade. We saw dioramas of war battlefields, and a real landing boat with bullet holes that was recovered from the war site.

We saw the Roll of Honour, which has the names of all the Australians who died serving in war. When people visit the Memorial, they can place a poppy on the name of the soldier that they would like to commemorate on the Roll of Honour.

We were honoured to lay a wreath on the tomb of the unknown soldier on behalf of the school. The unknown soldier represents all the soldiers who died serving in WW1 and whose bodies could not be returned home. He was transported back to Australia and laid to rest in the War Memorial.

Laying the wreath was a simple but emotional gesture. When we walked into the tomb of the unknown soldier, we placed the wreath on the edge of his grave and then stood back for a moment of silence for all the soldiers who sacrificed their lives for their country. It was a privilege to be able to pay our respects.

Ajda Kemal-Yates and Gretel Dawe
Year Six Class Captains

Hip hop for Juniors

During Term Two the Year One boys had the opportunity to participate in hip hop dance classes after school. The sessions proved to be very popular with nearly all students in the year level attending. With assistance from their dance instructor, Demi the boys developed their unique style and expressed themselves creatively through movement.

The boys quickly learnt complex dance moves involving memorisation, coordination and quick thinking. The freedom of expression offered by hip hop dancing enabled the boys to build confidence and to develop individuality. A highlight of each session was the arrival of the parents towards the end of the class. The boys loved performing and showing off their creativity and fitness to the raucous cheering of their parents. I would like to thank all staff who assisted with the hip hop sessions.

Graeme Sharman

Head of Junior School (boys)





Spirit of Democracy

On 13 March, Christian Failla, Anvita Mehta, Joseph Monitto and myself joined a group of 22 students from across Victoria for the week-long Premier's Spirit of Democracy Study Tour of Melbourne and Canberra. As the tour explores the origins of democracy in Ancient Greece, our first stop was a visit to the Greek Centre for Contemporary Culture, where we analysed the evolution and principles of democracy. The importance for citizens to uphold democratic structures through exercising their democratic rights was emphasised as was the vulnerability of democracy as a concept.

From Ancient Greece we then turned our sights to contemporary Australian democratic structures. The highlights for me were two crucial pillars of democracy; Parliament and the High Court of Australia. These democratic structures are crucial and go hand in hand. One creating the laws and the other interpreting the law within the boundaries of our Constitution. It's one thing to read about how Parliament and the High Court operate as cogs in the machine that is democracy but it's another to be involved in a demonstration of parliamentary and high court proceedings.

This tour enforced what I already believed, that for democracy to be accessible one must truly understand how it operates and what avenues are available for someone to have their voice heard. I truly enjoyed forming connections with like-minded individuals who were just as passionate as I am about people's voices being heard and democratically represented.

Stevie Sifalis-Tsiatsios
Year Ten





Mission Control: Year 5 visits the Victorian Space Science Education Centre

To complement their focus on space, Year Five students visited the Victorian Space Science Education Centre (VSSEC). The aim of the VSSEC is to immerse students in scientific learning and literacy, encouraging them to participate in learning experiences focused on the areas of STEM (Science, Technology, Engineering and Mathematics).

The students participated in guided sessions over the course of the day, the first developed an understanding of the comparative sizes of the Sun and the planets and of their orbits compared with their diameters. Students used mathematics to work out how many times the diameter of each planet could fit across the Sun and estimated locations on a number line to understand the changing positions of Earth and other planets.

Students also participated in scenario-based learning to explore the Mars Australian Research Station. They worked collaboratively to complete tasks and solve a range of problems using their emerging knowledge of life on Mars. They worked in small teams to report their findings to Mission Control and used interactive software to monitor systems.

After participating in hands-on experiences designed to build knowledge and understanding, students were then encouraged to apply their newly acquired skills in a range of learning opportunities at school to continue development of an interest in the areas of STEM.

Carlee Yuill
Acting Deputy Head Junior School (girls)

A bonanza week for Social Justice

Leading up to the Big Blue Bonanza, the Middle School Social Justice team organised a number of activities to boost the wellbeing of students and staff.

IDAHOBIT stands for the International Day Against Homophobia, Biphobia, Intersexism and Transphobia. Our school celebrated this day on Wednesday 17 May to raise awareness and educate our community on how to be a good ally. Being yourself at school is important, and honouring and celebrating a day like this is vital to ensure that everyone in our school community is recognized and valued for who they are.

The Social Justice committee set up a karaoke stand at lunch and many people gathered around to see the singers who included Ms Atkins. Everyone cheered for those who stood behind the microphone and singing was a great way to have fun and let loose to celebrate IDAHOBIT.

The following day was the Teacher vs Student dodgeball game in the gym. It was an intense match and both sides put up an incredible fight! Mr Dow declared the match a draw.

On Friday night at the Big Blue Bonanza we helped out on the sausage sizzle, the cupcake decorating stall and ran a bracelet making stall and a second-hand clothing stall. It was great to see the wide range of fashion that was donated and participation in the clothing drive.

The events that took place contributed greatly to the success of the celebrations of IDAHOBIT and the Big Blue Bonanza.

Jennifer Nguyen and Arushi Davar
Year Ten





Year Nine Careers Expo

Year Nine is a year of many firsts and opportunities. Most of us will turn fifteen, offering the possibility of a first job and along with it the ability to learn new skills and earn some of our own money. We also start to consider what we may want to pursue in later years through our many elective choices as we approach VCE and beyond. It can be hard to know what to do or where to start, especially considering that the average 15 year old only knows about one percent of the available jobs!

To help students discover the different career pathways available and what they entail, the PEGS Careers Team organised a Year Nine Careers Expo. The event began with each student completing a short quiz, which rated their compatibility with six simplified job categories: Makers, Innovators, Coordinators, Informers, Guardians and Linkers. For example, a student who enjoys planning, organising and controlling events or people would return a good match with the 'Coordinator' category. The Careers Team organised twenty-five experts to speak to students from across these six categories, representing a broad range of fields from construction managers to magistrates to business owners. These one-on-one interactions created more engaging conversations and allowed students and their parents to ask more personal questions that they would not normally ask in larger groups.

Overall, the night was really successful. I came back from it feeling more confident about future prospects and I also gained a greater understanding of different careers and where my path may lead.

Elise Millard
Year Nine





The Year Seven common room

One of our strongest assets in supporting the emotional and social wellbeing of our Year Seven students is our Year Seven common room. The common room is designed to be a space where all Year Seven students can gather, alone or with friends, to meet new people, forge new connections and learn new games and skills.

Throughout the year, the common room plays host to the table-top roleplaying game club, to meetings of the Conservation Club, and to a variety of coding and animation activities.

A number of board game options are also available for the students to enjoy every day. Most notably, we have a thriving chess culture in Year Seven, with many students gathering each lunch time to challenge one another and extend their chess skills. The Year Seven team also hosts a weekly UNO tournament. Each Tuesday of Terms One and Two, students come for a fun, lively and competitive game, gaining points towards the coveted UNO crown.

The purpose of these activities is not just to provide an entertaining alternative lunch time activity; the common room also serves a key role in ensuring that all students have the opportunity to develop consistent connections in a safe and fun environment. We recognise that some students start at PEGS with very few pre-existing friendships. Others have difficulty initiating conversation with new people. For these students, the Year Seven common room is a place where all students can build confidence and form friendships that will last them throughout their Middle School journey.

Chris Edwards
Year Seven Student Coordinator, Gottliebsen House



A voice for generations

During Term Two members of our Junior School Reconciliation Action Plan committee took time to reflect on the meaning of reconciliation and what it meant to belong to the RAP committee. They explained how their involvement has helped them to gain a better understanding of the histories, cultures and contributions of our First Nations People and felt proud to be role models for our younger students.

In the words of Kristen Kaye, one of our Year Six students:

Students on the committee brainstorm ideas and voice opinions on ways to support reconciliation. Our ideas focus on something significant for our school community and reflect the importance of acknowledging Aboriginal and Torres Strait Islander people as the traditional owners and ongoing custodians of the land.

Keeping in mind this year's theme for National Reconciliation Week, Be a Voice for Generations, students generated ideas for ways to share their understanding and promote a greater awareness of what this week means for our community. A proposal by Gretel Dawe to make badges and sell them for a gold coin donation was agreed upon with the proceeds to go to the Indigenous Literacy Foundation. A variety of designs were created by the students and the badges made by many willing volunteers.

It's been inspiring to work with such an enthusiastic group of Year Five and Six students who have demonstrated their commitment to creating a better future for generations to come. I look forward to future collaborations as we continue to work towards a more just, equitable and reconciled country.

Julie Neylon

Acting Head of Junior School (girls)

Learning about life and living

When there is an opportunity to engage in real life learning that complements the insights gathered from sources such as non-fiction texts, online clips and videos, excitement is an added student outcome.

In Year One, biological science discoveries continued with the arrival of minibeasts into the conservatory. Students had the opportunity to hold, or at least stroke, a range of creatures that they may not have dared touch before. Further adventures in the schoolyard unlock previously untapped bravery and compassion for ladybugs and slaters as they create homes and attempt to feed them with their newly acquired knowledge about minibeast diets.

As part of the Year Two Life and Living unit, students attended Melbourne Zoo to identify habitats and other essential living conditions required to support living things. They learned from expert biologists how to classify animals and made their own first-hand distinctions between size, age and behaviour through a fortunate display from the unexpectedly active animals.

The arrival of an incubator with eggs provided another enriching learning experience in the Year Two classrooms. Observing all stages of the life-cycle of a chicken generated some robust conversations, and student engagement remained high as they invited their families and other year levels into their classes. Acting as experts onsite, and gracious and mature hosts, thoughtfulness, respect and care was in abundance when students moved around the chickens. This was an unforeseen and unexpected benefit that extended beyond the Year Two students.

When exciting things happen, key fond memories are forged, and this is particularly worth capturing when it supports student learning.

Kylie Hammond

Years 1/2 Coordinator, Junior School (girls)



Reviewing Australia's history through art

The tragic Australian film *High Ground* directed by Stephen Maxwell Johnson is the focus of the Year Twelve cohort's creative assessment this year. To broaden our understanding of First Nations' perspectives, a group of Year Twelve students were visited by Ngarigo artist, Peter Waples-Crowe, who discussed his personal experiences as an Aboriginal man and member of the LGBTQIA+ community.

Like the experience of the film's protagonist, Gutjuk, Peter was raised in a white household with his adopted family. He described to us with dignity and humility the difficulties he faced to reach an understanding of who he is and his place in this world when he found out more about his identity.

Through his art, Peter explores LGBTQIA+ experiences within Indigenous settings, and the effects of dispossession and complex identity. Recently he had a major exhibition at the Art Gallery of Ballarat.

Colonial depictions of First Nations people, often offensive and insensitive, were shown to us, and we were invited to create our own collages using them. The focus was to destroy old representations and create a new meaning, and the results were an array of colourful unique narratives stemming from different perspectives on what identity means.

An important takeaway from the session was to understand that each experience is individual and isolated, and no single person can speak for an entire community or generation. Peter's self-discovery and identity have been achieved and shaped by himself, just as Gutjuk the protagonist from *High Ground*.

Jasmyn Carr
Year Twelve





Larkin Centre RAP

The Larkin Centre RAP, or as we are better known, the Reconciliation Action Plan Committee, have been hard at work. We started this year with a goal-setting meeting, at which we discussed our big goals: immersion of First Nations Culture, particularly language, education on the Voice to Parliament referendum, as some of our students would be voting in the referendum, and further education on other indigenous issues.

Our first big RAP moment came with a stand at the Social Justice karaoke lunch which was a phenomenal opportunity to begin work on our first major goal of immersion in First Nations Culture by displaying symbols, our Rap mission statement, Wurunjeri phrases, an explanation of Bunjil and information on the Voice to Parliament, as well as Indigenous Art. Our second big moment was the Sorry Day Assembly attended by Year Eleven students. At this assembly our staff and students spoke about what Sorry Day is and what our RAP had been doing. We then hosted and played in the AGSV/APS reconciliation round. Every game commenced with an acknowledgement of country and our grounds were sprayed to display the aboriginal flag. The Larkin Centre RAP has been very pleased with the response of everyone at the Larkin Centre and we look forward to further work on our goals with the support of the rest of our community.

Marsianna Mastrantuono
Year Eleven

da Vinci Decathlon

In May, two PEGS teams of Year Seven and Eight students competed in a nerve-wracking yet enriching academic opportunity: the da Vinci Decathlon. Before the long-awaited day, those who signed up attended multiple Monday lunchtime sessions. In these sessions we would group in our House teams and follow a given prompt. The prompts ranged from composing a song about Ms. Kaloudis' cats to solving an ethical dilemma about limited resources shared between two tribes. The goal was to unlock quick, effective thinking and communication. As these meetings continued, I soon realised that even those who were shy were confidently sharing their ideas and we needed to pay close attention. We learned the hard way that our group wasn't going to win every time, but it made us work harder. Together, we chased the taste of success, persevering through the challenges that came our way as a team and encouraging one another.

When the competition day rolled around, we got the chance to interact with and hear the perspectives of students from across Victoria. I distinctly remember all of us flicking through the different booklets, fitting the theme of 'Chaos' perfectly before we collected our ideas and split up the work evenly. All of our effort and dedication paid off when the Year Sevens came second overall, with first place in Creative Production and Ideation, and many more certificates in PEGS' name. On that monotonous rainy day, the bus ride home was undeniably joyous and colourful.

Aadya Sharma
Year Seven, McNab House

Rostrum Voice of Youth

Public speaking is a skill that requires confidence, communication, and courage. Speaking in front of an audience can be daunting at first, however, if an opportunity presents itself to partake in something involving public speaking, participation can substantially reduce any fears that you may have. Whether it be an opportunity to debate or to speak at an assembly, small challenges like these can help overcome any discomfort that comes from public speaking. Even if you are not afraid, it provides a chance to improve or give a shot at something you might have never tried!

During May, the Rostrum Voice of Youth competition took place. Competitors in the senior division were given five topics to choose from: Voice for the voiceless, Rite of passage, Shifting gears, Lost in translation and Diamond in the rough. We had to prepare an eight-minute speech on one of these topics. We were split into different heats and two winners from each heat made it through to the semi-finals. In this round, we were given three topics to choose from for an impromptu speech of three minutes with only 15 minutes to prepare. The competition was very fierce and everyone spoke confidently, considering the little preparation time we were given. It was a wonderful experience to make it to the semi-finals and I encourage people to step out of their comfort zone and participate in such opportunities.

Arushi Davar
Year Ten





Middle School thinkers

There was exciting news this term from the da Vinci Decathlon event, which was held at both Overnewton Secondary College and Camberwell Grammar School. PEGS had an impressive turnout, with Year Seven and Eight students embracing the theme of 'Chaos', while Year Nine and Ten students explored the theme of 'Unity'.

There were various categories in the event, with students exhibiting their skills and talents in the following areas:

1. Art and poetry
2. Code Breaking
3. Legacy (Trivia)
4. Creative Producers
5. Engineering
6. Science
7. Mathematics
8. Ideation
9. English
10. Cartography

I am proud to say that our teams performed exceptionally well across all categories. Special recognition to our Year Nine boys, who secured an impressive second place in Mathematics during the State Competition. Additionally, our Year Ten team showcased their brilliance in Code breaking and finished second in the state as well.

We have successfully implemented coding initiatives within our mathematics curriculum, with the assistance of e-learning resources and our Mathematics Co-ordinator, Luke Tyson. Furthermore, we have established a Coding Club that meets weekly and is open to all Middle School students. This club, facilitated by our e-learning team, provides an opportunity for students to further explore coding and enhance their skills.

The participating students were grateful to be able to attend the da Vinci Competition. They collaborated effectively to meet the challenges of the tasks and also got to make new friends and create new memories.

Tafadzwa Nzenza
Mathematics Teacher, Gottliebsen House

Big Blue Bonanza

For the past few months PEGS students from different campuses worked together to organise the Big Blue Bonanza. The Music students worked on their routines on school holidays and weekends. The Big Blue Bonanza Social Justice committee worked tirelessly to come up with fundraising and awareness raising opportunities to support Beyond Blue. Lunchtimes were spent discussing all aspects of the event. The students became experts on how to organise an event.

As the night approached we all kept an eye on the weather, and thankfully despite a few showers the night was a huge success.

The Larkin Centre was buzzing as our community came together with over 700 people attending on the night. They listened to our talented musicians who put on a spectacular show as well as students who spoke of the mental health challenges encountered by young people.

Local businesses gave their support by providing food trucks, ice cream and hot chocolates.

Students operated stalls including face painting, cupcake making, glow sticks and sausage sizzle. It was wonderful to have so many former students who attended the night. We are grateful to the former students who sold jewellery and popcorn from their own businesses to help raise funds.

The Big Blue event is an annual event on the PEGS Social Justice Calendar. It is a student run event and the 2024 Big Blue Bonanza is already being planned.

Darrell Cruse
Social Justice Coordinator, Larkin Centre





Footy and Soccer skills at Keilor Park



On Friday afternoons in Term Two Prep to Year Two students and their families have been heading up to the Keilor Park sports grounds. There, they have participated in the very popular Footy and Soccer skills program. Students have been practising drills such as kicking, passing, catching, marking and bouncing under the guidance of their teachers. The highlight of each session has to be the mini matches, where students play in teams and try their best to get a goal.

The program is all about getting active, having a go, playing with friends and trying something new. Students from Essendon and Moonee Ponds campuses have enjoyed the opportunity to meet, play and learn together. It is also a wonderful opportunity for our PEGS community to gather, as the program encourages active participation by families. It has been wonderful to see mums, dads, siblings and grandparents out on the field. PEGS is fortunate to have such a strong sense of community, where all individuals feel connected and have a deep sense of belonging.

Our Prep to Year Two Friday afternoon sport skills sessions run in Terms Two, Three and Four. Each term, a new skill is practised and six different sports are introduced across the year. It is an enjoyable afternoon for all involved and a lovely way to end each school week.

Natasha Mitchell

Prep Coordinator, Junior School (boys)





Hayley Sibbald

PEGS alumnus Hayley Sibbald (Class of 2022) was well known around the school for the passion and enthusiasm she showed for her chosen activities. The high degree of commitment to tennis that Hayley demonstrated over numerous years was recently rewarded when she was accepted into the sports program at Cleveland State University.

Hayley was a highly regarded member of the Firsts Tennis team for six years, and she was appointed Captain in both 2021 and 2022. She was also given the MVP Award in those two years. Hayley's talent and leadership skills were recognised when she was selected for the AGSV team, and she was asked to serve as Captain in 2022. Further to these accomplishments, Hayley was the recipient of Full School Colours for both Tennis in 2019 and Contribution to School Sport in 2021.

Now a member of the Vikings, there is little doubt that Hayley's powerful serve and devastating forehand will be great assets to her new team. We wish her all the very best for her endeavours in the United States and we eagerly anticipate more news of her future accomplishments.

Luke Cashman
Year Twelve Coordinator

Joshua Feil

On Monday 22 May, Joshua competed in the Victorian Independent Schools Golf State Final held at Long Island. Having finished last year's championship in a very respectable third place, Joshua (Year Ten) was looking at going even better in 2023. In what was quite a day, the sun was out and birdies chirping, he set off for his round of eighteen against twenty-one very capable competitors. At the completion of the day's play, there were only nine shots separating the top ten students in the field. Joshua finished with a magnificent round of 77, finishing the day as the equal leader. From third in 2022 to equal first in 2023...what a huge achievement! We congratulate Joshua on his amazing efforts in both the qualifying round and the state final and wish him well moving up to the senior section of the competition next year.

He is already one of the school's finest golfers, and hopefully in a few years, we will look back at Joshua's achievements as our best ever golfer, by par.

Josh Toy
Coordinator of Sport (boys)





Grounds for success

Over the past decade, players and supporters at our Keilor Park playing fields have witnessed the facilities develop, landscape flourish and playing surfaces thrive. Four hectares of turf playing surfaces include a football/ cricket oval, three soccer/ cricket pitches, two hockey fields and four tennis/netball courts used for current and former student competitions. Maintenance and development is a year-round task for Grounds Manger, David Plant, Senior Curator, Lachlan Fletcher, and Gardener, John Charitos. Both David and Lachlan have additional associations as current PEGS parents, while Lachlan is also a former student.

David explains, 'Due to constant use of the facility, maintenance is high throughout the year. During the summer months we are continuously preparing two cricket wickets for school sport and old boys' cricket. After football season the cricket wicket area resembles a mud heap, with the turnaround from football to cricket at roughly five weeks. The outfield may take up to ten weeks to recover from the football season.'

Despite such time constraints, the hard work and expertise of the team was recently recognised with the Victorian Turf Cricket Association Curator's Award for the season. Umpires vote weekly on the overall presentation of both wicket and outfield and how the wicket has played throughout the day. With VTCA membership covering 7 Senior divisions and 72 clubs this is indeed a prestigious accolade for the PEGS grounds staff and ensures that our teams play under the best possible conditions.



Farewell Leigh Philpot

Former PEGS students, current and former staff members and squash enthusiasts were among those gathering to celebrate the life of Leigh Philpot (Class of 1984) following her death on 19 May. Leigh became the friendly voice of PEGS as our Main Administration Receptionist after joining the staff in 2008. With son, Max (Class of 2016) attending PEGS from Prep and daughter, Lauren (Class of 2018) from Kindergarten, Leigh's association with the school spanned former student, staff and parent groups. She was photographer at Former Student Reunions, cheer squad and chauffeur to school football, cricket and basketball matches, keen supporter of staff social events and friend to all.

Leigh was selfless in her support of others, actively fundraising for Huntington's Disease and raising awareness and fundraising for Breast Cancer research over many years. Leigh was an enthusiastic contributor to the Mother's Day Classic and although no longer able to attend in person this year, her team, the 'Leigh Leighs' raised an amazing \$31,000 for breast cancer research, winning the Largest Family and Friends Team trophy for 2023.

Described by daughter Lauren as "the kind of person to put herself last in everything" Leigh was a genuine 'people person' remembered with great affection by all.

We offer our sincere condolences to her husband Peter, Max and Lauren and family.

Helen Dapiran
Coordinator of Publications







The Chapel, the Fire and the Dead Cat

The production offered by the PEGS Drama department this year, started as a thrilling whodunnit, then in layers revealed the story of a group of troubled teens and the legend of their cursed local chapel.

We were entertained by the comedy and chaos of the contemporary Australian play by Madelaine Nunn. It was adeptly performed by VCE students, who through their characters, disclosed to the audience the true nature of teen complexity, motivation and of course, the truth about who started the fire.

It was a clever and confrontational story, and what made this year's play so special was that it was produced via a Student Mentor Programme. Instead of teachers from PEGS directing and designing the production, those responsibilities were put firmly in the hands of students, and many with a passion for various aspects of drama productions were able to contribute.

The Chapel, the Fire and the Dead Cat was masterfully directed by Eadie Milne alongside co-producers Charlotte Roberts and Isabella Sloan. A marketing team, lighting, audio-visual, set, prop and costume designers co-ordinated to bring the play's elements to life, taking extra care to pay respect not only to the Australian setting, but also the internal message of the show. The final product, showcasing talent across all respective areas, was bright and beautiful. This was a highly successful season for PEGS Drama, and we look forward to seeing what is next in store for our budding creators.

Rachel Farish
Year Twelve



A close-up photograph of a student playing a tuba. The student is wearing a dark blue uniform. The tuba is large and shiny, with the student's hands visible on the valves. The background is slightly blurred, showing other students and the setting of a music rehearsal or performance.

Generations in Jazz

It had been three years since our musicians last visited the Generations in Jazz Festival at Mt Gambier. The Jazz Ensemble and Stage Band, comprising students from Years Eight to Twelve, travelled on the school bus, leaving early on the morning of 5 May for the weekend of music making. Although the weather wasn't great, with plenty of mud, rain and cold winds, the excitement and enthusiasm for participating with thousands of other young people was unstoppable.

There were fantastic visiting artists to work with, listen to and learn from. Adam Lopez, a singer, has appeared on international television and radio stations in Japan, Spain, Italy, Korea, Hong Kong and the US; Dirty Loops, a band from Stockholm, whose arrangements borrow from jazz and jazz fusion, gospel, funk, electronica, pop, and disco; Jordan Murray, primarily known as a trombonist has also developed a reputation as a composer and arranger and Thndo the Zimbabwean-born 'First Lady of Soul and R&B', who has commanded massive crowds at festivals, and live venues, stunning audiences with her powerful lyricism, rich-ranged vocals and smooth backing instrumentation.

It was a much quieter trip home as everyone was exhausted and many had a snooze on the bus!

Major Concerts

Major concerts held in the HR Stevens Auditorium, included ensembles from Year Three to Year Twelve. Concert One on 18 May featured secondary students in the Symphony Orchestra, Guitar Ensemble, Middle School String Orchestra and Curro Strings. This exciting programme demonstrated the excellent ensemble skills of these groups. Of particular note for their polished rendition were the Shostakovich Symphony movement, Cellos Ole! and the Jig from Holst's St Paul's Suite. Concert Two on 25 May featured Junior string ensembles and choirs, and Secondary choirs. For many of our young students it was their first visit to the HR Stevens Music Centre auditorium. Concert Three on 20 June featured Bands from Year Five to Year Twelve including the new Middle School Concert Band. Approximately 700 students participated in at least one of these special concerts with audience members including those watching the live feed.

Department Concerts

This term we had many instrumental department concerts highlighting solos, and small ensembles featuring students of guitar, strings, brass and Suzuki programs. In all, over 200 students performed in these concerts.

For many of these students it was their first time playing by themselves in the HR Stevens Music Centre Auditorium. This can be a daunting experience for young players due to the large size of the space, its acoustic properties and dealing with performance anxiety. All students played well as they were supported by our staff through this process. This level of success is positive for most and with experience becomes more familiar.

Amanda Rowarth
Director of Music

From the Archives

Brigid Cooper Archivist



50 Years since the Establishment of McNab House



DEDICATION OF THE SLOAN WING AND OFFICIAL OPENING McNAB HOUSE

SUNDAY, MARCH 20. 1977

McNab House Stage 3 Opening, Sunday 20 March 1977 - front cover of booklet (PEGS Archives [PEGS05444])

By 1977 annual enrolments at McNab House had risen to 343 students from 166 in 1973. Buildings were needed for this increase. Stage 1 (1973-4) consisted of 10 classrooms; 1 lecture theatre; main study area. (Art, music and science classes were still conducted in Essendon Grammar Middle School buildings.) Stage 2 (1975) saw the erection of the Coffee Shop. Stage 3 (1977) included Science laboratories; 2 classrooms; 120 seat lecture theatre; new library in original building, extensions to Coffee Shop, and landscaping. Plans were also underway for Stage 4 with an extension to Coffee Shop; 9 classrooms; Art rooms; Music rooms; and Staff facilities.

On Sunday 20 March 1977 the Stage 3 buildings at McNab House were officially opened. It was a whole day of celebrations and activities involving not only the current school community, but many former students too. On the same day the Sloan Wing was also opened with Mr Alexander F Sloan's widow, Mrs Edith Sloan, guest of honour and many tributes paid to his contribution as Essendon Grammar School's Deputy Principal from 1958 to 1971.



The Chairmen and Councils of
Essendon Grammar School
and
Penleigh Presbyterian Ladies' College



request the pleasure of your company at the

**OFFICIAL OPENING OF THE
McNAB HOUSE LABORATORIES**

to be performed on Sunday, March 20th, 1977 at 2.30 p.m.

by Dr. K. R. McKINNON — *Chairman of Schools Commission*

R.S.V.P. 4th March, 1977
The Principal,

P.O. Box 138,
Essendon 3040.

The official invitation to the day (PEGS Archives [PEGS05450])

Other special guests on the day, to assist Principal, Rev H R (Bert) Stevens, included the school's Chaplain, Rev Ian R Steer, the Chairman of the Schools Commission, Dr K R McKinnon, and the Moderator, Rev K Lindsay.

Here's an excerpt from the Invitation letter sent to families:

A special cricket match between the school and distinguished Old boys will be played; music will be provided in various guises and places, all the school buildings will be open for inspection and guided tours will be conducted. Teams of girls will play Volleyball against Old Collegians, Parents, Staff, and anyone else game enough to take them on. Novelty races for young children are being organised with digestable prizes for winners. While the Official Opening will be formal business, the tone of the rest of the day will be informal; bring your picnic lunch and refreshments and enjoy the amenity of the grounds. If the fire regulations permit, please use our barbecues.



McNab House Study Area (Photo: The Triune 1977 [PH06659])



McNab House Science Laboratories (Photo: The Triune 1977 [PH06660])



McNab House Lecture Theatre with Senior Master, Mr J G M (Jock) McKinlay (Photo: The Triune 1977 [PH06661])



McNab House Coffee Shop (Photo: The Triune 1977 [PH06662])

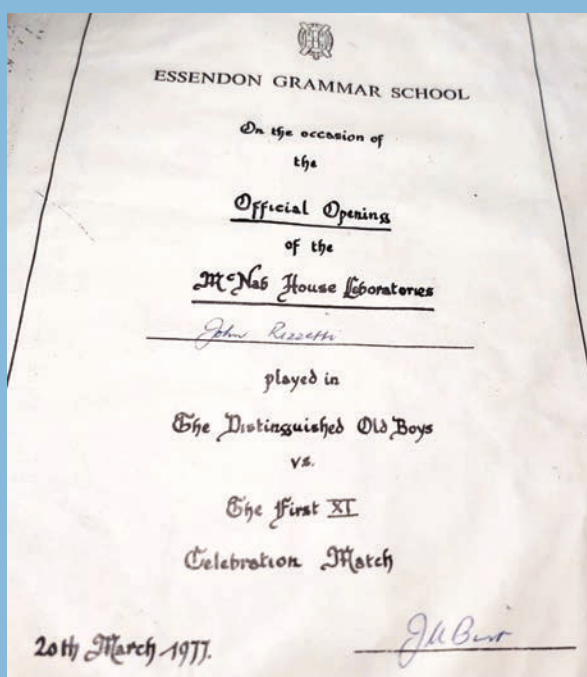
The day's sporting activities went well, judging by the write-ups in *The Triune* 1977 by "Arlott" for the cricket: A long seagull was all that disturbed the clear blue skies as the Old Boys won the toss and their openers strolled out to bat on a pitch placid in nature... At the end of thirty overs the score stood at 184 – a formidable task for the young lads to chase... John 'Clang' Whitton, following a duck, three dropped catches, a missed stumping and 13 byes led his side victorious from the field. The Old Boys had won the inaugural battle – will the tables be turned a century from now?

and Carol Aplin for the volleyball:

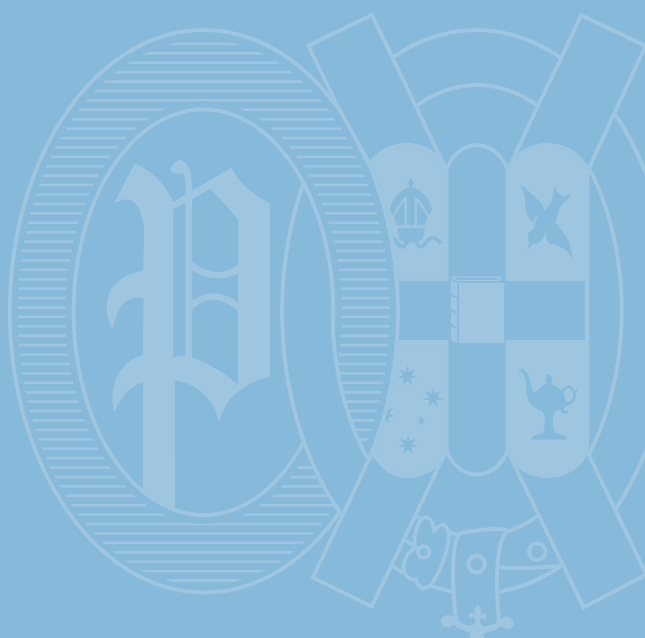
With great courage, no training and the comfort of the old adage "if you can't play volleyball you ought to look like a volleyballer" the girls [the Penleigh Old Collegians Netball Team] set off to meet their foes... This feeling of elation was quickly removed when they realised they did not have enough to make a team and heard their opponents using technical words such as "spike it." ... All in all the girls enjoyed themselves immensely and appreciated the opportunity of playing and meeting the girls of McNab House.



First XI Cricket Team with Old Essendon Grammarian Team - Match played on the day (Photo: *The Triune* 1977 [PH08531])



: Invitation to John Rizzetti to join the Distinguished Old Boys versus the school's First XI Cricket Team signed by Essendon Football Club Legend, and EGS coach and teacher, John Birt (PEGS Archives. Donor: J Rizzetti)



PEGS Former Students Association and Business Network

2023 Events

FSA Reunions

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

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

Class of 1993 30 Year Reunion - Friday 17 November, Penny Young, Young St, Moonee Ponds

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

Class of 1973 50 Year Reunion - TBC

Class of 1963 60 Year Reunion - TBC

In order to hear about upcoming reunions please make sure we have your recent contact details by emailing us at fsa@pegs.vic.edu.au. You are also encouraged to join your 'PEGS - Class of" Facebook group for event information, booking details and photos of your reunion afterwards.

LinkedIn

PEGS Business Network's specific purpose is to connect all members of the PEGS community in business, creating opportunities for collaboration and growth that benefit the community as a whole. 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.

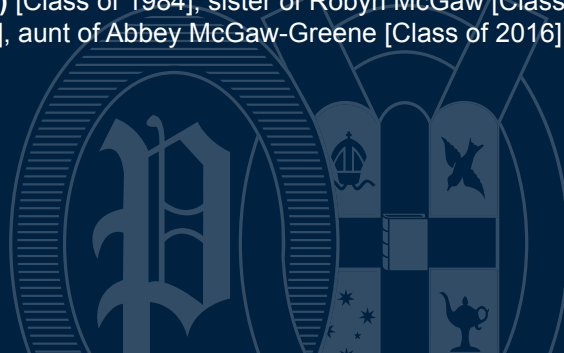
If you are a Former Student, be sure to find your Facebook 'PEGS Class of ' closed group to stay in contact with your peers and get regular updates on reunions and other PEGS Community events.

Announcements

DEATHS

Brett Michael Penberthy [Class of 1974], brother of Craig [Class of 1973] and Leigh [Class of 1976], brother in law of Cheryl [Class of 1976], uncle of Laura [Class of 2003], Richard [Class of 2005] and Thomas [Class of 2009], on 2 January 2023, aged 65.

Leigh Ann Philpot (née McGaw) [Class of 1984], sister of Robyn McGaw [Class of 1982], mother of Max [Class of 2016] and Lauren [Class of 2018], aunt of Abbey McGaw-Greene [Class of 2016], on 19 May 2023, aged 56.



Welcome Cameron

In April this year we welcomed Cameron Evans to our PEGS community in the role of Community Relations Manager. In his role Cameron will support, build and nurture strong community relations with future, current and past students and families as well as the broader PEGS community, including school affiliated groups. Through his work with the PEGS Former Students' Association and Business Network Cameron is looking to tailor the alumni experience to each individual former student and maximise their involvement in the wonderful and extensive PEGS community.

“People can get a bit afraid they are about to be asked for money when they hear the words alumni or community relations but that’s not what we’re about at all. We’re here to provide a service, to connect or re-connect you to your alma mater in a way that best suits you. This could be through our reunion program and other organised events, alumni newsletters and communications, social media interactions or a combination of all of these things – it really is up to each individual. Everyone’s alumni journey is different – some may not want a relationship with the School at all, some may not have in the past but are ready to now while others want to be involved as much as they can – and we will look to cater for all of these and anything in between.

However, it’s not only about connecting and re-connecting with the School. Former students of PEGS are in the fortunate position of having an amazing network of other former students out there who we can facilitate connections with in a variety of ways and for a variety of purposes. Again, we’ll leave it up to you exactly how you want to play it but just know we will do everything in our power to make it happen for you.

And always remember your PEGS experience is not over when you walk out of those Rachele Road gates for the final time, you have just moved to the next exciting step on the journey; a journey we will be with you for however long you want us to be.”

Cameron is currently located next to the Junior Boys campus in Essendon at 64 Napier Street and can be reached at cameron.evans@pegs.vic.edu.au or on 9016 2180.

At this time we also thank those who have previously contributed to the PEGS Former Students' Association and Business Network in similar roles whose time, energy and passion for the PEGS community have provided a significant platform for Cameron to build from.



Alumni Spotlight Adriana Pannuzzo (Class of 2015) and Kristie Nguy (Class of 2017)

PEGS Alumni Adriana Pannuzzo (Class of 2015) and Kristie Nguy (Class of 2017) have roles in the Melbourne production of *Midnight*. Adriana shared some thoughts about the production and her career.

Can you describe the parts you will play?

In this all-Australian cast of *Midnight*, Kristie and myself have two very different roles. Kristie plays Rosalie, who is Cinderella's step-sister, and I am an Onstage swing/ Ensemble member. Melbourne is currently our only tour destination, however there might be a future opportunity to tour around Australia.

Can you tell us a bit about the show?

The show's official text describes it well: *Midnight* is a major new musical that is sure to delight audiences young and old! Loosely inspired by the Cinderella story, this ground-breaking and enchanting new tale features Ella, a feisty, funny and passionate young heroine who doesn't want or need a so-called Prince Charming. Enchanted by this alluring stranger, the prince finds himself in uncharted territory and quickly learns that Ella is like no other. Can he prove his worth? Can she ignite his desire for change? Can all be achieved before the magical stroke of *Midnight*?

What is it like being part of a professional stage production?

It's great being together as a team. We all work off each other to produce new and unique musical numbers, and I am happy to be with such talented artists all in the same room.

What pathway did you take to arrive where you are today?



Kristie and I arrived in very different ways. Kristie graduated from Showfit in 2019, then the Victorian College of the Arts in 2022. *Midnight* is her professional music theatre debut, and she couldn't be more thrilled! I graduated with a Bachelor of Musical Theatre from the American Musical and Dramatic Academy in New York. I then went on to tour with a few shows in the USA, and couldn't be more excited to be joining this excellent cast in my home town.

What did you take from your time at PEGS that helps you in your life today?

To work hard and to do the work. Practising and keeping up with your responsibilities not only helps in everyday life but also gets your foot in the door, especially where your reputation is concerned. Theatre is all about connections and making good connections. When people know you work very hard, it will help you in the long run.

What are some of your best memories from your time at PEGS?

School musicals and team-building sports.

What advice would you give to the current students at PEGS?

If you have the dream to do something like theatre or any other global pursuit, give it a go! Nothing is impossible, so try it. I didn't give up, even the countless times during COVID when life was made difficult, and we are now here.

What are your plans for the future?

To keep performing!





PEGS BUSINESS
NETWORK

and Former Students' Association

Global Megatrends LUNCHEON

"Australia is at a pivotal point. There is a tidal wave of disruption on the way, and it's critical we take steps now to get ahead of it."

CSIRO Chief Executive Dr Larry Marshall

Join us to hear from a panel of experts from a range of industries on how they see the future being shaped by the seven global megatrends identified in the once-in-a-decade report from CSIRO, Our Future World.

Connect with members of the PEGS community to understand how they will be responding to the challenges and opportunities unfolding over the coming decades.

Friday 4 August at 12:30pm

Hyatt Place, 1 English St, Essendon Fields

\$95 includes a two-course meal with drinks at bar prices

RSVP by 24 July

Bookings at [Humanitix](#)

For further details please contact Cameron Evans

cameron.evans@pegs.vic.edu.au



Reunions

Class of 2013

The long-awaited 10-year reunion night was a whirlwind of emotions, laughter, and rediscovery. As classmates gathered in the classic stomping ground of Penny Young, a flood of memories came rushing back. The years melted away as old friends embraced, their eyes sparkling with recognition and warmth. Conversations flowed effortlessly, mingling stories of triumphs and tribulations, as well as the simple joys of everyday life. It was a night of reconnecting and rekindling the bonds that had once defined our teenage years.

Life-changing moments were celebrated, with announcements of engagements, marriages, and the arrival of little ones. The room was filled with joy and pride as classmates recounted their journeys of personal growth, unveiling the remarkable individuals they had become. Yet, it wasn't just the achievements that made the night significant; it was the realization that time had a way of shaping and moulding each person. It was an evening that left a lasting impression, rejuvenating friendships and inspiring a renewed sense of connection.

Michael Schaffner, Class of 2013



Friends of PEGS

Year Seven Meet 'n Greet

Milestone moments of parenthood akin with student life are plentiful. The introduction to and transition into Year Seven is one of many such landmarks. Our annual Year Seven Meet 'n Greet was enthusiastically attended on the evening of 29 March at The Essendon Hotel. New-to-PEGS parents embraced the opportunity to initiate connections, with an open-armed welcome from existing parents.

Creating and building a vibrant, spirited community among parents energises the FoPEGS Committee. In keeping with our school theme for 2023 - Compass – navigating new ground and reorientating in a familiar landscape, positions our Year Seven Meet 'n Greet as a celebratory moment.



Mother's Day Stall

Junior School boys and girls were buzzing from stall to stall, on a wide-eyed search for the ideal gift at this year's Mother's Day Stall. FoPEGS Committee members, Class Reps and parent/caregiver volunteers were ready to assist students with the purchase of an exquisite gift for that somebody special.

Fluffy beanies and fluffy eye masks were a-flurry. Decorative keyrings and jewellery were carefully selected. Aromatic and soothing body care – cherished in choice. Ever curious and astute in decision making, the Mother's Day Stall audience bursts with the generosity of gift-giving. Our FoPEGS crowd-favourite at school and at home!

PEGS Community Family Fun Day

On Saturday 25 March, the magnificent grounds at Keilor Park Sports Fields were on display for the inaugural PEGS Community Family Fun Day. PEGS Hockey, PEGS Football, PEGS Soccer and PEGS Cricket offered fun-filled activities for all ages to try their hand at each code.

PEGS Former Student Association and Business Network introduced their events planned for 2023 and Friends of PEGS also provided a sausage sizzle and drinks for the high energy afternoon.

Many smiling faces were seen enjoying the afternoon's activities and learning about the outstanding opportunities these PEGS community clubs offer families.



2023 FoPEGS Events

- | | |
|--------------------|--|
| Thursday 31 August | Father's Day Stall Junior School (girls) |
| Friday 1 September | Father's Day Stall Junior School (boys) |
| Saturday 7 October | Craft Market |
| Friday 1 December | End-of-Year Luncheon |

PEGS Community Report 2022



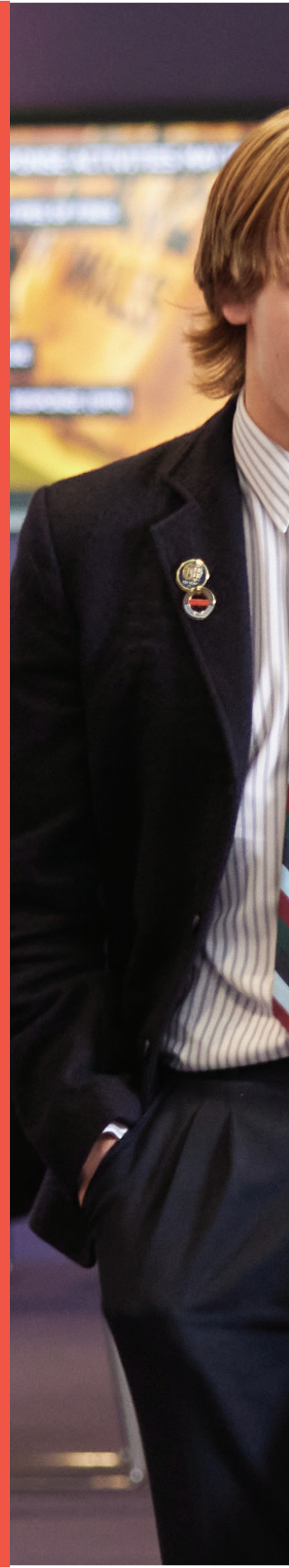


Who we are

Our school is respectful, inclusive and safe, and an exemplar for the pursuit of learning. We create future-ready thinkers and learners by challenging and supporting each other to be more and do more. We embrace a diamond model of education, where boys and girls learn in both single-sex and coeducational environments, to promote learning and social and emotional development. We are proudly a Christian based school that also values the diversity of our community; we provide a welcoming environment to people from all faiths and backgrounds. The education and the breadth of opportunities we provide establish the foundations that enable students to respond to challenges, adapt to a changing world, contribute to society and thrive.

What we are working towards

A community engaged and empowered in the shared pursuit of excellence in learning for an enriching present and an exceptional future.







Board of Management

Bruce Henderson, Chairman 2022, retired April 2023

Chris Clausen, Vice Chairman 2022, appointed to Chair April 2023

Greg Aplin

Robert Gottlieb

Sally Tsang

Rev Paul Blacker

Lisa Lawry

David Whiting

Domenic Cerantonio

Paul Phelan

Tom Wilson

Elizabeth Dapiran

Andrew Smith

Chairman's message

It is with great pleasure that I report on the activities of Penleigh and Essendon Grammar School during 2022.

The composition of the School Board remained unchanged in 2022, and the current number of Board members stands at thirteen, which is consistent with our Memorandum of Understanding that allows for twelve to sixteen Board Members. Mr Chris Clausen was re-elected to the position of Vice Chairman at the AGM in April 2022 and I wish to thank him for his support in this role.

2022 enabled the School to resume so many of the activities that had not been permitted during the pandemic, and it was a welcome relief to have our community back together in a physical sense. With the easing of restrictions, we were delighted to have Cathy Freeman OAM open our new gymnasium at the Keilor East Campus. We also enjoyed the chance to come together for One School Day at the Melbourne Convention and Exhibition Centre, with the largest audience of parents and family members we have seen at this event to date. I am immensely grateful to our staff, students and parents, who supported the school's efforts to bring our community back together after COVID.

Our students continued the fine tradition of academic excellence at the school, with VCE results and NAPLAN results again confirming the strength of our academic programmes. 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 again supported by the Hardship Committee, and I thank this committee for working to ensure that these families were responded to with haste to avoid disruption to the education of their children as a result of financial hardship. In each case, recipients were faced with a financial crisis associated with death in the family, business failure, or medical issues in the family. The families who received financial support have been extremely grateful.

Work commenced on new Master Plans for the Essendon and Moonee Ponds campuses, along with preliminary work to convert a warehouse space adjacent to the Keilor Park campus into an indoor sporting facility. The School acquired a property at 32 Nicholson Street, Essendon, which will provide more space for Essendon Campus, and options for this property are being considered as part of the master planning process.

Directors continue to be alert to their responsibilities under Ministerial Order 1359 - managing the risk of child abuse in schools. All Directors completed their annual training on the Child Safe Standards and have reviewed issues and policies related to child safety throughout the year.

The School's progress towards the objectives outlined in the Strategic Plan were documented at the end of 2022, and we continue to prioritise our four themes – Learning and Thinking, Care and Wellbeing, Engagement and Connection, and Continuity and Sustainability - as important for our growth.

As always, I am incredibly thankful for the efforts of school management and staff, who work tirelessly to provide opportunities and support for our students and families.

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. As I conclude my final Chairman's Report, my overwhelming emotion is that of gratitude. It has been a pleasure and an honour to serve the School as Chairman for the last 12 years and as a Director for 34 years. I am even more grateful, however, for the experiences the school has offered me more broadly, as a student and as an alumnus. PEGS is a very special place, a very special community, and it has given me memories and connections that will stay with me forever.

Bruce Henderson
Chairman

Learning and thinking

Our school provides teaching, learning and thinking of an exceptional quality. Our professional learning and development are built upon both current research and the individual needs of our students. By combining the best of traditional and innovative practices we foster creative and independent thought for students of all abilities.

Opportunities for students to develop skills and dispositions in 2022 included:

Increased opportunities for eLearning at every level with coding embedded in every subject

New practices to track student growth through analysis of formative and summative assessment at Junior levels.

Additional numeracy support with the introduction of Numeracy+ in the Middle School

Staff training focussing on feedback to improve student outcomes

Animation Club for Middle School students in collaboration with Junior School music in a multimedia performance.

Entrepreneurial studies program introduced for all Year Five students

Training of selected Year Seven students as Microbit Champions to support peer learning

VCE results

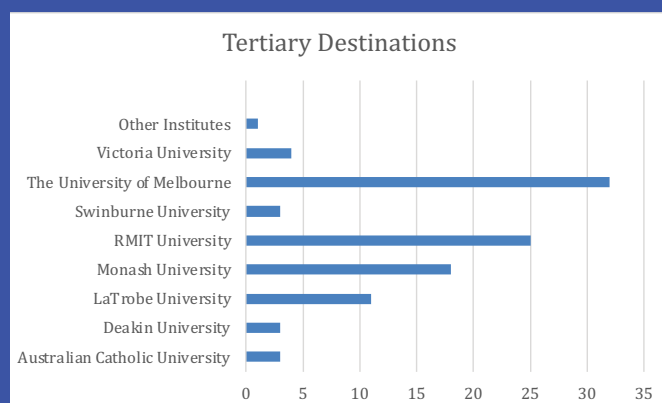
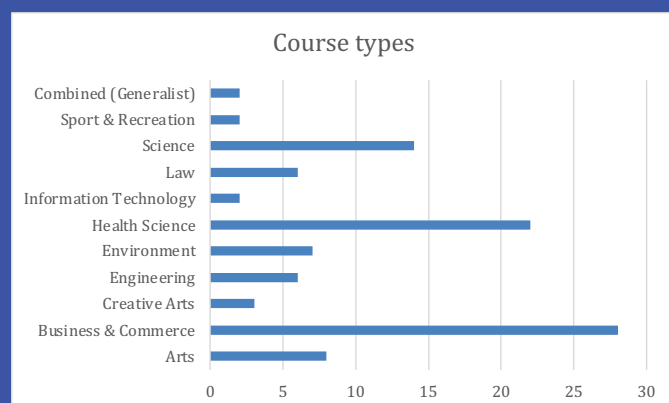
All 271 candidates successfully completed the VCE.

Three students achieved the highest possible ATAR score of 99.95 and 19 students scored 99 or above, placing them in the top one per cent of the state and 19 per cent achieved an ATAR of 95 or above. The median ATAR score at PEGS was 87.90, placing 50 per cent of our students in the top 12 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 11 occasions in 10 subjects.

The University of Melbourne remains the most popular tertiary destination, attracting 32 per cent of our students, followed by RMIT at 25 per cent. Business and Commerce was the most popular area of study, followed by Health Sciences, Science and Arts. More than 94 per cent of students received an offer for their first or second tertiary course preference.

Destinations of students completing VCE in 2022 are summarised below:







NAPLAN 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 2019 and 2021 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					
2022	100	100	100	100	99
2021	99	100	99	99	100
2019	99	100	100	99	100
Year 5					
2022	99	98	99	100	99
2021	100	100	100	99	100
2019	100	100	99	100	100
Year 7					
2022	99	99	99	100	99
2021	99	99	100	99	100
2019	100	99	100	100	100
Year 9					
2022	97	98	99	99	100
2021	99	100	99	100	100
2019	99	99	100	100	100

PEGS mean scores are compared with State mean scores in Table 2. Our scores are well above the State average in all components of the test program.

Table 2: Comparison of State and PEGS mean scores

	Reading	Writing	Spelling	Grammar and Punctuation	Numeracy
Year 3					
State 2022	453	429	425	444	410
PEGS 2022	521	472	477	506	455
Year 5					
State 2022	519	498	509	503	494
PEGS 2022	554	535	545	548	542
Year 7					
State 2022	550	541	549	537	551
PEGS 2022	590	576	585	576	647
Year 9					
State 2022	585	570	579	578	588
PEGS 2022	628	611	617	641	646

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

National Mathematics Summer School - 1 participant;

Australian Mathematics Competition -

Years 3 - 6: 2 Prizes, 5 High Distinctions, 80 Distinctions,

Years 7 - 10: 2 Prizes, 27 High Distinctions, 149 Distinctions,

Years 11 - 12: 8 High Distinctions, 27 Distinctions;

Australian Mathematics Olympiad - Junior: 3 students top 2%, 15 students top 10%,

Secondary: 3 awards;

Computational and Algorithmic Thinking: 5 High Distinctions, 62 Distinctions;

The University of Melbourne/ACEMS Secondary School Mathematics Competition

Junior Division: 1 Outstanding Award, 2 Certificate of Merit,

Intermediate Division: 1 Certificate of Merit,

Senior Division: 1 Outstanding Award, 3 Certificate of Merit;

Maths Games Days (Junior) - 3 first place, 2 second place, 1 third place

Maths Talent Quest (Junior) - National level: 5 awards.

In Science

Biology Olympiad Summer School (Year 11) - 3 participants;

International Biology Olympiad team/Asian Youth Science Forum (Year 12) - 1 participant;

Junior Science Olympiad (Years 7-10) - 3 High Distinctions, 14 Distinctions;

Australian National Chemistry Quiz (Years 7-10) - 45 High Distinctions, 18 Distinctions, 38 Credits

In Languages

Chinese: CLTAV Competition - Reading - Second Prize (Year 9),

Second prize (Year 8);

French: Alliance Française Competition - Recitation -12 awards,

Writing - 3 awards, Oral- 3 awards;

German: Monash University Goethe Poetry Competition- 4 finalists - First Prize Year 11,

Second Prize Year 10, AGTV Poetry Competition - 5 State finalists;

Latin: National Latin Examination - 6 gold medals.





Care and wellbeing

Care and wellbeing are central to school life. Building on our association with the Uniting Church, we are a community with a strong sense of belonging. We constantly seek to enhance our approach to care and wellbeing so that students are best prepared to make well-informed decisions, and to deal positively with whatever the future holds.

Actions taken to support recovery from the COVID-19 pandemic emphasised engagement and connectedness through cross level activities and promotion of student voice

An updated Child Safety Policy and associated child safe reporting procedures were introduced in response to new Child Safe Standards and accompanied by a commitment to educate the school community about individual responsibilities.

A commitment to support gender diversity and inclusion was strengthened in line with changes to Child Safe Standards, staff and parent education opportunities were offered to the community and inclusive school uniform options were clarified.

Actions from the Reconciliation Action Plan have increased representation of First Nations People at culturally significant events and the understanding has been deepened by both formal and incidental teaching.

Additional actions to encourage student participation and formalise leadership processes were taken in all Sections.

Student attendance and retention

The average enrolment from Prep to Year Twelve in 2022 was 2,851. The return to onsite learning during a period of ongoing health concerns was accompanied by some minor fluctuations in attendance and the average attendance rate was 92.6 per cent.

Table 3: Average attendance rate at each year level

Primary	Percentage attendance	Secondary	Percentage attendance
Prep	93	Year 7	93
Year 1	92	Year 8	91
Year 2	91	Year 9	92
Year 3	92	Year 10	92
Year 4	92	Year 11	94
Year 5	91	Year 12	96
Year 6	92		

From a total of 266 students enrolled in Year Nine in 2019, 250 remained at PEGS in 2022, a retention rate of 94 per cent.



Engagement and connections

Our engagement and connections across the school, families and wider community provides strength and support.

Our school is a diverse community, and as a result our students and staff have infinite opportunities to learn from others. Our broad co-curricular offerings promote engagement and increase connectedness across the school.

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 students participate in at least two co-curricular activities including at least one season of sport each year.

In summer and winter competitions, students competed in 109 teams across 12 sports in the APS/AGSV competition and 123 teams across 14 sports in the AGSV competition and an additional 8 mixed gender competitions and activities.

Highlights of 2022

In Sport

Combined AGSV representatives: 41 students
AGSV Premiers: Soccer
AGSV Athletics: 4 records
Triathlon: State Champions
All-Schools State Cross Country – third place
Junior Swimming: 9 participants in State Championships

In Public Speaking

DAV Schools Competition: Years 9 -12
Year 12 – Best Speaker Award for Region
Year 12 team – semi-finalist
Year 11 – student in State training squad
Year 11 team – semi-finalist
Year 9 team - Second in State
UNSC Evatt Trophy: 4 pairs in State finals
VCAA Plain English-Speaking Award:
State semi-finalist

In the Performing Arts

Music: Seven major concerts featured students from all Sections, the Monday@6 online concerts series encouraged students to perform for an extended audience throughout the year and department concerts saw performances by Woodwind, String, Piano, Percussion, Vocal, Suzuki program and VCE Music Performance students. The return of the Choir Camp weekend at Eildon was welcomed and the approach of Christmas was celebrated by the school community with the Senior and Junior Choirs at the revived Carol Service at St Paul's Cathedral.

In a new collaboration, the Animation Club for Middle School students joined with the Year Two string program in a multimedia performance with all Year Two students.

Drama: Students from Year Seven to Year Twelve stepped back in time to present the Greek tragedy, *Antigone* with an innovative production which featured giant puppets and masked players.

Dance: Dance is a summer and winter sport offering and participation in the program has expanded considerably. A lunchtime Junior Dance Club was also introduced for senior primary students in addition to their regular dance and drama classes.

Musical: Actors, musicians and crew from Year Eight to Twelve presented *The Theory of Relativity* to an appreciative audience an early August. With the final message, 'I am nothing without you' the production proved to be an uplifting experience for cast, crew and audience.

Continuity and sustainability

Our focus on continuity and sustainability ensures we maintain the reputation of our school today, and for generations to come.

The school has a strong foundation of sound financial, resource and asset management. We continue to implement strategies, systems and processes that reinforce our capacity, effectiveness and financial independence.

We know that the success of our school relies on attracting, developing and retaining staff of the highest calibre. We also recognise that developing resources and creating assets, including ICT and facilities remain strategic objectives

Finance

PEGS ensures that its finances are managed effectively and efficiently so that educational goals are achieved. The annual income for 2022 was \$73.9 million and included \$51.3 million from student fees, \$21.7 million from government recurrent funding. Expenditure of \$72.9 million included salary and teaching expenses of \$62.8 million and administrative expenses, general, maintenance, provisions and depreciation of \$10.1 million. The surplus of the School was used to finance its capital and IT infrastructure projects.

Our Staff

In 2022 the school employed 305 teachers in 283.74 full time equivalent positions and 175 non-teaching staff in 139.81 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 33 per cent of teachers held a Masters degree or higher qualification. The teacher retention rate was 84 per cent and non-teaching staff was 90 per cent. Staff attendance was 96 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 2022, staff completed 144,477 hours of professional learning. On average, each full-time equivalent staff member completed 4.5 days of training.

Approximately 1.5% of total remuneration was invested in professional learning.

In 2022, the school ran PEGSTIVAL, a highly successful whole staff professional learning day focused on staff wellbeing and engagement, team building and staff as learners.

The professional learning programme continued with a strong focus on developing and embedding a Culture of Thinking, with 23 teachers completing Harvard's Visible Thinking program (1258 hours). The school increased its focus on building leadership capacity (1119 hours), including the Adaptive Leadership program, with 41 staff completing extensive training and team-based project work across the year (920 hours).

Staff completed training in diversity and inclusion (684 hours) to build awareness about ways to better support our diverse community's needs.

Primary and Middle School teachers continued their work with Terri Campbell on enhancing their practices in teaching literacy (882 hours).

Senior School Teachers completed professional learning in areas including collaborative investigation, effective feedback, Communities of Practice.

In-house and online 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. Staff members were actively encouraged to attend targeted, external faculty association and educational sector conferences and seminars.

New staff completed 170 hours of induction training, including safety and compliance training units. All staff completed Child Safety and Mandatory Reporting training and training in cybersafety and phishing training.

E Learning facilitators provided in-house training to improve teacher digital literacy in addition to in-class support provided throughout the year to build teacher capacity.

In 2022 staff members completed 1530 hours of First Aid training, including CPR, Asthma and Anaphylaxis and Perform CPR refresher training.

Five staff members undertook tertiary studies supported financially by the school with a study assistance payment and they completed 913 hours.

Staff feedback

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

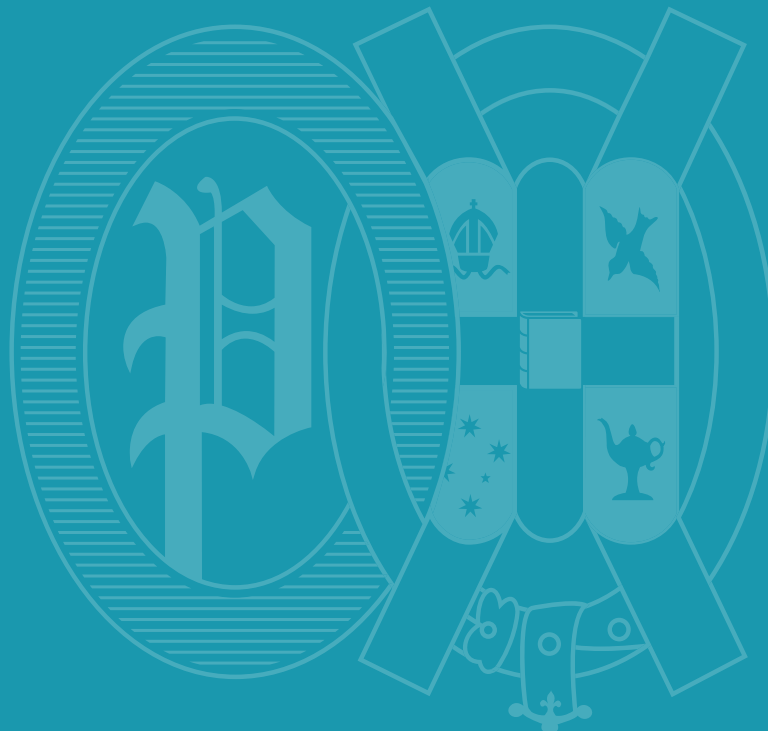
Staff feedback was also sought through annual Professional Learning planning and reviews, new staff satisfaction surveys and staff exit surveys. New staff members reported high levels of overall satisfaction, with 86% satisfied or very satisfied and the majority reported that PEGS was a welcoming and inclusive place to work. They reported a high level of support from their colleagues and managers. Moreover, staff described PEGS as a collaborative workplace with a real sense of community where staff are valued and there is a genuine concern for their wellbeing. The survey found that staff treat each other equally and are generally happy and generous with their time and willing to assist others.

Staff reported that they enjoy the school's structure, support, resources and forward-thinking methods and approaches to teaching. Some staff highlighted the positive culture of the school and the way things are done, and others were pleased with the events and opportunities provided for staff and students. Some observations were that student wellbeing is important at PEGS and that students are happy and engaged in their 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 and student care and wellbeing, professional development, leadership, teamwork, feedback and support.

LEAD Surveys of satisfaction

The bi-annual surveys of student, staff and parent opinions will be conducted again in 2023.



2023 Dates for the diary

July

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

August

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

September

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

October

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

November

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

December

- 11 December – Carol Service
 - 13 December – Term Four ends
- Contact details: newsletter@pegs.vic.edu.au

